

# FUNDAMENTALS OF

**Brian Klebig**

Character Name

**SPEECH**

**Comm 111E**

Class & Level

**Chaotic Neutral**

Alignment

**Humanoid**

Species

**HH 329**

Office

Klebig (pronounced kleh'-big) attended the University of Central Florida for an M.A., Michigan State University for a Ph.D., and Bethany Lutheran Theological Seminary for an M.Div. As a scientist he is a quantitative media psychologist specializing in media effects, especially intuitive pre-conscious mental processes, and his experiments have yielded over a dozen publications in academic journals. At Michigan State he was the manager of the CARISMA Lab, which at the time was the world's most advanced VR/AR/MR/Motion Capture laboratory. Since then he has built 3 more VR laboratories, including one at the Seminary and in the basement of Meyer Hall. As a pastor he spent 4 years in the parish in FL, and now teaches Communication (and a bit of homiletics) at the Seminary.

Character Background



You must have a textbook on public speaking. If you haven't already purchased the one I recommended online, you may also like "Card Talk" by Bill Donohue. Get one of them.

Equipment

I receive between 100 and 400 emails every day. Not SPAM emails, either. Real emails that require real attention and real responses, and it's ugly. If you email me, it may take me up to 3 days to respond. If you text, I will usually respond within 3 hours.

E-mail: [bklebig@blc.edu](mailto:bklebig@blc.edu)

Text: 863-991-4029

Other Traits

An introductory course to public speaking and discourse. Students will learn the basics of preparing and presenting speeches effectively to general audiences. Furthermore, students will learn fundamentals of crafting and delivering writing of academic quality, as well as asking questions worthy of exploration and consideration. There is only one way to learn public speaking: speak in public. Classes will be interactive lectures, assignments will be speeches and videos.

Quest Background

**Division Objectives:** This course meets the following objective of the Division and will be referred to throughout the body of this document.

Students will be able to...

- III. demonstrate an aptitude with a variety of media.
- III.A explain the function of new media and effective use of it.
- IV. evaluate the social and historical significance of communication through the analysis of principles and theory
- IV.B Describe how communications has changed throughout history and predict how it will change
- IV.C be knowledgeable of 21st century communication issues
- IV.D build off the history of communication
- IV.E describe the forces at work and the variables involved in communicating a message

## **Some Secrets of Sweet Success**

**SEE ME:** I'm happy to help. I have a coffee machine in my office for you. Seriously, if you think you might be falling behind, come talk to me and we'll get you caught up. Or if you just need coffee. That's fine too.

**OFFICE HOURS:** M, T, W, F: 8:15 am – 9:45 am. Otherwise I'm available almost any day by appointment to meet over Zoom in the evenings.

**ATTENDANCE:** In order to have public speaking we need a public to speak to! Information shared in class is often crucial to your upcoming assignments, and our assignments are almost always entirely in-class. Therefore, these are the attendance policies for this class:

1. I DO NOT grade on attendance for normal class periods. I don't even need an email. Yay for adulthood!
2. I DO grade attendance on speech days. We must have a public for public speaking, so your attendance is mandatory. An unexcused absence will result in a 10% reduction in your grade for that speech. Yowza. An excused absence will require a) an email notification in advance from you and b) a nurse/doctor's note or notification from a coach. BOTH items are required to be excused on a speech day. That said, I also treat you guys like the adults you are, and I can be reasoned with. Especially if you employ the proper persuasion tactics discussed in class.
3. I DO NOT reply to emails that notify me of an absence. This does not mean I haven't received it, but I literally get hundreds of emails per day. If you sent it to me you're good, no worries, but don't expect a reply.
4. I DO accept late work! If you miss class and find out that you missed an in-class assignment, then you can do it, email it to me, and as long as it is on my desk within 24 hours of the class we took it in I will give you full credit. Speak well of me to your grandchildren.
5. I DO NOT give out notes, slides, assignments, or other information on days that you miss. To obtain that information you will need to recruit a fellow student to provide the notes/assignments/info you miss. Every class contains critical information, so there is no need to

ask whether you missed something important. If you missed class then yes, you missed something important. If you don't get it from a classmate you will not do particularly well on your next speech. It's on you to find out what the missing information was. Students who take excellent notes, consider this a business opportunity.

