

**Florida Teacher Certification Examinations
Test Information Guide
for
Speech 6–12**



FLORIDA DEPARTMENT OF EDUCATION
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Third Edition

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Speech 6–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Speech 6–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Speech 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

| <i>Competency</i> | <i>Approximate percentage of total test questions (test blueprint)</i> | |
|---|--|--|
| Competency/Skill | Approx. % | |
| 1 Knowledge of the fundamentals of effective communication | 15% | |
| 1 Identify the components of the communication process. | | |
| 2 Identify the relationship between verbal and nonverbal communication. | | |
| 3 Identify differences between oral, written, and mediated (e.g., e-mail, television, World Wide Web) communication processes. | | |
| 4 Identify the components of intrapersonal communication, interpersonal communication, small group discussion, public speaking, and mass communication. | | |
| 5 Distinguish between fact and opinion in preparing and evaluating messages. | | |

Skills (1-5)

Table of Competencies, Skills, and Approximate Percentages of Questions

| Competency/Skill | | Approx. % |
|------------------|---|------------|
| Subtest I | | |
| 1 | Knowledge of the fundamentals of effective communication | 15% |
| 1 | Identify the components of the communication process. | |
| 2 | Identify the relationship between verbal and nonverbal communication. | |
| 3 | Identify differences between oral, written, and mediated (e.g., e-mail, television, World Wide Web) communication processes. | |
| 4 | Identify the components of intrapersonal communication, interpersonal communication, small group discussion, public speaking, and mass communication. | |
| 5 | Distinguish between fact and opinion in preparing and evaluating messages. | |
| 6 | Identify positive and negative communication behaviors. | |
| 7 | Identify purposes of communication. | |
| 8 | Identify ethical behaviors in communication. | |
| 9 | Identify the components and principles of the First Amendment. | |
| 2 | Knowledge of the role of context in effective communication | 10% |
| 1 | Identify the influences of context on effective communication. | |
| 2 | Select communication strategies appropriate to a given context. | |
| 3 | Identify the various roles of the communicator in conflict management. | |
| 4 | Identify strategies for analyzing various audiences. | |
| 5 | Identify criteria for selecting materials for a given communication situation. | |
| 6 | Identify the effects of individual, social, and cultural diversity on communication. | |
| 3 | Knowledge of listening skills | 15% |
| 1 | Identify components of the listening process. | |
| 2 | Distinguish between the characteristics of hearing and listening. | |
| 3 | Identify the steps in the decoding process. | |
| 4 | Recognize internal and external barriers to listening. | |
| 5 | Distinguish between the types and purposes of listening. | |
| 6 | Recognize fallacies in reasoning. | |

| Competency/Skill | | Approx. % |
|-------------------------|---|------------------|
| 7 | Identify examples of bias, prejudice, and propaganda. | |
| 8 | Recognize the shared responsibilities of speakers and listeners. | |
| 4 | Knowledge of research skills | 10% |
| 1 | Identify the ethical responsibilities of the researcher. | |
| 2 | Identify options for conducting research. | |
| 3 | Identify appropriate research strategies. | |
| 4 | Identify criteria for evaluating electronic and nonelectronic sources. | |
| 5 | Select appropriate sources of support materials for a specific purpose. | |
| 6 | Distinguish between primary and secondary sources. | |
| 7 | Identify appropriate citations of research for a speech. | |
| 8 | Identify the differences between types of bibliographies. | |
| 5 | Knowledge of message creation for public speaking | 15% |
| 1 | Identify the steps in speech preparation. | |
| 2 | Identify types of speeches. | |
| 3 | Identify the elements of audience analysis. | |
| 4 | Identify the guidelines for selecting a speech topic. | |
| 5 | Identify a topic that is appropriate in scope and content for a given speech situation. | |
| 6 | Identify guidelines for informative, persuasive, entertaining, and special occasion speeches. | |
| 7 | Identify the components of an outline. | |
| 8 | Identify the components of an introduction. | |
| 9 | Identify attention-gaining devices in a speech. | |
| 10 | Choose the appropriate pattern of organization for the body of a speech. | |
| 11 | Identify methods for concluding a speech. | |
| 12 | Identify types of reasoning and persuasion strategies. | |
| 6 | Knowledge of message delivery for public speaking | 10% |
| 1 | Identify types of delivery. | |
| 2 | Identify methods of adapting delivery to an audience. | |
| 3 | Select appropriate language to enhance a speech. | |

