

“Extraterrestrials, Meditation and Free Energy”

Intro and GER Info Welcome to the course! Success on various activities will earn credits, and the total of these credits produces one’s grade. Oral communication assignments make up 34 of the 50 possible credits (68%). This course qualifies as an **oral intensive** component of the **General Education Requirements (GER)**.

Contents

Topic	Page
Table of Contents	1
Oral Intensive Component of General Education Requirement	1
Americans with Disabilities Notice	1
Basis of Grade	2
Grading Policy	2
Attendance Policy	2
Text, Schedule and Calendar	3
Summary of Activities	4
Briefing Points (Oral Performance)	5-6
Free Writes (Written Communication)	7
Problem List (Written Communication and Oral Presentations)	8
Think Tank (Oral Expression)	9
Press Conference (Oral Performance)	10
Set the Odds Scale Assessments (Attitudes and Beliefs)	11
What Do We Know Assessments (Measure of Experience)	12
Course Materials and Resources	13
Usual Schedule (Tuesday and Thursday)	14

Americans with Disabilities Act Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact Disability Services (330.941.1372) in the Center for Student Progress at the beginning of the semester or when given an assignment for which accommodation is required. Students with disabilities must provide a letter of accommodation to verify their eligibility.

Grading and Attendance Policies

Basis of Grade Credits for the course grade occur as shown below. Oral credits are shown in bold print. Anyone earning all credits earns an “A+.”

Credits	Task	Page
1	Attendance (see Attendance Policy below)	2
18	Oral fluency: Briefing Point of the Day (On designated day; If absent one try at makeup; Reclaim all 18 with successful video performance of all)	5-6
1	Orally read and time performance on Briefing Points	5-6
5	Oral recitation of all 18 Briefing Points (with partner/professor: 18=5, 17=4, 16=3, 15=2, 14=1, <14=0)	5-6
1	Video 1: 1 designated BP for content	5-6
2	Video 2: 1 designated BP for expression	5-6
3	11 successes on weekly Free-Writes (10 successes=2; 9=1; <9=0)	7
5	5 Problem List presentations (5=5; 4=3; 3=1; <3=0)	8
1	10 Question Initial Problem List printout at beginning of course	8
5	10 Item Final Problem List with with findings and sources	8
1	Think Tank oral contributions each day occurring	9
1	Press Conference ID/questions each Thursday occurring	10
5	5 SOS Assessments (scheduled once per month)(5=5; <5=0)	11
1	2 What Do We Know Assessments (first week and last day of course)	12

Grading Policy Course grades will be earned as follows: No Final Exam exists.

Credits Earned	Grade
46-50	A
40-45	B
34-39	C
25-33	D
<25	F

Attendance Policy

You are expected to attend each class meeting and stay for its duration. You get 3 points: one if you come, one if you are “on time,” and one if you stay until the end. 81 points are possible and achieving 64 or more earn one Credit towards course grade. In extraordinary cases, Problem List work can be applied but must be authorized by the teaching staff. In the event of a weather emergency, use good judgment. If YSU cancels its classes, be prepared the next session for all assignments due.

Text, Schedule and Calendar

Text

The text for the course will be provided by the Instructor with no charge to the student:

Title Hidden Truth - Forbidden Knowledge (HTFK)

Author Steven M. Greer, M.D.