6. If a student arrives late to class on a day when students are giving speeches, the student will wait outside the classroom until there is a break between student speakers. Students who enter class while a fellow student is presenting become a major distraction and will lose 10% as a consequence. Pain!

**RESPECT:** I'm a free speech junkie, and I believe that our own opinions and thoughts become better when they are challenged by rational and well-considered opposing viewpoints. I enjoy good-natured disagreements. I do, however, expect academic respect to be shown to everyone. If you disagree then you will do so respectfully, bearing in mind the other person's intelligence. If you are in this room then you were smart enough to get here, and so was the person you're talking to. College is a lovely place to get upset and make other people upset, but still all be friends at the end of the day. Being upset, being challenged, these are all fundamental attributes of a college experience, and they'll train your brains into lethal weapons as long as you're not scared of a little conflict. But when we disagree, we do it with class and respect.

**PARTICIPATION:** Participation means contributing to the success of the class as a whole. Students are expected to make intelligent contributions during class periods. Contributions can include making related statements, asking intelligent questions, clarifying, summarizing, etc. Also, participating in extra projects, like setting up a room, will help your participation score. These contributions will be documented and will affect each student's grade. Conversely, students causing disruptions, asking stupid questions (yes, I believe in stupid questions), sleeping, working on other classes, talking with neighbors at inappropriate times, or looking at unrelated sites on a computer will likewise see a reverse effect on their grades.

**ELECTRONIC MEDIA:** I am not training students to be the best people they could be 40 years ago, I'm training students who live in the 21<sup>st</sup> century, have smart phones, and have laptops. Feel free to use them in class. If you get a text message you may answer it, but make it a one sentence reply to the effect of, "I'm in class, talk to you in a bit." Don't wear headphones in class. Why would you even do that? **HOWEVER**, there is one extreme exception to these rules: having a phone out is distracting for speakers, and horrible if it goes off. On days in which your classmates are giving speeches YOU MUST TURN YOUR PHONES OFF AND KEEP THEM STASHED IN POCKETS, PACKS, OR PURSES. Vibrate is unacceptable, we can still hear a buzz. We are trying to support and encourage success, so there will be no distractions on speech days. No phones on desks, no laptops out, nada. As soon as speeches are done and it's only me up front we can return to our relaxed ways.

**GRADING:**

Introductory Speech:	5%
Joke Speech:	5%
Informative Speech:	15%
Persuasive Speech:	15%

Special Occasion Speech:	10%
Group Speech Individual:	10%
Group Speech Group:	10%
Speech Analysis:	10%
Quizzes/Other Stuff:	10%
Exams:	10%

## SPEECHES

**Tell a joke:** You will find an under 1 minute joke which could be told to your grandmother's pastor and that complies with Bethany moral standards. Tell the joke in front of the class with as much energy as possible. The joke should be memorized.

**Introductory Speech:** In this first real speech you will introduce a fellow classmate to the class. Pairs or groups will be determined by the instructor. A key-word outline on note cards may be used. 2 minutes in length.

**Informative:** With this speech you will inform your audience on some topic. This will not be a "how-to" or demonstration speech. Topics must be approved by the instructor. A specific purpose statement, detailed outline, and keyword outline will be turned into the instructor prior to giving the speech. You are required to use a minimum of **three** references, **only one of which may be an encyclopedia or dictionary**. Peer reviewed sources are preferred. Source citations must be stated during your speech. **A minimum of one visual aid is required.** A key-word outline on note cards may be used. **5-7 minutes in length.** (COMM 111 Objective #1-7)

**Persuasive:** This speech is designed to show your understanding of different methods of persuasion. You will use one of the methods discussed in class to persuade your audience on some topic that has been approved by the instructor. A specific purpose statement, detailed outline, and keyword outline will be turned in to the instructor prior to giving the speech. A minimum of **five** references are to be used. While you may reference a dictionary or an encyclopedia, they will not count toward your five references. Non-internet sources are preferred. Source citations must be stated during your speech. A key-word outline on note cards may be used. Visual aids are mandatory. **6-8 minutes in length. You will not be allowed to use the podium for this speech.** (COMM 111 Objective #1, 2, 3, 4, 6, and 7)

