

Speech Communication 212 Test-Out Procedures

Successful completion of this Test-Out provides an alternate method for meeting the SpCm 212 requirement. It is offered twice a year. The test-out option is not simply a pass/fail exercise. Only students who have college level proficiency in the fundamentals of public speaking can successfully meet the requirements for the test-out. The test-out option is open to students currently enrolled at Iowa State University. Participation does not guarantee that the course requirement will be met. **Students who attempt the Test-Out during their last semester before graduation may not pass and, as a result, may have their graduation delayed.** It is wise to register for the course to guarantee a spot in case test-out credit is not earned.

To meet the requirement through the test-out, a student must demonstrate high proficiency in three distinct tasks:

- a written exam based on the course textbook
- a complete full-sentence outline for your 8 minute informative speech
- delivery of your 8 minute informative speech

Because these test-out requirements are extensive, we have recently revised the structure of the exam and will allow students to separate their performance on these distinct tasks. Students can now take the written exam at the Testing Office in the Student Services Building. Once they have passed that exam, they will move forward to the outline and oral performance portions of the exam which are held twice each year on the Friday before classes begin for the Fall and the Spring semesters.

The details for each of these three tasks are given in the following pages. Careful attention to the assignment descriptions and expectations and adequate preparation time for each part of the test-out will increase your chances for success.

How do I sign up for the SpCm 212 Test-Out?

- Please read this instruction packet carefully to be sure that you understand the process.
- Once you have read through the packet, fill out the Test-Out Application Form and bring it to the Student Counseling Services Testing Office, Room 2030 Student Services Building to schedule your appointment for taking the written exam. Reservations are limited to the first 24 students to apply for each semester. Reservations should be made at least one week prior to the time you wish to take the written exam. You may schedule the exam anytime the testing office can accommodate you. The cut-off date for the written exam is one week before the oral exam is scheduled to take place (Note: the date of the oral exam is always the afternoon of the Friday before classes begin each semester).
- If you are among the first 24 students to apply, turning in the test-out application form gives you a "reservation" for taking the exam. Once you sign and turn in this form the Testing Office will charge your **U-Bill \$100.00** for the test-out. If after making the reservation, you decide not to take the exam, you must contact the testing office [scsclep@iastate.edu, (515) 294-5058, fax: (515) 294-3696] to cancel your reservation at

least 48 hours prior to the written test-out in order to remove the charge from your U-Bill. If you simply fail to show up to try the test-out you will still be charged.

- If coming to the testing office is difficult you may sign up for the exam by calling the testing office (515) 294-5058 to arrange a time for your written exam and then faxing (515) 294-3696 or mailing your application form.

What are the Test-Out procedures?

- You should report to the Testing Office in room 2030 of the Student Services Building at the time you registered to take the written exam for the SpCm 212 testout.
 - Bring 2 number 2 pencils and your student ID.
 - The testing office will proctor the one hour written exam.
- The testing office will report scores to the Speech Program near the end of each month.
 - You can view the results of the written exam through the 212 Testout Website. [<http://www.public.iastate.edu/%7Easlager/testout/home.html>] Results will be posted by the last four digits of your student ID#
 - Students who failed to pass the written exam at the required level [79 and below] will NOT give the oral presentation and will NOT receive test-out credit.
- If you passed the exam, you should finish preparing for the oral portion of the test-out.
 - Be developing your speech as you read the textbook to prepare for the written exam--that will give you a way to apply what you are studying so that you can experience deeper learning. You'll do better on the test and better on the speech as a result.
 - Use the time between the written and the oral exams to refine your outline and rehearse your presentation.
 - At 1:00 p.m. the Friday before classes, you should be prepared to turn in your final speech outline and to deliver your speech. Report to the classroom identified on the list posted to the 212 Testout Website. (We will also post a list outside room 308 Carver Hall during testout week).
 - Understand that speech rounds are typically completed between 2:30 and 3:00 p.m. You will be free to leave when the faculty member in charge of your group excuses your room.
 - Speeches will be evaluated by Speech Communication faculty and Teaching Assistants for Speech Communication 212. To gain test-out credit, students must earn at least a B (80%) on the speech.
- Results for the outline/oral portion of the SpCm 212 Testout will be posted here by 5 p.m. on Tuesday the first week of classes. The pass/no-pass decisions of the judges in each test-out room are final. If feedback about your performance would be useful to your development as a skilled communicator, you are invited to schedule an appointment with Dr. Slagell or another 212 Staff member to view a tape of your test-out speech [that is if the equipment is available and functioning so that we are able to tape the speech rounds].
- The Speech Program will forward the results for the outline/oral portions of the exam to the Testing Office who will report the results to the registrar. If you passed the exam, the T credit is applied to your record when grades for the following semester are processed.

