TEXAS TECH UNIVERSITY
TTU K-12™

To the Student:

After your registration is complete, you may take the online Credit by Examination for COMMAPP, Communication Applications.

WHAT TO BRING

- your completed, **video-recorded speech** (see below)
- for CBEs proctored online, you will upload your video speech from your computer or removable media

ABOUT THE EXAM

The examination for Communication Applications is in two parts:

- **Speech Presentation Video** (25 points)
    - ◊ **You are required to prepare the speech in advance and to digitally record the speech. The speech must be uploaded to the Blackboard CBE site *before* you can access the Quiz portion of the exam.**
    - ◊ Instructions for recording the Speech Presentation Video are included on page 3 of this document.
- **Comprehensive Exam:**
    - ◊ Matching, multiple choice, true/false, and short answer questions (75 points total)
    - ◊ The exam will cover three types of communication: interpersonal, small group, and public.

The exam 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). 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. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The exam 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.

A list of key concepts 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 following textbook is used with our COMMAPP course:

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

Good luck on your examination!

Instructions for Speech Presentation Video

The first section of this exam requires that you make a speech presentation. **You will need a digital video camera or smartphone and a recordable USB flash drive. The Speech Presentation must be recorded and uploaded to the Blackboard CBE site *before* completing the Quiz portion of the exam.** You will not be able to access the Quiz until your recorded Spoken Assignment is uploaded for grading. See "Video Help" on the next page for information about hardware and software to record video.

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 upload it as directed on the CBE home page when you take the online exam.

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.

Video Help

There are many ways for you to produce videos depending on what resources you have available. Some students utilize mobile devices to produce the video file and some students use a digital camera/camcorder to record a video and use desktop software to import, compress, and export the video file. The choice is yours to make. Regardless of which software you use, you must save the video file to your computer or removable media (such as a USB drive), and then upload the file into your online assignment.

There are many ways to produce videos depending on what resources you have available.

Equipment: You can use anything from your smartphone, a small tripod or kickstand, and a clip microphone with jack, to a dedicated vlogging camera with omnidirectional mike and lighting kit. Start with what you have available *before* you spend a lot of money!

Software: You may use any software that you already have or download free software. The video file must be:

- .mp4/.mpeg4/.wmv format (Windows) or .mov/.3gp (Mac)
- 20 MB or less in file size (unless otherwise stated in the assignment)

The following recording/formatting software is available in various platforms:

WINDOWS, LINUX, and MAC

- Windows Video Editor (included with Windows 10; see [instructions](#))
- Windows Live Movie Maker (included with older PCs, discontinued in 2017; see [instructions](#))
- [Lightworks Free](#)
- [DaVinci Resolve](#)
- [OpenShot](#)
- [Shotcut](#)

APPLE iOS ONLY

- iMovie (included with all Macs starting in October 2010; see [instructions](#))

(For more information about iMovie versions, see [Wikipedia: iMovie](#).

ONLINE

- [YouTube Studio](#)
- [Magisto](#)

- [Wondershare Filmora](#)
- [WeVideo](#)

Importing/Editing

Instructions for Windows Movie Maker, Windows Video Editor, and Apple iMovie are linked above. For other software, please refer to the help section of the program you are using or search the Internet (example: "Windows Movie Maker Import").

Exporting/Compressing

Using a Video Editing Program

Depending on the size requirements of your course assignment, 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/Compress movie for email"** will export and compress the video sufficiently. If not, you will need to create a custom preset and lower the quality settings.

Using YouTube Studio

1. Login to [YouTube Studio](#) (you may need to create a YouTube account).

2. On the "Your Channel" Dashboard, you will see the option to upload videos.

3. Once the video has been uploaded and processed, it will be live on YouTube. Access to the video depends on the privacy settings you chose when uploading.

4. In your Channel Content list, mouse over the video you wish to edit. Several buttons will appear; you may click the "Details" button to edit the video or "Options" to get a shareable link, download it, or delete it. There are many video tutorials (on YouTube, of course!) to help familiarize you with YouTube Studio, or you can start with [Google Support](#).

5. After editing your video, download it to your computer. Depending on your settings, "Download" may automatically drop the file in your Downloads folder.

6. Your video will then be ready for uploading into Blackboard.

Naming Your File

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

For Windows users:

firstnamelastname_COMMAPP_CBE_speech.mp4, **.mpeg4**, or **.wmv**
i.e., joesmith_COMMAPP_CBE_speech.mp4

or

For Mac users:

firstnamelastname_COMMAPP_CBE_speech.mov or **.3gp**
i.e., joesmith_COMMAP_CBE_speech.mov

Remember, you must upload your speech presentation to the Blackboard CBE site *before* you can access the Quiz portion of the exam.

