



COMM 1311  
Survey of Oral and Technology-Based Communication  
Fall ~~2016~~ Fall 2013

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<del>121</del> <b>Credit Hours</b>	3

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**THIS IS A HYBRID COURSE – GROUND AND ONLINE CLASS MEETINGS WEEKLY**

*WELCOME to our class in Oral and Technology-Based Communication. I look forward to meeting and working with you this term. Please familiarize yourself with this syllabus and make it a tool that will serve you the entire semester. I understand that successfully completing a communication course can be a challenge. However, with regular attendance, active participation, careful preparation, and attention to grading criteria, you will put yourself in position to do very well in this course.*

*The primary objectives of this course that you read about in this syllabus allow you to build your communication skills in public speaking and teamwork. While our focus is practical, allowing you to implement specific skills, even the novice needs to know “why” as well as “how” or “what.” As a result, we expend a considerable amount of effort toward increasing your understanding of the theory and philosophy behind successful communication. You will leave the course a stronger and more successful communicator in the contexts that we focus upon in this course.*

*Our course has several sources of information. These are: (1) myself as instructor, (2) your textbook, (3) E-Learning, and (4) your classmates. While I can guide you toward specific actions that will lead you in the right direction, you are ultimately responsible for meeting all the course requirements. If you attend to this responsibility with care, you should be successful in this course.*

**FOR 40+ YEARS, I HAVE TAUGHT CLASSES THAT HAVE....:**

*a SAFE atmosphere for students to experiment....*

*a SUPPORTIVE environment for students to prosper..., and*

*a COURTEOUS classroom that listens and gives full attention*

*Please make a personal commitment to contribute to a positive and productive classroom! I am excited to have you in class to learn and practice these skills! Let's learn together!*

*Karl J. Kraymer, Ph.D.  
Professor*

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**REQUIRED MATERIALS (ISBN FOR TEXTBOOK):**

The required textbook is Communication in a Civil Society, by Lane, Abigail, and Gooch and is available in the UTD Bookstore and also online through the Routledge web site ([www.vitalsource.com](http://www.vitalsource.com)). Please [bring your books to class](#). The ISBN number is 978-0-205-77021-2.

You must also be able to videotape speeches, upload them in specified formats, use high-speed Internet and e-Learning materials, and the personal rigor to work hard in a hybrid class.

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~~The required supplemental book is In the Sea There Are Crocodiles by Fabio Geda (Doubleday, 2011). The book is widely available in area bookstores and over the internet. The prices vary widely, depending upon the type and condition of the book that you want. The ISBN number is: 978-0385534734. I will ask you to bring this book to class for certain topics and meetings. Some of the e-Campus postings are based upon this book.~~

**CATALOG DESCRIPTION:**

**Prerequisite:** There are no course prerequisites, other than university-level writing and rhetorical skills.

**Catalog Course Description:** Survey of theories, concepts, and skills as they relate to human interaction. Study of intrapersonal, interpersonal, small group, public, and mediated and technology-based communication. Practice in the preparation and delivery of oral presentations.

**COMM 1311 Course Description:** The purpose of COMM 1311 is to introduce students to the study of communication via a broad survey-based course. The course will facilitate the acquisition of knowledge about communication research and theories and will provide students with skills to enhance their interpersonal, small group, public, and mediated/technology-based communication. COMM 1311 is primarily a “hands-on” application course, which means that students must be present, online and/or in person, to engage in discussions, participate in role-play demonstrations, work in teams, and present and evaluated presentations.

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**COURSE OBJECTIVES AND LEARNING OUTCOMES:****General Education Core Objectives:**

COMM 1311 provides students with the opportunity to learn:

1. **Communication skills** – students will demonstrate effective written, oral, and visual communication
2. **Critical thinking skills** – students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions
3. **Teamwork** – students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider other points of view
4. **Personal responsibility** – students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making

**COMM 1311 Course Objectives**

Students will learn:

1. **Communication skills** – to engage processes and use skills to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts, assessed via the “Small Talk” activity, the Informative Speech, and the Speech of Introduction.
2. **Critical thinking skills** – to engage processes and use skills to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts, assessed via the digital Discussion Posts, the Informative Speech, Quizzes, and team project.
3. **Teamwork** – to integrate interpersonal skills with theories and concepts associated with successful small group communication in a team-based presentation, assessed via the teamwork project, which includes team meetings, a team presentation, and team evaluations.
4. **Personal responsibility** – to identify ethical principles involved in communication situations and to apply these principles to daily life, assessed via participation in the “Case Study in Ethics,” “Ask the Ethicist” discussions, and Digital Discussion posts.

