I. CATALOG DESCRIPTION FOR THE COURSE:
Spch 1315: 3 lecture/3 credits

II. INTRODUCTION AND RATIONALE FOR THE COURSE:
This course functions as an introduction to course in research, composition, delivery and analysis of informative and persuasive speeches for various purposes and occasions. Emphasis is placed on developing the students’ abilities in presentation of ideas.

III. INSTRUCTIONAL MATERIALS

Additional materials may include:
A. Note cards
B. Xerox copies of reports and outlines
C. Calendar
D. Video tapes
E. Poster board, folders, etc. for presentations.
F. Navarro College Student ID

IV. STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will:
A. Demonstrate an understanding of the foundational models of communication.
B. Apply elements of audience analysis.
C. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic
D. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
E. Demonstrate effective usage of technology when researching and/or presenting speeches.
F. Identify how culture, ethnicity and gender influence communication.
G. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

Each student learning outcome will be measured in the required Informative Speech Presentation.

V. Core Objectives: (Upon completion of the core curriculum, students are expected to demonstrate competence in all of the core objectives listed in the college catalog. This course is designed to enhance skills in each of the following core objectives and students will demonstrate their level of competence in them by completion of the signature assignment, Informative Speech, required in this course.

A. Critical Thinking Skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
B. Communication Skills to include effective written, oral, and visual communication.
C. Teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
D. Personal Responsibility to include the ability to connect choices, actions and consequences to ethical decision-making.

(The required Informative Speech will serve as the signature assignment which measures the student learning outcomes and connects the core objectives. The learner must utilize critical thinking skills as well as strong communication skills to effectively prepare a speech that includes a written sentence outline and oral presentation utilizing a visual aid. The achievement of this presentation incorporates team work in audience analysis and personal responsibility in this assignment completion.)

Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.
VI. METHOD OF INSTRUCTION:
Students will be involved in a variety of reading, writing and speaking assignments and communication activities including informative & persuasive speech presentations, small group presentations, process group activity, reflective feedback, communication skill builders, developing college level outlines & understanding the need and progressive nature of human communication.

VII. METHOD OF EVALUATION:
A. In order to be successful in this course, the student must possess college level skills in reading and writing. If the student is in doubt about his/her skill level, see the instructor or counselor. Developmental courses are available to strengthen skills in these areas.
B. Student evaluation and assessment is based on learning outcomes. Measurement devices used to determine learning outcomes may include:
   1. Oral reports and presentations.
   2. Written quizzes.
   3. Written tests to include a final exam.
   4. Written class work and homework.
   5. Written projects, prepared by the individual student and/or the group to which he/she is assigned.
C. The student will deliver a **minimum of four presentations**, with the following mandatory requirements:
   1. Informative speech
   2. Persuasive speech

VIII. GRADING CRITERIA:
Students will be required to complete a variety of assignments that are both objective, i.e., quizzes, tests and subjective, i.e., speeches & presentations. Instructors will provide class specific rubrics for the purposes of grading speeches. Several in class activities require that the student be present in order to receive credit for the assignment. *See class outline for specific class assignments and scoring matrix.*

IX. ATTENDANCE
Regular and punctual class attendance is expected at Navarro College since it is assumed that students are enrolled for the serious purpose of furthering their education. Excessive absenteeism is defined as being equivalent to two weeks of instruction in a sixteen-week semester and may result in failure or being dropped from the course. The attendance policy for certain courses may be more stringent than the general policy at the discretion of the instructor or as required by TASP policy and law. Faculty members will discuss the course attendance policy at the beginning of each semester; however, students are responsible for reviewing the course syllabus and outline of each class and for knowing the attendance requirements for the course.
According to current Texas law, dropping a course may have serious consequences. Under most circumstances, a maximum of six courses may be dropped throughout the entire undergraduate degree program. Before you decide to withdraw from this or any other course, make sure you understand the consequences. For more information see the Office of the Registrar. Although the instructor MAY withdraw you from the class for excessive absences (insufficient participation), the RESPONSIBILITY for doing so belongs to you! If you are unable to complete the course, you should withdraw from it formally in the office of the registrar if you wish to avoid receiving a failing grade. College transcripts are a lifelong attachment!