Schedule

Week	Date	Brgf Pt	Special	Think Tank	Press Conf	FW	WWW	HTFK	PLP	Media Event
1	1/12/10		WDWK1; SOS1							
	1/14/10	1	BP for time	1	1 SAG & JA	0				1
2	1/19/10	2	1st PL due	2			1			2
	1/21/10	3		3	2	1		1-4		3
3	1/26/10	4		4			2		1	4
	1/28/10	5		5	3 JM	2		5-8		5
4	2/2/10	6	SOS2	6			3		2	6
	2/4/10	7		7	4	3		9-12		7
5	2/9/10	8		8			4		3	8
	2/11/10	9		9	5	4		13-16		9
6	2/16/10	10		10			5		4	10
	2/18/10	11		11	6 MK	5		17-20		11
7	2/23/10	12		12			6		5	12
	2/25/10	13		13	7 lw	6		21-24		13
8	3/2/10	14	SOS3	14			7		6	14
	3/4/10	15		15	8	7		25-28		15
9	3/9/10		YSU Break							
	3/11/10		YSU Break							
10	3/16/10	16-17		16			8		7	
	3/18/10	18		17	9 SB	8		29-32		
11	3/23/10		TMI ProSem							
	3/25/10	All	Video 1: BP 1-18	18						
12	3/30/10	All		19			9		8	
	4/1/10	All	SOS4	20	10	9		33-36		
13	4/6/10	All		21			10		9	
	4/8/10	All		22	11 DF	10		37-40		
14	4/13/10		CSETI OBX							
	4/15/10		CSETI OBX							
15	4/20/10	All		23			11		10	
	4/22/10	All	Final PL due	24		11		41-46		
16	4/27/10	All	Last BP, FW, V2							
	4/29/10		WDWK2; SOS5							
17	5/6/10		8-9: CE-5							

Abbreviations used in above table: FW = Free Writes; WWW = World Wide Web; HTFK = Hidden Truth – Forbidden Knowledge (text); PLP = Problem List Presentation; BP = Briefing Points; PL = Problem List; WDWK = What Do We Know (assessment); SOS = Set Odds Scale (assessment)

Summary of Activities

List

You work your way to course success by doing the following:

Behavior	How Often	Involves
Initial Problem List	Once: second week	Ten questions on course content (not course procedures!) that you formulate
Problem List Presentation	Ten opportunities on ten Tuesdays for 1-3 minutes (5 to do) starting Week 3	Finding a source to answer a question on your Problem List; preparing summary Sight/Sound bite;" Load to class computer; Present to class
Final Problem List	Due Thursday, April 22, 2010	Ten questions and the best answers you found with sources (summarize your answers; don't just present an entire source)
Orally read Advanced Briefing Points	Once; second week	Read and time performance
Practice Briefing Points outside of class	Up to you; we suggest 7 days a week	Prepare the next BP assigned and recite previous ones
Briefing Point of the day	Day 2 through day 19 of class	Recite without notes the appropriate BP
Recite all Briefing Points	March 25 to April 27 until successful	Recite without notes all the BPs
Video 1	March 25	Video of your BP for content
Video 2	April 27	Video of your BP for expression
Free-Write	Each Thursday (12 scheduled) with retries available	Organized prioritized summary in outline or mapped form covering assignments
Think Tank	Each class meeting for 5-20 minutes	Contribute to class discussion of readings; reach aim and follow rules
Press Conference	Most Thursday classes	Say question and follow-up of guest being interviewed (may ask question from Problem List)
Media Event	Each class, time permitting (some links outside class)	Write notes of who-what-when-why; apply to Problem List, Think Tank
Assessments	First and last week (WDWK); once a month (SOS)	Mark response to 50 T-F items in various categories; Set Odds to questions
Attendance	Each class	Showing up on time, staying until end

Intro Briefing Points represent:

- claims that have been corroborated by multiple credible individuals
- past, current and future scenarios for Earth and inhabitants (Earthians)
- statements which can be questioned and researched (they may link with your Problem List)

Intent The Briefing Points task serves several functions within the course. The learner:

- establishes a personal repertoire (set of behaviors) for conversation and advocacy
- experiences interpersonal communication as both speaker and listener
- establishes “fluent” behavior on course material through daily practice
- experiences “performing under pressure” in one-on-one situations
- experiences performing in front of a camera (video)
- experiences first-hand how nonfluent behavior blocks one’s performance
- experiences first-hand how fluent behavior facilitates one’s performance
- may generate questions (and subsequently find answers) to Briefing Point claims

Action: Timings Each day in class you and a partner will alternate reciting the Briefing Point of the day,
Behavior:

- starts with the Briefing Point of the day
- then reverts to the beginning of the list and completes as many as possible

Counter:

- scores ‘check’ or ‘dash’ in special box for Briefing Point of the day
- scores ‘check’ or ‘dash’ for other Briefing Points attempted
- leaves box blank if that BP is skipped or not attempted

Action: Tips You might find these tips helpful.

