



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for COMMAPP, Communication Applications.

WHAT TO BRING

- your completed, **video-recorded speech** on a non-returnable USB drive, CD, or DVD
(see instructions below)

ABOUT THE EXAM

The examination for Communication Applications is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. A list of review topics is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our COMMAPP course is:

Hunter Meyers, Virginia, June Hubbel Smith, and Marcia Myers Swanson (2001).
Communication Applications. New York: Glencoe/McGraw-Hill. ISBN 0-02-817244-2

The CBE will consist of two parts: a written comprehensive exam and a speech presentation. **You are required to prepare the speech in advance and to digitally record the speech.** You will turn in your USB drive, CD, or DVD to your proctor on the day you take the written part of the exam.

Part I. Written Examination

The written part of the exam will consist of true/false, multiple-choice, matching, and short-answer questions. The exam will cover three types of communication: interpersonal, small group, and public. The practice exam that follows should give you a good idea of what information to study and a good feel for the questions. It is not a duplicate of the actual written exam. It is provided to illustrate the format of the exam, not to serve as a complete review.

Part II. Speech Presentation

For the second half of the exam, you are required to make a speech presentation. **You will need a digital video camera and a recordable USB drive, CD, or DVD .** An envelope will be provided to mail your USB drive, CD, or DVD to TTU K-12 for grading. **Instructions for recording your speech digitally are included on pages 3-4 of this document.**

You are to present an informative extemporaneous speech on the topic of your choice. Please follow the directions below and keep in mind the principles of good speech communication. Record your speech and bring it with you when you take the written test.

1. The topic of the speech must be appropriate for the audience. Do not discuss a topic that the audience would find offensive! Also, you want to choose a topic that you believe would be interesting and informative. (Don't forget that in this situation, your instructor is the "audience" you need to consider.)
2. The speech must be original. You may not read from a speech, or even a text, that is not your work. (You may refer to another's words if you use proper forms of citation, but there's not much time to refer to sources in a speech of this length.)
3. Be sure that you keep the speech informative. Many people tend to throw in an extra opinion or two. Keep all biased or persuasive information out of this speech.
4. The speech must be **between three and five minutes long**. No more, and no less. Your speech must be substantial; it must be worth hearing, without a lot of "filler" just to take up the time. Also, be aware of your speed. Many people tend to speak ninety miles an hour when they're nervous.
5. Never, ever *read* your speech! You should learn the content of the speech, but speak extemporaneously. You may **not** use notecards. Also, do not memorize! Memorized speeches sound stilted and artificial.
6. For the actual presentation, you need an audience. You are required to have at least 12 people in the audience for full credit. You can either scan the audience with the camera before the speech or you can wide-angle your camera so that both you and the audience can be seen. No matter which option you choose, be sure that I can see your entire body during the presentation.

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is **not** a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a complete review sheet.

Good luck on your examination!

CMAP Speech Presentation Video Help

For this exam, you must submit a video-recorded speech presentation. If you choose to record digitally, the video file must be either a **.wmv** (Windows) or **.mov/.3gp** (Mac). Please keep your maximum file size at or less than **20 MB**.

There are many ways for you to produce your video speech depending on what resources you have available. Some students utilize mobile devices to produce the video file, while others use a digital camera/camcorder to record the video, then use desktop software to import, compress, and export the video file. The choice is yours to make.

You will probably need to use one of the free video editing programs that are available online. Windows users can use **Windows Movie Maker**. Mac users can use **iMovie**. You may or may not already have one of these programs installed on your computer.

WINDOWS

Windows 7 or Vista

- Windows Live Essentials 2011 or Windows Live Movie Maker

Windows XP

- Windows Movie Maker 2.6

MAC

- iMovie (bundled with all new Macs sold on or after October 20, 2010)

For more information about iMovie versions, please read the following:

<http://en.wikipedia.org/wiki/iMovie>.

Importing/Editing

Please refer to the help section of the program you are using or search the Internet (example: “Windows Movie Maker Import”).

Exporting/Compressing

Since your final video file must be less than **20 MB**, you may need to compress your raw video file. This process is done by “sharing” or “exporting” your video using one of the programs mentioned above. The program has presets that you can use. Generally, using the small size preset such as “**Save movie → For email**” using Windows or “**Compress movie for Email**” using Mac will export and compress the video to under 20 MB. If not, you will need to create a custom preset and lower the quality settings.

You will need to save the video file to your computer, and then copy it to your USB drive, CD, or DVD.

When you export your video, use the following format as the name of your video:

For Windows users:

firstnamelastname_COMMAPP_CBE_speech.wmv

i.e., joesmith_COMMAPP_CBE_speech.wmv

or

For Mac users:

firstnamelastname_COMMAPP_CBE_speech.mov

firstnamelastname_COMMAPP_CBE_speech.3gp

i.e., joesmith_COMMAPP_CBE_speech.mov

Remember to bring the USB drive, CD, or DVD with your speech presentation on it to the testing center when you go to take the written portion of the COMMAPP CBE.