For specific instructor policy on absence see course outline distributed separately.

Special notes:
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 Financial Aid Office. Changes in your enrollment level and/or failing grades may require you to repay financial aid funds.
According to current Texas law, dropping a course may have serious academic consequences as well. Under most circumstances, a maximum of 6 courses may be dropped throughout the entire undergraduate degree program. Before you decide to withdraw from this or any other course, make sure you understand the consequences. For more information see the Office of the Registrar.

X. CLASSROOM POLICIES

*Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.*
Electronic Devices in Classrooms: Navarro College believes that the dynamics occurring in the classroom should primarily enhance the instruction process. The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beeper watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period.

The student will not interact with these devices at any time during classroom instruction. Any student who anticipates receiving a message during classroom instruction or expects to be contacted in class by an outside source must coordinate with the Department or Division Secretary. Such message will be delivered to the appropriate instructor who will arrange a mutually satisfactory response to the situation.

The instructor will warn a student who fails to comply with this policy one time. The student, upon the warning by the instructor, will take immediate corrective action. In the event the student fails to comply with the Instructor’s request, the student will be dismissed from class and at the Instructor’s discretion, may be counted absent or have points deducted for work missed, if appropriate. A student who violates this policy a second time will be dismissed from class, counted absent and have points deducted for work missed, if appropriate and referred to the Assistant Dean of the Division.

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom and will be denied the opportunity to complete or retake the examination. Due to the circumstance, the Instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

Food and Beverages in Classrooms: Navarro College is proud of the appearance of the campus and facilities. In order to assist in keeping facilities clean, no food of any type is allowed in any classroom, laboratory, the library, planetarium, art gallery, or museum. Food is defined as any edible food EXCEPT gum and cough drops. If you must carry food with you to be consumed elsewhere, the food must be in a backpack or a closed bag and out of view.

Beverages are allowed in all areas, classrooms included, except the planetarium, art gallery, museum, computer laboratories and other specialized laboratories containing sensitive equipment. Students must exercise extreme care in bringing beverages into campus facilities as spills might damage carpet and other furnishings. All students are expected to properly dispose of all trash, drink containers, etc. brought into college facilities.

Disruptive Classroom Behavior Policy: Navarro College seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Disruptive behavior is prohibited. "Disruptive behavior" means conduct that materially or substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operation of the College.

Academic dishonesty: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise is prohibited. If dishonesty is evident, a grade of "0" will be assigned to that assignment or test.

Tobacco Free Campuses: The use of any tobacco products or other related devices (e.g., cigarettes, pipes, cigars, electronic cigarettes, vapor devices) is prohibited in college buildings and on college grounds, including parking areas and structures, sidewalks, walkways, and college owned buildings.

XI. ADDITIONAL COURSE REQUIREMENTS

- Students are required to read the syllabus and course outline and be familiar with the policies contained therein.
- Students are required to complete all assigned reading on time.
- Students are required to take all exams as scheduled. If a student misses a scheduled exam and the absence is deemed excused by the instructor, s/he may request a make-up test. All makeup assignments must be completed within one week of the original due date. If the student must miss an exam due to illness or family emergency, the student must contact the instructor IMMEDIATELY to let the instructor know of the impending absence. Makeup exams are given by appointment only and must be taken outside of the regularly scheduled class time.
- All students must participate in class discussion and group activities.
• Students are required to attend all class meetings, arrive on time and actively participate in class discussions and activities.
• Students are required to pass all exams and complete all writing assignments with a final average grade of 60% or better in order to pass the course.
• Cell phones must be turned off while in the classroom. Other electronic equipment such as recording devices may be used by students for the purposes of individual academic use as long as they do not interfere with instruction.

