This TECEP is only available through the online testing option. You will need to create and submit two (2) recorded speeches with visual aids (PowerPoint/Presentation Software Slides) before taking the online portion of the exam.

Public Speaking  COM-209-TE

This TECEP assesses the ability to write and deliver a formal public presentation in a variety of settings. It focuses on selecting a topic, identifying the audience, organizing research material, developing an outline, integrating visual aids, rehearsing, overcoming issues that interfere with effective speech presentation, and delivering the final speech. Students demonstrate their mastery of critical thinking, showing understanding of language, logical fallacies and nonverbal communication. The course prepares students to develop professional presentations and to critique presentations they see and hear. (3 s.h.)

- Test format:
  - 20 multiple choice questions (20%)
  - 4 short answer questions (20%)
  - 2 pre-recorded presentations (7-10 minutes each) (60%)
- Passing score: 70%. Your grade will be reported as CR (credit) or NC (no credit).
- Time limit: 2 hours for written and multiple choice portion. 2 pre-recorded presentations of 7-10 minutes each.

Topics on the test and their approximate distribution

Below are the topics covered by this exam. The percentages indicate how much of the test is made up of questions on that topic. Following each line are links to free and openly-licensed review materials that could help augment your prior knowledge on that topic. These materials have been selected by our subject matter experts and should supplement your understanding of the topics covered in this exam. Make sure, though, to compare what is covered in these materials to what will be covered on the exam—what is important is that you are knowledgeable on the exam topics described below.

1. **Audience Analysis** (10%)  
   A. Knowing your audience  
   B. Audience demographics  
   C. Background knowledge  
   D. Avoiding ethnocentrism  
   E. Adapting to audience

2. **Ethics and Public Speaking** (20%)  
   A. Ethical standards of public speaking  
   B. Ethical obligations of public speaking  
   C. Power  
   D. Plagiarism  
   E. Paraphrasing

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3. **Logic and Critical Thinking** (10%)
   A. Modes of persuasion
   B. Logical fallacies

4. **Organization of Speeches** (20%)
   A. Transitions and connectives
   B. Causal, Chronological, Spatial and Topical organization

5. **Purpose of Speeches** (20%)
   A. Persuasive, Narrative and Informative speeches
   B. Flaws in purpose statements

6. **Supporting Ideas for Speeches** (20%)
   A. Statistics
   B. Examples

**Outcomes assessed on the test**

- Students will be able to articulate public speaking ethics
- Students will be able to identify appropriate supporting materials such as statistics, testimony, and examples which can be used to strengthen speeches.
- Students will develop effective introductions, conclusions, and transitions for speeches.
- Students will demonstrate the effective use of organizational speech patterns.
- Students will effectively demonstrate delivery techniques in speeches.
- Students will develop a comprehensive outline for a persuasive speech.
- Students will develop a comprehensive outline for an informative speech.
- Students will integrate visual aids effectively into speech delivery.

**Study resources**

**Textbooks:**


**Online Resources:**

Guidelines for Oral Presentations. Ohio Wesleyan University.  
[http://go.owu.edu/~dapeople/ggpresnt.html](http://go.owu.edu/~dapeople/ggpresnt.html)

Logical Fallacies. Purdue University. [https://owl.english.purdue.edu/owl/resource/659/03/](https://owl.english.purdue.edu/owl/resource/659/03/)

Oral communication resources. Brandeis University.  
[https://www.brandeis.edu/das/programs/ustudies/Oral%20Communications%20Resources.html](https://www.brandeis.edu/das/programs/ustudies/Oral%20Communications%20Resources.html)

Public Speaking Resources. The University of Wisconsin La Crosse.  

Speaking Center Example Videos. University of Mary Washington.  
[http://academics.umw.edu/speaking/speaking-center/speaking-center-example-videos/](http://academics.umw.edu/speaking/speaking-center/speaking-center-example-videos/)


**Information about completing the oral presentations. Read this section before you register.**

It is not possible to create and record your presentation while you take your test (or during your testing window). Instead, you will create and submit the presentations before taking the other parts of this exam.