COMMAPP Practice Exam

Matching. Match the following correct word or phrase with the appropriate example or definition.

- | | |
|---|------------------------------|
| 1. taking a new message and making it fit what we want to hear or what we are used to hearing | A. small-group communication |
| 2. sharing information with another person to establish or enhance relationships | B. reality-tester |
| 3. family members gathering to decide where to go on vacation | C. reconstructive listening |
| 4. equilibrium | D. homeostasis |
| 5. one who seeks to verify the accuracy of information contributed by others | E. self-disclosure |

Multiple Choice. Read each question or incomplete sentence. On the answer sheet provided, write the letter of the word or phrase that best completes the sentence.

6. When three or more people gather in a context where every person can participate actively, it is considered
 - A. intrapersonal communication.
 - B. small group communication.
 - C. public communication.
 - D. mass communication.
7. When we communicate based on the simple reward of communicating, it is considered
 - A. disclosure.
 - B. scarcity.
 - C. irreplaceability.
 - D. intrinsic reward.
8. Shaking hands is an example of which purpose of communication?
 - A. to express feelings
 - B. to perform social rituals
 - C. to inform
 - D. to express imagination
9. Which of the following is *not* a misconception of communication?
 - A. Communication is always valuable.
 - B. Communication requires skill and practice.
 - C. Communication is easy.
 - D. More communication is better.

10. The process of using a win-win strategy to arrive at solution that doesn't force either party to settle is
 - A. compromise.
 - B. negotiation.
 - C. win-lose.
 - D. uniqueness.
11. The role a person plays in a small group is based on his or her
 - A. goals.
 - B. personality.
 - C. elected position.
 - D. none of the above.
12. A prepared question that allows for discussion in the interviewing process is considered a(n)
 - A. open-ended question.
 - B. follow-up question.
 - C. summary question.
13. Which of the following is *not* a good example of an open-ended question?
 - A. Do you enjoy your job?
 - B. What convinced you to go back to school?
 - C. Why is Ozzie Smith your hero?
 - D. How long to intend to work at this position?
14. When we only pretend to listen, we exercise
 - A. pseudolistening.
 - B. selective listening.
 - C. reconstructive listening.
 - D. fill-in listening.
15. An example of listening for information is listening
 - A. to music.
 - B. to another's feelings.
 - C. to a news report.
 - D. to a sermon at church.
16. The format for a speech outline based on the order in which things happen in time is
 - A. chronological.
 - B. spatial.
 - C. topical.
 - D. problem-solution.

continued →

17. You should first develop a draft of your thesis statement
- A. after the research is complete.
 - B. before the topic is chosen.
 - C. after the main points are established.
 - D. after you determine the situation, purpose, audience, and method.
18. A speech explaining a way to fix the water pollution in your local city is an example of which type of format?
- A. topical
 - B. chronological
 - C. spatial
 - D. problem-solution
19. Typically, the best way to persuade an audience is by using
- A. an emotional appeal.
 - B. a logical appeal.
 - C. identification with the audience.
 - D. some combination of A, B, and C.

True/False. Signify whether the following statements are true (T) or false (F).

20. Conflict involves two independent parties.
21. Groupthink is a method that encourages teamwork and agreement when making a group decision.
22. Roles that emphasize the individual and his or her individual opinions more than the collective group's are considered counterproductive.
23. Posture, clothing and touch are examples of nonverbal communication.
24. In listening, *attending* can be defined as recognizing the structure of the message to attempt interpretation.
25. Researchers find that we remember about three-fourths of what we hear immediately after hearing it.
26. Informational listening is used when evaluating a situation or making a decision.
27. Self-disclosure involves personal effort and risk for both the speaker and listener.
28. No matter how withdrawn or independent a family may be, they are influenced by the environment in which they exist.
29. Healthy families are careful not to change roles or rules of conduct for fear of confusion.
30. An impromptu speech requires no preparation and is usually short.

- 31. The introduction of a speech contains the main points.
- 32. A good outline provides a map for your speech.
- 33. Inductive reasoning occurs when we begin with particular facts and proceed to larger, general conclusions based on those facts.
- 34. To obtain the goodwill of the audience, you initially need to tell them what they want to hear.
- 35. The following is an example of deductive reasoning:

All citizens have the right to vote.
All women are citizens.
Therefore, all women have the right to vote.

Short Answer. Answer the following question concisely but completely.

- 36. Name and briefly define the four speech presentation styles.

Answer Key to Practice Exam

- | | | |
|-------|-------|-------|
| 1. C | 13. A | 25. F |
| 2. E | 14. A | 26. F |
| 3. A | 15. C | 27. T |
| 4. D | 16. A | 28. T |
| 5. B | 17. D | 29. F |
| 6. B | 18. D | 30. T |
| 7. D | 19. D | 31. F |
| 8. B | 20. F | 32. T |
| 9. B | 21. F | 33. T |
| 10. B | 22. T | 34. F |
| 11. A | 23. T | 35. T |
| 12. A | 24. F | |

36. **Extemporaneous:** Speaker uses notes and/or outline; speech is practiced but not memorized. Allows flexibility and naturalness.