| Competency/Skill | Approx. % |
|---|------------|
| 4 Identify the components of vocal delivery. 5 Recognize elements of appropriate nonverbal communication for delivery. 6 Select appropriate presentation aids for a speech. | |
| 7 Knowledge of forensic events and techniques | 10% |
| 1 Identify the types of forensic events and organizations. 2 Identify terms essential to a debate. 3 Analyze a debate proposition. 4 Identify the speaking order and duties of the affirmative and negative speakers in debate formats. 5 Identify the issues and refutations of a debate from a flow sheet. 6 Identify the criteria for decision in a debate round. 7 Identify the responsibilities for coaches preparing students before a competition and managing students at a forensic event. 8 Select appropriate evaluative criteria for judging specific forensic events. | |
| 8 Knowledge of instructional techniques | 15% |
| 1 Select appropriate evaluative criteria for specific communication activities. 2 Identify techniques for improving students' delivery. 3 Recognize activities that manage communication apprehension. 4 Recognize instructional strategies and teacher behaviors that create a supportive environment in the classroom. 5 Identify strategies for improving students' listening skills. 6 Identify methods for teaching students to physically manage information. 7 Identify strategies for teaching students to self-evaluate. 8 Identify strategies for incorporating technology into instruction. 9 Identify strategies for teaching students the ability to access, analyze, evaluate, and produce media messages in various forms. 10 Identify techniques for teaching storytelling skills. | |

| Competency/Skill | | Approx. % |
|-------------------|---|-------------|
| Subtest II | | |
| 9 | Delivery of a speech with a unified message, integrating verbal and nonverbal techniques | 100% |
| 1 | Select an appropriate thesis statement for the chosen topic. | |
| 2 | Demonstrate an appropriate organizational pattern for the speech. | |
| 3 | Present accurate information on the topic. | |
| 4 | Employ support material related to the topic and thesis. | |
| 5 | Use effective introductory, transitional, and concluding material. | |
| 6 | Use language appropriate for a specific audience in a given situation. | |
| 7 | Use appropriate vocal elements to enhance the message. | |
| 8 | Demonstrate correct use of standard American English. | |
| 9 | Use time appropriately. | |
| 10 | Use appropriate eye contact and body movement. | |



5

Test Format and Sample Questions

The Speech 6–12 subject area test consists of two subtests. Subtest I contains approximately 90 multiple-choice questions. Subtest II consists of a videotaped presentation. You will have one and one-half hours to complete the multiple-choice subtest. You will have forty-five minutes to prepare the presentation. You must pass both subtests to receive a passing score on the exam. If you fail one, you may retake only that subtest.

Multiple-Choice Questions

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

| Type of Question | Sample |
|--|-------------------------|
| Direct question Choose the response option that best answers the question. | Question 6, page 19 |
| Sentence completion Select the response option that best completes the sentence. | Question 7, page 19 |
| Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option. | Question 15, page 21 |
| Command Select the best response option. | Question 25, page 24 |

Videotaped Presentation

You will present a three- to five-minute speech, which will be videotaped.

You will choose one of three topics for your presentation. The directions for the topic will also identify both the purpose of the speech and a hypothetical audience. Sample topics for the videotaped presentation appear on page 16.

For your preparation and presentation, you will be provided with 5" x 8" note cards, a pencil, and a pole speaker stand. A timekeeper will periodically alert you to the time remaining.

