

University of North Texas

G. Brint Ryan College of Business

SENM3700-001: Pricing Strategies in the Sport Entertainment Industry

I. General Course Information.

| | |
|------------------|---|
| Credit Hours. | Three (3) |
| Semester. | Summer 2026 [5-week] |
| Instructor. | Dr. Misun Won |
| Contact. | Misun.Won@unt.edu |
| Office. | Inspire Park 277 (UNT at Frisco Campus) |
| Office Hours. | Tuesdays and Thursdays 9:30-10:00AM and 12PM-12:30PM, or by appointment |
| Course Location. | Frisco Landing 300 |
| Lecture Time. | Tuesdays and Thursdays 10:00-11:50AM |
| Course Website. | www.canvas.unt.edu Students are encouraged to check the website daily for communications, postings, deadlines, and updates. |

II. Course Overview.

In the minds of consumers, there are various purchase factors that affect purchase decisions. One of the most powerful factors is pricing, which is an imperative element of marketing mix (Balachander et al., 2010). For instance, people may purchase a jersey, because it is inexpensive or affordable. On other hand, they may not buy it, because it is expensive or they think it is overpriced. Aside from the price range of inexpensive through expensive, there are multiple pricing strategies that businesses decide to employ due to some merits coming with the strategies. In this course, students will learn the role a price plays in business operations from a business and consumer perspective. Students will be introduced to topics such as willingness to pay, elasticity of demand, various pricing strategies, hidden meanings of each pricing method, and consumer responses. A strong emphasis is placed upon actual practices of pricing and case studies to better understand which pricing strategies sport organizations have used to generate revenue and how sport consumers have responded to the strategies.

The course serves as an introduction course to pricing that allow students to become acquainted with pricing strategies of ticket, retail, and concession sales within the sport entertainment industry. Special attention will be given to psychological effects of different pricing strategies and to the motive of pricing selection around the world. By the end of the course, students will be able to apply their knowledge of pricing and consumer responses to the development of a pricing strategy report that would allow a US based professional sport organization to capitalize on sales while minimizing any pricing complaints from consumers.

III. Course Learning Objectives.

Upon successful completion of this course, the student will be able to:

1. Understand the unique dynamics of pricing selection in the sport entertainment industry.

2. Compare a series of opposite and similar pricing strategies employed in the marketplace.
3. Identify psychological effects of different pricing that influence consumer responses.
4. Differentiate effective pricing from ineffective pricing in regards to consumer responses.
5. Evaluate pricing strategies of US based professional sport organizations.
6. Comprehend a rationale behind the motive of using particular pricing methods in different countries.
7. Develop a pricing proposal of ticket or merchandise sales for professional sport organizations.

IV. Required Readings.

Selected readings and case studies will be provided by the instructor. These readings will be posted in Canvas.

V. Course Format | Expectations | General Course Policies.

VI. Course Evaluation.

| Assignments. | Learning Outcome. | Points. | Due. |
|--|-------------------|---------|-------------------|
| In-class Discussion (cumulative) (In class participation) | 1-6 | 15 | All Lectures |
| Exams (2 @15 points) Quizzes taken in class (via Canvas) | 1-6 | 30 | 6/4/26 6/11/26 |
| Guest Speaker | 1-6 | 8 | 6/11/26 |
| Mock Sales | | | |
| <ul style="list-style-type: none"> ▪ Sales Pitch 1 (online submission & recorded presn.) <ul style="list-style-type: none"> ○ PowerPoint 12 ○ Responses to Others' Sales 10 ▪ Sales Pitch 2 – (online submission & in class presn.) <ul style="list-style-type: none"> ○ PowerPoint 15 ○ Responses to Others' Sales 10 | 1-7 | | |
| Total Points Possible | | 100 | |

**Instructor remains the right to replace certain activities.*

VII. Grading.

VIII. Assignments.

1. In Class Discussion (Every Class, Cumulative Score | 15 points total | Learning Outcome 1-6).

Throughout the semester, there will be plenty of class discussions. Students are required to participate in the discussions and synthesize their knowledge and critical thinking into their claims. Discussions will be completed orally, hence attendance is required.