- Cut up the card stock sheets to form a deck of Briefing Points
- Carry the upcoming BP card with you and practice at any opportunity
- “Associate” the number with the specific Briefing Point. Since you already know the number sequence 1-19, you’ve got the order once you’ve made the connection.
- Keep reviewing with a daily run through all the ones you’ve learned; don’t let them slip away
- Work on your special assigned Briefing Point and practice ‘expression’ — presenting it as you would see a News Anchor performing on TV

Action: Videos We’ll do two videos of you performing your special assigned Briefing Point.
Video 1: checks to make sure you can recite it correctly and use the equipment appropriately (Photo Booth video), starting and stopping the recording, centering your head on the screen, and speaking loudly enough to be clearly heard
Video 2: checks to see if you can express the BP naturally and convincingly

Consequences

- One Credit for reading the Briefing Points for time
- done early in the course simultaneously by the class
 - you record your duration from a stopwatch shown on the screen

- One Credit for each Briefing Point of the day (18 total credits possible)
- done with a partner and scored by them on your Briefing Points scoresheet
 - done with Jack Auman before or after class to make up one if you missed class
 - only one try is possible for each of these 18 credits; prepare accordingly

- Five Credits for reciting all 18 Briefing Points correctly with partner/instructor
- multiple opportunities possible
 - scheduled to start March 25th but finish them earlier if you can
 - four credits if your best effort was only 17
 - three credits if your best effort was only 16
 - two credits if your best effort was only 15
 - one credit if your best effort was only 14
 - no credit if you couldn't do 14 or more

- One Credit for Video 1 of you reciting your assigned Briefing Point
- no credit if not recited correctly
 - will be watched by instructors and scored as two Credits if 'expression' already present and judged not improvable; Video 2 then not required

- One Credit for Video 2 of you reciting your assigned Briefing Point with 'expression'
- no credit if not recited correctly
 - will be watched by instructors and checked for presence of convincing expression
-

Remediation

- You do a Timing on the Briefing Points with a partner each day in class, so it's an ongoing effort.
- You can try an additional timing on all 18 Briefing Points before or after class with an instructor if time permits
 - April 27th, 2010 represents the last day for doing Briefing Points timings
 - The remediation for reclaiming any Briefing Points of the day consists of a video of all 18 Briefing Points done successfully (last day = April 27, 2010)
-

Free Writes (Written Communication)

7

- Intro** Free Writes describe timed writing samples that demonstrate:
- what the learner found to be the most useful information acquired in the readings
 - organization of the information
 - prioritization of the information
 - comprehension of material across the assignment
-

- Intent** The Free Write format:
- allows the learner to exercise critical thinking in response to the question: “What importance or relevance does this material have for me and those around me, either now or in the future?”
 - avoids necessity of guessing what professor deems important
 - distributes consequences for reading and organizing to a weekly basis
 - lays a basis of practice in information gathering and retention
-

- Action** A Free Write opportunity consists of a 5-minute timing each Thursday. You attempt an organized summary without notes of the major and minor points covered by the readings and watchings(text and links) of the week in outline or mapped form. You may also include material from the Media Event, but this is not mandatory. In setting up a Free Write:
- Prioritize what seems most important; you don’t have time to cover everything
 - Organize the important information with key words and lists
 - Find and state three to nine main ideas
 - Avoid irrelevant or filler verbiage (“I liked this assignment.”)
 - Avoid stating your opinion; stick to what you read
 - Get the main points down and then go back and elaborate
 - Practice before class under the time limit to test your readiness
-