After you submit your presentations, you can complete the remaining parts of your assessment whenever it is convenient, as long as you complete it by the end of the term.

Below are some simplified steps to create the presentations. Detailed information about using video tools in Moodle are located in the document, [Using Video Tools in Moodle](https://www.tecepsite.com/doc/us-tutorials/using-video-tools-in-moodle). Pay particular attention to the “Kaltura Capture” section of the document.

You will need a webcam or a camera to record videos and audio.

Step 1: Review the prompt  
Step 2: Gather evidence and ideas related to the prompt  
Step 3: Organize your information and determine a specific organizational strategy for your presentation  
Step 4: Practice your presentation.  
Step 5: Record your oral presentation.  
Step 6: Submit/upload your presentation to Moodle.

Repeat this process for your 2nd presentation as well.
Sample questions

1. Which organizational pattern should Sally use for her informative speech explaining how to make a piñata?
   a. Time Order
   b. Topic Order
   c. Logical Reasons Order
   d. Causal Reasoning Order

2. Speaking extemporaneously (from notes) should include all of the following EXCEPT ____________.
   a. hard-to-remember statistics
   b. delivery cues to trigger memory
   c. information from presentation aids
   d. long quotations

3. During her speech on how to brush your dog’s teeth, Rosa shared her _____ by explaining her experiences as a veterinary technician that qualifies her to speak with authority on the subject.
   a. statistics
   b. knowledge
   c. primary research
   d. credentials

4. Because speechmaking is a form of power, it carries with it heavy ____________ responsibilities.
   a. ethical
   b. psychological
   c. sociological
   d. pedagogical

5. Even if your speech as a whole is ethical, you can still be guilty of ____________ if you fail to give credit for quotations, paraphrases, and other specific parts of the speech that are borrowed from other people.
   a. accidental plagiarism
   b. incremental plagiarism
   c. technical plagiarism
   d. patchwork plagiarism
6. Identify the flaw in the following specific purpose statement: “To persuade my audience that Congress should ban smoking in public places and increase spending for education.”
   a. It is too political.
   b. It expresses the speaker’s opinion.
   c. It contains two unrelated ideas.
   d. It is too specific.

7. The tendency of people to be concerned above all with their own values, beliefs, and well-being is called _____________.
   a. egocentrism
   b. audience-centeredness
   c. individualism
   d. pragmatism

8. Dr. Linda Kurtz is preparing an informative talk about the genetic relationship between twins for a group of expectant parents. The most important factor Dr. Kurtz should consider when analyzing her audience is probably its _____________.
   a. Knowledge of the topic
   b. Disposition toward the speaker
   c. Cultural background
   d. Size

9. What type of supporting material would you be using if you quoted Yale physicist Daniel Timbie on the compatibility of the big bang theory with religious philosophies?
   a. Expert testimony
   b. Scientific testimony
   c. Instrumental testimony
   d. Formal testimony
10. Here are the main points for an informative speech:

   I. In 1827, the Cherokee tribe of Georgia declared themselves an independent state.
   II. From 1828 to 1834, the Georgia legislature passed laws that destroyed the Cherokee political structure.
   III. During the winter of 1838, the Cherokee were driven out of Georgia in a tragic march along a route that became known as the Trail of Tears.

These main points are arranged in ____________ order.

  a. Spatial
  b. Chronological
  c. Topical
  d. Anecdotal
Answers to Sample Questions


Essay/Short Answer Questions

1. Bonnie, a Public Speaking student, needs to select a topic for a 5 minute speech. Her friend Mike says, “You like music. Why don’t you give a speech about music?” “Great idea!” says Bonnie. “I’ll give my speech on ‘Music.’” How would you respond to this topic selection? Explain your suggestions for why this is an effective or ineffective topic selection.

