

**Summer Term - 2007**  
**SPC1600 –May 9 to July 25, 2007**  
**Thursday 6 -9:20pm Room 1-131 - West Campus**

**S Y L L A B U S -- S P E E C H: S P C 1 6 0 0**

(from the Latin, *syllaba*, meaning "to gather everything together into practically nothing." It is a sort of pressed-for-time scholar's lateral consequence of *Omnibus*, also Latin, meaning "to or for, by, with or from everything.")

THE COURSE:                    SPC1600 -- Fundamentals of Speech

THE INSTRUCTOR:                    **Gersh Morningstar**  
**407/292-7458; fax 407/290-6528**  
**bluesheet@juno.com**

OFFICE HOURS:                    **By appointment, by phone anytime.**

TEXT: **Stephen R Brydon & Michael D. Scott, *Between One and Many: The Art A& Science of Public Speaking*** Fifth Edition. McGraw Hill, 2006 (with contributions by Jeff Butgler, Jim Katt, and Burt Pryor (UCF). Nicholson School Edition.

SUPPLEMENTARY READING:

**Denis Waitley. *The Psychology of Winning.*** (Building self-esteem through positive self-talk.)

**Ralph Nichols & Leonard A. Stevens. *Are You Listening?***  
(The most important skill you'll ever learn.)

**John Tropman & Gersh Morningstar. *Meetings: How to Make Them Work for You.*** Van Nostrand-Reinhold, 1984. (Exploring the most powerful decision making tool that exists -- the meeting. Out of print, but you can sometimes find it through Amazon.com or Interlibrary Loan. I've got a box of copies. I'll be glad to sell you one really cheap.)

**K. Eric Drexler. *Engines of Creation.*** 1986. One of the three most important books of the 20th century. You will not be educated unless you read it. Available from Amazon.com

**THE GOOD STUFF:**

COURSE OBJECTIVES: This course is designed to help you begin to communicate more effectively than you do now (no matter how good you are right now). You'll do a lot of speaking before a group. You'll learn the basics of persuasion,

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reasoning, analysis & organization of your ideas, & critical review of ideas presented by others. You'll confront problems of personal discipline. You'll do a lot of listening -- critical, focused, discerning -- perhaps even more important than the actual speaking experience with which this class will provide you. While you may never conquer fully the fear of speaking before groups of strangers, you'll learn to live with it by the time this course is over. As legendary football coach, Bo Schembechler, (Univ of Michigan "Mother of State Universities,") opined, "Those who stay will be champions."

***THE BAD STUFF:***

**ATTENDANCE:** This is a performance course. You perform both as a speaker and as an audience member. Both are essential to achieve the course objectives. Therefore: **ATTENDANCE AT EVERY CLASS SESSION IS MANDATORY!** Will I rage if you're absent? No! You may find me uncharacteristically affable. But come the end of the semester, you'll regret it. No threat, just an observation based on long years of patient experience. See, it's like this: It is never necessary for a professor to punish a student; the student almost always does a far better job of punishing himself, and you'll see it reflected in your final grade. There is one possible escape clause, which you'll discover soon.

This class will meet **15 times**. I expect you to attend **15 classes**, and you'll be rewarded for doing so. Think of it something like a job. Instead of earning money, however, you'll earn points, which you can spend in two ways. We'll discuss that at some length. We have a contract, you and I. For my part I agree to be here every day to serve you. For your part, you agree to be here every day to take advantage of me -- as so many have throughout the years. Each absence from class denies you points toward your final grade, points that cannot be recovered. Absences are NOT free. They come at a cost. For you that cost is **100 points deducted every time you are absent from however many points you have accumulated**. Since your final grade is based entirely on the number of points you have accumulated, the implications of being absent are grim if you are on scholarship. **DON'T DO IT!** The cost is too high.

**GRADING:** Let me reiterate: **ATTENDANCE AT EVERY CLASS SESSION IS MANDATORY!** You need never be in doubt where you stand. You build your grade as you go along by accumulating points.. (That's why an absence costs you so dearly as you will see shortly.) All you must do is keep track of your numbers. Points are earned as follows:

(1) 10 points for each day you're here. Show up 11 times, earn 110 points. A

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simple concept. The number of points is significant and can mean the difference between an A or B; B or C if you happen to be on the borderline. That's 150 points just for showing up every day.