What happens if I do not earn Test-Out credit?

- If you are already registered for the course or if you can find a spot in a lab section and add the course, you can take it in the semester that begins right after the test-out or during a later semester. Some students find the summer session an intense but valuable experience.
- Another option is to re-take the Test-Out the next time it is offered, but the University Testing Office will charge you another \$100.00 on your U-bill. You are limited to 2 attempts at passing the SpCm 212 testout.

How good are my chances of passing?

- You can increase your chances of passing the written exam by obtaining a copy of Stephen E. Lucas, The Art of Public Speaking, 9th edition from the bookstore (or a friend) and preparing by using the review sheet in this packet, doing the study questions and exercises at the end of each chapter and on the CD-ROM that comes with the textbook. [Especially useful exercises include: Ch. 4, exs. 3 and 4; Ch. 7, ex. 1; Ch. 8, ex. 1; Ch. 10, ex. 1; Ch. 11, ex. 3; Ch. 15, ex. 2; and Ch. 16, ex. 2.] Sample Questions are also available on the Web at: <http://www.public.iastate.edu/~aslagell/testout/sampleq.html>
- You can increase your chances of passing the outline and speech assignments by carefully reviewing the explanation on the attached pages and by studying textbook tips and examples. Make sure you meet all the basic requirements for the assignment you select. Here is the general description of grading standards in speech communication 212.
- The Test-Out is intended to give credit to those with a good degree of experience rather than to serve as an option for those with high communication apprehension. If public speaking makes you highly uncomfortable, you should take the course to help you overcome that discomfort. The success rate for people who actually come to the test-out has fallen in recent semesters to about a 50% pass rate. About half of the of the students who failed to pass during the last 4 test-out sessions have failed to pass the written exam and the other half have not successfully earned the necessary B on the speech assignment. The people who do not pass the oral portion typically are not fully prepared or have ignored the assignment requirements--the speech is too long, too short, is plagiarized, fails to meet source or visual aid requirements, is read to the audience, is disorganized and hard to follow, or does not meet the definition of the assignment (the speech is persuasive, motivational or argumentative, or fails to meet the expectations of an informative speech). **Remember that this is not simply a communication competency test, but a course test-out. By following the directions in this packet you will help make sure that you are fulfilling the expectations of your evaluators.**

Who can I contact if I have questions after reading this packet?

- You may contact the testing office (515) 294-5058 for general questions about the written exam such as "Was my registration form received?" "What time did I register for?"
- You should contact the speech communication office at (515) 294-7670 for general questions about the speech performance such as "Where and when will I deliver my speech?" "Will there be an overhead projector or VCR available?"

- You should contact Dr. Amy Slagell at speechlady@iastate.edu or (515) 294-3596 for specific questions about your work or our expectations for the outline and oral presentation.
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Specific Criteria for each Stage of the Test-Out

Stage One: Exam

The exam is an objective test of the material covered in the Speech Communication Textbook: Lucas, Stephen E. (2004). The Art of Public Speaking (9th ed.). New York: McGraw-Hill. The exam consists of 50 multiple choice questions. To pass this stage, the student must answer 80% of the questions correctly. Note that understanding the course concepts is closely related to your ability to develop a speech that meets our evaluation criteria since those are based on the textbook. For example, one evaluation criteria will be: "Did the speech introduction have all of the necessary parts?" One way to make sure that your speech does is to know the material in chapter 9 about Introductions!