2. What is one type of negative nonverbal feedback you may get from an audience? Explain with specific details and or examples how you would deal with this negative nonverbal feedback in your presentation.
1. (Answer) Bonnie’s decision to give a 5 minute speech about music is not specific enough for this assignment. In order to have an effective presentation, her speech should have a specified topic related to music, and she should also consider the purpose of her speech. For example, if her speech is informative, she might decide to present about the history of dub music from Jamaica, or she might give a presentation on how Miles Davis’ music helped shape other new forms of jazz and rock music in the 1970s. If Bonnie’s presentation is persuasive, she might decide to present about how listening to instrumental music during studying can help students focus, or how popular music should be considered literature and included in school curricula. The important information to convey to Bonnie is that her topic is too broad or general, and that she needs to consider her purpose first, and then once her purpose is decided, she should select a more specific focus for her topic related to music.

2. (Answer) It is important to be aware of an audience’s response to a speech. One of the ways that speakers can gauge their audience’s attentiveness is to look for nonverbal cues or feedback. Sometimes the nonverbal feedback can be negative. For example, sometimes audience members might tilt their heads to the side or slouch in their seats, indicating boredom. Another sign of negative audience engagement is when audience members avert their gaze from the speaker; this usually means that either the speaker is disinterested, or is unconvinced of the speech’s thesis. Other nonverbal feedback from an audience might include if members are looking around, playing with other things like phones or laptops, or are talking to one another during the speech or presentation. Body position can also indicate if an audience is interested in the topic. For example, if an audience begins to shift their body positions towards the side or away from the speaker, this can indicate disinterest and disengagement. One way to make sure that you are receiving the feedback from your audience is to maintain eye contact throughout your speech or presentation. This can not only make you aware of your audience’s response, but also engage them. Another way to help engage your audience involves the planning stage of your presentation. You can learn more about your audience’s interests and experiences, and work to incorporate these into the audience. Having interests and experiences that are relevant to your audience will make them more receptive. Furthermore, you can work to find ways to pause and ask your audience to respond to certain questions, statements, or images in your speech or presentation. Having an opportunity to turn to a partner or reflect on the content is a good way to let your audience know what information is important for them to focus on during the speech or presentation.
<table>
<thead>
<tr>
<th>Element</th>
<th>1 = 0% Unacceptable</th>
<th>2 = 5% Developing</th>
<th>3 = 10% Proficient</th>
<th>4 = 15% Accomplished</th>
<th>5 = 20% Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Does not establish the context or purpose of the assignment at all</td>
<td>Ineffectively establishes the context and purpose of the assignment</td>
<td>Adequately establishes the context and purpose of the assignment.</td>
<td>Establishes the context and purpose of the assignment.</td>
<td>Effectively establishes the context and purpose of the assignment.</td>
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<td>Content Development</td>
<td>Does not use any appropriate or relevant content; no analysis. Presentation is largely incoherent and disconnected from the topic</td>
<td>Uses inappropriate and irrelevant content, provide little, if any, analysis</td>
<td>Uses somewhat appropriate content that demonstrates limited command of the subject; provide a cursory analysis of ideas that lacks insight and interpretation.</td>
<td>Uses appropriate and relevant content that demonstrates sufficient command of the subject; provide a germane analysis of ideas</td>
<td>Uses appropriate, relevant, and compelling content that demonstrates mastery of the subject; provide an advanced and thoughtful analysis of ideas; present an in-depth synthesis of ideas demonstrating insight and interpretation</td>
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<td>Organization of PowerPoint Slides</td>
<td>Lacks any kind of organizational structure; lacks cohesion and as a result, the presentation makes little sense.</td>
<td>Poorly organizes PowerPoint slides and material, often impairing the reader's ability to comprehend it; significant details are missing or irrelevant; slides are completely disjointed and lack correct form and structure.</td>
<td>Incoherently organizes PowerPoint slides and material and provide insufficient supporting detail; slides are somewhat disjointed and disorganized.</td>
<td>Logically organizes PowerPoint slides and material and provide supporting detail; slides have focus and structure.</td>