(2) 10 points for each quiz. Every class session we'll have one: a couple multiple choice questions based on your reading assignment for that day. Three exceptions: (a) the day of the Mid-Term and (b) the day after the Mid-Term, and (c) the last day of class. So, you'll have 8 daily quizzes. As with showing up, these are the easiest points in the world to earn; but once lost, they are gone forever. Quizzes are given at the beginning of each class. If you are late, too bad. I do not repeat quiz questions for late comers. (**There is no such thing as a quiz makeup. Neither is there a makeup of the Mid-Term** should you be absent that day -- **bad mistake!**.) Quizzes are always based on the reading assignment -- except for today. (What?!? You Mean We've Got a Quiz Today? -- You are in Morningstar's class. Of course you have a quiz today!) There will be no brain busters. Rather, think of each little quiz as a motivational device to keep you up to date on your reading, something like a horse whip or a thumb screw. That's 80 points for daily quizzes. All those points and you haven't done a lick of work yet. Isn't this fun?

(3) Every speaking assignment carries points. The easy assignments come first and prepare you for the tough stuff that comes later. Because you will be so well prepared for the tough assignments, when they come, you won't even notice how much harder they are. They will, in fact, seem easy. (Are we there, yet?) And on that note...

(4) Together with the warm-up speech right at the beginning of the course, designed to help you get the pitch of the hall, you will deliver almost ½ of a gross of formal speeches. You may also do some informal speaking, some of which you'll be graded on; some of which, you won't. The formal speeches will consist of:

- (a) A **Speech about Fear** -- you simply tell us of a mind numbing, bone crunching, sphincter locking moment of fear that you experienced or someone you know experienced. (125 pts for the speech; 50 pts for your typed outlines, **ALL OUTLINES MUST BE TYPED** -- Got that? **TYPED! No exceptions!**)
- (b) A **Visual Montage Speech** -- Show & Tell, mostly Show (125 pts, speech; 50 pts, outline)
- (c) An **Introduction Speech** -- "Meet Joe Black" (125 pts, speech; 50 pts, outline)
- (d) A **Narrative speech** -- Tell me a story (125 pts for speech; 50 points for

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outline)

(e) An **Informative Speech** (If time permits)-- All tell. Your expertise. (125 pts, speech; 50, outline)

(f) A **Speech of Persuasion** -- "Support Mental Health or I'll Kill you" (125 pts, speech; 50, outline)

(g) A **Speech of Counter Persuasion** -- "Mental Health is for Wusses" You argue the other side of whatever it is you argued in your Speech of Persuasion. Tricky, very tricky. (125 pts, speech; 50, outline)

(h) **Son of Introduction Speech** (introduce a student's Final Speech) (125 pts, speech; 50, outline)

(i) A **Final Speech** -- We'll talk about this one. (300 pts, speech;. 125 pts, outline)

Preparing and delivering these speeches, when you add all that up, comes to about 2,000 points, unless my math is seriously flawed, which it often is. I'm a statistician not a mathematician.

**The Extra Credit Thingee:** I encourage extra credit speeches. Those who give lots of extra credit speeches invariably wind up with A's in the course, unless they do something surpassingly stupid. Should you, in spite of your best intentions, screw up mightily, or if you just feel compelled in your heart or soul or liver to do.....**Extra Speeches** (gasp!) -- call them "**Extra Credit**" speeches -- feel free to do so. Think of it like taking a second job so you can earn extra money; except, in this case it's extra points. You may give as many extra credit speeches as there is time available for them. You don't need to do them to get an A in the course. But if you fall behind -- or think you are about to -- the option is open to you. The Extra Credit speech outlines must be typed or no outline credit will be given! You may not give more than two speeches on any one day. Extra Credit speeches are always given when other, assigned class work is finished for the day. **No Extra Credit speeches may be given during the Final Speech round (the last two class meetings.)** You can begin giving such speeches as soon as the third class period. The speech may be any kind of speech you've already given or what those of us in the Speech biz like to call: 'Special Occasion Speeches.' **A Special Occasion Speech** -- "How I Earned This Academy Award." This is the sort of speech you give when accepting an award, giving a eulogy, proposing a toast, graduating from Nursery School, making a pitch to the parole board, etc. (125pts, speech. 50 outline.)

