



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

004 Speech

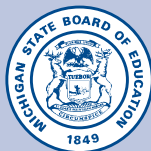


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Elements of Communication and Professional Responsibilities	19%
Oral, Visual, and Written Language Skills	15%
Interpersonal and Small-Group Communication	16%
Public Speaking and Debate	16%
Mass Communication and Media Literacy	19%
Theatre and Oral Interpretation	15%

I. ELEMENTS OF COMMUNICATION AND PROFESSIONAL RESPONSIBILITIES

Understand the history, functions, characteristics, and components of the human communication process.

Includes:

- historical framework of the discipline (e.g., classical rhetoric)
- functions and purposes of communication among individuals (e.g., to create meaning, share information, influence perceptions, express emotion, maintain personal relationships)
- components of the oral communication process (e.g., source, sender, receiver, message, medium, feedback) and their characteristics
- relationships among communication components and their potential impact on the communication process (e.g., how the source of a message affects a receiver's response)
- ways in which individuals, relationships, and situations influence the communication process (e.g., how mutual respect helps maximize communication between speakers and listeners)
- effects of various factors on the nature and quality of communication interactions (e.g., interference/noise, environment, social factors, cultural context)
- how to adapt communication strategies appropriately and effectively to the needs of various situations and settings

Demonstrate knowledge of the listening process.

Includes:

- functions, characteristics, and components of the listening process (e.g., using information gained through listening to make decisions, distinctions between listening and hearing)
- responsibilities of listeners and appropriate types of listening skills for different communication settings and situations (e.g., identifying a purpose for listening, active listening, perception checking, paraphrasing, summarizing)
- skills and strategies for adapting purposes for listening to a speaker's purpose for communicating
- types of barriers to listening (e.g., bias, indifference, preconceived attitudes, impatience, apprehension) and their effects on the ability to receive, comprehend, and respond to messages
- techniques for managing and overcoming barriers to listening (e.g., evaluating the effects of emotional involvement on listening, managing internal and external distractions)
- strategies and approaches for encouraging the application of effective listening habits (e.g., modeling and demonstrating effective listening strategies) and the ability to evaluate one's own listening behaviors

Demonstrate knowledge of the elements, functions, and relationships of verbal and nonverbal communication.

Includes:

- the social, cultural, and dynamic nature of verbal and nonverbal language and how language choices affect individuals
- types, characteristics, and functions of verbal cues (e.g., word choice, vividness of expression, clarity)
- types, characteristics, and functions of nonverbal cues (e.g., use of space, posture, facial expressions, gestures, vocal tone and emphasis)
- techniques for demonstrating attentiveness through verbal and nonverbal behaviors
- how to detect and interpret contradictions and discrepancies between verbal and nonverbal messages
- how social, cultural, and environmental factors may affect message delivery and how interpretations of verbal and nonverbal messages may vary across different social and cultural groups

Understand the roles of listening and viewing in comprehending, interpreting, and responding to messages and presentations.

Includes:

- appropriate listening and viewing skills for comprehending, interpreting, and responding to various types of communication (e.g., texts, spoken messages, multimedia presentations)
- use of listening and viewing skills for different purposes and genres (e.g., discussing written narratives, taking notes on key points in a speech, asking clarifying questions about presentations, paraphrasing)
- use of listening and viewing skills to interpret speakers' affective communication and attitudes toward subject matter (e.g., through mood, emotional cues, depth of content covered)
- use of listening and viewing skills to relate verbal communication (e.g., a speaker's tone of voice) to nonverbal messages (e.g., posture, gestures)
- appropriate audience social skills and behaviors while viewing and listening (e.g., making eye contact, being attentive and supportive)
- how to promote use of listening and viewing skills to comprehend, interpret, analyze, and respond to various types of messages and presentations

Analyze principles of ethical communication.