The following list of terms and concepts should help you prepare for the exam.

- The communication model (7 parts) and frame of reference. (Definitions or application)
- What does egocentrism mean in a public speaking context?
- Specific purpose statements, central ideas. (Be able to recognize them and to recognize their flaws according to the textbook criteria.)
- Main points: rules for stating them and why do we limit their number?
- Audience centeredness, demographic vs. situational audience analysis [we are more interested in applying this. For example, what would be the most important thing to know about your audience if your speech was on the topic of say tax policy?], target audience
- Transitions, signposts, internal summary and internal preview (recognize an example of each)
- Types of evidence: statistics, examples, testimony (peer, expert) [recognize each type and know the tips the book offers for using them in a speech; what makes something a strong example of supporting materials use? What are examples especially useful for?]
- Parts of a good introduction [5 parts: Attention, Reveal Topic, Relate to Audience, Credibility, and Preview] and parts of a good conclusion [signal the end and reinforce the central idea] and what are the strategies for gaining attention or for reinforcing the central idea?
- Language use: connotation/denotation and figures of speech (be able to recognize examples of: metaphor, simile, alliteration, antithesis, parallelism, repetition etc.)
- Persuasive speeches of fact, value, policy [recognize specific purpose statements that are examples of each]
- Reasoning: recognize instances of arguments from principle, specific instances, analogy and causal and the major fallacies
- Need/Plan/Practicality: apply these to a policy issue. Can you recognize claims that deal with each of these issues? Why are they important to prove?
- Different types of delivery: impromptu, manuscript, extemporaneous etc. (chapter 13) Delivery terms such as: pauses, rate, inflection, pitch. What do studies tell us about eye contact in the US?
- Strategies for dealing with nervousness (from chapter 1)

- Patterns of organization from chapter 8 and from the persuasion chapter [recognize examples of each, Central Ideas suggesting certain patterns and know why would you use one pattern or another pattern in order to deal with a particular issue.]
- Guidelines for visual aid use [given a scenario can you recognize a violation of the rules?]
- Preparation Outline guidelines vs. Speaking outline guidelines.
- Trying the sample questions on the website and using the study questions on the CD-ROM that comes with the Lucas textbook will help you to prepare for the written portion of the testout.

Stage Two: The Outline

Each student must prepare a full preparation outline for the speech. The outline should account for all of the material used in your speech and will run 2-4 pages. It must follow one of the patterns of organization for informative speeches presented in the textbook in chapter 8. The general requirements for the outline are as follows:

1. It must be typed.
2. It must contain a clear specific purpose statement and central idea that follow textbook guidelines.
3. It must use single complete sentences to express each main point and sub-point and most sub-sub points in the Body.
4. It must use proper symbolization [appropriate use of Roman Numerals, capital letters, indentation, etc. as seen in the examples].
5. It must use proper division (where there is an "A" there must be a "B" and where there is a "1" there must be a "2" and when there is an "a" there must be a "b". You may use "C" and "D" and "3" and "4" as needed).
6. Sources should be clear in the outline and there must be a complete bibliography at the end of the outline--APA or MLA style is acceptable.
7. Parts of the Introduction and Conclusion should be labeled (see example).

This formal full-sentence outline will be turned before the speech is delivered. You should deliver your speech from note cards or a key word outline NOT a full sentence outline or script. A substandard outline will result in up to a ten point deduction on the oral portion of the test-out. In other words, a passing oral performance will still be judged a NOT PASS if the final outline would receive a failing score in the class. Outlining is a challenging skill at which SpCm 212 students become proficient. Going through the process of planning your outline and stating the gist of the ideas of your speech in a clearly organized manner will help you prepare a clear informative speech.

Here is a generic "outline map" and a complete sample speech outline, upon which you can model your final outline.

