LDR 6323 Event Management (Online)
Course Syllabus
(CRN: 70718)

Fall 2017: 13-Week Term
September 18 – December 16, 2017

Course Structure
This course is delivered online from September 18 – December 16, 2017.

Instructor: Dr. Robert Prior
E-mail: r.prior@neu.edu
Phone Number: 617-943-3941
Best times to call or e-mail: Weekdays 9:00 AM – 5:00 PM (EST); Weekends via e-mail

Biography:
Dr. Robert Prior is a full-time faculty member with Northeastern University's College of Professional Studies, teaching graduate-level courses in the Master of Sports Leadership program. He spent 15 years as a practitioner in the professional and collegiate sports sectors, before moving into higher education.

Dr. Prior has served as Director of Media Relations for the Boston Celtics, Director of Information and New Media for Major League Soccer, Associate Director of Athletics Communications and External Operations at Nova Southeastern University, and as Public Relations and Marketing Coordinator for the Atlanta Braves.

Dr. Prior earned a Doctor of Education from Nova Southeastern University, a Master of Science in Sports Management from Saint Thomas University, and a Bachelor of Science in Sport Fitness and Leisure Studies from Salem State College.

Required Text(s)/Software/Tools:

Street & Smith’s Sports Business Journal – Students should subscribe to the 12-week electronic subscription through the following link: http://www.sportsbusinessdaily.com/College-University/Subscription-Options.aspx

Course Prerequisites
Before registering for a course, students should read the course description online at www.northeastern.edu(cps to determine whether they have taken the course prerequisites.

Students are strongly advised to fulfill course prerequisites in order to ensure academic success. Course prerequisites may be met by taking the prerequisite, taking college-level or proficiency examinations, or by obtaining credit in specific academic disciplines for knowledge gained through prior learning experiences. Some courses have two parts. It is not normally possible to take part 2 before successfully completing part 1.

For more information about prerequisites, please contact an Academic and Student Support Specialist in the Office of Academic and Student Support Services.
Course Description

**LDR 6323 Event Management** examines strategies and techniques required to run successful sporting events. It offers students an opportunity to learn how to manage logistics; the who, what, where, when, and how of running the event; how to develop checklists and manage processes to keep things running smoothly; and how to have contingency plans. Covers the basic details involved in running sport related events of a variety of sizes, which includes areas such as: budget, venue, hospitality, marketing, publicity management, and working with vendors, community organizations, spectators, and celebrities.

Course Outcomes

This course will provide students with the opportunity to:

- Appreciate the role of sporting events from a historical perspective.
- Understand the relationship of sport event management to sport facility management and sport tourism.
- Understand the process involved in conceptualizing and developing an event.
- Outline the steps in the bidding process for sporting events.
- Analyze the factors taken into account when staffing a sporting event.
- Understand why event marketing provides different challenges and opportunities than traditional marketing.
- Comprehend the legal environment as it relates to event management operations.
- Explain various logistical operations areas in the event process.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

The student is expected to spend up to 12 hours per week reading, researching, participating in online discussions, completing assignments, tests, and presentations, etc.

Participation/Discussion Board

For each discussion topic you must have at least two responses – see below. Unless you have permission, all assignments must be completed and on time.

1. Each student is expected to answer the questions given in the unit's lesson in the specific discussion thread for the week assigned.
2. Each student is expected to respond to at least two classmate comments in that same discussion forum.
3. Initial discussion board responses are due by Thursday each week, to allow ample time for peer responses by Sunday evenings.
4. Graduate student level content, tone, quantity, and quality in responses are required.
5. Discussion participation is worth 10% of the total course grade.

Communication/Submission of Work

Students are encouraged to post content-oriented communication with the instructor and each other in the Discussion Board, so that so that all students can benefit from each others' learning.