**Special Occasion:** You will learn how to apply your skills by giving a commemorative speech on some topic approved by the instructor. Proper source citation, as always, will be required. You will need to hand in a specific purpose statement and detailed outline before speaking. A key-word outline on note cards may be used. Visual aids are typically discouraged. **4-6 minutes in length.** (COMM 111 Objective #1, 2, 3, 4, and 7)

**Group Symposium:** A group of students (to be determined by the professor) will tackle a pro-social problem of their choosing, approved by the professor. The group will research the problem, find the history of the issue and show how it affects the audience. The group will use methods learned in class to outline possible solutions and give us their final decision as to the best way to remedy the situation. After the presentation, the group will then hold a question and answer session with the class. **Each group will use the entire fifty minutes of class time.** (COMM 111 Objective #1, 2, 3, 4, 6, and 7)

### CRITERIA:

The satisfactory speech (C range) should:

- Meet the general purpose of the speech (to inform, persuade, etc).
- Conform to the time requirements.
- Be fairly organized.
- Have an identifiable introduction, body, and conclusion.

- Be delivered competently.
- Be appropriate in terms of topic choice.
- Have required amount of cited sources.
- Main ideas must be supported with statistics, appropriate testimony, and examples.
- Show evidence of original thought. (Show me you used your brain and didn't borrow one from the Internet.)

The good speech (B range) will meet the previous criteria plus:

- Grab the attention of the audience with a good introduction.
- Preview the speech clearly
- Contain clear and well-supported points.
- Show evidence of audience awareness.
- Exhibit use of strong connectives (previews, summaries, transitions).
- Have a good collection of reliable and useable source citations.
- Be delivered fairly fluently.
- Use appropriate, clear language.

A superb speech (A range) should meet all of the preceding criteria plus:

- Be delivered in a very polished manner. (Which will include: sustained eye contact, natural gestures, crisp articulation, effective vocal variety, and genuine interest in the topic.)
- Use vivid, concrete, listener-centered language and carefully prepared visuals (when needed) to maintain audience interest.
- The use of reliable and necessary sources to support and elaborate on your topic and arguments.
- Deal with a challenging, unique topic or take a fresh, unexpected approach to a common topic.

\*\*Unsatisfactory speeches (D and F range) will lack these criteria in a notable way. Often they are characterized by lack of substance, a trivial treatment of the topic, little or no connection with listeners, and/or obvious lack of preparation and practice.

**LATE ASSIGNMENTS:** For classroom stuff we can make an accommodation, I'm sure. For speeches... if you are absent for no reason on your speech day then you're immediately docked. If you're absent for multiple days and miss the entire window in which we're giving speeches without a great excuse, well, there's not really much I can do about that. So late work: yes! Late speeches: almost certainly no.

**CHEATING:** If you cheat I will catch you, and when I catch you I will fail you. There is really only one way to cheat, and that is to take someone else's words and use them as though they are your own. Here's the thing: you can totally quote a person! Just let us all know you're quoting. If you don't, that's plagiarism, and we hate plagiarism in academia. It makes us angry, and you wouldn't like us when we're angry. So please don't do that, or ***YOU SHALL NOT PASS.***

**COPIES:** You must save a copy of all written assignments for the entire semester. If, at any time, I ask for a copy of a writing assignment, you should be able to produce a new copy. Failure to do so will result in

a penalty for your final grade. In the event that you cannot reproduce a copy of your paper, you are not guaranteed the chance to make up that assignment. **SAVE YOUR WORK.**

**WRITTEN ASSIGNMENTS:** I don't give homework apart from speeches in this class. Homework is usually busy work and busy work is my enemy. However there will be a few things that we do in class that will be worth a smattering of points. These include...