<td>Lucidly organizes PowerPoint slides and material and arrange your ideas logically to support the purpose of the assignment; slides are fluid with an explicit focus and sensible structure</td>
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<td>Expectations/Completeness</td>
<td>Does not meet any expectations or requirements for the presentation; presentation is too short and does not explore any concepts or ideas from the assignment</td>
<td>Does not fulfill the length requirement for the PowerPoint presentation and inadequately address assignment criteria and explore concepts.</td>
<td>Minimally fulfills the length requirement for the PowerPoint presentation and insufficiently address criteria and explore concepts.</td>
<td>Fulfills the length requirement for the PowerPoint presentation and sufficiently address assignment criteria and explore concepts</td>
<td>Effectively fulfills the length requirement for the PowerPoint presentation, thoroughly address all assignment criteria, and fully develop and explore concepts.</td>
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<td>Score %: _____</td>
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<td>Central Message</td>
<td>No clear central message. Lack of clear central message impacts the clarity and coherence of information.</td>
<td>Central message is not explicitly stated in the presentation, nor is it coherent, logical, or memorable.</td>
<td>Central message is basically understandable but is not often repeated or memorable.</td>
<td>Central message is clear and consistent with the supporting material</td>
<td>Central message is compelling, precisely stated, appropriately repeated, memorable, and strongly supported.</td>
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<td>Organization</td>
<td>Lacks a clear organization pattern (specific introduction and conclusion, sequenced material within the body, and transition); lack of organizational pattern impacts the clarity and coherence of central message and content</td>
<td>Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is not observable within the presentation</td>
<td>Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is intermittently observable within the presentation.</td>
<td>Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable, skillful in every respect, and makes the content of the presentation cohesive</td>
<td>Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable, skillful in every respect, and makes the content of the presentation cohesive</td>
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<td>Supporting Material Score %: ____</td>
<td>Does not use any supporting materials to establish credibility.</td>
<td>Uses insufficient supporting materials that neither support the presentation nor establish your credibility/authority on the topic</td>
<td>Uses supporting materials that partially support the presentation and somewhat establish your credibility/authority on the topic.</td>
<td>Uses supporting materials and make appropriate reference to information or analyses that generally support the presentation or establish your credibility/authority on the topic.</td>
<td>Uses a variety of supporting materials and make appropriate reference to information or analyses that significantly support the presentation or establish your credibility/authority on the topic.</td>
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<td>Language Score %: ____</td>
<td>Language choices significantly impact the clarity and effectiveness of the message, content and purpose of the presentation</td>
<td>Language choices are unclear; they significantly detract from the effectiveness of the presentation and are not appropriate to the audience.</td>
<td>Language choices are mundane and commonplace; they partially support the effectiveness of the presentation and are somewhat appropriate to the audience.</td>
<td>Language choices are thoughtful; they generally support the effectiveness of the presentation and appropriate to the audience.</td>
<td>Language choices are imaginative, memorable, and compelling; they enhance the effectiveness of the presentation and are appropriate to the audience.</td>
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<td>Delivery Score %: ____</td>
<td>Does not incorporate any aspects of delivery.</td>
<td>Delivers a highly flawed presentation completely lacking in technique (e.g., posture, gesture, eye contact, and vocal expressiveness) and appear uncomfortable.</td>
<td>Delivers a dull presentation lacking in technique (e.g., posture, gesture, eye contact, and vocal expressiveness) and appear tentative.</td>
<td>Delivers an interesting presentation with good technique (e.g., posture, gesture, eye contact, and vocal expressiveness) and appear comfortable.</td>
<td>Delivers a compelling presentation with excellent technique (e.g., posture, gesture, eye contact, and vocal expressiveness) and appear confident and polished.</td>
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<td>Overall Public Speech Score %: ____</td>
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