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 instructions beginning on page 3)
- for CBEs proctored online, you will upload your presentation from your computer or removable media

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). 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 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.

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 textbooks are 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 comprehensive online exam and a speech presentation. **You are required to prepare the speech in advance and to digitally record the speech.** For **CBEs proctored online**, you will upload your presentation from your computer or removable media.

Part I. Online Examination

The online 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.

Part II. Speech Presentation

For the second half of the CBE, you are required to make a speech presentation. **You will need a digital video camera.** For **CBEs proctored online**, you will upload your presentation from your computer or removable media. **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 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.

Good luck on your examination!

COMMAPP 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 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.

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

WINDOWS

Windows 7, 8, or 10

- Windows Live Essentials (2011 or later) or Windows Live Movie Maker

Windows XP

- Windows Movie Maker 2.6

For more information about Windows Movie Maker versions, see Wikipedia: Windows Movie Maker.

MAC

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

For more information about iMovie versions, see Wikipedia: 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

Using a Video Editing Program

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"** on Windows or **"Compress movie for Email"** on Mac will export and compress the video sufficiently. If not, you will need to create a custom preset and lower the quality settings.

You must save the video file to your computer, and then upload the file into your online assignment.

Using YouTube

1. Login to YouTube (you may need to create an account).

2. Once logged in, you will see the option to upload your video.

3. Once the video has been uploaded, press "processing" which will allow your video to go live.

4. Once the processing has been completed, you will see the "video manager" button in the bottom right hand corner. Click on "video manager" which will allow you to edit your video.

5. On the editing screen, select the drop down arrow. From there, select the option to "download .mp4." You will then be asked for a location to save the compressed video (we recommend that you save to the desktop).

6. Your video will then save on the desktop and 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.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_COMMAP_CBE_speech.mov

Remember to upload your speech presentation as directed on the CBE home page when you take the COMMAPP 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.3.0	
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;	✓

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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.3.0	
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.	