Lists like this can be intimidating. Such a list may use language with which you aren't yet familiar, or cite processes you may know little or nothing about now, or

they may seem to assume you know stuff that we both know you don't. Rest easy. I'll hold your hand every step of the way. You won't be asked to do anything that we don't first cover in class or is thoroughly explained in your text book. We'll teach you the right language and the right processes **as you need them**. The rest is up to you. And, if it's any comfort, I won't ask you to do anything I wouldn't do. Now how much would you pay? But wait! We're not done yet!

(5) You'll get points for other stuff as well:

(a) You must prepare **TYPED**, formal materials for **each** of the formal speeches you will be giving.. **DO NOT** come in with **hand written scribbles** and attempt to pass them off for what's required. **DO NOT** give me some line about how your printer broke down. Nobody's printer breaks down these days. You will never get full credit for stuff that is not typed. These **TYPED** materials must include the following:

1) A **typed outline for every single one of your formal speeches**. Absolutely no exceptions. I will tend to think less of you if you come to me at any time during the term and say, "I didn't know we had to prepare an out line for this speech." **ALL SPEECHES REQUIRE TYPED OUTLINES**. As you will discover, I am a fanatic about your outlines. For the purposes of this class, there are only two ways to outline your speech: **My Way** and the **Wrong Way**. I will give you handouts on this very day that will discuss and illustrate **My Way**, and you'll do exactly what I want you to do and the way I want you to do it. Do not come to me at some point and say, "Well the book says..." or "My English teacher says..." For our purposes in this class, there is only **My Way**. Furthermore, I will be on your back mercilessly until you do your outlines **EXACTLY the way I want them done**. You will hate this initially, but in time you will make votive offerings to me in thanks for having instilled this necessary discipline in you. It will serve you well in your entire academic career, and, indeed, in life. When it comes to outlining, think Paul Anka and Frank Sinatra, "And do it my way!."

2) A **typed 3"x 5" card**, that contains **three things** always:

- a) your name,
- b) something about yourself, and
- c) something about your speech.

This **"intro" card** will enable someone else in the class to use that information to introduce you. (It's perfectly acceptable to print up this information on a piece of paper, then cut it out and attach it to a card somehow. **DO NOT TYPE IT ON A BIG SHEET OF PAPER FOLD**

**IT NEATLY, AND THEN HAND ME THAT FOLDED PIECE OF PAPER. I HATE FOLDED PAPER.** People who hand me folded up sheets of paper rarely become teacher's pet! **Eight** of your 10 speeches will require these intro cards. However, if you prepare them for all of your speeches you will never be in trouble. And these cards are to be **TYPED! DO YOU FULLY UNDERSTAND WHAT I AM TELLING YOU? THEY ARE TO BE TYPED.** Should you fail to show up with a **TYPED** intro card, I will hold you up to public scorn and ridicule. And don't go complaining to your mother that I am being mean to you. Remember. I am giving you fair warning. You **WILL** be humiliated in front of the class if you don't have a properly typed intro card.

(b) Depending on how the class progresses you may, from time to time, be asked to prepare informal materials in connection with training exercises. Each time you'll get points just for doing what you're asked to do. What a concept!

(c) A good deal of your responsibility will be to provide **POSITIVE FEEDBACK ONLY(!)** to the other speakers in the class, though they may never see that feedback. (That's a decision I'll make). You will comment **Positively** (and **only** Positively) on each speech or each speaker as though he were to receive your comments. You'll get a point for each positive comment YOU write and NOTHING, absolutely NOTHING if I decide your comment is not positive. Your goal for each round will be to provide an average of TWO positive comments for each speaker in every round. (You will get to be good at this even if you're lousy to start.) The comments must be **directly relevant** to the speaker or his speech. This exercise gives new meaning to what your Mom always told you: "If you can't say something nice, about somebody don't say anything."

**Special note #1:** The comments "**WELL SPOKEN**" and "**GOOD SPEECH**" are **outlawed**. Do not use them **EVER** in my classroom That means **NEVER!** Writing them wastes your time and mine. You will never get points for them. And I will hate you for being that lazy and unimaginative.

**Special note #2:** While you may express the same **idea** repeatedly on any given day, you may use the **same language only once** that day. So, we'll help you hone your creative skills. For example, if you say "good eye contact" for two speakers, you'll get only one point. Ah, but "good eye contact" for speaker 1, and "really sees her audience" for Speaker 2: that's good for 2 points, because you

repeated the same idea but not the same language. Got that? Good!