Includes:

- the importance of truthfulness, responsibility, fairness, respect, and ethical standards and behaviors when communicating in diverse contexts
- principles for using ethical standards to evaluate mediated and public communication (e.g., analyzing Internet advertising and other media messages, evaluating and responding to political messages)
- how to apply ethical standards in selecting and modifying language to ensure that it is respectful, inclusive, and clear in intent and content
- questioning principles and other inquiry techniques for evaluating the clarity, credibility, accuracy, and reliability of information
- factors that reveal potential bias in the presentation of information and the importance of challenging harmful stereotypical and prejudicial communication
- responsible uses of language (e.g., citing sources accurately, using non-inflammatory language, avoiding plagiarism, respecting cultural and linguistic variations)
- strategies and approaches for fostering the use of ethical principles in communication (e.g., appreciating the integrity and uniqueness of communication among diverse groups, challenging unethical communication choices of others)

Understand key professional roles and responsibilities of the speech communication educator.

Includes:

- characteristics and benefits of professional development activities (e.g., participating in in-service training and conferences, reading professional journals, writing articles for publication, using reflective practices and inquiry-based teaching)
- how to collaborate with school colleagues, parents/guardians, community members, literacy professionals, and educational organizations to support students, improve teaching practices, gain access to speech education resources, and promote appreciation of performing arts
- roles and benefits of professional organizations (e.g., Michigan Association of Speech Communication, National Communication Association, Michigan Speech Coaches, Inc., Educational Theatre Association)
- ability to assess and monitor student progress in applying effective and ethical communication behaviors using diverse strategies and criteria that are designed to provide constructive feedback and are sensitive to communication anxiety issues
- methods and resources for evaluating student comprehension of essential concepts and content through objective assessments (e.g., tests, quizzes, essays) and performance or project-based demonstrations (e.g., portfolio, real-world project, prompt book, speech outline)

II. ORAL, VISUAL, AND WRITTEN LANGUAGE SKILLS

Analyze the interrelationships among oral, visual, and written language.

Includes:

- principles and uses of oral, written, and visual literacy (e.g., to evaluate the appropriateness of a communication format for context, purpose, and audience)
- skills and processes necessary to communicate effectively in oral and written forms for a variety of audiences and purposes
- ways of illustrating the verbal (e.g., connotation; denotation; literary devices such as irony, rhyme, satire, alliteration, symbolism) and nonverbal (e.g., paralanguage, proxemics, kinesics) features of language
- activities and techniques for interpreting ideas presented through oral, written, and visual forms (e.g., live performance, technological resources)
- the ability to analyze oral, written, and visual texts to determine theme, style, voice, and language choices
- how literary expression and performance techniques enhance students' understanding and appreciation of various print and nonprint texts
- appropriate methods and criteria for creating, revising, and editing print and nonprint texts

Understand how the structure and conventions of language (e.g., patterns, dialect) affect the communication process.

Includes:

- use of grammatical structures and standard conventions of American English in speech (e.g., appositives, participial phrases, adjectives, adverbs, conjunctions to express relationships)
- how language is adjusted to communicate effectively with various audiences and for different purposes (e.g., for research, explanation, persuasion, cross-curricular discussion)
- use of conventions such as rhyme, rhythm, wordplay, slang, dialect, colloquial language, and specialized language to create interest, drama, or a particular effect in narratives and informational presentations
- ways in which language can be used to convey, share, obscure, or distort meaning (e.g., metaphorical language, doublespeak)
- how conventions of usage (e.g., organizational patterns, transitional devices) are adapted to different communicative situations

Understand the use of speech for the purpose of discourse.

Includes:

- types of discourse (e.g., speaking extensively about academic subject matter, discussing narratives, responding to multiple texts by analyzing content and making connections)
- purposes of discourse (e.g., to contribute to peer conferences, to socially construct meaning, to deliver a coherent presentation, to offer opinions and solutions)
- essential elements of spoken discourse (e.g., remaining focused on subject matter, providing facts to support main point, using the active voice and vivid language)
- techniques and skills for using speech effectively for the purpose of discourse (e.g., using informational organizational patterns for specific purposes, conveying plots and sequences of events clearly, explaining how information is relevant to audience)
- activities designed to promote and improve the use of spoken discourse in a variety of contexts (e.g., retelling a familiar experience, taking a stand on an issue and supporting it with details)
- designing and managing simulations, broadcasts, and other rhetorical activities (e.g., legislative simulations, student broadcasts, classroom debates, mock trials) to promote the use of speech communication skills

Recognize similarities and differences between speech communication and the other language arts.