Impromptu: Speech that is not prepared at all (as when a person is asked on the spot to deliver a speech); can be difficult for someone who's not a quick thinker and can lead to error, forgetting, or wordiness.

Manuscripted: Speaker reads directly from a prepared manuscript. No problem with forgetting but can be difficult for audience to feel involved (less eye contact, etc.), and no flexibility.

Memorized: Speaker delivers an entirely memorized speech. Better than manuscripted in terms of contact with the audience, but speaker runs the risk of sounding overprepared (stilted, scripted) or forgetting.

Texas Essential Knowledge and Skills CMAP – Communication Applications

TTU: COMMAPP CBE, v.3.0		
TEKS: §110.58. Communication Applications (One-Half Credit)		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§110.58. Communication Applications (One-Half Credit).		
(a) Introduction.		
(1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.		
(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.		
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.		
(4) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.		
(b) Knowledge and skills.		
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:		
(A) explain the importance of effective communication skills in professional and social contexts;	11	21
(B) identify the components of the communication process and their functions;	1-10, 19, 43, 54, 55	1-10, 51, 55
(C) identify standards for making appropriate communication choices for self, listener, occasion, and task;	1-10, 13	10-Jan
(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;	23, 46, 47	13
(E) identify types of nonverbal communication and their effects;	14, 16, 17, 18, 45	11, 23, 26, 27, 28, 29
(F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;	16, 17, 18	26, 27, 28, 29
(G) identify the components of the listening process;	29, 30, 31	30, 31, 36, 38
(H) identify specific kinds of listening such as critical, deliberative, and empathic;	24	30, 31
(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;	33	14
(J) identify and analyze ethical and social responsibilities of communicators; and	12	43
(K) recognize and analyze appropriate channels of communication in organizations.	55	51
(2) Interpersonal. The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:		
(A) identify types of professional and social relationships, their importance, and the purposes they serve;	1, 9, 32, 48	1, 9, 37
(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;	14, 16, 17, 18, 45	26, 12, 15, 19
(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy;	11, 12, 14	21, 22, 23
(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;	11, 12, 14	21, 22, 23, 43

(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;	34, 35	24, 45
(F) participate appropriately in conversations;	30	24, 45
(G) communicate effectively in interviews;	34, 35, 51	39, 41, 46, 52
(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and	38, 44	Speech, 14
(I) analyze and evaluate the effectiveness of one's own and others' communication.	15, 42	20, 25
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:		
(A) identify kinds of groups, their importance, and the purposes they serve;	21, 22, 49, 50	32, 33, 47
(B) analyze group dynamics and processes for participating effectively in groups;	21, 22, 49, 50	32, 33, 47
(C) identify and analyze the roles of group members and their influence on group dynamics;	21, 22, 49, 50	32, 33, 47
(D) demonstrate understanding of group roles and their impact on group effectiveness;	21, 22, 49, 50	32, 33, 47
(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness;	21, 22, 49, 50	32, 33, 47
(F) identify and analyze leadership styles;	21, 22, 49, 50	32, 33, 47
(G) use effective communication strategies in leadership roles;	21, 22, 49, 50	32, 33, 47
(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and	20, 21, 22, 49, 50	32, 33, 47, 50
(I) analyze the participation and contributions of group members and evaluate group effectiveness.	21, 22, 49, 50	32, 33, 47
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:		
(A) analyze the audience, occasion, and purpose when designing presentations;	Speech, 33	Speech
(B) determine specific topics and purposes for presentations;	Speech	Speech
(C) research topics using primary and secondary sources, including electronic technology;	Speech, 25	Speech
(D) use effective strategies to organize and outline presentations;	Speech, 26, 27, 39, 41	Speech, 17, 35, 49
(E) use information effectively to support and clarify points in presentations;	Speech, 25	Speech, 42, 34
(F) prepare scripts or notes for presentations;	Speech	Speech
(G) prepare and use visual or auditory aids, including technology, to enhance presentations;	Speech, 40, 52	Speech, 53
(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	Speech	Speech, 16
(I) use effective verbal and nonverbal strategies in presentations;	Speech, 53	Speech
(J) make group presentations to inform, persuade, or motivate an audience;	Speech	Speech
(K) make individual presentations to inform, persuade, or motivate an audience;	Speech, 36, 28, 37	Speech, 16, 44, 48, 54
(L) participate in question and answer sessions following presentations;	Speech	Speech
(M) apply critical-listening strategies to evaluate presentations; and	Speech	Speech
(N) evaluate effectiveness of his/her own presentation.	Speech	Speech
<i>Source: The provisions of this §110.58 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, TexReg 3261.</i>		