- Consequences** You get feedback on your Free-Write the next class period:
- A check (✓) occurs for a successful job that week
 - An X occurs if you miss an attempt or mess up an attempt
 - 11 successes during semester produces three credits toward grade
 - 10 successes produces two credits toward grade
 - 9 successes produces one credit toward grade
 - Less than 9 successes does not produce any credit
-

- Remediation** If you miss a Free Write or get an X on an attempt:
- You may try to remediate 1 Free Write before or after class each session
 - You are not allowed to make up a Free Write at end of class scheduled for that day
 - On April 27th, the last opportunity to make up a Free Write occurs during class
-

Problem List (Written Communication and Oral Presentations)

Intro Your Problem List represents your opportunity to look for information about questions you have dealing with the topic content: ETs, Meditation and Free Energy.

Intent Each of us has different interests even within general topics. The Problem List allows you to gather information and solve problems by asking and answering questions relevant to what you find most interesting.

Action Initial List
You first generate a list of ten questions or “problems” dealing with the course topics

- You turn in a copy of your starting list of questions the second week of class

Presentations

Problem List Presentations will be done on Tuesdays

- You will be assigned every other Tuesday for a Presentation
- You are limited to one Problem List Presentation per class under normal conditions

You try to find the best possible answers from your text, World Wide Web or other resource.

- As you locate answers, you choose 5 to present to the class
- Use Power Point if you can; Word documents are OK use large fonts and limit info on a page

Tips

- Your presentation should take 1-3 minutes.
- Prioritize and summarize; don’t just overwhelm us with video, audio or printed matter.
- Be sure to give each of the sources of your information and why you think it is credible.
- Avoid reading word for word; just guide the viewer through
- Do whatever editing will help keep your presentation locked onto the question you have asked in your Problem List.

Final List

- You turn in a copy of your end list of questions (and answers with sources and SOS when appropriate) the Tuesday before Thanksgiving
-

Consequences The printout of your ten question starting Problem List, if acceptable, produces one credit towards course grade.
Five different Problem List Presentations, if acceptable, produce five credits toward course grade.
The printout of your ten questions with answers and references – your final Problem List – if acceptable, produces five credits towards course grade.

Remediation

- In cases where a Problem List item is listed by more than one student, the source for that problem may not serve as the only source. Any subsequent presentations would need to find a different “source” to get credit. Unacceptable attempts need to be redone.

The usual reason an attempt would be deemed unacceptable: lack of prioritization and summarization — just throwing something together to project on the screen.

Intro	<p>“Think Tank” describes oral reactions to the assigned reading for the day:</p> <ul style="list-style-type: none">• what the learner found to be the most useful information acquired in the reading• questions about some aspect covered by the reading• insight gained from the reading
Intent	<p>The Think Tank exercise:</p> <ul style="list-style-type: none">• allows the learner to exercise and vocalize critical thinking in response to the question: “What importance or relevance does this material have for me and those around me, either now or in the future?”• encourages students to listen carefully to each other and react to opinions of others with oral statement of own opinion• encourages respect for other’s opinions and viewpoints• promotes comfort in expressing oneself in the presence of a group
Action	<p>The Think Tank opportunity usually occurs each class period. Material to be covered comes from the reading assignment for that day.</p> <ul style="list-style-type: none">• Instructors will announce number of contributions expected (usually 1, 2 or 3)• Students generate the discussion completely on their own• Instructors monitor each individual’s contributions• Avoid repeating yourself; make your statement and then cease• Be brief and to the point so everyone has ample time to contribute• Listen carefully to what others say; don’t repeat something someone already said• You can prime yourself with notes or text but don’t read a response; just say it
Consequences	<p>Once you have achieved the contribution aim (if more than one response is required) instructor will flash a “red card.” This is your signal not to respond again until the “green card” is held up, indicating everyone has achieved the contribution aim. Once the “green card” occurs, anyone can make additional comments until the Think Tank time elapses.</p> <ul style="list-style-type: none">• One’s contribution ends when someone else begins, not with a period of silence• Agreement or disagreement does not constitute a contribution; you must elaborate• Meeting the daily quota <u>every Think Tank session</u> produces a credit toward grade• Failing to meet a daily quota on any day produces no credit toward grade
Remediation	<p>If you make a statement after receiving a “red card,” a double click will sound. That indicates you have temporarily nullified your contribution.</p> <ul style="list-style-type: none">• Only if the “green card” appears will your contribution be reinstated