**Speech Analysis:** For millennia, public speaking has been best taught by listening to excellent speakers. In that tradition, you will observe public speeches and then analyze them for their effectiveness. You will then produce that analysis in a report which will be a minimum of one page and maximum of three pages long. This report is not a list of observations, but an analysis of the observations to determine if the public speaking was or was not effective and why. You will need to logically prove your analysis. Each speech analysis paper is worth 10 points and all analysis papers will be averaged and compose 10% of your final grade.

**Quizzes/Worksheets/Etc:** Sometimes I just feel like reviewing something. I always give quizzes only at the END of a class, so if you were conscious you should ace every time! I usually make these extra credit or roll the points into a speech grade.

**ACCOMODATIONS:** I'm about to copy/paste the thing that they make me say about students with disabilities, which is basically legalese that you will see in every class you take. However, as far as I'm concerned, we all have things going on, we all have difficulties, and I'm ok with being accommodating of your lives. You don't need some diagnosed disability for me to be understanding of a tough situation. We all have stuff come up. If you need some accommodation then talk to me and we'll work something out. Cool? Ok. Now the stuff for the legal eagles:

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that "no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance." If you have a disability, or feel you are in need of accommodations, please contact Kristi Ringen in the Academic Resource Center ([kringen@blc.edu](mailto:kringen@blc.edu), 507-344-7730). If you have an accommodations letter from the Academic Resources office, please discuss your accommodations and needs with me as early in the semester as possible. We will work together to ensure that accommodations are provided as appropriate.

**RECORDING AND PRIVACY:** More copy and paste incoming! But first, let me just say that I do NOT upload my PowerPoints to the Internet. A video of the lecture can be made available upon request, but the system wipes classes at the end of every month, so be on top of it if you need one. Ok, back to the legalese:

In this class, software will be used to record live class sessions. As a student in this class, your participation may be recorded. These recordings will be made available only to students enrolled in the class. The intent of the recordings is to assist those who cannot attend the live session or to serve as a resource for those who would like to review content presented during the current semester in which the recording is made. You may not download, share, replicate, or publish the recording, in whole or in part, or use the recording for any other purpose without the written approval of the instructor. Recordings are for personal academic use only, where personal academic use is restricted to the personal study use of the

individual. Any violations to this policy must be reported to the Vice President of Academic Affairs and may result in disciplinary action, including expulsion from the college. All recordings will become unavailable to students in the class shortly after the course ends. If you have any concerns about being recorded during class, please discuss your options with your instructor or express your concerns to the Vice President of Academic Affairs.

**ON CAMPUS RESEARCH:** Do not, I repeat: DO NOT survey the student body with questionnaires, emails, interviews, etc. In order to conduct such research, students would need permission from the Institutional Review Board (IRB). I am more than happy to help you get started with that, HOWEVER this is not a class in which you should be looking to do that. It takes roughly 3 weeks to get a proposal through IRB, and it would be an unnecessary additional burden for any task you are conducting. You will never have 3 weeks of prep time for any of the speeches you give, so don't divert your efforts to conducting research. Now, if you are scientifically inclined then you can always feel free to speak with me and I can hook you up with a spot on one of my research papers. Feel free to reach out.

**MORE CHANGES:** The instructor reserves the right to modify, amend, or change the syllabus as the curriculum and/or program requires. Or if I feel like it.

**FUN:** Yeah, alright, so this is a stressy topic. I'm going to try and make it as mechanical and approachable as possible. It's the kind of info that can really make you look like a rock star in front of hordes of people, and take it from me: there's nothing more fun than that.

## **Bethany's Administrative Stuff**

We want to make sure you get an extremely thorough education across a wide variety of fields. The way we make sure you get one is by checking to make sure our classes meet with your educational goals. Below is the grid for Fundamentals of Speech, which includes how we make sure that you get what you came here for.

### **COMM 111 (Fundamentals of Speech)**

Substandard	Text	Assessment
8710.4250 (Teachers of Arts & Lit.)		
Sub. 3.A. 16	communication arts and literature activities such as forensics, debate, journalism, literary journals, and related activities.	Student learning will be assessed using a standardized rubric.