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (9/18-9/24)</td>
<td>Introduction: Understanding the sport event Industry</td>
<td>Course Overview Chapter 1</td>
<td>Introduce yourself to the class Discussion Board</td>
</tr>
<tr>
<td>Week 2 (9/25-10/1)</td>
<td>Event conceptualization</td>
<td>Chapter 2</td>
<td>Discussion Board Assign Reflective Response #1</td>
</tr>
<tr>
<td>Week 3 (10/2-10/8)</td>
<td>Event bidding</td>
<td>Chapter 3</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 4 (10/9-10/15)</td>
<td>Event staffing</td>
<td>Chapter 4</td>
<td>Discussion Board Reflective Response #1 - Due Assign Reflective Response #2</td>
</tr>
<tr>
<td>Week 5 (10/16-10/22)</td>
<td>Event budgeting</td>
<td>Chapter 5</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 6 (10/23-10/29)</td>
<td>Event sponsorship</td>
<td>Chapter 6</td>
<td>Discussion Board Reflective Response #2 - Due</td>
</tr>
<tr>
<td>Week 7 (10/30-11/5)</td>
<td>Event marketing/media promotion and relations</td>
<td>Chapters 7 &amp; 8</td>
<td>Discussion Board Assign Semester-Long Project #1</td>
</tr>
<tr>
<td>Week 8 (11/6-11/12)</td>
<td>Contract Considerations</td>
<td>Chapter 9</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 9 (11/13-11/19)</td>
<td>Risk management and negligence</td>
<td>Chapter 10</td>
<td>Discussion Board Assign Semester-Long Group Project Semester-Long Project #1 - Due</td>
</tr>
<tr>
<td>(11/20-11/26)</td>
<td>Thanksgiving Recess</td>
<td>No Classes</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>Week 10 (11/27-12/3)</td>
<td>Event services and logistics</td>
<td>Chapter 11</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 11 (12/4-12/10) *In-Class Meeting 12/7</td>
<td>Event day management/post-event details and evaluation Final In-class Presentations</td>
<td>Chapters 12 &amp; 13</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 12 (12/11-12/16)</td>
<td>Semester Review Final Projects</td>
<td></td>
<td>Semester Long Group Project – Due</td>
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</table>
ASSIGNMENTS/EVALUATION

Discussion Board/Class Participation: Students are required to actively participate in discussion boards and assigned class activities.

Reflective Responses: Throughout the semester, students will write a total of two (2) reflective responses. These reflective responses will relate to a question or scenario that will be posed by the instructor and will allow student to show mastery and understanding of the course materials. The paper should be one to two double spaced pages in length.

Semester-Long Projects: Semester-long projects are synthesis-type projects in which students work on the project over the course of the semester by incorporating the various concepts, theories, and examples they learn. There are two semester long projects in this course. One is due by week eight and the other is due by week 12.

The class will be divided into groups, who will collaborate to create the Final Semester-Long Project. This synthesis-type project will allow students to incorporate the various concepts, theories, and examples they have learned over the course of the semester. The Final Semester-Long Project will be due by the end of Week 12.

FINAL EXAMINATION
There is no final examination in this course.

Evaluation Standards

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board/Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reflective Responses (2 @ 15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Semester Long Project #1</td>
<td>15%</td>
</tr>
<tr>
<td>Semester-Long Group Project #2</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic honesty and integrity; the complete policy is available at

• Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

• Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

• Plagiarism – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.

• Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s.

• Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

• Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Grading/Evaluation Standards
Students’ written work should be clear, comprehensible, and competently produced. It will be evaluated based on the quality of their assignments, tests, and Discussion Board participation.

Participation in class is essential to success whether the course is conducted in a traditional classroom setting, in a blended format, or as an online class. The instructor will make the participation requirements clear to the class. Students are also strongly encouraged to complete the Student Course Evaluation form that faculty are required to distribute in each course.

If a student will be absent, it is his/her responsibility to inform the instructor and to abide by the terms about attendance as explained in the course syllabus. Unexplained absence from regularly scheduled classes or failure to take part in online discussions may seriously affect the student’s academic standing. Consistent absence without making arrangements with the instructor may result in a final grade of “F.”

With respect to Northeastern Online courses, the student will notify his/her instructor, in advance, if he/she is unable to complete an assignment by the published submission deadline. If the student has questions or problems accessing Northeastern Online.

Online via cpsblackboard.neu.edu he/she should call 866.847.1573, which is available 24 hours a day. Students can go into the http://resources.blackboard.com and Blackboard® Tutorial for student resources. If students have concerns about how they are doing in a course, how the course itself is progressing, or communication between faculty and students or students and students, they should first discuss their concerns with the faculty member responsible for the course. If this discussion does not seem to be effective, the student should then contact the appropriate program director.

Absence because of religious beliefs: The University maintains the following guidelines regarding student absences because of religious beliefs. “Any student who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement shall be provided with an opportunity to make up such examination, study, or work requirement that he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of availing himself/herself of the provisions of this section.” (Massachusetts General Laws, Chapter 151C, Section 2B, 1985)

Absence because of jury duty: Members of the University community are expected to fulfill their obligations to serve on a jury if called upon. A student selected for jury duty should inform his/her instructors and/or activity advisers. They will provide a reasonable substitute or compensatory opportunities for any required work missed. Absence will not be penalized in any way.
GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.667</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>No Credit Given</td>
</tr>
</tbody>
</table>

*The instructor reserves the right to scale grades as needed.*

For further details on grading standards, please refer to the CPS Student Handbook, at http://www.cps.neu.edu/student-services/student-handbook.