XII. CIVILITY: - In keeping with its rich traditions, Navarro College pledges to maintain a civil campus climate in which students, employees, and visitors can experience a safe, mutually supportive, academically encouraging, egalitarian, & tolerant community. Civility is the act of formal politeness and courtesy in behavior and speech. Navarro College encourages its community to enable “I Am Navarro” by continually acting with consideration and respect of the Navarro College culture and its members. Civility is defined as “good citizenship and orderly behavior.”
A. Respect, Civility, Integrity, Honesty: Respect, Civility, Integrity, and Honesty are not just words; they are intentions that must be present in all interactions within the Navarro College Community.
B. IDs and Lanyards: All faculty, staff, students, and guests must wear approved Navarro College identification. For most this consists of a college ID visibly displayed, commonly on a lanyard. Visitors must wear unique wristbands identifying them so that all can greet them and ensure their visit is pleasant. Civility ambassadors are present on various portions of the campus to ensure all are properly identified and that unauthorized visitors are removed from campus.
C. Dress: Students are expected to dress appropriately. Civility ambassadors will help in this, but it takes everyone to be effective.
D. Class Decorum: A faculty committee continues to work on guidelines and information to be shared with faculty. Faculty should know that there is support in controlling classroom behavior. Faculty may remove a student from a classroom for failure to wear appropriate Navarro College Identification.
E. Smoke and Tobacco Free District: The Navarro College District has designated all Navarro College property to be smoke and tobacco free since Fall 2014.
F. Residence Life: GPA standards for residence life students require first semester students to earn a minimum 1.75 GPA and all others a cumulative 2.0 GPA to remain in residence life. By design, it is a privilege to reside in residence life, set aside for students who want to be academically successful.
G. Noise: Out of respect for all, if others can hear your use of audio communication (e.g., music, voice, audio), it is too loud.

XIII. Tobacco Free Campuses
The use of any tobacco products or other related devices (e.g., cigarettes, pipes, cigars, electronic cigarettes, vapor devices) is prohibited in college buildings and on college grounds, including parking areas and structures, sidewalks, walkways, and college owned buildings.

XIV. Additional Course Requirements
During the class, you will have several formal speaking opportunities. The objectives for each speech will be specified separately. Each speech will be scheduled, and you will be expected to present your speech at the scheduled time. “Being prepared” also includes being ready to turn in the required written materials immediately prior to presenting your speech. All speeches must be satisfactorily completed in order to receive credit in this course. No make-ups are allowed. Quizzes/Tests must be taken in a timely manner during the time the quiz or test is made available. Written Assignments: all written assignments must be turned in on the due date in order to receive full credit. Text Preparation: Readings are expected to be done at the beginning of the week that they are assigned. Our discussions will assume that you have read the text, although questions to clarify text readings are always encouraged.

XV. EEOC STATEMENT
Navarro College shall comply with existing federal and state laws and regulations, including the Civil Rights Act of 1964 (P. L. 88-352) and Executive Order 11246 (Revised Order #4), where applicable, with respect to the availability of student loans, grants, scholarships, and job opportunities, with respect to the employment and promotion of teaching and non-teaching personnel, with respect to the student and faculty activities conducted on premises owned or occupied by the College. Navarro College shall not discriminate either in favor of or against any person on account of race, color, religion, creed, sex, age, national origin, ancestry, handicap, marital status or veterans status.

XVI. SERVICES FOR STUDENTS
Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.
• **Students with Disabilities**: Please know that Navarro College provides reasonable accommodations to students with documented disabilities in compliance with the Americans with Disabilities Act. Students who wish to request special accommodations must complete the application/documentation process within the first week of class and receive approval before said accommodations are provided. Contact the Navarro College Counseling Center (903-875-7397) for more details.

• **Tutorial services**: Tutoring services are available for a variety of course subjects at Navarro College. Contact the counseling department on your campus for information if you are having difficulty in a course.

• **Special populations students**: Navarro College provides, through the Carl Perkins Career Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in nontraditional occupations, and limited English-speaking students. Students falling into one or more of these categories should contact the Carl Perkins Career Center, located on the second floor of the One-Stop Center (Gooch Building) on the Corsicana campus, for details concerning these services. Please note that the center is funded through a federal grant and the level of service depends on funding available. Students must meet specific requirements as defined by the federal government.
PUBLIC SPEAKING

Instructor: Butch Owens
Phone #: Ocf: 972-923-6419
Email: butch.owens@navarrocollege.edu
Office: Waxahachie, Rm 112
Office hours: TBA,

Required Texts

Class Procedures
Attendance: Attendance is vital to a student's success in this or any course. Because many of the graded assignments are done in class it is essential that you make every effort to attend. If you cannot be in class, you must notify me or leave a message in the office for me before class time. You will earn attendance points according to the percentage of your attendance (E.g. 100 pts. for 100% attendance, 90 pts. for 90%, etc.).