The course objectives are in line with the top five skills and qualities employers seek in college graduates, according to the National Association of College and Employers (NACE) Job Outlook 2013 and 2014 Survey Results:

1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to work in a team structure
3. Ability to make decisions and solve problems
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information

## **COURSE AND INSTITUTIONAL POLICIES:**

### **Attendance and Dropping Class**

My goal is for you to succeed and prosper in this course. I encourage regular and prompt attendance, which indicates a definite interest in the course and personal effort on your part. Students who consistently fail to come to class or consistently show up late to class do not do well in this course. Students learn from group participation, class participation, lectures, their own speech presentations, and being a part of the audience for other student speakers. Please plan to be here on time each day.

Many class days have graded activities for which you receive credit only if you attend and participate. Please make every effort to be here each day to participate in these activities. ***I am unable to make up any class activities due to tardiness, absence, or leaving early.*** I am strongly opposed to drops – I believe that we can avoid these in most cases. I also want to talk with any student who considers dropping to be sure that it is the right thing to do, as well as the only alternative that will meet your objective. In many cases we can figure something out that will allow you to continue. Please do not drop without talking to me.

### **Make-Up Policies**

Make-up activities and quizzes are not available. Make-up assignments ~~– speeches~~ are alternatives - they do not share form or content with the originals, and have nothing to do with the subject matter of this course. As a result, they are more time consuming and difficult to complete. It is to your advantage to avoid these if at all possible, and many students choose not to complete them. ~~–~~ They are not the reason that you enrolled in this course, they do not build your communication skills, and in many cases, they cheat other students out of valuable information and experiences. ***A student may only do one of these alternative assignments during the term and still pass the course.***

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However, if you have explained an absence in which you were supposed to present within 24 hours following the end of the missed class, you may arrange an alternative assignment with me. If you must miss class, the only way that you are eligible for an alternative assignment is by notifying me within 24 hours by telephone or by e-mail that you will or have missed class. *I do not wish to serve as judge and jury, deciding which excuse is legitimate, and which is not. Therefore,* I do not judge these absences as “excused” or “unexcused,” but rather, as “notified” or “not notified.”

There are no make-up speeches: they go straight to alternative assignments, providing that I have been notified about the absence. No one is eligible for make-ups for assignments speech who has not notified me. You take all exams in the classroom.

### Being a Responsible Student and Citizen in Class

Consistent with the principles of a safe, supportive, and courteous environment, in our class, please avoid sleeping, sending text messages, interrupting speakers, working on unauthorized activities or materials, or initiating or creating an atmosphere that is counterproductive to the objectives of the course. Students who do not follow these policies will be asked to leave class that day and will not receive participation points or credit for the in-class activities. If the behavior occurs a second time, you must receive clearance from the UTD administration before you will be allowed to attend class again.

### Requirement for Passing Course

Consistent with policy, students may only miss **one** of the assigned speeches **in front of the class in order to pass this course.**

### PowerPoint Presentation

Presentations in this course require you to construct and incorporate a PowerPoint presentation. Consistent with the theory we teach about visual aids, please ensure that your PowerPoint presentation in both assignments is an aid to your speech – it is not the speech itself. The PowerPoint presentation must support, not make points for your speech. In all cases, you are required to make a point, then, reveal a visual that supports your point. These include: graphs, tables, graphics, photographs, illustrations, or a full-screen quote. You are not allowed to stand in front of the room, push buttons on a remote control or laptop, and watch lines fly in across the screen while you read or paraphrase them to the class. Sentences and long fragments are not allowed. I encourage you to insert black “slug slides” between each visual so that you control each slide as it will appear in your speech. Some assignments have specific requirements for the number of slides that you must use.

### Full Class Meetings

Consistent with the policies and objectives of the university and division, this class does not let out early. Whenever we have time left over at the end of activities or assignments, we conduct video assessments of famous speeches. These assessments are part of your activity grades for the course. Please plan and expect to be in class for the entire time each meeting as scheduled.

### Prerequisites for Assignments

In order to give you the chance to make the highest grade possible on your assignments, most speeches in require you to submit specific input forms prior to the time that you are scheduled to speak. This requirement ensures that you will have every opportunity to succeed and do well. Only those students who submit input forms on the due date receive a speaking slot in order to present in class. My objective is to “set you up to succeed,” and allow you to make the highest grade possible on your speeches. Specific due dates are announced for input forms for the Informative Symposium Speech and the Persuasive Speech.

