SEATTLE UNIVERSITY

SADL 519: Sport Event Design

Course Overview

In this course students will develop more detailed plans for the event and begin implementation of the operational plans for the event during spring quarter. After successful completion of this course, students will be able to develop and implement operational plans (levels I, II, and III); establish and manage a budget including identifying revenue streams and costs; formulate effective communication processes; supervise personnel; and establish logistical plans including, site or equipment layouts, schedules and time lines, electronic communications and information systems, procedures for hospitality, housing, registration, transportation, traffic flow and parking, restroom and waste facilities, and liaison with reporting and broadcast media, governing bodies, vendors, concessions, planning committees, and volunteers.

This course provides an overview of the event planning and management process as well as serving as the foundation and preliminary structural basis for realizing and producing an actual event during winter and spring quarters. Readings, assignments, class discussions, workgroups, and guest presentations will focus on preparing and executing a project plan and schedule.

We meet 9 class periods this quarter. This course requires students to work continually and diligently throughout the quarter and entails a fair amount of reading, review of prior readings, discussion, initiative, and action.

Required Text:
Events management: An introduction
Charles Bladen, James Kennell, Emma Abson and Nick Wilde.
Oxon and New York, Routledge, 2012, 472 pp.,
ISBN 978-0-415-57742-7

Class Participation and Assignments

- Project Deadlines and Assignments (300)
- Class Participation (300 Points: 80 Points Per Class)
- Final Presentations (300 Points)

Note on participation: Participation in class including, completing the assigned reading, in-class exercises, and working closely with classmates to design, develop, and execute the design and implementation phase of producing a community/organization beneficial event is the foundation of SADL 519. Class participation is based on the following:

- Proficient: clear demonstration of assigned reading materials, active participation in class brainstorms and discussions, and measurable contribution to team activities.
- Adequate: basic topical understanding of assigned reading and untimely or less than equitable contribution to class discussions and team deliverables.
- Below expectations: unprepared for class discussions regarding reading assignments and event planning as well as failure to deliver individual team responsibilities

Instructor

Aren Kaser

Phone

(206) 255-6786

Email

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arenkaser@gmail.com

Office Hours

By appointment

Class Location

Admin 202

Class Schedule

1/65-3/19
6:00 - 8:00 pm

Class Days and Times

Class meets almost every Wednesday:

- 1/6
- 1/15
- 1/22
- 1/29
- 2/5
- 2/12
- 2/26
- 3/5
- 3/19

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Course Schedule

Week	Subject	Readings	Details
1 - 1/6	Introduction to Event Design	No Readings	**In Class:** • Review syllabus • Finalize event details and budget in class • Project Timeline
2 - 1/15	Events in the Public and Third Sector	Chapter 11	**In Class:** • **Deadlines set for:** • Operational Plans • Registration and Web Presence • Sponsorship Approach • Project Checklist • PR / Marketing Plan • Event Budgeting • Volunteer Planning • Permitting and Legal • Marketing and Media Planning • Event Legacy
3 - 1/22	Event Health, Safety and Risk Management	Chapter 8	**In Class:** • Group Reporting/Timeline Review • Continued deadline - based work
4 - 1/29	Events and the Media	Chapter 15	**In Class:** • Group Reporting/Timeline Review • Continued deadline - based work
5 - 2/5	Event Impacts, Sustainability and legacy	Chapters 14	**In Class:** • Group Reporting/Timeline Review • **Milestones:** • Website Live • PR Plan in Effect
6 - 2/12	Cultural Events and Festivals	Chapters 13	**In Class:** • Group Reporting/Timeline Review • Continued deadline - based work
8 - 2/26	Corporate Events	Chapter 12	**In Class:** • Group Reporting/Timeline Review • Continued deadline - based work
9 - 3/5	Mega Events	Chapters 10	**In Class:** • Group Reporting/Timeline Review • Continued deadline - based work
11 - 3/19	Final Event Plan and Presentations	No Readings	**In Class:** • Group Reporting/Timeline Review • Final Event Design Presentations

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Learning Objectives

After successful completion of this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Demonstrate knowledge of sport event management components		
a. Understand and articulate the major phases of event planning	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Class participation, discussion, production meeting
b. Understand and apply the concepts for consideration of an event proposal	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Class participation, discussion, production meeting
c. Understand and articulate the bidding and /or proposal process for sport events	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Class participation, proposal and final presentations
2. Demonstrate ability to prepare a preliminary budget for a sport event	Content Knowledge, Discovery and Inquiry, Critical Thinking, Numeracy, Communication	Proposal and final presentations
3. Demonstrate ability to "brand' an event	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Documented event synopsis, branding exercise
4. Develop skills for being a reflective event manager		Team participation and assigned event planning tasks
a. Develop an avenue for reflection that emphasizes building knowledge experientially	Content Knowledge, Communication, Social Responsibility	Class participation, proposal and final presentations, synopsis
b. Develop ways to assess current knowledge, identify gaps, and seek advice	Lifelong Learning	Class participation, discussion, production meeting, guest speaker Q&A
5. Demonstrate effective leadership and team skills needed to convert goals into action	Content knowledge, Communication, Lifelong Learning, Social Responsibility	Class participation, proposal and final presentations, synopsis and schedule

Grading

Letter grades will be assigned according to the distribution table below: Final grades will be posted on SU Online by 6pm March 26, 2013. This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written/presentation work should be clear, logical, grammatically correct, and spell-checked. Students are expected to take initiative and apply concepts in thoughtful ways. Please feel free to contact me should you have questions regarding these expectations.

93.33% & Up	A	76.67% & Up	C+
90.00% & Up	A-	73.33% & Up	C

86.67% & Up	B+	70.00% & Up	C-
83.33% & Up	B	60.00% & Up	D
90.00% & Up	B-	00.00% & Up	F

Attendance

Students are expected to attend all classes in their entirety during the course. Please notify Aren Kaser (via phone, text, or email) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) for assistance, support and advocacy. This service is free and confidential. [(206)-296-6090; http://www.seattleu.edu/student/counsel/index.asp]

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following academic integrity policy document for additional information: https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Questions and Out-of-Class Communication

Please direct questions to me via email. I will communicate with the class through your SU email and update Angel with class materials on a weekly basis. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, please turn off and put away all cell

phones and tablets and refrain from texting, emailing, or using apps that are not relevant to the course material during class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

Seattle University Mission Statement

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Seattle University Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Seattle University Values

- Care: We put the good of students first.
- Academic Excellence: We value excellence in learning with great teachers who are active scholars.
- Diversity: We celebrate educational excellence achieved through diversity.
- Faith: We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- Justice: We foster a concern for justice and the competence to promote it.
- Leadership**:** We seek to develop responsible leaders committed to the common good.