Outline Map

The following is a map to use as you develop your preparation outline. Your outline will not be identical since your material and your choice of a pattern of organization will determine how many main points, sub-points, and sub-sub-points you need, but the general format should be followed.

- Specific Purpose Statement: To inform my audience
- Central Idea: [one complete sentence to indicate the main points]
- Pattern of Organization: [identify which you are trying to use]

INTRODUCTION: Here you should write out the introduction in paragraph form. Label the required parts of the introduction as you compose it: Gain Attention, Reveal topic, Credibility and Goodwill, and Preview. [This instruction differs slightly from the example in the textbook.]

BODY

[connective: Make sure the audience knows you are moving from the introduction into the first main point.]

I. One complete sentence expressing the main point of this section of the speech.

- A. sub-point (make sure it is a complete sentence)
 - 1. sub-sub-point (complete sentence)
 - a. sub-sub-sub-point (complete sentence)
 - b. sub-sub-sub-point (complete sentence)
 - 2. sub-sub-point (complete sentence)
- B. sub-point (complete sentence)
 - 1. sub-sub-point (complete sentence)
 - 2. sub-sub-point (complete sentence)

C. sub-point (complete sentence)

[connective: Create a connective to help the audience move from the first main point to the second.]

II. Another complete sentence expressing the main point of this section of the speech.

- A. sub-point (complete sentence)
 - 1. sub-sub-point (complete sentence)
 - 2. sub-sub-point (complete sentence)
- B. sub-point (complete sentence)
 - 1. sub-sub-point (complete sentence)
 - 2. sub-sub-point (complete sentence)
 - a. sub-sub-sub-point (complete sentence)
 - b. sub-sub-sub point (complete sentence)
 - c. sub-sub-sub point (complete sentence)
 - i. sub-sub-sub-sub-point (complete sentence)
 - ii. sub-sub-sub-sub-point (complete sentence)
 - 3. sub-sub-point (complete sentence)

[connective: Make sure the audience knows you are moving into the conclusion.]

CONCLUSION: Here you write out the conclusion in complete sentences. Label them to make sure that you have thought about ways to fulfill each function of a conclusion--signal the end of the speech and reinforce the central idea.

BIBLIOGRAPHY: Here you list complete citations for the research materials you have used in your speech. [For bibliography format you can use the examples on the CD-ROM that comes with the Lucas textbook or check the information about citing sources on the ISU Library's Instruction Commons web materials that support SpCm 212 at:
<http://www.lib.iastate.edu/commons/spcm212/research.html>

SAMPLE OUTLINE

Nothing to Sneeze At

Specific Purpose: To inform my audience about the most interesting issues surrounding sneezing.
Central Idea: Sneezing has long been the subject of superstition, has a number of different causes, and can be done safely and politely.

Pattern of Organization: Topical

Introduction [with labels]:

(Attention & relating to audience w/ "you") You feel it welling up inside you, this delicate tingling, as if your every nerve were firing at once. You want to grope for the newspaper, your homework--anything--but you no longer control your body. These seconds of helpless anticipation seem like an eternity, but then the spell is broken. You crash forward, your muscles contracting like a fist, and you can't even see that people are running away from you because something has forced your eyes shut. And then it's over. You relax. Your head is clear, your body under control.

(Reveal Topic) I'm talking, of course, about sneezing. *(Credibility/goodwill)* I come from a long line of sneezers. My father sneezed, and his father and his father's father before him were all men for whom a blast from the nose was every bit as bracing as a plunge into the snow following a sauna.

This involuntary reflex known as the sneeze is not one of the burning mysteries of our time, but *(Credibility)* now that I have spent many hours investigating the surprising amount of literature available on this topic in the reference room and on-line, I'd like to tell you what I've learned.

(Preview) So let's look at some superstitions that have sprung up around sneezing and also let you know what's actually happening when you sneeze. Finally, in the interest of social harmony, I'll tell you how to sneeze safely and politely.