All assignments are due as assigned. Under some conditions, I will accept late work, but you must consult with me first. If you miss class and do not notify me within 24 hours of your absence, you cannot make up that assignment or turn it in late. It will not be accepted and you will receive a "0" for that assignment. If you miss class and do not notify me before class on the day an assignment, you cannot make up that assignment or turn it in late. It will not be accepted and you will receive a "0" for that assignment.

Method of instruction: The class is a combination of lecture, discussion and in-class activities. Come prepared to take notes.

Tutoring: Tutoring is available during office hours, and additional hours at student request, and instructor’s availability.

Academic dishonesty: There is zero tolerance for academic dishonesty. The college expects all students to do their own schoolwork at all times. Any student guilty of dishonesty in academic work is subject to disciplinary action. College officials may begin such action if a student is accused of cheating on academic work. Cheating includes, but is not limited to:

1. Copying from another person’s test paper or academic work.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authority, with another person during an examination or in preparing academic work.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of a test prior to its being administered.
5. Substituting for another student, or permitting another person to substitute for oneself, to take a test or prepare other academic work.
6. Stealing and deliberately using ideas or writings of others without giving credit, in writing, to them (plagiarism).

Tutoring
Navarro College provides free tutorial services in the library. You are encouraged to take advantage of these tutorials. Additionally, I will be pleased to confer with you should you need additional assistance. If your schedule conflicts with my office hours, other times can be arranged. See me for a specific appointment.

Drop procedures: The last day to withdraw from a course is Sep. 30th. If you must withdraw, it is your responsibility to go to the Registrar’s Office to initiate the drop procedure. Please see me before you begin the drop procedure, because we can often find alternative solutions which will be in your better interests.
ASSIGNMENTS AND POINT VALUES

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<thead>
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<th>Assignment</th>
<th>Written</th>
<th>Spoken</th>
<th>Pts</th>
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<tbody>
<tr>
<td>1. Self Introduction Speech (No time limit): Spoken assignment only</td>
<td>✓</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2. Oral Interpretation (1-4 minutes): Text - 25 pts; Speech - 25 pts</td>
<td>✓</td>
<td>✓</td>
<td>50</td>
</tr>
<tr>
<td>3. Personal Experience Outline(^1) &amp; Speech(^2) (2-5 minutes): Outline- 25 pts; Speech- 25 pts</td>
<td>✓</td>
<td>✓</td>
<td>50</td>
</tr>
<tr>
<td>4. Informative Outline &amp; Speech(^1) (5-8 minutes): Outline(^2) - 50 pts; Speech - 100 pts</td>
<td>✓</td>
<td>✓</td>
<td>150</td>
</tr>
<tr>
<td>5. Persuasive Outline &amp; Speech(^1) (5-8 minutes) Outline (^2) - 50 pts; Speech - 100 pts</td>
<td>✓</td>
<td>✓</td>
<td>150</td>
</tr>
<tr>
<td>6. Special Occasion Speech (1-4 minutes): Text - 25 pts; Speech - 25 pts</td>
<td>✓</td>
<td>✓</td>
<td>50</td>
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<tr>
<td>7. Tests (2 X 100 each)</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>8. Participation (Attendance, quizzes, discussion board, etc.)</td>
<td>✓</td>
<td>✓</td>
<td>300</td>
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</tbody>
</table>

**Total** 1000

\(^1\) The only notes you’re allowed to use during your speech is the outline you submit on Blackboard in the Assignments section. If you use any other notes, there will be a 10% deduction on your speech grade. All written assignments must be converted into **PDF format** before submission. Your outline must be structured, formatted and submitted properly to receive full credit. Until you receive full credit for your outline, you will be unable to give your speech or get credit for giving the speech. There will be a 10% deduction on your speech grade every class day your outline is late.

\(^2\) The following topics are off-limits.