Includes:

- similarities and differences between the language arts of speaking, listening, viewing, reading, and writing
- the integrated nature of the language arts, and techniques and approaches for integrating listening, speaking, reading, writing, viewing, and presentation activities
- ways of providing authentic experiences in which the language arts are used to communicate in a variety of ways
- distinct characteristics of oral, written, and visual literature (e.g., personal narrative, readers' theatre, film), and activities that promote the ability to distinguish how similar content might be presented in oral, written, and visual forms
- the use of oral, visual, and written techniques and texts to explore and address academic topics and critical components of state and national language arts curriculum frameworks
- principles, techniques, and activities for promoting appreciation of the arts and humanities (e.g., class discussions, performance studies, comparing a literary work to a film version of the work)

III. INTERPERSONAL AND SMALL-GROUP COMMUNICATION

Understand theories, principles, and characteristics of interpersonal communication.

Includes:

- theories and purposes of interpersonal communication (e.g., social exchange theory, dyadic communication, relationship building, companionship, persuasion)
- the role of communication in enhancing interpersonal relationships and strategies for establishing and sustaining interpersonal communication (e.g., receptivity, empathic listening)
- elements of interpersonal relationships (e.g., trust, diverse perceptions, similarity, open-mindedness, self-concept, sensitivity) and their effects on the communication process
- the ability to use appropriate social and language conventions to maintain conversations, contribute to positive relationships, offer and respond to constructive criticism, and avoid creating defensiveness
- levels, functions, and effects of self-disclosure in interpersonal communication
- appropriate strategies and techniques for expressing emotions, feelings, ideas, and agreement and disagreement

Understand theories, principles, and characteristics of small-group communication.

Includes:

- types and functions of groups (e.g., social groups, project or work teams), benefits of group membership, and social and cultural factors that influence group formation
- theories, characteristics, and purposes of small-group communication (e.g., group formation theories, interdependence, commitment, organizational communication, achieving a common goal)
- skills, behaviors, and techniques for small-group communication, including cross-cultural communication (e.g., ethical communication behaviors)
- various factors that affect group discussion and group communication (e.g., group size, group norms, cohesiveness, subgroups, individual agendas, organizational structures, physical environment)
- communication principles and skills for business and professional contexts (e.g., principles of agenda development and coordination of meetings, use of audio-visual materials)
- how to apply principles of parliamentary procedure in diverse business and professional contexts

Analyze factors that influence interpersonal and small-group communication, including individuals, culture, situations, and relationships.

Includes:

- how demographic factors (e.g., socioeconomic, cultural, religious, geographic, ethnic, gender) may affect communication and the interpretation of messages
- ways in which nonverbal cues in communication (e.g., distance, eye contact, touch) may be affected by ethnicity, age, gender, and social and cultural background
- principles and techniques for demonstrating sensitivity to individual, social, and cultural diversity when communicating
- roles, functions, and positive and negative contributions of individuals in small-group communication (e.g., task-oriented roles, paraphrasing for comprehension, forcing false consensus, creating distractions)
- responsibilities of leaders in small-group communication, types and characteristics of leadership styles, and the effects of various leadership approaches on group communication
- how to recognize and respond to contextual cues in interpersonal and small-group communication, and how to adapt speaking and listening styles to situations and settings (e.g., community settings, professional settings)

Recognize interpersonal and group communication as a framework for consensus building, decision making, problem solving, and conflict resolution.

Includes:

- understanding and using communication strategies and processes (e.g., empathic listening, brainstorming, presentation aids) to generate ideas and promote group consensus building, decision making, and problem solving
- steps in decision making and problem solving (e.g., considering alternative solutions, evaluating outcomes), and factors that enhance or hinder effective decision making and problem solving
- principles and methods of conflict resolution (e.g., identifying the issue, considering point of view, using confirming techniques, reaching compromise)
- activities and approaches designed to encourage the use of interpersonal and small-group communication and interactions to prevent, avoid, and resolve conflicts (e.g., conducting peer mediation and conflict-resolution training, role playing)

Demonstrate knowledge of interviewing strategies and skills.