**Special note #3: NEGATIVE COMMENTS GET NO POINTS.** Neither do comments that look positive but are really negative: "He doesn't sweat much for a fat guy." Writing negative comments of any kind wastes time and gains you nothing. It is the height of folly to try to impress the Professor with how much you know about the teaching of speech. If it turns out you really do know more than the Professor, he will hate you for it, and a burning resentment may simmer for the entire term; and if you don't happen to know what you are talking about, you will look ridiculous, and the Professor will think the less of you. That's bad long ranged strategy. Only write positive comments. Sometimes you have to dig deeply to find something POSITIVE to say about the speaker or the speech ("that's a really neat crutch"), but you can do it. History proves you can do it. And, you'll get better at it as you go along.

(d) Almost every time someone gets up to deliver a formal speech, someone else in class will introduce him. (Notice my use of the pronoun "him" even though it is highly likely that the speaker will be a "HER." **I am the last Mid-Victorian.** I use sexist pronouns and other politically incorrect speech expressions, and I am much too old to change. Deal with it!) The Introducer gets 10 points just for reading what's written on the Introduction Card to the audience. Is this a great country or what? Everyone will get opportunities to introduce others. Some of you will get more opportunities than others, because, quite frankly, some of you will need the practice more than others.

(6) There will be two exams one written **Mid Term** (written with pen or pencil -- blood is an acceptable alternative)) and a **Final (spoken) Exam**. The Mid Term will occur during Session 5. It will be an Objective Test covering important reading assignments from the Text. The Final will occur over the final few class sessions. It will consist of two speeches, a **Final Exam Speech** in which you will be expected to demonstrate and will be graded on an understanding of and competence with the basic principles I expect you to master during this course. The second speech is a **Speech of Introduction** that demonstrates equal competence wherein you will formally introduce one of your fellow students who will be delivering a Final Exam Speech. **I expect you to dress appropriately for both speeches.** (In fact, I reward handsomely throughout the term those who take special pride in their personal appearances. Guys who wear a suit and tie, women who wear clothes that show a sense of style cause my heart to leap up, just like beholding a skylark in on the wing, and I go bonkers with extra points. Dress like a slob, and I'll probably think you are a slob.)

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(7) Bonus points will flow like beer at an ancient Egyptian wedding, or mead amongst the obstreperous Vikings. You'll receive extra credit for volunteering to go among the first few speakers in a round. You deserve it. It's hard to be first. You'll get extra credit for toadying up to the Professor. You may get extra credit if you are the only one in class who does a particular assignment or shows up ready for work when others aren't ready. You get bonus points for style if you show up dressed to the nines (whatever those are) on the day you speak. **I really like it when you dress relatively formally for your formal speeches**, and, as I said, I **reward such** dress., I told you that just recently, didn't I.) These bonuses are on top of the point totals available for any particular day or any particular round. Just look good when you get up to speak, and you can really rack up the points. You can look upon those points as a kind of back door to success if things begin to appear grim.

Because of bonuses & occasional free lance point giving, the absolute number of points possible in the class will not become clear until we approach the final exam; it will be somewhere around 3000 points. But you will always know what percentage of the total points available to date you've earned. You can then estimate your own grade at any point along the way.

Grades in this course are earned on a straight percentage basis. You get precisely what you earn. It works like this:

60%-69% = D;

70%-79% = C;

80%-89% = B;

90% or above = A.

**I do not shade grades**, nor am I susceptible to grade changing arguments, however persuasive (though bribes of over 7 figures not including the decimal point might conceivably get my attention). If you have 89.49999999% when all the points are in, and 89.5 (which rounds up to 90%) would get you an A, you will get a B! No appeal. **I never shade grades!** You get precisely what you have earned, not what I may decide to give you. **Every student begins my class with an A.** To maintain that A it is only necessary to show up, read assigned materials, and perform assigned tasks at clearly defined levels of competence. In over 40 years I have never had a student who was incapable of maintaining an A. I have had many who made the conscious decision not to do so.