The grade of **In Class Discussion** is cumulative of all involvement, hence the grade is posted at the end of semester. Student grades for class participation will be based on the frequency of participation and quality of claims. See below:

- ❖ 15 points = *always* participate and provide critically thought claims (100% of discussions)
- ❖ 13.5 points = *most of the time* participate and provide critically thought claims (70% of discussions)
- ❖ 12 points = *sometimes* participate and provide critically thought claims (40% of discussions)
- ❖ 10.5 points = *seldomly* participate and/or provide critically thought (15% of discussions)
- ❖ 7.5 points = never participate in the discussions

If a student would miss a class and their excuse is acceptable under **V Course Format | Expectations | General Course Policies** this syllabus, students can inform Dr. Won in advance to obtain discussion questions. If an absence is not excused or a student misses a class without notifying Dr. Won, this will be considered no participation.

2. Exams (30 points total | Learning Outcome 1-6).

Throughout the semester, there will be two exams covering in-class lectures and discussions. The questions will test student comprehension and recall. The exam will consist of 15 questions (each question is equivalent to 1 point). The questions are multiple choice, True/False, fill-in-blank, and short essay questions.

On the exam days, students will take the exam in class but the exam is accessible online in Canvas (**Hence, everyone should bring their own laptop**). Students cannot use their class notes nor discuss the questions with peers while taking the exam. Once the exam is published in Canvas, students will have **1 hour** to complete it with **one attempt**. If a student arrives late, they will have the remaining time to complete the exam.

3. Guest Speaker Engagement (1 session | 8 points total | Learning Outcome 1-6).

There will be one guest speaker throughout the 5 weeks. Students need to review the guest speaker's LinkedIn profile and post two questions (related to pricing only) in Canvas by 9:30AM on the designated date. While the guest is in class, direct engagement with the guest and students' class behaviors will be observed and graded. The allocation of 8 points is followed:

- Uploading questions in Canvas prior to class (by 9:30AM) = worth 4 points
 - Questions should be related to ticketing, pricing, and game attendance. If not, a deduction of 1.5 points per question will be applied.
 - Late submissions won't be accepted = a 4-points deduction
- Engagement with the guest in class = worth 4 points
 - Use of a cell-phone in class or inappropriate use of laptop in class (e.g. watching a sports game, doing an assignment for another class, anything not related to SENM3700 class or the guest session) = a 1-point deduction
 - No respect or distraction (e.g. late class arrival, disrespectful behavior – working on something else than listening to the guest) = a 1-point deduction
 - Not directly asking a question to guest (or responding to the guest's questions) = a 2-points deduction

4. Mock Sales (47 points total | Learning Outcome 1-7).

❖ Sales Pitch 1

- **Presentation:** Students will individually develop a sales pitch to sell a choice of their sport product. The product should be something students actually own (so that they can bring it to class for Sales Pitch 2).
 - The pitch should include (a) an introduction of the presenter (with a particular title at their choice of sport brand), (b) an introduction of the product including styles, designs, and benefits, (c) a price of the product (and must present the product in their presentation), and (d) a promotion of the sales (to attract their prospect buyers to purchase their product). The pitch should be recorded and submitted in Canvas in the discussion board.
- **Responses to peers' pitches:** All students need to review others' sales pitches and provide their reactions to the pitches. The reactions will include the likelihood of buying it, an attractiveness level of the product, and general thoughts on the product and price. Individuals' reactions to the sales pitches will be collected by Dr. Won and shared to each presenter (anonymously) to help them further develop their second sales pitch.

❖ Sales Pitch 2 – *Research is a must!*

- **Presentation:** Based on the peers' reactions to the first sales pitch and students' learning on pricing strategies, students will individually develop a final sales pitch to better sell the same product that they pitch for Sales Pitch 1. This final pitch should be flawless and perfect with sufficient research to effectively attract their sellers to purchase the product. Sources should be cited in APA 7th edition.
 - The pitch should include:
 - (a) An introduction of the presenter (with a particular title at their choice of sport brand)
 - (b) An introduction of the product including styles, designs, and benefits – if any modifications were needed to the introduction based on peers' feedback, an introduction should be revised
 - (c) A price of the product – the price must be further developed and determined based on peers' feedback, and a presenter must present the product in their presentation with an actual product
 - (d) A promotion of the sales (to attract their prospect buyers to purchase their product) – the promotion should be further developed based on peers' feedback and lectures

The pitch should be delivered in person in class and submitted in Canvas.