Press Conference (Oral Performance)

11

Intro The “Press Conference” simulates an actual press conference by having students be members of the media asking pertinent questions of the “guest.” When possible, guests are real people with connection to the topics of the course. When actual guests are unavailable, the part of a guest may be role-played.

Intent The Press Conference:

- provides practice in forming questions
- helps participants to become comfortable talking in front of a group
- helps the student gather information through receiving answers to direct questions
- provides source for difficult and controversial material from one’s Problem List

Action In the Press Conference, members of the media:

- Wave or raise hand to be recognized by the guest
- Stand and state name, affiliation and major field of study
- Ask your question (while still standing)
- Listen to answer (while still standing)
- Ask followup question if appropriate and time permits

When a Press Conference is being done via Skype or iChat, members of the media:

- Sit in designated “question chair” in front of the communicating computer
- Sit in designated “on deck” chair when you will be the next questioner
- Sit and state name, affiliation and major field of study, taking care to center yourself on the computer screen and speak loudly enough to be heard by all
- Address the guest by rank if appropriate (in the case of military guests)
- Ask your question (while seated)
- Listen to answer (while remaining seated)

Consequences Following the action sequence above:

- Produces a credit toward grade if achieved at all Press Conferences you attend
- Failing to ask a question at a Press Conference when time was available nullifies the Press Conference course credit toward grade

Remediation If time runs out on the Press Conference and you indicated you wished to ask a question by waving hand:

- You get credit for asking a question if you turn it in on a 3x5 card before leaving
- You stay alive for the Press Conference course credit towards grade

We have never had this happen in the past but this option exists in case a guest uses extensive amounts of time in answering questions.

Set the Odds Scale Assessments(Attitudes and Beliefs)

12

Intro The Set the Odds Scale represents a system for measuring attitudes and beliefs in a precise and quantitative way that has been developed by your instructors and Ogden Lindsley. Individuals using this scale use numbers as multipliers to gauge the strength and direction of their belief on items selected as relevant to the course.

Intent Students monitor the status of their beliefs on a series of different questions once a month during the semester to determine if any changes occurred over the semester as a result of:

- passage of time
- local and world events
- gathering of information within the course

Action On the first day of class (if present) you will be asked to respond to the Set the Odds Scale items on a sheet that you turn in.

- Answers are not scored “correct” or “incorrect”
- Determine the direction of your belief (“odds for” if you feel the statement is true, “odds against” if you feel the statement is not true)
- Estimate the strength of your belief on a scale of 1 to 1000 [you’re actually not limited to 1000 if you wish to go beyond that number]

Consequences Turning in the SOS (Set Odds Scale) assessment sheet each month when scheduled:

- produces five course credits toward your grade

No credit occurs if you miss an SOS Assessment and don’t make it up.