Body:

I. Sneezing can be understood in terms of the superstitions surrounding it throughout history.

A. Ancient sources refer to the sneeze.

1. Aristotle believed the sneeze to be a favorable omen.
2. The tale of Xenophon from The Concise Dictionary of Ancient History underscores the important role a sneeze played in Greek history.

(Transition: Sneezing is seldom this dramatic, but many cultures echo the Greeks in their praise of the nose's most conspicuous function.)

B. According to the Encyclopedia of Superstitions, Folklore and the Occult Sciences of the World, many cultures echo the Greek praise of the sneeze.

1. Among the Zulu a person who has just sneezed proclaims "I am now blessed; the ancestral spirit is with me. It has come to me. Let me salute it, for it is he who causes me to sneeze."
2. In India the sneeze is very important.
 - a. After you sneeze the people around you will say "Live," and you must respond, "Live with you!."
 - b. Indians consider the sneeze to be a sign of health.
 - c. According to Psychology Today the inability to sneeze is considered a disease and scientists are looking for ways to induce the healthy sneeze.

C. In western cultures the sneeze is often viewed with suspicion.

1. We say bless you not because the heart skips a beat or because your soul has exited your body (as some south Pacific Natives believe).
2. We say "bless you" because of the Black Death of 590 A.D.

- a. The bubonic plague killed off half of Europe.
- b. The plague was recognized by rashes, swelling, and fits of sneezing.
- c. Since death often followed sneezing, people began to say "bless you" as a final blessing.

(Transition: However differently a sneeze is reacted to throughout the world, its cause is generally the same: nasal irritation.)

II. Sneezing can be understood as the body's complex reaction to physical or psychological stimuli as the body seeks to banish intruders or re-establish nasal equilibrium.

A. Some sneezes result from physical stimuli.

- 1. Pollen from grass, trees, house dust and other sources can irritate your nose.
 - a. Your nose considers such substances as invaders and ejects them with a sneeze.
 - b. Their expulsion can be at speeds of up to 104 miles per hour.

(Signpost: Pollen is not the only culprit though.)

- 2. Strong odors, sudden chills and even bright lights can also be mistaken as parasites and the nose will defend itself with a sneeze.

(Transition: In addition to its physical causes, the New York Times reports a sneeze can also be brought on by psychological and emotional factors.)

B. Some sneezes result from psychological stimuli.

- 1. A variety of emotions can cause you to sneeze.
 - a. Fear such as what you might experience if someone mugged you can make you sneeze.
 - b. Anguish at losing your valuables to a mugger can make you sneeze.
 - c. Excitement experienced as you chase the mugger can make you sneeze as well.
- 2. The sneezing response to psychological stimuli results from the nose's effort to reestablish equilibrium.
 - a. Strong emotions can make you nasal membranes shrink or expand and a sneeze returns you to normal.
 - b. Some people have overly active equilibrating responses.
 - i. June Clark had a sneezing fit in 1966 that lasted for 174 days.
 - ii. Doctors tried tranquilizers, narcotics, e-rays, muscle relaxants, shock treatment and even hypnosis to try to cure her.

(Transition: Sneezing will probably never give you the trouble it gave June Clark, but the odds are that sooner or later you'll have to sneeze in a social setting.)

III. Sneezing can be understood as something that should be done safely and politely.

A. In order to be safe, be sure that you never stifle a sneeze.

- 1. Remember you don't want to stop a force going over 100 miles per hour.
- 2. People who have stifled sneezes have given themselves nosebleeds, popped blood vessels, and even gone blind.

B. In order to be polite follow expert advice.

- 1. Jane Brody writes in the New York Times that "An unimpeded sneeze sends two to five thousand bacteria-filled droplets into the air."
- 2. Etiquette books from Lord Chesterfield and Amy Vanderbilt to Eleanor Roosevelt and Miss Manners all advocate quick use of a handkerchief.

Conclusion:

(Pause to Signal end) (reinforce CI with summary) Whatever the cause and whichever country you're sneezing in, with practice and luck you'll be able to cover your sneeze quickly and effectively. Then you can sit back and relax, waiting for someone to bless you, wish you *gesundheit*, or, *(clear closing line by referring back to near the introduction)* if you're in the right place at the right time, appoint you to high military command.