Includes:

- types and characteristics of interviews (e.g., employment, research, journalistic)
- the interpersonal relationship between the interviewer(s) and interviewee(s) in various contexts
- strategies and steps in preparing for interviews (e.g., conducting research, preparing questions in advance, writing a résumé)
- appropriate skills and behaviors for participating in interviews in the roles of interviewer and interviewee (e.g., being punctual, directing conversation, controlling nervousness, listening attentively)
- principles and techniques for adapting speaking and listening skills to various interview situations
- techniques and approaches for providing students with opportunities to prepare for, participate in, and evaluate interviews (e.g., role playing)

IV. PUBLIC SPEAKING AND DEBATE

Apply principles of audience analysis to public-speaking situations.

Includes:

- how to apply principles of demographic and situational analysis to specific audiences and use information about audience members to create and deliver messages
- the ability to recognize the effects of diversity on communication
- strategies for making adjustments to language, structure, evidence, and delivery style during a presentation in order to promote understanding
- how to recognize and respond to cultural and social differences within an audience
- techniques for using audience analysis in speech criticism

Understand the planning, preparation, and organization of speeches.

Includes:

- types and characteristics of speeches (e.g., informative, persuasive, entertaining)
- how to choose and narrow speech topics based on intended audience and specific occasion
- types of organizational patterns (e.g., chronological order, compare and contrast, problem-solution) and their uses
- principles and methods of researching and selecting relevant information and supporting evidence (e.g., statistics, examples, testimony) based on topic, audience, and purpose
- principles and techniques for developing appropriate and effective introductions, bodies, and conclusions of speeches
- how to select and develop appropriate presentational aids (e.g., music, charts, videos, presentation software, multimedia)

Apply skills in speech delivery and critique.

Includes:

- characteristics of speech-delivery methods (e.g., extemporaneous, impromptu, manuscript, memorized) and considerations in choosing a method of delivery appropriate to the speech situation
- use of language to clarify, inspire, entertain, and persuade, while demonstrating sensitivity to cultural and individual differences (e.g., language to appeal to senses, appropriate use of humor and playful language)
- how verbal and nonverbal features of language affect and enhance speech delivery
- factors that may lead to public-speaking anxiety and various strategies for developing confidence and minimizing anxiety (e.g., visualization, relaxation techniques, practice)
- elements of constructive feedback (e.g., citing specific examples, using objective language, offering concrete suggestions for improvement) and how to adapt delivery styles based on feedback
- techniques for analyzing and evaluating the content of speeches and verbal and nonverbal strategies used in speeches (e.g., rubrics, ballots)

Understand principles of argumentation and the formats of debates.

Includes:

- types and characteristics of evidence and reasoning
- criteria and tests for evaluating the effectiveness of various types of evidence and reasoning in supporting a proposition
- strategies for constructing a logical argument (e.g., induction, deduction), and types and characteristics of fallacies in an argument
- activities designed to encourage the recognition and application of principles of argumentation and debate
- characteristics of different debate formats (e.g., traditional, cross-examination, Lincoln-Douglas)
- principles and elements of argumentation and debate (e.g., proposition, burden of proof, issues, presumption, rebuttal)
- importance of ethics in debate

V. MASS COMMUNICATION AND MEDIA LITERACY

Understand principles of media literacy.

Includes:

- types of media and ways in which media are used to communicate to various audiences
- the complexity of relationships between audiences and media
- ways in which people use media in their personal and public lives
- knowledge of the commercial nature of media and how media are produced within social and cultural contexts
- awareness that media have roles in focusing attention on events and in shaping opinions
- how visual images communicate information and affect impressions and opinions
- principles and techniques for assigning value, worth, and meaning to media messages and for evaluating media practices in terms of basic social values and public standards
- types of computer-mediated communication (e.g., e-mail, video conferences, presentational software) and their characteristics (e.g., interactive, filtered, anonymous)
- issues, ethics, and etiquette related to using mediated communication (e.g., how a mediated format influences the quality and nature of communication)

Apply knowledge of strategies and criteria for evaluating messages from a variety of media.