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### **e-Learning**

This course will use features in e-Learning, including Course Documents, Grade Center, and Discussion Board. It is extremely important that you have an e-mail address and that you keep it current within the system so that you do not miss announcements, documents, or other materials that I will distribute. If you do not have an e-mail address, you can set up a free account through AOL or Yahoo.

Drawing upon the competency for computer literacy in this course, you will not succeed without regular and routine use of e-mail, Internet, and access to e-Learning. If you do not have a home or office computer, access to many systems are available throughout the campus, and certain developmental labs are open as early as 7:30 a.m., and remain open late at night. Please see me if you have any difficulties with these systems. There is a technology help number for students published on the UTD web site.

Throughout the course, you will make postings in e-Learning discussion forums to various questions. 75 points toward your term grade require posting responses to discussion questions available through the system. Each forum has a specific opening and ending date. In most cases, you receive credit for making an original post and replying to at least one other student. In some cases, you must post replies to more than one student. The ending dates for each forum are fixed and I am unable to extend them.

### **Inclement Weather Statement**

In the event there is inclement weather that affects regular scheduled classes and events on the Richland campus, UTD web pages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session as usual. You also may refer to announcements on major television and radio stations in the event that you cannot access the web pages.

### **Equal Opportunity**

This course adheres to the Equal Opportunity policies offered by UTD, which offers educational opportunities without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.

### **ADA Statement - Disability Services**

If you are a student with a disability and/or special needs who requires accommodations, please contact the Office of Student Access Ability at SSB 3.200. You can make an appointment at (972) 883-2098. The office hours are Monday-Thursday, 8:30 a.m. – 6:00 p.m., and Friday from 8:00 a.m. – 5:00 p.m. You can make an evening appointment by special request. This course adheres to the disability policies offered by the school.

The OSA office provides registered students with an accommodation letter to present to faculty members. The letter confirms that the student is qualified to receive special accommodations. The accommodation letter should be presented to instructors of each course at the beginning of the semester. The approved accommodations will be discussed at that time.

### **Financial Aid Statement**

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the school administration. Students who complete an enrollment period with a grade of F in all courses will be required to repay a portion of financial aid received unless an instructor documents that the student participated in the class through the 60% point of the enrollment term.

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### **Stop Before You Drop**

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For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six (6) courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six (6) non-exempt drops, you cannot drop any other courses with a “W”.

### **Religious Holy Days**

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Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. Please discuss the options with me if a religious holy day applies to you.

### **Campus Emergency Evacuation Plans**

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UTD has developed policies and procedures for dealing with emergencies that may occur on campus. If you have questions or concerns, please contact the school administrators.

### **Disclaimer Reserving Right to Change Syllabus**

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As necessary or appropriate, I reserve the right to amend this syllabus as necessary. You will learn about any changes in advance by e-Mail and by Announcements.

### **Academic Integrity**

UTD expects a high level of responsibility and academic honesty from its students. Because the value of an academic degree depends upon the absolute integrity of the work done by a student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Academic or scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to application for enrollment or the award for a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, this involves one of the following: cheating, plagiarism, collusion, and/or falsifying academic records. Students cannot resubmit a paper used in high school or for another class. Students who are suspected of academic dishonesty are subject to disciplinary proceedings as specified UTD. Written work is submitted and examined through Turnitin, which is an integrated plagiarism tool. You will receive specific instructions on uploading papers for use by this device, as necessary.

### **Sharing Confidential Information**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

### Additional Guidelines for Success in this Class

1. This course is rigorous and demands your time outside of the classroom. Give the course extra time. Do not get behind in your assignments. Expect to do large amounts of reading to be successful.
2. The Student Success Center is on the first floor of the library and can assist you with improving your outlines and speeches for this class. Visit their website for more information:  
<http://www.utdallas.edu/studentsuccess/>
3. As computers tend to fail when we need them the most, save your work to multiple devices (i.e. USB device, back up hard drive) of your home computer. Computer failure is not a legitimate excuse for your work being late.
4. All speeches will be timed and recorded.

### Schedule of Daily Activities and Assignments

We will follow this calendar for class meetings. You will receive notice of deviations in the schedule through e-mail, on e-Learning, or in-class announcements.

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**IMPORTANT:** When you see instructions below to read a chapter in a module, there are also module files that you are responsible for. Be sure to open up each module and complete the readings, activities, videos, and other items after you read the chapter in the module.