7. Dogs vs Cats 17. Procrastination 27. Voting
8. Donating blood 18. Raise the drinking age 28. Working out/Exercise

Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Week #2</th>
<th>Week #3</th>
<th>Week #4</th>
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<tbody>
<tr>
<td>8/30/16</td>
<td>9/1/16</td>
<td>9/6/16</td>
<td>9/13/16</td>
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<tr>
<td>T: Intro to the class</td>
<td>T: Intro to communication</td>
<td>T: Intro to communication</td>
<td>T: Public Speaking Lecture</td>
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<tr>
<td>Th: Intro to communication</td>
<td>Th: Intro to communication</td>
<td>Th: Self Intro Speeches</td>
<td>Th: Public Speaking Lecture</td>
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<th>Week #5</th>
<th>Week #6</th>
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<td>9/27/16</td>
<td>9/29/16</td>
<td>10/4/16</td>
<td>10/11/16</td>
</tr>
<tr>
<td>T: Test #1</td>
<td>T: Oral Interpretation</td>
<td>T: Personal experience speeches</td>
<td>T: Personal experience speeches</td>
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<tr>
<td>Th: Discuss Oral Interpretation</td>
<td>Oral Interpretation text due online 11:00 pm, Thu., Sep. 29th</td>
<td>Th: Personal experience speeches</td>
<td>Th: Discuss informative speeches</td>
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<tr>
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<td>Th: Discuss Personal Experience Speech</td>
<td>Th: Personal experience speeches</td>
<td>Info Speech Outline due online 11:00 pm, Thu., Oct. 20th</td>
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<td>Personal Experience Outline due online 11:00 pm, Thu., Oct. 6th</td>
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<th>Week #11</th>
<th>Week #12</th>
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<td>10/27/16</td>
<td>11/1/16</td>
<td>11/8/16</td>
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<tr>
<td>T: Discuss informative speeches</td>
<td>T: Informative Speeches</td>
<td>T: Informative Speeches</td>
<td>T: Test #2</td>
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<tr>
<td>Th: Discuss informative speeches</td>
<td>Th: Informative Speeches</td>
<td>Th: Informative Speeches</td>
<td>Th: Discuss persuasive speeches</td>
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<tr>
<td></td>
<td>Th: Informative Speeches</td>
<td>Pers Speech Outline due online 11:00 pm, Thu., Nov. 10th</td>
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<tr>
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<th>Week #15</th>
<th>Week #16</th>
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<tbody>
<tr>
<td>11/22/16</td>
<td>11/24/16</td>
<td>11/29/16</td>
<td>12/6/16</td>
</tr>
<tr>
<td>T: Discuss persuasive speeches</td>
<td>T: Persuasive speeches</td>
<td>T: Persuasive speeches</td>
<td>T: Persuasive speeches</td>
</tr>
<tr>
<td>Th: Thanksgiving break!</td>
<td>Th: Persuasive speeches</td>
<td>Th: Catch up and review</td>
<td>Finals: Dec 12th - 17th (See last page)</td>
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<tr>
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<td>Th: Persuasive speeches</td>
<td>Special Occasion Text due online, 11:00 pm, Thu., Dec. 8th</td>
<td>The final is the special occasion speech.</td>
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Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.

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Guidelines for dialogue that increase the likelihood of our working together productively

1. Be 100% present, extending and presuming welcome. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed as well.

2. Listen deeply. Listen intently to what is said; listen to the feelings beneath the words. As Quaker writer Douglas Steere puts it, “Holy listening—to ‘listen’ another’s soul into life, into a condition of disclosure and discovery—may be almost the greatest service that any human being ever performs for another.” Listen to yourself as well as to others. Strive to achieve a balance between listening and reflecting, speaking and acting.

3. It is never “share or die.” You will be invited to share in pairs, small groups, and in the large group. The invitation is exactly that. You will determine the extent to which you want to participate in our discussions and activities.

4. No fixing. Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, to “fix” what we perceive as broken in another member of the group.

5. Suspend judgment. Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully.

6. Identify assumptions. Our assumptions are usually transparent to us, yet they undergird our worldview. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

7. Speak your truth. You are invited to say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another person in the circle has said. Yet speaking your truth is simply that—it is not debating with, or correcting, or interpreting what another has said. Respond from your center, not to another’s center. This behavior honors the previous speaker’s comments without passing judgment. It also avoids introducing defensive feelings that distract from the dialogue.