COMMAPP Exam Key Concepts

Before taking this exam, the student should be able to do the following:

- identify the components of the communication process and their functions;
- identify standards for making appropriate communication choices for self, listener, occasion, and task;
- identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
- recognize and analyze appropriate channels of communication in organizations;
- explain the importance of effective communication skills in professional and social context;
- identify types of nonverbal communication and their effects;
- recognize the importance of nonverbal communication strategies that rely upon the voice, body language, or environment;
- make use of nonverbal communication to convey confidence and poise;
- identify the components of the listening process;
- identify specific kinds of listening such as critical, deliberative, and empathic listening;
- analyze the audience, occasion, and purpose when designing presentations;
- determine specific topics and purposes for presentations;
- use effective strategies to organize and outline presentations;
- prepare scripts or notes for presentations;
- make individual presentations to inform, persuade, or motivate an audience;
- identify types of professional and social relationships, their importance, and the purposes they serve;
- employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
- use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
- use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
- make clear, appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;
- research topics using primary and secondary sources, including electronic technology;
- use information effectively to support and clarify points in presentations;

- use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;

- use effective verbal and nonverbal strategies in presentations;

- use primary and secondary sources to acquire information;

- use information to support, organize, and clarify ideas;

- use effective verbal and nonverbal strategies;

- use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;

- participate appropriately in conversations;

- use effective verbal and nonverbal communicate effectively in interviews;

- identify kinds of groups and the purposes they serve;

- analyze group dynamics and processes for participating effectively in groups;

- identify and analyze the roles of group members and their influence on group dynamics;

- demonstrate skills for assuming productive roles in groups;

- use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;

- identify and analyze leadership styles;

- use effective communication strategies for solving problems, managing conflicts, and building consensus in groups;

- use critical thinking skills to evaluate and make appropriate choices or decisions;

- recognize logical fallacies often found in persuasion;

- implement knowledge of persuasive techniques; and

- plan, prepare, and present a persuasive oral speech.

Texas Essential Knowledge and Skills
COMMAPP – Communication Applications

TTU: COMMAPP CBE, v.3.3	
TEKS: §110.58. Communication Applications (One-Half Credit)	
TEKS Requirement (Secondary)	**TEKS Covered**
§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;	✔
(B) identify the components of the communication process and their functions;	✔
(C) identify standards for making appropriate communication choices for self, listener, occasion, and task;	✔
(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;	✔
(E) identify types of nonverbal communication and their effects;	✔
(F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;	✔
(G) identify the components of the listening process;	✔
(H) identify specific kinds of listening such as critical, deliberative, and empathic;	✔
(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;	✔
(J) identify and analyze ethical and social responsibilities of communicators; and	✔
(K) recognize and analyze appropriate channels of communication in organizations.	✔
(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;	✔
(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;	✔
(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy;	✔
(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;	✔

TTU: COMMAPP CBE, v.3.3	
TEKS: §110.58. Communication Applications (One-Half Credit)	
TEKS Requirement (Secondary)	**TEKS Covered**
(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;	✔
(F) participate appropriately in conversations;	✔
(G) communicate effectively in interviews;	✔
(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and	✔
(I) analyze and evaluate the effectiveness of one's own and others' communication.	✔
(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;	✔
(B) analyze group dynamics and processes for participating effectively in groups;	✔
(C) identify and analyze the roles of group members and their influence on group dynamics;	✔
(D) demonstrate understanding of group roles and their impact on group effectiveness;	✔
(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness;	✔
(F) identify and analyze leadership styles;	✔
(G) use effective communication strategies in leadership roles;	✔
(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and	✔
(I) analyze the participation and contributions of group members and evaluate group effectiveness.	✔
(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;	✔
(B) determine specific topics and purposes for presentations;	✔
(C) research topics using primary and secondary sources, including electronic technology;	✔
(D) use effective strategies to organize and outline presentations;	✔
(E) use information effectively to support and clarify points in presentations;	✔
(F) prepare scripts or notes for presentations;	✔
(G) prepare and use visual or auditory aids, including technology, to enhance presentations;	✔
(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	✔
(I) use effective verbal and nonverbal strategies in presentations;	✔
(J) make group presentations to inform, persuade, or motivate an audience;	✔
(K) make individual presentations to inform, persuade, or motivate an audience;	✔
(L) participate in question and answer sessions following presentations;	✔
(M) apply critical-listening strategies to evaluate presentations; and	✔

TTU: COMMAPP CBE, v.3.3	
TEKS: §110.58. Communication Applications (One-Half Credit)	
TEKS Requirement (Secondary)	**TEKS Covered**
(N) evaluate effectiveness of his/her own presentation.	✔
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.	