- **Responses to peers' pitches:** While each student present their sales pitches, others will fill out a reaction form. The reactions will include the likelihood of buying it, an attractiveness level of the product, and general thoughts on the product and price. Individuals' reactions to the sales pitches will be collected by Dr. Won, compared from Sales Pitch 1 and affect the grading for Sales Pitch 2.

X. Disabilities | Emergency Notifications.

Accommodating Students with Disabilities. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Connectivity Requirements. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Tentative Course Schedule *Note: Course schedule is subject to change

| Date | Lecture Topic | Reading | Assignment |
|-----------|--|--|--|
| 1 – 5/19 | Course introduction T1 – Introduction of pricing strategies ❖ Pricing objectives ❖ Consumer psychology behind pricing | No reading required | |
| 2 – 5/21 | T2 – Price bundling ❖ Mixed-joint bundling ❖ Mixed-leading bundling ❖ Scarcity effect | Won & Shapiro (2021a) | In-Class discussion: Bundled packages in sports & bundled package for sport tourism |
| 3 – 5/26 | T3 – Partitioned/Drip pricing vs. all-inclusive pricing ❖ Base price and surcharges ❖ Price sensitivity ❖ Social responsibility efforts with surcharges ❖ Optional vs. mandatory surcharges | Won & Shapiro (2021b, 2026) | In-Class discussion: SeatGeek, Ticketmaster, StadiumDrop, etc. & fees with benefits |
| 4 – 5/28 | <i>No Class – Dr. Won at NASSM Conference</i> Assignment: Sales Pitch 1 (Recording) | | PowerPoint & Recording in Canvas by 11:00AM Reaction forms by 11:59PM |
| 5 – 6/2 | T4 – Demand-based pricing vs. fixed pricing (1 tier) ❖ Dynamic pricing ❖ Variable pricing ❖ Effect of opponent, day, and time | Won (2021) – dissertation (section 2.1: pp.14 through pp.20) | In-Class discussion: Factors differing ticket costs under dynamic and variable pricing |
| 6 – 6/4 | Exam 1 in class T5 – Odd-even ending pricing ❖ Odd-ending pricing ❖ Even-ending pricing ❖ Left-digit effect | Jeong & Crompton (2017 & 2018) | Exam 1 in class In-Class discussion: The effectiveness of odd-even ending pricing |
| 7 – 6/9 | T6 – Cultural framework and pricing ❖ High- and low-context cultures ❖ Their impacts on price selections ❖ Their impacts on consumer response | Jeong & Crompton (2017 & 2018) – the same papers as T5 | In-Class discussion: Customer reactions to pricing strategies in Korea vs. U.S. |
| 8 – 6/11 | Guest – Zach Johnston (Dallas Pulse) T7 – Penetration pricing vs. skim pricing ❖ Low vs. premium pricing ❖ Minor vs. professional league teams ❖ New vs. old franchises (with strong tradition) | Haemer (2019) ; GeeksforGeeks (2025) | Guest question by 9:30AM & engagement In-Class discussion: The impact of brand equity in penetration and skim pricing (e.g., FC Dallas vs. Dallas Cowboys) |
| 9 – 6/16 | T8 – Participatory pricing ❖ Pay-what-you-want ❖ Name-your-own-price ❖ Pick-your-price Exam 2 in class | Reese (2012) – dissertation (pp. 20 through pp.54) | In-Class discussion: Use of PWYW, NYOP, and PYP in sports and the effectiveness Exam 2 in class |
| 10 – 6/18 | Sales Pitch 2 | | PowerPoint in Canvas by 10:00AM Reaction forms by 11:50AM |