Dates	Topic	In Class	Online After Class
Module 1 8/24 – 8/30	Course Introduction Chapter 1	Course Orientation  Review E-Learning  Course Theme: Civility  Speech of Introduction Specs  The Audience	Take syllabus quiz: You must make 100% in order to access the remainder of the course.  Read Chapter 1  Take Chapter 1 quiz by midnight on 8/30  Upload Speech of Introduction video in e-Learning via Box.com by midnight on 8/30
Module 2 8/31 – 9/6	Chapter 11	Small Talk  Probing Skills Practice  Speech Organization	Read Chapter 11  Take Chapter 11 quiz by midnight on 9/6  View and post welcoming comments on each of your classmates' Speech of Introduction videos in the Discussion Board forum by midnight on 9/6

Module 3 9/7 – 9/13	Chapter 12	Speech Delivery  Communication Apprehension  Informative Symposium Speech Specs  Citing Sources	Read Chapter 12  Take Chapter 12 quiz by midnight on 9/13  Submit Informative Symposium Speech input form by midnight on 9/13
Module 4 9/14 – 9/20	Chapter 4	Non-verbal Communication  Impromptu Speeches	Watch Amy Cuddy video and take assessment by midnight 9/20  No Quiz on Chapter 4  Watch YouTube videos by midnight 9/20: 1. “Death by PowerPoint” 2. “What to do With Your Hands”
Module 5 9/21 – 9/27	Chapter 5	Listening  Submit Listening Assessment	Read Chapter 5  Take Chapter 5 quiz by midnight on 9/27
Module 6 9/28 – 10/4	Chapter 9	Communication in Groups and Teams  Informative Symposiums 1 and 2	Read Chapter 9  Take Chapter 9 quiz by midnight on 10/4  Submit critiques of student Informative Symposium speeches
Module 7 10/5 – 10/11	Chapter 10	Leadership in Groups and Teams  Informative Symposiums 3 and 4	Read Chapter 10  Take Chapter 10 quiz by midnight on 10/11  Submit critiques of eight student Informative Symposium speeches



Module 8 10/12 – 10/18	Chapter 3	Verbal Communication  Team Developmental Stages	Read Chapter 3  Read Supplemental Article on Team Developmental Stages  Take Chapter 3 quiz by midnight on 10/18
Module 9 10/19 – 10/25	Chapter 14	Persuasive Speaking  Defense Checks – I	Read Chapter 14  Submit Persuasive Speech input form  Take Chapter 14 quiz by midnight on 10/25
Module 10 10/26 – 11/1		Group Meeting	Submit Log of Meeting by noon, 10/28
Module 11 11/2 – 11/8	Chapter 6	Dyadic Communication  Defense Checks – II	Read Chapter 6  Take Chapter 6 quiz by midnight on 11/8
Module 12 11/9 – 11/15		Persuasive Speeches	Complete Peer Reviews and submit by midnight on 11/15
Module 13 11/16 – 11/22		Persuasive Speeches	Complete Peer Reviews and submit by midnight on 11/22
Fall Break 11/23 – 11/29		Team Presentations 1 and 2	Complete Peer Reviews and submit by midnight on 11/29
Module 14 11/30 – 12/6		Team Presentations 3 and 4	Complete Peer Reviews and submit by midnight on 12/6
Module 15 12/7 – 12/13		Feedback Mill  Team Reflection Activity	Submit Team Reflection Paper on 12/7 at the beginning of class

**UNITS AND GRADING:**

COMM 1311 contains the following components:

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	Your Score	Possible
Impromptu Speech	_____	25
Speech of Introduction (Box in e-Learning)	_____	25
Informative Symposium Speech Input Form	_____	25
Informative Symposium Speech	_____	100
Persuasive Speech Input Form	_____	25
Persuasive Speech	_____	150
Team Presentation	_____	200
Team Participation	_____	50
Team Reflection Paper	_____	50
Discussion Board	_____	75
Chapter Quizzes (10 @ 20 points each)	_____	200
Course Activities	_____	75
<b>TOTAL</b>	_____	<b>1000</b>

Grade	Percentage	Points
A+	97-100	970-1000
A	93.-96.9	930-969
A-	90-92.9	900-929
B+	87-89.9	870-899
B	83-86.9	830-869
B-	80-82.9	800-829
C+	77-79.9	770-799
C	73-76.9	730-769
C-	70-72.9	700-729
D+	67-69.9	670-699
D	63-66.9	630-669
D-	60-62.9	600-629
F	Less than 60	Less than 599

## ASSIGNMENT DESCRIPTIONS:

### Speech of Introduction

This is a mandatory assignment to pass this course. This is a 2- 2½ minute speech about yourself that you upload into e-Learning through Box.com, in the Speech of Introduction Folder.. You post the speech by the end of Module 1, and post reviews of your classmates' speeches by the end of Module 2.

