

**Bergen Community College**  
**Division of Business, Arts and Social Sciences**  
**Department of Business/Hotel Restaurant Management**  
**Departmental Policy Syllabus**  
**BUS 150: Sport and Team Branding**

**COURSE DETAILS**

**Instructor:**

**Email**

**Course Description:** Sport and Team Branding examines brand management as it applies to sports and sport merchandising. Study includes the impact, desire and profitability of branding; developing and executing a successful brand strategy; building, measuring and managing brand equity; as well as leveraging the marketing mix to build a high-demand brand platform with a strong customer focus by integrating merchandise items with creative sponsorships.

**Credit Hours:** 3.0

**Date and Time:**

**Textbooks:** Lee, J.W. *Branded: Branding in Sports Business*. (Carolina Academic Press, 2010. ISBN: 978-1-59460-506-2.) – REQUIRED TEXT

Keller, K., Aperia, T., and Georgson, M. *Strategic Brand Management – Building, Measuring and Managing Brand Equity*, 3rd Edition. (Prentice Hall, Inc., 2008. ISBN: 978-0-273-70632-8.) – OPTIONAL TEXT FOR MORE BACKGROUND INFORMATION

Additional outside reading per sports business publications.

**Student Outcomes:** As a result of taking this course, students will be able to:

1. Demonstrate an understanding of the role of brands, the concept of brand equity and the advantages of creating strong brands.
2. Assess different approaches to measuring brand equity and how to implement a brand equity measurement system.
3. Illustrate an understanding of the brand management process through case study analysis and discussion.
4. Analyze alternative branding strategies and how to devise brand hierarchies and brand portfolios.
5. Employ new marketing approaches to build brand equity and brand loyalty.
6. Assess the brand identity elements of brands to determine what appeals to consumers and motivates them to further experiences with the brand.
7. Plan and present a comprehensive and effective brand marketing program.
8. Analyze the creative execution of different branding mixes.
9. Develop an understanding of the importance of validation to improve brand position through examples of various forms of customer feedback techniques.

**Calendar:**

Week	Topic/Activity	Assignments/Events
1	The Foundation of Sports Branding	Introductions; Syllabus; Overview; Text Chapter 1 Discussion
2-3	Brand Equity in Sports	Topic Discussion (Alternate Text Chapter 2); Moodle Tutorial; Moodle Discussion  Branded Case - Chapter 6 <i>Roots</i>
4	Brand Positioning	Quiz 1; Topic Discussion (Alternate Text Chapter 3); Moodle Discussion  Branded Case - Chapter 7 <i>Under Armour</i>
5-6	Brand Elements	Quiz 2, Topic Discussion (Alternate Text Chapter 4) ; Moodle Discussion  Branded Case - Chapter 10 <i>NHRA</i>
7	Building Team Value	Midterm Exam;  Branded Case - Chapter 12 <i>Tampa Bay Bucs</i>
8-9	Creating Sponsorship Partnerships	Quiz 3; Topic Discussion (Alternate Text Chapter 6); Moodle Discussion  Branded Case - Chapter 14 <i>FedEx</i>
10	Sports Merchandising	Quiz 4; Outside Material per Instructor; Moodle Discussion  Branded Cases - Chapter 22 - <i>Mitchell and Ness</i>
11-12	Introducing New Products and Brand Extensions	Quiz 5; Topic Discussion through Moodle (Alternate Text Chapter 12)  Branded Case - Chapter 18 - <i>Mountain Dew (through Moodle)</i>
13	Managing Sports Brands over Time	Quiz 6; Topic Discussion (Alternate Text Chapter 13); Moodle Discussion  Branded Case - Chapter 34 - <i>Why Did Women's Soccer Fail?</i>
14	Final Exam/ Special Projects Week	Participation Self-Assessment, Final Case Study; Discussion of Branding Components; Sports Marketing Special Topics.  Branded Case - Chapter 28 <i>Tiger Woods</i> Final Exam and Outside Material per Instructor  Course Evaluation and Summative Comments

