



THAMES VALLEY DISTRICT SCHOOL BOARD



OAKRIDGE
SECONDARY
SCHOOL

COURSE OVERVIEW

Course Name: Sports and Entertainment Marketing
Course Type: Open

Course Code: IDC30
Grade Level: 11
Credit Value: 1

Teacher: Mr. A. Scarpelli

Textbook(s): Farese, Grossman et al. Sports & Entertainment Marketing Glencoe: New York, 2005

Course Description:

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyze the connections among marketing principles for sports and entertainment; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisite: None

Units of Study:

Unit #	Time Allocation	Content and Expectations	Culminating Activity/ Major Assignment
1	3 weeks	Marketing of Sports and Entertainment – Fundamentals	<ul style="list-style-type: none"> Demographics Presentation Ticket Pricing Article
2	4 weeks	Promotions	<ul style="list-style-type: none"> Cross Promotions
3	4 weeks	Sports Marketing Mix	<ul style="list-style-type: none"> New Product Development Point of Difference
4	4 weeks	Pricing, Branding, Sponsorship	<ul style="list-style-type: none"> Branding Challenge Pricing Quiz Endorsement
5	3 weeks	Marketing Plan and Research	<ul style="list-style-type: none"> Market research Careers in Sports Marketing
	2 weeks	Culminating Task	<ul style="list-style-type: none"> Marketing Plan

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment **for** learning), helping to set learning goals and monitor their own progress (known as assessment **as** learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment **of** learning). A variety of strategies will be used to assess and evaluate student achievement. These strategies include: oral communication/presentation, performance and writing tasks, quizzes, tests, and group activities.

Evaluation/Weighting of Marks:

The final grade will be based on 70% term work and 30% culminating task(s).

Achievement Chart Categories and Percentages for Term Work

Knowledge and Understanding	15%
Thinking and Inquiry	20%
Communication	15%
Application	20%

Culminating Activities

The culminating task(s) for the course is a complete marketing plan where students will develop an event to be held in the London and surrounding area. Students will be responsible for discussing choices/decisions regarding venue, target market, pricing, branding, advertising, competitive analysis, and market research.

Students will also be responsible for creating and running social media pages for the Oakridge Athletics department through Facebook. This will work in place of the final exam and will be ongoing throughout the term.

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed by the student's efforts in class and in completing all assigned work, their cooperation with their peers, test preparation, and daily record by the classroom teacher.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only. Please refer to your Oakridge Student Planner, tvdsb.ca/Oakridge.cfm or tvdsb.ca for more details on our new Assessment and Evaluation Policy.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.*

I have discussed the course outline with my parent(s)/guardian(s), reviewed the assessment and evaluation used in the course, and have emphasized the importance of attendance and punctuality. I will seek teacher assistance when needed and will strive to work to the best of my ability.

Date

Student Signature

Parent/Guardian Signature