### Demonstration Speech

~~Show your audience how to do something that can benefit them and is important to you. In the speech, you must actively use your hands and body to show how to do a task, activity, or function.~~

### ~~Problem-Solution Problem-Solution Speech~~

~~Select an issue that is important to you and your audience. Define and describe the problem. Then, provide a viable solution that would eradicate or minimize it.~~

~~Identify a social, political, or religious problem that is of importance to your audience and describe its elements. Then, provide details for at least one way that the problem can be altered or eliminated.~~

### Persuasive Speech

#### Speech

~~Identify an issue from a topic listed on the Audience Analysis survey. This is your "Last Lecture." Your topic should be one that would be the final appeal you would make to your audience.~~

~~Provide three declarative arguments to attempt to change an attitude or belief, or call the audience to action. PowerPoint is required~~

### Major Course Project

~~In the third unit of this course, you will work with other students in a group to present information to the rest of the class. You will receive a project planning guide to assist you. You will have some in-class meeting time to make plans and prepare. The project merges dyadic and public speaking skills with variables and concepts from small group communication. You will receive options for topics by the third class meeting of the term. PowerPoint is required.~~

### Informative Symposium Speech

You will be a member of a symposium group, speaking on a sub-topic of a larger issue. Your job is to serve as a "reporter," not as an advocate, providing updated objective information to the class. An input form which outlines your presentation is required by a specific submission date.

### Persuasive Speech

Identify an issue from a topic listed on the Audience Analysis survey. Your topic should be one that would be the final appeal you would make to your audience. Provide three declarative arguments or attempt to change an attitude or belief, or call the audience to action. PowerPoint is required. An input form which outlines your presentation is required by a specific submission date.

### Team Project

You will work with other students in a group to present information to the rest of the class. You will receive a project planning guide to assist you. You will have some, but limited in-class meeting time to make plans and prepare. The project merges dyadic and public speaking skills with variables and concepts from small group and team-based communication. You will receive options for topics by the third class meeting of the term. PowerPoint is required. The project is worth 200 points. There is also a

mandatory individually constructed Team Reflection paper due, worth 50 points. The confidential peer evaluation is worth 50 points.

### **COURSE QUIZZES**

For each of ten chapters, you take a 20-25 question multiple choice quiz, each worth 20 points. The quizzes are in the e-Learning weekly learning modules. You access the quiz by clicking on the quiz link in the module. Each quiz is timed, and you only have one attempt to take the quiz. Read the on-screen instructions carefully before you click “Begin.” After each quiz, you can check your score in My Grades.

~~Diversity Analysis Paper—September 25~~

~~Unit 1 Test—September 27~~

~~Unit 2 Test—November 27~~

~~Unit 3 Test—December 11—see the final exam schedule published online by Richland College~~

~~Demonstration Speech—October 16, October 18, October 23, October 25~~

~~Problem-Solution Speech—November 1 or November 6~~

~~Persuasive Speech—November 8, 13, November 15, November 20~~

~~Group Project—December 4 and December 6~~

#### **INSTRUCTOR BIOGRAPHY:**

#### **KARL J. KRAYER, Ph.D.**



**Karl J. Krayer** received his Ph.D. from the University of Oklahoma, specializing in organizational communication. He is the President of **Creative Communication Network**, a full-service company offering speeches and presentations, training and custom consulting and meeting facilitation for individuals, groups and organizations.

Karl is a nationally renowned speaker, author and consultant who works with corporations and associations who want to assess and improve competency, teamwork and communication. He also provides informative, dynamic and entertaining presentations and workshops for small businesses that want to increase productivity and profitability. Karl served on the faculties of Auburn and Texas Christian Universities before beginning a ten-year stint with Dr Pepper / Seven Up, Inc., as a Training Manager. He is a Past President of Dallas Chapter of the American Society for Training and Development, and was named its "Professional of the Year" in 1990. He is an active member of the National Speakers Association and the DFW Organizational Development Network. During 2001-2002, he served the National Speakers Association of North Texas as President.