Includes:

- purposes of mediated messages (e.g., to entertain, persuade, inform, publicize, make a profit)
- techniques and appeals used in advertising and marketing messages (e.g., testimonial, endorsement, branding, bandwagon, appeal to emotion) and their characteristics
- strategies for analyzing mediated messages based on multiple perspectives and criteria (e.g., point of view, content, nonverbal cues, objectivity)
- principles and techniques for evaluating the credibility of persuasive content in a speech or presentation (e.g., distinguishing between fact and opinion, identifying bias or hidden agendas)
- strategies and criteria for identifying propaganda techniques and misleading information in mediated messages
- principles and criteria for analyzing and evaluating Internet information
- how media content, form, and audience interpretations are linked to viewing practices, and ways in which audiences are targeted according to particular characteristics (e.g., age, gender, cultural attributes)

Understand types and characteristics of mass communication and the influence of mass media on society.

Includes:

- characteristics and elements of mass communication (e.g., restricted interaction between sender and receivers, intended audience, method of delivery, feedback process)
- functions and uses of various types of mass communication (e.g., print, broadcast, film, Internet)
- role of mass media in shaping social and cultural norms; transmitting values; and influencing public attitudes, expectations, and behaviors
- influences of mass media on the social, emotional, and educational development of children and adolescents
- the role of government in regulating mass media and laws that affect mass media (e.g., the First Amendment, libel and slander, truth in advertising)
- influences of mass media on politics and ways in which media are used in politics
- standards and ethics related to mass media

Understand principles and elements of broadcast media and film production.

Includes:

- types and characteristics of broadcasting and programming (e.g., drama, news, advertising, public, independent, cable, network, Internet)
- strategies for using effective verbal and nonverbal communication techniques in broadcast media and film production
- appropriate methods of presenting information via broadcast media or film and the effects of presentation style on the intended message and the intended audience
- characteristics of the creative stages of broadcast media and film production (e.g., concept, script, casting, directing)
- technical aspects of production (e.g., sound, camera angles, staging) and their effects on the audience
- special skills required in the production of broadcast media and film projects

VI. THEATRE AND ORAL INTERPRETATION

Understand the theory and principles of vocal production.

Includes:

- vocal characteristics (e.g., volume, pitch, rate, tone, emphasis) and their effects on message delivery and reception
- effects of articulation, pronunciation, and enunciation on messages
- techniques and strategies for establishing rhetorical and aesthetic criteria for vocal performances and for evaluating and improving vocal style (e.g., practice techniques, working with a rubric, peer evaluation, self-evaluation)

Demonstrate knowledge of principles, techniques, and literary selection criteria for theatre performance and oral interpretation.

Includes:

- purposes of theatre and oral interpretation and differences between the actor and the interpreter
- recognition of the special demands of characterization, including analysis, development, and physicalization
- recognition of the demands of narration, visualization, suggested movement, and vocal performance
- types and characteristics of literature suitable for oral interpretation (e.g., prose, poetry, drama)
- knowledge of key concepts, perspectives, and themes in various contemporary, historical, and classic examples of performance literature
- principles and methods of selecting and preparing materials for performance at different developmental levels and contexts
- relationship of the actor/interpreter to the literature and to the audience, and the influence of audience response on the performance
- the role of critical-listening skills in the evaluation of performance

Understand principles, techniques, and skills for creating, managing, evaluating, and appreciating performances.

Includes:

- understanding of the special skills required to stage a performance (e.g., directing, designing, marketing), and how to create learning environments and opportunities for students to practice these skills
- considerations and strategies for using dramatic activities (e.g., nonverbal improvisations, storytelling, readers' theatre) to foster effective speaking, listening, and viewing skills
- ways in which expressive choices influence a listener's or viewer's feedback
- use of evaluative tools and techniques to assess performances (e.g., rubrics, portfolios, videotaping, scoring guides, oral critiques)
- strategies for communicating performance standards to students (e.g., defining expectations prior to performance preparation and delivery), and encouraging their use of reflection and self-assessment
- issues, ethics, and etiquette related to performance

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. The classical art of rhetoric, best exemplified by Aristotle's text the *Rhetoric*, focused primarily on how to:
 - A. use public speaking as a means of persuasion.
 - B. employ dialogue as a method of discovering truth.
 - C. promote cross-cultural understanding and cooperation.
 - D. use interpersonal communication techniques to build relationships.