8. Respect silence. Silence is a rare gift in our busy world. After someone has spoken, take time to reflect without immediately filling the space with words. This applies to the speaker as well—be comfortable leaving your words to resound in the silence, without refining or elaborating on what you have just said. This process allows others time to fully listen before reflecting on their own reactions.

9. Maintain confidentiality. Create a safe space by respecting the confidential nature and content of discussions held in the formation circle. Allow what is said in the circle to remain there.

10. When things get difficult, turn to wonder. If you find yourself disagreeing with another, becoming judgmental, or shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”

11. Practice slowing down. As Thomas Merton and others have cautioned, the pace of modern life can cause violent damage to the soul. By intentionally practicing slowing down, we strengthen our ability to extend non-violence to others—and to ourselves.
Sample outline #1

Intro:
First sentence: (Attention grabbing question, story, or joke)
Thesis: (Announce topic or intent of the speech)
Preview: Main point #1, Main point #2, Main point #3

I. Main point #1 (Source)
   A. Sub point
      1. sub-sub point
      2. sub-sub point
   B. Sub point (Source)
      1. sub-sub point
      2. sub-sub point

II. Main point #2 (Source)
   A. Sub point
      1. sub-sub point
      2. sub-sub point
   B. Sub point (Source)
      1. sub-sub point
      2. sub-sub point

III. Main point #3 (Source)
   A. Sub point
      1. sub-sub point
      2. sub-sub point
   B. Sub point (Source)
      1. sub-sub point
      2. sub-sub point

Conclusion
Restate topic or thesis

Review: Main point #1, Main point #2, Main point #3

Clincher: (Closing, memorable statement the wraps up the speech and clearly signals the end of the speech)

Works Cited
Last, First,. Title. City. Publisher, Year. Format.

Last, First,. Title. City. Publisher, Year. Format.

Last, First,. Title. City. Publisher, Year. Format.

Last, First,. Title. City. Publisher, Year. Format.
Sample Outline #2

Intro:
First sentence: How many people have had this kind of dream.. you’re standing in front of an audi-
ence, and you’re in your underwear? Well, a lot of people who have to give a speech have that
dream, because giving speeches is one of the most nerve racking experiences we can have.

Topic: Today, I’m going to tell you how to reduce your nervousness in public speaking situations.

Preview: #1 Be Prepared, #2, Get rid of excess energy, #3 Visualize, #4 What really matters

I. Be prepared (Beebe and Beebe, Comm for a Lifetime)
   A. Know your topic
   B. Know your speech

II. Excess energy (Smith, Businessinsider.com)
    A. Fight or flight syndrome
    B. Move

III. Visualize (Beebe and Beebe, Public Speaking Handout)
    A. Visualize yourself
    B. Visualize your audience

IV. What really matters (Owens, lecture)
    A. Your message is more important than you are.
    B. It’s not about you.

Conclusion
Topic Restated: Today, I’ve told you how to reduce your nervousness in public speaking situations.

Review: #1 Be Prepared, #2, Get rid of excess energy, #3 Visualize, #4 What really matters

Clincher: So now, when you stand up to give your speech, maybe you won’t be so nervous, unless
you’re in your underwear.

Works Cited:
Outline Checklist: Do’s and Don’ts

1. Is your **FIRST SENTENCE** an attempt to get your audience’s attention?
   1.1. DON’T start your speech by announcing your topic!
   1.2. DO start with a story, question, or statement that gets your audience’s attention and gets them thinking about your speech topic.

2. Is your first sentence written out completely?
   2.1. DON’T leave it to memory.
   2.2. DO know how EXACTLY how you’re going to begin your speech.

3. Do you have your topic/thesis written out?
   3.1. DON’T have a long, complicated topic/thesis statement.
   3.2. DO have a topic/thesis statement that is short, simple, and clear.

4. Does your thesis clearly express your intentions? (I.e. Does it say that you’re trying to inform in an informative speech or persuade in a persuasive speech?)
   4.1. DON’T tell your audience you’re trying to inform them when you’re trying to persuade them.
   4.2. DO be honest with yourself and with your audience.