Karl's training and organizational development interventions at Dr Pepper / Seven Up yielded significant results for the corporation in productivity, profitability and return on investment. His internal consulting efforts were instrumental in leading work reorganization and process improvement changes for the corporation's Marketing and Marketing Services divisions. Since 1998, Karl has consulted and facilitated for many major organizations, including Nokia, Texas Instruments, Aegon, TXU Energy, Lehigh-Hanson, Hudson Advisors, Lucent Technologies, Cadbury Schweppes, Dal-Tile, Mary Kay, Hunt Oil, Citi, SAGE Telecom, Pepsi-Cola Bottlers, Lincoln Property Company, YUM! Brands, Texas Department of Transportation, Dallas Police Department, AAFES, and Child Health Care Association.

Karl now serves as an Adjunct Faculty member in the University of Dallas College of Business, teaching courses in Business Immersion, Project Management, Strategic Management, Effective Leader, Leading Change, Managerial Behavior, Business Communication, Contemporary Issues, and Management Thought. This is his eighteenth year at the University as an adjunct professor. He was presented with the Adjunct Professor of the Year in the Spring 2009 term.

He was instrumental in the development of LEAD courses for the College of Business, when he taught ground courses in Delegating, Coaching, Building Trust, Setting High Performance Goals, Negotiating, and Influencing. Two of these LEAD courses, Influencing and Negotiating, were also available to students on-line.

Karl also teaches Management in the College of Business at the University of Texas at Arlington, as well as communication courses for the Dallas County Community College District at Richland and Brookhaven Colleges.

Karl has presented addresses to conferences of more than 50 professional and academic associations and has written more than 25 articles in refereed trade, industrial and academic publications. He was

the keynote speaker at the recent IASA conference in LasColinas and at the ASQ regional conference in Fort Worth. He traveled throughout the state in 2012 delivering keynote addresses for the Grand Lodge of Texas, A.F. & A.M. Karl presented concurrent sessions at the 2013 IIAT conference in Austin.

In 1999, he published a chapter in a book in the National ASTD "In-Action" Series entitled Effective Leadership Programs, and in 2001, he published a chapter in an anthology entitled The Leadership Path, and in 2002, a chapter in The Communication Path. In 2003, his co-authored work, Organizing Change, was published by Jossey Bass / Pfeiffer / Wiley.

His specialties include sales and influencing processes, competency assessment, management and leadership development, strategic planning, training and organizational development, communication and interpersonal relationships. Karl's featured workshop is "**Manager-as-Trainer**," designed to provide managers who are not professional trainers with the techniques and tools to develop their direct reports in order to improve competency and achieve organizational outcomes.

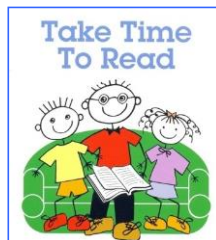
His monthly First Friday Business Book Synopsis meetings at the Dallas Park City Club attract business professionals from throughout the DFW metroplex, and are now in their nineteenth year of existence.

Karl is an avid supporter of **Relay for Life**, sponsored by the American Cancer Society. For his walk completed on May 5-6, 2013 in Garland, Texas, he was the third highest fund-raiser in the region, and has raised over \$6,000 in three years of participation. He was the # 1 individual fund-raiser in 2013 for this event.



He is active in the First Methodist Church at Garland, where he teaches adult Sunday School classes each week, and has been a member of the administrative board. Karl has been a guest speaker on numerous occasions for the PathWays service on Sunday evenings, and for the Men's Breakfast at his church, as well as for FUMC-Sachse.

Karl is a strong supporter of literacy, beginning with children, and is an active fund-raiser for the **Take Time to Read** program, sponsored by the Texas Scottish Rite Hospital for Children.



His recent charitable activity is for **Running for Clean Water (R4CW)**, for which he has been a silver-level sponsor. The 5K and 1K fun-race is designed to build wells to supply clean drinking water in Sierra Leone, Africa. In 2014-2015, Karl has contributed more than \$1,600 to the cause.

Karl is a member of the Education and Service Committee for the Grand Lodge of Texas, A.F.& A.M., and is a past presiding officer of numerous Masonic bodies within the fraternity. He is a 32<sup>nd</sup> Knight Commander Court of Honor recipient from the Scottish Rite Bodies. He was a youth advisor for the Order of DeMolay, winning "Advisor of the Year" in Texas for four consecutive years from 1993-1996, and holds the highest award that the organization bestows, the Legion of Honor, for service to humanity.

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