Bibliography

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[**Remember to consistently follow a citation system for your bibliographic citations. Use the examples on your CD-ROM or follow the format suggested on the library's Instruction commons site.]

Stage Three: The Speech Assignment

You are asked to develop an **Informative speech** for the purposes of the testout. This is a speech that aims to inform the audience about some object, process, concept or event. You will turn in a complete preparation outline, but will deliver the speech extemporaneously from a brief speaking outline. The speech should be adapted to this (a college age) audience. See chapter 14 for more information on the informative speech and possible topics. Remember, the informative speaker is especially concerned with appropriateness, clarity, and making the information comprehensible, lively and engaging for the audience. Your job is to be sure the audience walks away with the new information.

General Requirements:

- The speech should be 8 minutes long. Failure to fall within a range of **7-9 minutes** will cost you points.
- The speech should be **delivered extemporaneously** (see ch. 12 for the definition) from a speaking outline (see chapter 10). You may use some notes to deliver your speech, but you may not use more than one sheet of paper or five 4 X 6 note cards. (Hint: visual aids are often very useful for helping speakers remember the order of their ideas.)
- **Each speech must include oral citations for a minimum of four credible sources.** Failure to cite the sources orally, will cost you points. Citations must be from a variety of types of sources: not all books, not all interviews, not all magazines, and perhaps most important, not all Internet. All of the sources for the speech should also be cited on the bibliography. The expectation for 4 sources is a minimum. At issue is not simply, did you cite 4 sources, but did you have the sources that were necessary to develop your point? If you wonder if a source is "good enough" to count--typically the Daily isn't, a general encyclopedia isn't, a quote from your roommate isn't--please e-mail us and ask.

- The speech topic must be **substantive**. Simple topics such as those of demonstration speeches, like how to change the oil in a car, how to wait on tables, how to buy a diamond or a used car, or how to register for classes are weak choices for the test-out session. Similarly weak would be informative speeches on "what I did over the summer," or "my favorite night spots in Ames." The textbook provides a multitude of good ideas. If you are in doubt about whether your topic choice will be seen as challenging enough, feel free to contact the course director at speechlady@iastate.edu [email is the best way to be in touch] or (515) 294-3596. In your message be sure to include your speech idea, your phone number and a good time to call back. Messages are usually checked regularly, but can be inconsistent in the summer. If you have not heard any response after 4-5 days contact the speech office at (515) 294-7670 and we will do our best to find someone who can answer your question.
- The speech must be built around **an informative specific purpose and a central idea** (see Chs. 4 and 14).
- The **speech introduction must**: gain attention (and relate to a student audience), reveal the topic, establish credibility and good will, and preview the main points of the body. Remember that audiences really value the speaker who can combine personal experience or passion with good solid information; don't neglect to tell us why the topic matters to you even as you help us understand why it might matter to us.
- The body of the speech must include **2-5 main points organized according to one of the patterns of organization** discussed in the textbook.
- The speech must have a **clear conclusion** that signals the end of the speech and reinforces the central idea.
- The speech presentation **must include a visual aid** (see chapter 13). Easels and an overhead projector will be available. Arrangements for any other type of visual aid are your responsibility.

Delivery Requirements

To pass the performance aspect of the test-out you must deliver the speech extemporaneously. It cannot be read, it should not be impromptu, nor memorized. It should be free of distracting errors in grammar, pronunciation, and word usage. Think of yourself as really talking to this audience. Look at them, gesture toward them, make your vocal delivery varied and interesting. Aim to make us believe that you are enjoying the opportunity to share what you have learned with others. Consult chapter 12 for more information about skillful delivery.

A Final Note

Adapt your material--including examples and wording--to your audience. It is your job as speaker to interest the audience in your material. Thorough preparation and numerous practice sessions will help you do this.

GOOD LUCK!