5. Are your main points clearly previewed (and worded the same as in the body and the introduction) before the body of your speech?
   5.1. DON’T just announce your topic and jump into your speech.
   5.2. DO help your audience remember your information by repeating the main points 3 times in your speech: (in the intro, the body and the conclusion).

6. Are your main points short phrases, easy to remember for both you and your audience, rather than long sentences?
   6.1. DON’T have long, complicated sentences for your main points.
   6.2. DO use short phrases that sound alike or are similar to each other.

7. Have you included your sources **IN THE BODY YOUR OUTLINE** (not just at the end in the work cited)?
   7.1. DON’T end your speech with your sources.
   7.2. DO remember to say your sources aloud during the BODY of the speech, NOT at the end.

8. Do you restate your thesis in your conclusion?
   8.1. DON’T tell your audience you’re trying to inform them when you’re trying to persuade them.
   8.2. DO be honest with yourself and with your audience.

9. Are your main points clearly reviewed (and worded the same as in the body and the introduction) in your conclusion?
   9.1. DON’T assume that your audience remembers your main points.
   9.2. DO help your audience remember your information by repeating the main points 3 times in your speech: (in the intro, the body and the conclusion).

10. Do you have your last sentence fully written out at the end of your outline so that you know **EXACTLY** how you’re going to end your speech?
    10.1. DON’T end your speech by asking for questions.
    10.2. DO plan your last sentence. Make it memorable for your audience.
FALL 2016
ELLIS COUNTY/MEXIA CAMPUSES

FINAL EXAM SCHEDULE

NO FINAL EXAMS SHALL BE GIVEN PRIOR TO MONDAY, DECEMBER 12
WITHOUT PRIOR APPROVAL OF THE APPROPRIATE EXECUTIVE DEAN.

<table>
<thead>
<tr>
<th>REGULAR CLASS TIME</th>
<th>EXAM PERIOD</th>
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</thead>
<tbody>
<tr>
<td>MW 8:00 a.m.</td>
<td>Monday, Dec. 12  8:00 a.m.- 10:00 a.m.</td>
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<tr>
<td>MW 9:30 a.m.</td>
<td>Wednesday, Dec. 14 9:30 a.m. – 11:30 a.m.</td>
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<tr>
<td>MW 11:00 a.m.</td>
<td>Monday, Dec. 12  11:00 a.m. – 1:00 p.m.</td>
</tr>
<tr>
<td>MW 12:30 p.m.</td>
<td>Wednesday, Dec. 14 12:30 p.m. – 2:30 p.m.</td>
</tr>
<tr>
<td>MW 2:00 p.m.</td>
<td>Monday, Dec. 12  2:00 p.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>MW 3:30 p.m.</td>
<td>Wednesday, Dec. 14 3:30 p.m. – 5:30 p.m.</td>
</tr>
<tr>
<td>Friday or Saturday only class</td>
<td>Friday/Saturday  Normal Class Time</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>TTH 8:00 a.m.</td>
<td>Tuesday, Dec. 13  8:00 a.m. - 10:00 a.m.</td>
</tr>
<tr>
<td>TTH 9:30 a.m.</td>
<td>Thursday, Dec. 15 9:30 a.m. - 11:30 a.m.</td>
</tr>
<tr>
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</tbody>
</table>

1. Saturday classes will take finals on Saturday, Dec. 17.
2. All night classes will take exams at the last regular class time during the week of final exams.
3. Students enrolled in Audio-Visual Tutorial, Independent Studies Classes, and/or Online courses should consult with their instructor about final exams for these classes. No final exams should be given prior to Monday, Dec. 12.
4. Private Instruction Juries: Monday, Dec. 12. (Contact instructor for time and location)
5. All hybrid classes will test at their regularly scheduled day and time during the week of final exams.
6. All internet classes will take final exams during, not before, the final exam period.
7. Any variation from the examination schedule outlined above must be cleared with the appropriate campus Dean.

Due to circumstances beyond the control of the instructor or institution, modification of the syllabus or outline may be necessary during the semester.