15	Final Presentations	Student-delivered content

**\*Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

**GRADING PERCENTAGES**

Case Studies Discussion Forums and Final Presentation	40%
Examinations	30%
Weekly Reading Quizzes	20%
Participation	10%

**GRADING EXPLAINED**

**Case Studies:**

Students will be required to prepare **nine (9)** case study reflections throughout the semester. The discussions will take the form of material from the **Branded: Branding in Sports** text. For each case study, **additional reflection articles may be attached by the instructor**. The students are to read the case, review the key discussion questions and conduct a discussion forum. There is a rubric that will guide the grading towards points earned on each discussion. That rubric is attached to the first learning module and will be utilized for all discussions. You do not need to introduce the case at all. Your first sentence in any discussion should start with commentary.

*A word of caution – the case studies are “discussions” not “assignments.” The difference is that a case study is evaluated based on engaging an audience and continuing dialogue throughout an entire week. An assignment is turning something in to beat a deadline. If you treat your discussions as assignments (just beating a deadline) you will lose all possibility of participatory points. Therefore, post early and often in each week.*

**Examinations:**

**Two (2)** exams will be administered during the semester. Students are required to take the exams **during the module that they are scheduled**. The two exams are valued at 1/2 of the total exam points available during the semester. Any missed exam will result in a grade of “0” for that exam. In the event of an **extreme** emergency, you must email the instructor in advance that you will be missing the exam. Being that there is a full week to take each exam, there is no possibility for a re-set. And there certainly will be no possibility to accommodate any computer input errors or issues. Take the precaution to ensure you know the procedures for taking exams in Moodle by taking the introductory Moodle courses.

## Weekly Reading Quizzes:

In addition to class discussion, **six (6) quizzes** will be administered weekly to assess content learning. Quizzes will be administered **according to the instructor's agenda**. Any missed quiz will result in a grade of "0" for that quiz. The quizzes will range from objective formats to reflection writing. The lowest quiz grade of the six administered during the semester will be dropped. **By completing readings and participating in discussions, students will have prepared for the quizzes.** One quiz will be omitted/dropped and the five highest quiz grades will be averaged. Therefore, one quiz may be missed without penalty. Quizzes will NEVER be reset and there is no possibility to accommodate any computer input errors or issues.

## Participation:

At the end of the semester, students will **assess their own participation utilizing a 1-10 scale** and submit a written rationale which explains why that grade is justified. The instructor will assess the student's participation as well and assign a grade **utilizing a 1-10 scale**. The student will receive the **higher of the two grades** unless the grades differ by three points or more. In that event, the instructor and student will discuss the participation grade individually. **The instructor will have sole discretion to assign a grade for participation in the event of extreme negligence with course content. And it will not be favorable.** Participation includes the weekly discussions on Moodle.

## Office of Special Services:

- Students who require accommodations in accordance with the Americans with Disabilities Act (ADA) can request these services from the Office of Specialized Services. To learn more about how to apply for services, please visit them at: 201-612-5270 or <http://www.bergen.edu/pages/676.asp>.
- This statement is required in all Course Outlines

Online Expectations: At all times, electronic communication is expected to be business professional. It will be expected that students respond in a professional manner to their peers and use Standard English and not "text" or "e-mail" speak to respond. Do not abbreviate at all! Please write out words in the same manner that you are reading in this syllabus. There are several suggestions available on-line with regard to netiquette. However, since this area is still in its infancy, I will call attention to some as we go along. Specifically, please peruse the following guidelines as an example on <http://online.uwc.edu/Technology/onlEtiquette.asp>.

However a few tips that we will follow as a class are:

- All foul language is prohibited and will not be tolerated
- Remember that there is a person on the other end of the discussion
- Do not say something in a chat that you would not say in a classroom
- Address the content of a message and not the person that sent it
- Keep comments on topic
- Remember that you are in most cases “responding to all” not specifically to “one person” – remember that all of your comments are being read by everyone
- If you think that a message is somewhat controversial or can be interpreted the wrong way, please refrain from posting it; if necessary, save it as a draft – many times when you return to the message you will find more appropriate wording to make the message come across better