2. Ken's father is giving him driving directions to a restaurant. As his father speaks, Ken focuses on the details of the directions, repeating to himself the exit number, the relevant street names, and the sequence of left and right turns that will get him to the restaurant. In this situation, Ken is demonstrating which of the following communication skills?
 - A. applying empathic listening
 - B. using appropriate listening strategies
 - C. providing nonverbal feedback
 - D. sorting through competing sounds

3. In which of the following ways can public speakers best ensure that they will fulfill their ethical obligation to avoid communicating erroneous information or misleading advice?
 - A. including references to respected authorities in speeches
 - B. making certain that they have confirmed facts and research results included in speeches
 - C. using telling examples to illustrate main ideas in speeches
 - D. developing speeches that appeal to the logic of listeners rather than to the emotions of listeners

4. A speech communication teacher is interested in exploring with students the ways in which social media affect the way people communicate with one another. Which of the following strategies would best help the teacher prepare lessons on these forms of mediated communication?
 - A. contacting popular social media sites and requesting promotional literature
 - B. allowing student users of social media sites to plan and lead class discussions about issues related to these media
 - C. requesting that school library staff conduct an information search of print-based materials that could be used as classroom handouts
 - D. using the National Communication Association Web site to locate and share information about the implications of social media
5. For a class project, students read a novel and then view a feature film based on the novel. Which of the following assignments would best promote students' use of media literacy skills in understanding the relationships between the novel and its visual interpretation?
 - A. evaluating the depiction of setting and mood in the film in terms of whether it conforms or deviates from the novel
 - B. investigating whether the author of the novel wrote the script for the film and how he or she felt about the final product
 - C. researching other novels that have been made into films and attempting to determine literary elements these novels share
 - D. comparing and contrasting the plot structure, key scenes, character development, and other elements in the novel and film

6. Speakers most often use rhythm in presentations to achieve which of the following effects?
- A. eliminating word clutter
 - B. clarifying meaning
 - C. enhancing the impact of words
 - D. creating arresting images
7. Which of the following assignments integrates the widest variety of English language arts skills?
- A. researching, preparing, and delivering an oral presentation
 - B. selecting, memorizing, and performing a poem
 - C. researching, writing, and editing an essay
 - D. selecting, reading, and analyzing a novel
8. Which of the following conversational strategies would most likely promote greater intimacy in a relationship?
- A. engaging in self-disclosure with one's conversational partner
 - B. asking questions to clarify the message that one's conversational partner is communicating
 - C. paraphrasing what one's conversational partner has said
 - D. using direct rather than indirect communication with one's conversational partner
9. Which of the following strategies can a group leader use to address the problem of groupthink?
- A. avoiding immediately expressing approval of a solution to the problem under consideration
 - B. requiring that all decisions be made by a voice vote
 - C. selecting group members who know each other and have worked together before
 - D. limiting the amount of time available to make a decision

10. Which of the following types of activities would most likely be effective in promoting students' use of appropriate listening and speaking skills in interview situations?
- A. trial simulation activities in which students portray the characters in dramatic courtroom scenes from well-known plays
 - B. storytelling activities in which students volunteer to tell personal stories in class and take follow-up questions from classmates
 - C. mock television talk-show activities in which students play the roles of hosts, guests, and audience members of various talk shows
 - D. peer mediation activities in which student mediators use conflict resolution techniques to help resolve fictional conflicts between students
11. A speaker is preparing a speech about gun control policies. Which of the following pieces of information about the audience would the speaker likely find most useful in crafting the arguments of the speech?
- A. the different occupations represented in the audience
 - B. the average age of the audience
 - C. the political affiliations of the audience
 - D. the average income of the audience
12. A speech prepared for which of the following purposes would be best organized chronologically?
- A. convincing an audience of the urgent need to develop alternative means of energy production
 - B. describing how mental maps help people order the space around them
 - C. explaining to an audience how to increase levels of physical activity over time
 - D. describing to an audience the course of a little-known World War II battle
13. An extemporaneous speech would be most appropriate to deliver in which of the following situations?
- A. A professor is giving a tribute at a colleague's retirement party.
 - B. A man is spontaneously proposing a toast at his friend's wedding.
 - C. The president is giving a State of the Union address.
 - D. A woman is being interviewed as an applicant for a job opening.