Never hesitate to ask where you stand at any point. If your high school education was so feeble that you can't figure out percentages, I'll provide you that information gladly. Keep in mind, you are not in competition with anyone but yourself. What other people do is not relevant to your score. I will also assign up to 5 points in extra credit at the end of the

year for blatantly and obviously fawning over the Professor and hanging on his every word, laughing at his jokes, and being genuinely awe inspired by his wisdom and intelligence. As one with more than a half century's connection to show business, I am highly susceptible to flattery, however insincere. It also doesn't hurt to say some favorable things from time to time (not difficult at all to do) about the University of Michigan, "The Mother of State Universities." You have the considerable good fortune of having a Professor with a Michigan Trained Mind. You cannot do better!

**SPECIAL NOTE:**

"Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities (West Campus SSB 102, ext. 1523)."

**CLASS SCHEDULE**

**Words to live by:**

**“Build a man a fire, and you warm him for a day.  
Set a man on fire, and you warm him for life.”**

Every effort will be made to conform to this schedule. Unanticipated conditions, however, may require some alteration from time to time.

**Session 1: "Who, what, why, when, where, how, to what extent. Also the art and industry of outlining."**

**FOR TODAY:**

Quiz on, well, we'll discuss that.

Up to an easy 25 points are available. This is a general "get acquainted" day where we all learn about each other, where we learn a bit about listening, where you discover my prejudice about outlines and other stuff, By the time you leave today, you'll know how to write a first rate paper, how to Ace any essay exam you encounter in college, and how to read a book. We'll address this last as we blow your minds with the **Survey Q-3R Study Method**, developed at the "Mother of State Universities" by the great educational psychologist, Dr. Donald E.P. Smith. Most of all you'll discover how inspiring it is to have a professor with a Michigan trained mind. Today is easy. It get's harder but no less fun.

**FOR NEXT TIME:**

Heavy reading for the first week, but it tapers off as we go along. Become friends with your textbook. If you have not already done so, Read carefully, **Chapter 3: Your First Speech**. This chapter will form the basis for everything you do in my course, so **this chapter needs to become part of you**. For my purposes it is the single most important

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chapter in the book. Also read **Chapter 4: Understanding Communication Apprehension**. Survey **Chapter 1: Practical Speaking**. You learned how to survey a chapter in this first class. Study the **Survey Q3R Handout** I give you today. It'll show you how to survey a Chapter. These chapters will give you some background for this course and a feel for where we're headed and where you are relative to our journey together. To get you started, begin by reading the Chapter Summaries. (No one but a blockhead fails to read chapter summaries first in this or any other text book. It's the first thing smart people do.) Get comfortable with what's in these chapters. Failure to absorb the material here as it is presented to you, will **ALWAYS** come back to haunt you horribly later in the course! It will represent a flagrant violation of **Morningstar's First Law of Everything**: "Whatever goes wrong on page 10 (or day 10 or mile 10 of a journey) is **ALWAYS** the direct result of something you failed to do on page 1 (or day 1 or at mile 1)." When you've finished this survey, then.....

**Read Chapter 10: Organizing Messages**. Use this information, combined with what we learned in class today, to prepare the outline for a speech that talks about an **INTENSE EXPERIENCE OF FEAR**, yours or that of someone else. And I don't mean the "I'm afraid that cop is going to give me a ticket" kind of fear. I'm talking about bone crunching, mind numbing, sphincter locking kinds of fear, like leaping out of an airplane on a sky diving adventure, reaching for your rip cord and discovering you not only don't have a cord, you don't have a parachute (and that car they told you would be there when you landed probably won't be there, either). Your General Purpose is TO INFORM. Your specific purpose will have something to do with **FEAR!**. Include in your speech somewhere a relevant **quote from any source** you like except yourself. Make **TWO** copies of this outline – one to keep one to hand in.

Special note #4: **EVERY SPEECH YOU GIVE IN THIS CLASS MUST CONTAIN AT LEAST ONE RELEVANT QUOTE--AND TWO(!!) IS BETTER**. And don't call special attention to your quotes, ever, through such things as "My quote is..." or "I have a quote..." or "I'd like to start/end with a quote..." No, no, no! Quotes should be woven carefully into the fabric of your speech. They should simply be there in support of your ideas. And you must **always cite** on your outline the Source of that quote -- who said it or wrote it or to whom it is attributed and where you found it. . Even if it's anonymous, it comes from somewhere. Woe be unto you if you start making up quotes, because I always check your sources, which you always provide in your outline at the end under the heading **"REFERENCES."** .