Writing Quality Rubric

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Grammar, Mechanics, Usage</th>
<th>Clarity and Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of Proficiency</td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread.</td>
<td>Sentences are structured and words are chosen to communicate ideas clearly.</td>
</tr>
<tr>
<td></td>
<td>Appropriate conventions for style and format are used consistently throughout the written assignment.</td>
<td>Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
</tr>
<tr>
<td>Moderate Proficiency – half grade level reduction (5%)</td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant.</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity.</td>
</tr>
<tr>
<td></td>
<td>Writing does not consistently follow appropriate style and/or format.</td>
<td>Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
</tr>
<tr>
<td>Minimal Proficiency – full grade level reduction (10%)</td>
<td>Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
</tr>
</tbody>
</table>
There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-structor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

**Library Resources for Distance Education**

Northeastern University’s Snell Library maintains a comprehensive system of support for distance learners. Aside from a vast collection of academic holdings available online, special-order articles are available to distance students through NExpress and Iliad. Students are notified by e-mail when PDF articles are available for download.

Students who seek both synchronous and asynchronous librarian support may elect to phone or online chat with a librarian (24/7), as well as e-mail or text message. Furthermore, an array of online workshops is available regularly; these range from an introduction to library services to specialized graduate research methods. As part of the orientation process, off-campus cohorts engage in a synchronous library session to familiarize students with the array of services.

Northeastern’s Snell Library provides an active Interlibrary Loan Service for resources that are not held locally. Journal articles can usually be delivered electronically within a day or two of the request. Subject librarians work with the online and graduate campus student to locate copies of a book that is not offered online by Northeastern.

Online Assistance Reference Librarians and Library Subject Specialists are available to assist online and graduate campus students day and night, seven days a week. The Library offers a number of methods to contact these specialists for assistance, including:

- **Reference Email.** This is a method for getting assistance with more complex research support needs. Reference Librarians will analyze the student’s particular needs and respond with in-depth solutions within one business day.
- **Contact a Library Subject Specialist.** A student can choose and communicate with the librarian who has an in-depth familiarity with the Library resources in a particular subject discipline. Both email and telephone communications are available during business hours.
- **Reference Desk.** One can speak directly with a reference librarian at our toll free line: (855) 618-7512. Hours are 9 am to 9 pm, Monday through Thursday, 9 am to 6 pm Friday, 12 pm to 5 pm Saturday, and 12 pm to 8 pm Sunday. All times are Eastern Standard Time.
- **Ask 24/7.** Reference librarians are available at all hours to interact online with the student and to point that student to the best resources to meet the student’s particular research or assignment needs.
- **Subject Guides.** Subject librarians have created these online guides and tutorials to assist students in identifying and accessing the most important resources in a particular discipline.
Following is a list of the *Sport Management-related Journals and Databases* available to Sports Leadership students and faculty through Northeastern’s Snell Library.

- **SPORTDiscus** with Full Text, which includes such journals as:
  - *International Journal of Sport Management, Recreation & Tourism*
  - *International Journal of Sports Marketing & Sponsorship*
  - *Sports Marketing Quarterly*
  - *European Sport Management Quarterly*
  - *Journal of Legal Aspects of Sport*
  - *Journal of Venue & Event Management*
  - *International Journal of Sport Communication*
  - *Journal of Sport Administration & Supervision*
  - *Journal of Issues in Intercollegiate Athletics*
  - *SBRnet (Sport Business Research Network)*

- **Academic Search Premier**, which includes such journals as:
  - *Sociology of Sport Journal*
  - *Sport, Education, and Society*
  - *Journal of Sport and Social Issues*
  - *Culture, Sport, Society*
  - *Journal of Sport Management*

- **EBSCOhost Business Source Complete**, which includes such journals as:
  - *Sport Management Review*

- **SAGE Complete**, which includes such journals as:
  - *Journal of Sports Economics*
  - *Journal of Physical Education and Sport Management*

Links to specialized Library webpages, as “gateways” from the main Northeastern Libraries site:
- Online Students - [http://library.northeastern.edu/gateways/professional-online-students](http://library.northeastern.edu/gateways/professional-online-students)
- Charlotte Campus - [http://library.northeastern.edu/gateways/charlotte-students](http://library.northeastern.edu/gateways/charlotte-students)
- Seattle Campus - [http://library.northeastern.edu/gateways/seattle-students](http://library.northeastern.edu/gateways/seattle-students)

Please see the following links to Northeastern University's two graduate campuses:
- Charlotte, North Carolina - [http://www.northeastern.edu/charlotte/](http://www.northeastern.edu/charlotte/)
- Seattle, Washington - [http://www.northeastern.edu/seattle/](http://www.northeastern.edu/seattle/)

**Changes in the Syllabi**
Schedules and assignments are subject to change at the discretion of the instructor. Students are responsible for finding out about any changes made when they are not present in class.

**Northeastern University Online Policies and Procedures**
For comprehensive information please go to [http://www.cps.neu.edu/online/](http://www.cps.neu.edu/online/)

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