

TECEP® Test Description for COM-209-TE

PUBLIC SPEAKING

This exam assesses students' skills necessary for effective public speaking: organizing materials, selecting appropriate content, developing a comprehensive outline, integrating visual aids effectively, and using an appropriate style of delivery. The exam evaluates students' understanding and application of the principles of public speaking and critical thinking, including the discovery and evaluation of arguments and evidence, organization, style, audience analysis and adaptation, speech composition, and presentation skills. This exam assesses students' ability to develop professional presentations in the increasingly diverse workplace. (3 credits)

- **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.

Note: Be sure to review the [TECEP Evaluation Rubric for Speeches](#), which will be used to grade your pre-recorded presentations.

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.

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](#). 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.

TOPICS ON THE TEST AND THEIR APPROXIMATE DISTRIBUTION

The table below indicates the main topics covered by this exam and the approximate percentage of the exam devoted to each main topic. Under the main topic heading is a list of related—but more specific—topics. It is important to review these topics to determine how much prior knowledge you have and/or how much additional study is necessary. To assist with refreshing and enhancing your knowledge of the ideas, concepts, and theories for this subject, links to free and openly licensed review materials are included for each topic.



Audience Analysis (10%)

Topic	Resource
Knowing your audience	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 5: Audience Analysis <ul style="list-style-type: none"> ○ Section 5.1: Why Conduct an Audience Analysis
Audience demographics	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 5: Audience Analysis <ul style="list-style-type: none"> ○ Section 5.2: Three Types of Audience Analysis
Background knowledge	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 5: Audience Analysis <ul style="list-style-type: none"> ○ Section 5.4: Using Your Audience Analysis
Avoiding ethnocentrism	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 5: Audience Analysis <ul style="list-style-type: none"> ○ Section 5.4: Using Your Audience Analysis
Adapting to audience	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 5: Audience Analysis <ul style="list-style-type: none"> ○ Section 5.4: Using Your Audience Analysis

Ethics and Public Speaking (20%)

Topic	Resource
Ethical standards of public speaking	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 2: Ethics Matters: Understanding the Ethics of Public Speaking <ul style="list-style-type: none"> ○ Section 2.2: Ethics in Public Speaking
Ethical obligations of public speaking	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> ● Chapter 2: Ethics Matters: Understanding the Ethics of Public Speaking <ul style="list-style-type: none"> ○ Section 2.2: Ethics in Public Speaking



Power	<p><i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 2: Ethics Matters: Understanding the Ethics of Public Speaking <ul style="list-style-type: none"> Section 2.2: Ethics in Public Speaking
Plagiarism	<p><i>Principles of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 13: Ethics in Public Speaking <ul style="list-style-type: none"> Ethical Speaking
Paraphrasing	<p><i>Principles of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 13: Ethics in Public Speaking <ul style="list-style-type: none"> Ethical Speaking
Logic and Critical Thinking (10%)	
Topic	Resource
Modes of persuasion	<p><i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 17: Persuasive Speaking <ul style="list-style-type: none"> Section 17.1: Persuasion: An Overview
Logical fallacies	<p><i>Communication in the Real World: An Introduction to Communication Studies</i></p> <ul style="list-style-type: none"> Chapter 11: Informative and Persuasive Speaking <ul style="list-style-type: none"> Section 11.3: Persuasive Reasoning and Fallacies
Organization of Speeches (20%)	
Topic	Resource
Transitions and connectives	<p><i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 10: Creating the Body of a Speech <ul style="list-style-type: none"> Section 10.3: Keeping Your Speech Moving
Causal, Chronological, Spatial and Topical organization	<p><i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i></p> <ul style="list-style-type: none"> Chapter 10: Creating the Body of a Speech <ul style="list-style-type: none"> Section 10.2: Using Common Organizing Patterns
Purpose of Speeches (20%)	
Topic	Resource



Persuasive, Narrative and Informative speeches	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 17: Persuasive Speaking
Narrative speeches	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 18: Speaking to Entertain
Informative speeches	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 16: Informative Speaking
Flaws in purpose statements	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 6: Finding a Purpose and Selecting a Topic <ul style="list-style-type: none"> Section 6.4: Specific Purposes
Supporting Ideas for Speeches (20%)	
Topic	Resource
Statistics	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 8: Supporting Ideas and Building Arguments <ul style="list-style-type: none"> Section 8.1: Using Research as Support
Examples	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> <ul style="list-style-type: none"> Chapter 8: Supporting Ideas and Building Arguments <ul style="list-style-type: none"> Section 8.2: Exploring Types of Support

STUDY MATERIALS

Below is a list of recommended study materials to help prepare you for your exam. We encourage you to explore these resources to make sure that you are familiar with multiple perspectives on the topics above. All of these resources are openly licensed, which means that they are free to be [revised, remixed, reused, redistributed, and retained](#), so long as their unique terms are followed. You can learn more about open licensing [here](#).



Title	License
(2016). Communication in the real world: An introduction to communication studies . Minneapolis, MN: University of Minnesota Libraries Publishing. (Chapters 3, 4, 5, 6, 9, 10, 11 and 12)	CC BY-NC-SA 4.0
Tucker, B., et al. (2019). Exploring Public Speaking: 4th Revision . Communication Open Textbooks.	CC BY-NC-SA 4.0
(2016). Stand up, speak out: The practice and ethics of public speaking . Minneapolis, MN: University of Minnesota Libraries Publishing.	CC BY-NC-SA 4.0

In addition to the resources listed above, you should also review the links provided below to help prepare you for your exam.

Title
Peoples, D. C. (2001). Guidelines for Oral Presentations . Ohio Wesleyan University.
Purdue Online Writing Lab. (2019). Logical Fallacies . Purdue University.
(2019). Public Speaking Resources . The University of Wisconsin La Crosse.
(2019). Speaking Center Example Videos . University of Mary Washington.
(2019). Speaking in the Disciplines . University of Pittsburgh.

SAMPLE QUESTIONS

The questions below are designed to help you study for your TECEP. Answering these questions does not guarantee a passing score on your exam.

Please note that the questions below **will not** appear on your exam.



Multiple-Choice 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."
- It is too political.
 - It expresses the speaker's opinion.
 - It contains two unrelated ideas.
 - It is too specific.
7. The tendency of people to be concerned above all with their own values, beliefs, and well-being is called _____.
- egocentrism
 - audience-centeredness
 - individualism
 - 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 _____.
- Knowledge of the topic
 - Disposition toward the speaker
 - Cultural background
 - 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?
- Expert testimony
 - Scientific testimony
 - Instrumental testimony
 - Formal testimony
10. Here are the main points for an informative speech:
- In 1827, the Cherokee tribe of Georgia declared themselves an independent state.
 - From 1828 to 1834, the Georgia legislature passed laws that destroyed the Cherokee political structure.
 - 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

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.
-



ANSWERS TO SAMPLE QUESTIONS

Multiple-Choice Questions

- | | | |
|--------|--------|---------|
| 1. (a) | 5. (b) | 9. (a) |
| 2. (c) | 6. (c) | 10. (b) |
| 3. (d) | 7. (a) | |
| 4. (a) | 8. (a) | |

Essay/Short Answer Questions

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.