**Special note #5:** To receive full credit, your speech outline **MUST** contain a **PREVIEW** of the main points you'll address in your speech when you give it briefly stated, and a **SUMMARY** at the end of your speech that contains all of the main points of your speech again briefly restated.

Always remember: **An outline is NOT a speech**, any more than a building blueprint is a building. An outline is the **PLAN** by which the speech is prepared. I'll grade this and every outline you prepare. I won't grade this one very hard, but if it's clear you've given no discernable thought to the assignment or that you cobbled an outline together after you wrote out your speech, you'll cause my gorge to rise. Trust me, you don't want my gorge to rise. You wouldn't like my risen gorge. Risen gorge is not a pretty sight. A word to the wise: **DO NOT download something from the Internet and present it as an original speech** Presenting something as your original work that is actually the work of someone else, is not only academically dangerous, it is stupid in the extreme. It WILL get you bounced out of college if I find out about it – **and I always do!**

Also, prepare a **TYPED Intro Card** with the **three things every intro card must have**: (1) Your Name; (2) Something about yourself; (3) Something about your speech (it can be something as simple as the title, if the title tells us something about it.). You'll need this card when you deliver your speech, so you might as well get it done now while your printer is on, and you're typing your outline. In this speech, don't be afraid to tell us about something that really scared the bejeebers out of you or someone you know, and maybe still does when you think about it (your personal **Blair Witch Project**).

**Words to live by:**

**It has been said that the greatest lesson one can learn is  
, find out what you don't do well.  
And then don't do it.**

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**Session 2: "I fear I am about to give my first speech"**

**FOR TODAY**

**Quiz on Chapter 10**

This is Round 1. About 300 points are available this round. Present your Fear Experience speeches. Write positive comments (an average of **2 per speech**) on each speech and hand these in. Keep in mind that if you are speaking today, **you can't write comments on yourself**, you'll have to write extra comments to compensate. No late comment sheets accepted. **The formula will always be the number of speakers times 2**; so, again, if you are a speaker you'll have to write extra comments.

**FOR NEXT TIME:**

Survey **Chapter 7: Adapting to Your Audience**. **Read Chapter 12: Delivery: Engaging your Audience** and **Chapter 13: Effective use of Visual Aids**. Bring to class three small but completely unrelated items. You are about to create a *visual montage*, as seen in old, arty movies (but you may think of it as *Show and Tell*). Your task is twofold: first,

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you must describe each of the items to your audience in as much detail as you can muster, as though your audience could not see them (even though they probably can). You must then relate the three items to one another, spending at least a minute on the nature of the relationship. Don't try to be coy. You're not trying to get the audience to guess what it is you are describing; they can see the things right there for crying out loud. Your real task is to see how much precision you can bring to the process of description. A *careful outline* will assist your thinking in carrying out this enterprise. So prepare one and hand it in. Don't forget to prepare a typed *Intro Card*. If you like, you can think of this exercise as show and tell for grownups of good taste and decorum. I will lead you with an example.

**Words to live by:**  
**In life as in international diplomacy**  
**always speak softly and carry a big schtick**

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**Session 3: "Serge Eisenstein called it the Juxtaposition of Dissimilar Elements"**

**FOR TODAY:**

**Quiz on Chapters 12 & 13**

This is Round 2. About 300 points available this round. Present your montage (i.e., do your Show and Tell). If you wish to do it with drummers, pipers, trumpeters or a full band, that's perfectly acceptable. Just remember, there are other classes in the building. The firing of loud cannons in the class room is generally discouraged.

**FOR NEXT TIME:**

Read **Chapter 17: *Speaking across the Life Span*. Study carefully pages 406-407**, the section titled ***Speech of Introduction*** Also Read **Chapter 6: *Listening***. Prepare a speech at least 2 minutes long (but no longer than about 4 min) in which you introduce a famous individual living or dead. No fictional characters, unless biographies of them have already been written, such as Nero Wolf (illegitimate son of Sherlock Holmes and Irene Adler). No family members, unless the family member is someone we might reasonably have heard of. Your introduction must include a brief but accurate biographical sketch, quoted materials, and at least two things for which your person was noted, and at least one quote by or about the individual. Your outline must list at least two sources of information. The Internet is acceptable for one of them but give the **full URL and complete citation**. The other must be a published, printed source.