Remediation If you miss a class:

- you do not lose your chance for the SOS credit but you need to make arrangements with the instructors to do it the day you return to class

What Do We Know Assessments (Measure of Experience) 13

Intro	The “What Do We Know?” Assessment consists of 50 true-false statements derived from Dr. Steven Greer’s book, <u>Hidden Truth – Forbidden Knowledge</u> .
Intent	Collection of student responses coming into and leaving the course: <ul style="list-style-type: none">• allows the learner to obtain feedback on performance differences before and after taking the course• provides information to the instructors on effects of the instructional effort• credits the student for participating and demonstrating information gathered without the pressure of preparing for an examination
Action	Student on first day of class: <ul style="list-style-type: none">• Takes 50-item “What Do We Know?” Assessment• Writes time taken to complete on What Do We Know answer sheet Student on last day of class: <ul style="list-style-type: none">• Takes 50-item “What Do We Know?” Assessment• Writes time taken to complete on What Do We Know answer sheet
Consequences	You will receive feedback on your initial Assessment scores the next class period and feedback on your end of course Assessment scores via email if you request them: <ul style="list-style-type: none">• Taking both the first and last-day What Do We Know Assessments earns 1 credit• No credit occurs if you take only one What Do We Know Assessment (or neither)
Remediation	If you miss the Assessments on the first day: <ul style="list-style-type: none">• You may arrange to take them outside of class to keep your credit possibilities alive• It’s important they both be taken as soon as possible to give the instructors an accurate picture of your performance prior to the beginning of the course If you miss the Assessments on the last day: <ul style="list-style-type: none">• You will need to contact the instructors and make an arrangement to take them outside class. They must be completed no later than the scheduled Final Exam for the class or no credit will occur

Materials

Description	To replace*
Text: <i>Hidden Truth – Forbidden Knowledge</i>	\$24.95
Course CD (includes Briefing Points, this Outline, Reading & Watching Assignments, an index for HTFK, and a blank copy of the Course Credit Log)	\$10.00
Briefing Point Cards	\$1.00
Folder (to be picked up at beginning of each class and returned before you leave)	
Summary Sheet (stays in your folder; monitors course progress)	
Blank paper (lined or unlined) (YOU MUST PROVIDE THIS) for your Free Write tries	

* These three items are provided to you as long as you remain enrolled in this 3750 course. If you decide to drop the course, please return these materials or pay the replacement cost.

Suggested Resource

The Disclosure Project has developed a secure access area on their website which includes the full Executive Summary and Briefing Document contained on the 2 Hour Witness DVD. For a donation of just \$5 you get unlimited access to that secure area. It includes the Disclosure Project Witness Testimony transcripts that might prove useful for your Problem List information search. Most of the material in Dr. Greer's book, Disclosure, is contained in this source as well.
<http://www.disclosureproject.org/access.htm>

Instructors

Dr. Steve Graf Home phone: 330-757-8341 Edress: TheGraffer@aol.com
 YSU mail: sagraf@ysu.edu

Office Hours: 9:00-9:25, Tuesday and Thursday, Room B94 DeBartolo;
 10:50-11:15, Tuesday and Thursday, Room B94 DeBartolo or nearby room

Mr. Jack Auman Edress: Zerobdev@aol.com

Mr. Pat Cook

Acknowledgements

Thanks to both of my associates for volunteering to help with administration of the course.

Jack Auman, my brother-in-law, has assisted in both this course and the Remote Viewing course since 2004. He has also been with me on numerous Ambassador to the Universe trainings around the country.

Pat Cook has amassed a lifetime of knowledge and skill in less than three decades. He has appeared as a Press Conference guest and was also an A+ student in the course in a previous semester.

Tuesday

Get folder and find a new collaborator for the day to sit next to and work with

- Resonant Tuning
 - Briefing Point Timings
 - Think Tank (on reading assignment for the day)
 - Problem List Presentations
 - Media or Meditation Event
 - Turn in folder
 - * Make up a Free-Write or do extra Briefing Points Timing with instructors if ready
-

Thursday

Get folder and find a new collaborator for the day to sit next to and work with

- Resonant Tuning
 - Free-Write on reading assignments since last Free-Write
 - Briefing Point Timings
 - Think Tank (on reading assignment for the day)
 - Press Conference
 - Media or Meditation Event
 - Turn in folder
 - * Make up a Free-Write or do extra Briefing Points Timing with instructors if ready
-