ESPT205

Course Summary

Course : ESPT205 **Title :** The Business of Esports
Length of Course : 8 **Faculty :**
Prerequisites : ESPT101 **Credit Hours :** 3

Description

Course Description:

This course provides a comprehensive examination of the business aspects of the esports industry. Students will examine esports concepts related, but not limited to, marketing, revenue generation, and sponsorship. The students will apply their knowledge learned in class to the current industry in order to develop practical takeaways and deliverables that can be used in professional positions. (Prerequisite: ESPT101)

Course Scope:

Objectives

After successfully completing this course, students will fulfill the following Learning Objectives (LO):

LO1: Identify the major streams of revenue within the esports industry.

LO2: Summarize how the major sources of esports revenue differ for the various entities within the industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

LO4: Determine the best practices for revenue generation for players, leagues, teams, and publishers.

LO5: Prepare and defend a business plan that incorporates brand development, marketing, sources of revenue, expenses, and potential sponsorship opportunities.

Outline

Week 1: Introduction to the Business of Esports

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO2: Summarize how the major sources of esports revenue differ for the various entities within the industry.

LO4: Determine the best practices for revenue generation for players, leagues, teams, and publishers.

Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs) rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

Assignments

Week 1 Discussion

Recommended Optional Reading
Recommended Media

Week 2: A Brief History of the Business of Esports and an Introduction to the Esports Business Ecosystem and Sponsorship in Esports

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO2: Summarize how the major sources of esports revenue differ for the various entities within the industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

Required Readings

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Assignments

Week 2 Discussion

Recommended Optional Reading
Recommended Media

Week 3: Introduction to the Business of Gaming "Talent"

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO2: Summarize how the major sources of esports revenue differ for the various entities within the industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

Required Readings

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Assignments

Week 3 Quiz

Week 3 Assignment

Recommended Optional Reading
Recommended Media

Week 4: Introduction to the Business of Esports Event Organizers

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

LO4: Determine the best practices for revenue generation for players, leagues, teams, and publishers.

Required Readings

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Assignments

Week 4 Quiz

Week 4 Assignment

Recommended Optional Reading
Recommended Media

Week 5: Introduction to the Business of Esports Teams and Organizations

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

LO4: Determine the best practices for revenue generation for players, leagues, teams, and publishers.

Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs) rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

Assignments

Week 5 Quiz

Week 5 Assignment

Recommended Optional Reading

Recommended Media

Week 6: Introduction to the Business of Game Publishers and Exploration of the Birth of Esports Franchise Leagues

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO2: Summarize how the major sources of esports revenue differ for the various entities within the industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs) rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

Assignments

Week 6 Quiz

Week 6 Discussion

Recommended Optional Reading
Recommended Media

Week 7: Introduction to the Business of Youth, Recreational, High School, and College Esports

Learning Outcomes

LO3: Evaluate the components of the esports ecosystem and their various industries.

Required Readings

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Assignments

Week 7 Discussion

Week 7 Assignment

Recommended Optional Reading
Recommended Media

Week 8: Introduction to Other Professions in Esports Business and "Best" Business Practices

Learning Outcomes

LO1: Identify the major streams of revenue within the esports industry.

LO3: Evaluate the components of the esports ecosystem and their various industries.

LO4: Determine the best practices for revenue generation for players, leagues, teams, and publishers.

Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs) rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

Assignments

Week 8 Discussion

Week 8 Assignment

Recommended Optional Reading
Recommended Media

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom.

Author:

Publication Info:

ISBN: D2L Note

Required Readings:

See Course Outline

Additional Resources:

There may be other materials, including websites outside the classroom, assigned by the Instructor during the course.

Websites:

In addition to the required course texts the following public domain websites are useful. Please abide by the APUS academic honesty policy when using Internet sources as well. Note website addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	http://owl.english.purdue.edu/
APA Style Homepage	http://www.apastyle.org/index.aspx

Course Guidelines

COURSE DELIVERY METHOD

This course is delivered via distance learning, enabling students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student.

Please note that everything is based on Eastern Time (ET). Many of you are located in other time zones. The clock at the top of the main classroom page is set to ET. Please use this as your guide.

WRITING AND FORMATTING EXPECTATIONS

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in all work submitted as part of coursework to the University. Any references used to complete assignments must be identified with properly formatted text citations and a reference page regardless of submission format (Word, PowerPoint, etc.).

APA formatting requires assignments to be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format. A few of the most common APA requirements include the following.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 12-point font size and Times New Roman style is preferred.
- Page margins (top, bottom, left and right) should be 1 inch, with reasonable accommodation made for special situations and online submission variances.

WEEKLY DISCUSSIONS

In all discussions, students are required to submit one initial post by Wednesday at 11:55 pm ET and a minimum of two replies to classmates by Sunday at 11:55 pm ET. For Week 1 only, initial posts should be at least 250 words, original in content, and demonstrate a thorough analysis of the topic. Replies should be informative, and contribute to advancing knowledge of the topic.

Participation in a Week 1 discussion serves as a student's official entry into a course and requires special attention. Students must complete the Week 1 discussion no later than Sunday at 11:55 pm ET in order to maintain registration in the course.

Discussion Interaction Guidelines

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Discussions on the Internet, however, occasionally can degenerate into needless insults and other unproductive conversation. Such activity and the loss of good manners are not acceptable in a university setting; basic academic rules of good behavior and proper "netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include personal attacks or attempts to intimidate or stifle the discussion of others. Despite the best of intentions, jokes and, especially satire, can easily get lost or become unintentionally offensive. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

COURSE ANNOUNCEMENTS

Instructors typically post announcements throughout a course to communication information in regard to changes in due dates, clarifications on assignments, additional resources for lessons, etc. It is the responsibility of each student to review announcements on a regular basis to stay informed on any course updates.

ASSIGNMENT AND DISCUSSION DUE DATES AND LATE WORK

Students are expected to submit assignments and discussions by the due dates listed in the classroom. Depending on circumstances, assignments may not be accepted late or after the course end date. Submitting an assignment late may result in a penalty of up to 10% per day late, not to exceed a maximum of 50% (5 days late).* Whether assignments are accepted late, or if a late penalty is applied, is at the faculty member's discretion.** For discussions, since posting after a week has concluded provides no value to the course, no initial posts or replies will be accepted after the due date. Faculty may be more flexible if potential delays are communicated ahead of time.

*Late penalties are applied before assignments are graded.
**Programs with specialty accreditation and students with DSA accommodations may have different late policies applied.

DISCLAIMER STATEMENT

Course content may vary from the content outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.