Prepare a typed, outline being sure to note your Preview, your Transitions as you move from point to point, and your Summary. NOTE: **No typed Intro Card will be needed for this speech**. Your outline will serve this purpose. Give special attention to your Opening

and your Conclusion.

**Words to live by:**  
**Do not feel badly if you are indecisive.**  
**Indecision is the key to flexibility**

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**Session 4: "And now, without further adieu...." Speeches of Introduction.**

**FOR TODAY:**

**Quiz on Chapter 6 & 17.**

This is Round 3 with about 325 points available. Deliver Speeches of Introduction. Hand in your TYPED Outline. Prepare comments and turn in at end of class.

**FOR NEXT TIME**

Kindly Professor Morningstar's **Extremely Difficult Mid-Term Exam**. This will be very hard. (Just ask former students of mine, many of whom have not recovered from it even after years of therapy. It will be drawn from Chapters 3, 6, 7, 10, 11, 12,, 13 and 17. I'll tell you which of these specifically will be included. It will consist of about 100 objective questions designed to elicit intelligent response, or as close to intelligent as undergraduates can usually get (unless, of course, they are Michigan undergrads, which is an entirely different story) -- and if you have no intelligence, fake it. You just might fool somebody, including yourself.

**Words to live by:**  
**Today is the tomorrow you worried about yesterday,**  
**but not nearly enough**

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**Session 5: *Morningstar's Much Admired Mid-Term Exam***

**FOR TODAY:**

**NO QUIZ TODAY. EXAM INSTEAD.**

Up to 110 points available this session. Put on your thinking cap. (Have you or anyone you know ever actually seen a thinking cap? Do you or anyone you know have any idea what it really is or where the expression came from?) If you miss this exam, you might just as well drop the course. There's no way to make it up and other bad things will happen.

**FOR NEXT TIME:**

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We'll review the exam

Also

**Read Chapter 11: *Langage: Making Verbal Sense of the Message*. Also Read pages 400-401, *Reframing: Speaking as Story Telling*.** In this next round we'll explore the art of story telling with some thoughts about John Donne, whose life was saved on Drummond Island by a leprechaun -- the art of telling a story, as seen through the eyes of Barry B Longyear in ***Science Fiction Writer's Workshop I***, Owlswick Press, 1978. Don't worry about that, either. This very day I'll place in your hands the blue print for any story, written by **Barry B Longyear (*Enemy Mine*)**. Prepare a short story (no longer than about 4 minutes) in which you tell us about an incident involving a human being. I'm not a fanatic about running long, but I will cut you off after 6 minutes. I may also stop you if your little tale is clearly going nowhere, which happens often when you try to wing it. (I hate stories that aren't fully thought out, and so does your audience). Prepare the usual typed Intro Card and typed full sentence outline, making sure you note your Preview, Transitions, and Summary, and find an appropriate quote.

**Words to live by:**

**Two imaginary friends are of no use  
if neither one will play with you.**

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**Session 6: *But, Teach, I know I got that right!***

**FOR TODAY**

Review the Mid-Term exam, question by question. Be prepared to defend your answers, especially the one's you got wrong. Though it's probably futile, if you are good -- if you are really, really good, you MIGHT convince me to change an answer. It actually happened, once, a long time ago. If it happened once, it could happen again. If you have read ahead to Chapter 9, you just might be able to pull it off if you can bring sufficient intellectual pressure to your arguments in favor of your inane and incorrect answers.

This is also Round 4. About 325 points available for this round. Present your small tales (Narratives). Turn in outline. Turn in comments.

**FOR NEXT TIME;**

Read **Chapter 15: *Persuasive Communication*, Chapter 8: *Researching Your Message*, and Chapter 9: *Supporting Your Message***. You are to pick a **significant controversial issue**, one that is important to every intelligent, thinking American and prepare a speech of persuasion either supporting it or opposing it. Pick nothing that is **trivial, banal, or puerile**. (Grab your dictionary and look them up if you are in doubt..)