14. In a speech communication class, students analyze how one national event is covered by a local newspaper, a cable news channel, a television tabloid show, and a political Web site. This activity is most likely designed to promote students' awareness of how:
- A. most media focus on ways to attract the maximum number of readers or viewers, regardless of what event is being covered.
 - B. different persuasive techniques are used to appeal to different segments of an audience.
 - C. public viewpoints and beliefs about events may be influenced by ways in which media outlets choose to cover them.
 - D. both mass media and popular culture influence how people interpret the news.
15. Both print and online publications often use visual images to accompany text. Which of the following best describes a primary function of using visual images in this way?
- A. verifying the accuracy and reliability of the information presented in the text
 - B. providing an entry point into the text that encourages the viewer to read it thoroughly
 - C. activating the viewer's preexisting knowledge about the subject of the text
 - D. catching the viewer's attention and providing additional details efficiently
16. A researcher who is seeking information on the globalization debate finds extensive information relating to the topic on the Web site of an organization called Global Interaction. Which of the following questions is most important for the researcher to ask when assessing the reliability of the information?
- A. Is the information provided on the Web site internally consistent?
 - B. Does the Web site provide links to other sources of information on globalization?
 - C. Is the organization interested in issues other than globalization?
 - D. What is the organization's motivation for providing the information?

17. Which of the following characteristics of the Internet most sharply distinguishes it from television, radio, and print?
- A. Information found on the Internet is less likely to be biased.
 - B. The Internet offers more opportunities for audience response.
 - C. Information found on the Internet is more likely to be out of date.
 - D. The Internet contains more imaginative than factual material.
18. Which of the following vocal techniques is most important in ensuring that an oral presentation can be fully understood by an audience?
- A. using appropriate pronunciation and well-enunciated words to produce clear, crisp speech
 - B. consciously adjusting the rate and pitch of one's voice to the setting and mood of the speaking occasion
 - C. using vocalized or verbalized pauses to draw attention to important points in the presentation
 - D. varying volume and using a formal loud tone at the end to reinforce the idea of a strong conclusion
19. When considering which literary work to prepare for an oral interpretation performance, it is most important that a student choose a selection that is:
- A. highly emotional.
 - B. in poetic or dramatic form.
 - C. easy to deliver.
 - D. appropriate for the audience.

20. A teacher plans to use the following checklist in a theatre class.

Performance Behavior	How often is the behavior demonstrated? (check one)		
	Frequently	Sometimes	Rarely
Adjusts pace to changing circumstances			
Displays verbal agility			
Demonstrates awareness of imaginary environment			
Creates and maintains a role			
Communicates unprepared material logically			
Conveys unprepared material with enthusiasm			
Focuses on and responds to the actions of others			

The checklist above would be most appropriately used as a tool for evaluating students':

- A. oral interpretation delivery skills.
- B. ability to work with others in group performances (e.g., choral reading).
- C. improvisational acting skills.
- D. knowledge of the critical elements of theatrical performance.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Understand the history, functions, characteristics, and components of the human communication process.
2.	B	Demonstrate knowledge of the listening process.
3.	B	Analyze principles of ethical communication.
4.	D	Understand key professional roles and responsibilities of the speech communication educator.
5.	D	Analyze the interrelationships among oral, visual, and written language.
6.	C	Understand how the structure and conventions of language (e.g., patterns, dialect) affect the communication process.
7.	A	Recognize similarities and differences between speech communication and the other language arts.
8.	A	Understand theories, principles, and characteristics of interpersonal communication.
9.	A	Recognize interpersonal and group communication as a framework for consensus building, decision making, problem solving, and conflict resolution.
10.	C	Demonstrate knowledge of interviewing strategies and skills.
11.	C	Apply principles of audience analysis to public-speaking situations.
12.	D	Understand the planning, preparation, and organization of speeches.
13.	A	Apply skills in speech delivery and critique.
14.	C	Understand principles of media literacy.
15.	D	Understand principles of media literacy.
16.	D	Apply knowledge of strategies and criteria for evaluating messages from a variety of media.
17.	B	Understand types and characteristics of mass communication and the influence of mass media on society.
18.	A	Understand the theory and principles of vocal production.
19.	D	Demonstrate knowledge of principles, techniques, and literary selection criteria for theatre performance and oral interpretation.
20.	C	Understand principles, techniques, and skills for creating, managing, evaluating, and appreciating performances.