Choose very carefully because in your very next speech you must argue the **exact opposite side** of the same issue. **At no time are you to indicate which side of the issue you actually support. To do so will cost you points.** For example, if your persuasive speech argues a "Pro Life" position, your counter persuasive speech must argue the "Pro Choice" position. If you argue that global warming is affecting climate change, your next speech must argue a contrary position (that it's insignificant or that it doesn't exist, for example). In either case we must not be aware until both speeches are over what you actually believe -- so choose wisely. Prepare your outline with great care, more carefully than you have for any speech thus far. If you are smart -- and if you've lasted this long in my class, you really are smart -- you'll use your *Intro Card* to present information that will help establish your credibility to argue whichever side you are going to argue. On your outline show clearly those sources from which you have taken quotes and information. The internet is quite acceptable but give full references (with urls) so I can go online and check you out (and I *will* do that). Again, use your Intro Card to help establish your credibility. Also, if you want to support your favorite politico or political cause, that is quite acceptable. Just remember, you'll have to argue equally persuasive for his opponent later on.

**Words to live by:**

**It is perfectly all right for your mind to go blank.  
Just be sure you turn off the sound when it does.**

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**Session 7: *Point with Pride, View with Alarm***

**FOR TODAY**

**Quiz on Chapters 8 & 9**

Round 5 with about 325 points available. Persuasive Speeches. Hand in Outline, Intro Card & comments.

**FOR NEXT TIME:**

**Review Chapters 8, 9, & 15. Read Chapter 16.** Prepare a speech of Counter Persuasion, arguing the exact opposite of the position you took during your speech of Persuasion. This means if you were for gun control last time, you are against it in this speech. If you were Pro Life last time, you are Pro Choice this time. You must take exactly the opposite position that you took in your persuasive speech. And if you are really good, no one will know which is your real position on you issue.

**Words to live by:**

**Be nice to dragons  
for you are crunchy and go well with ketchup**

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**Session 8: "I don't care what I said before!"**

**FOR TODAY**

**Quiz on Chapters 15 & 16**

This is Round 6. About 300 points are available this round. Begin presenting Counter Persuasion speeches.

**FOR NEXT TIME:**

**Review Chapters 8 & 9** Prepare your final speech.

- \*It must be at least 6 minutes in length. (5pts)
- \*It must draw upon at least **three** (3) different sources, which you will cite on your outline. (12pts)
- \*It must make use of at least **two** (2) significant quotes (10pts)
- \*It must make use of at least **two** (2) presentation aids. (25pts)

Prepare a detailed, typed, full sentence outline. Your Introducer will be assigned to you in advance, and you will be expected to provide him with sufficient information about you and your speech to allow him to prepare a Speech of Introduction at least two minutes long. That Speech of Introduction must be outlined as any other speech would be, and your Introducer will be graded on this outline and upon his introduction of you. Part of your grade will depend on how well you prepare him for his speech. If he has little or nothing to work with, it's your fault and you'll be graded accordingly. A word to the wise: get together with your Introducer outside of class!

**Words to live by:**

**You don't need a parachute to sky dive.**  
**You do need a parachute to sky dive twice.**

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**Session 9: "My Fellow, 'Mericans..."**

**FOR TODAY**

No quizzes during the final round.

This is Round 9. About 700 points are available this round. Begin Final Speeches. Both Introducers and Speakers hand in full typed outlines.

**FOR NEXT TIME**

Continue Final Round of Speeches.

**Words to live by:  
Delusions of grandeur tend to make you feel  
a whole lot better about yourself**

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**Session 10 "A funny thing happened on the way to..."**

**FOR TODAY**

No Quiz

Conclude Final Round of Speeches. Both Introducers and Speakers hand in full typed outlines.

**FOR NEXT TIME:**

A final gathering at the river

**Words to live by:  
The art of pressing flowers is as relevant  
today as it was 100 years ago**

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**Session 11: "Sunday, Armageddon. Bring Lunch."**

**FOR TODAY:**

No Quiz.

This is the Final Exam session scheduled by the college. Among other things at this session you will receive final grades and reviews of your final speeches. **Attendance at this session is absolutely mandatory. This is the single most important class of the entire term. I deem it sufficiently important that it will cost you 500 points if you fail to show up. That will translate into lowering your grade at least two steps – an A will become a C, a B will become a D. If you have a C you will fail the course. There are no exceptions!.**

**FOR NEXT TIME:**

No quiz. Weeping, wailing, and gnashing of teeth. Or general rejoicing and fireworks in the evening. For next time, wait....: **There is no next time!**

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**Words to live by:**  
**Don't let success spoil you.**  
**Be insufferable right from the beginning.**