Your presentation will be holistically scored by speech communication educators and rated in the following areas:

I. Structure

- A. Introduction
- B. Organization
- C. Transitions
- D. Conclusion

II. Language

- A. Appropriate for audience
- B. Appropriate for topic
- C. Correct syntax
- D. Clarity

III. Delivery

- A. Vocal expression and energy
- B. Bodily action and energy
- C. Pronunciation and articulation

IV. Effectiveness

V. Achievement of purpose

VI. Content

- A. Adherence to topic
- B. Accurate information
- C. Reasoning
- D. Supporting details

VII. Adherence to time constraints

The trained scorers will use the following categories when evaluating your performance:

- 1** The thesis statement is unclear or missing from the presentation. The speaker includes little supporting material. Instead, the speech contains numerous unsupported generalizations and assertions. The speaker fails to organize the presentation in a logical and orderly pattern to facilitate audience comprehension and retention. Word choice lacks specificity, conciseness, and unity. Content is not factual. Transitions, introduction, and conclusion are not evident. The delivery lacks vocal variety, good eye contact, and suitable gestures. The speaker's articulation and/or pronunciation are below satisfactory levels of usage. The presentation does not meet the minimum time requirement (three minutes), or it exceeds the maximum time requirement (five minutes).
- 2** The thesis statement is present. The speaker employs a limited amount of supporting material related to the topic and thesis. The presentation possesses a recognizable structure. The choice of words and thought development could be more specific, concise, and unified. Content is correct. Although evident, the introduction, conclusion, and transitional material need more sophistication and effort. Eye contact and gestures are minimal. The speaker's articulation and/or pronunciation meet generally accepted standards of usage.
- 3** The thesis statement clearly expresses the speaker's purpose. The speaker presents a considerable amount of supporting material related to the subject. The organizational pattern adds to the speaker's impact. The speaker's choice of words and idea development provide a specific, concise, and unified presentation. Content is highly accurate. Effective introductory, transitional, and concluding material enhance the speaker's presentation. The speaker's delivery effectively complements the verbal message. Eye contact and gestures are natural and appropriate. Minimal articulation or pronunciation deficiencies are apparent.
- 4** The speaker's thesis is clear and well-suited to the audience. The speaker presents a considerable amount of specific, relevant, and varied supporting material. The organizational structure is clear and facilitates the audience's comprehension of the message. Content is exemplary. The introduction, conclusion, and transitional material enhance the presentation and help the audience retain the speaker's ideas. Eye contact and gestures add appropriate emphasis to the verbal message. No articulation or pronunciation errors occur.

Sample Topics
Videotaped Presentation

DIRECTIONS: Select ONE of the three topics. Your purpose is to persuade or inform an audience of middle school or high school speech students.

1. Deliver a speech about the ethical responsibilities of the researcher.
2. Deliver a speech on the types and purposes of listening.
3. Suggest methods students can use to conclude a speech.

Sample Questions

The following questions represent both the form and content of questions you will encounter on the examination. These sample questions cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these questions will acquaint you with the general format of the examination.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Feedback is defined as
 - A. distortion that makes it difficult for a person to understand a message.
 - B. verbal and nonverbal messages telling speakers how they are being perceived.
 - C. the process of giving meaning to information one learns through one's five senses.
 - D. the means of communicating a message, either verbal or nonverbal.

2. Edward is trying to generate a topic for a persuasive speech. As he draws on his experience, he is engaging in what type of communication?
 - A. intrapersonal
 - B. interpersonal
 - C. public
 - D. mass

3. During a persuasive speech, the speaker says, "We all know that it is money that makes the world go 'round. Money is what makes your lives important and meaningful. The amount of money you have defines your level of success. It is the way we keep score." The speaker is
 - A. using self-disclosure to show empathy.
 - B. assuming the audience shares his opinions.
 - C. appealing to people's need for certainty.
 - D. making use of culturally sensitive language.

4. "Deciding whether people can gamble in private clubs should be an easy task. The ban on gambling is another example of unelected government bureaucrats controlling the private actions of citizens. There will always be out-of-control gamblers who behave badly, but the issue we are considering is whether people can gamble in private. Furthermore, requiring private clubs to pay the city for a gambling license will increase revenues that can be spent on things such as hiring more police and improving the schools."

The speaker has fulfilled an ethical responsibility to

 - A. avoid name calling.
 - B. use logical as well as emotional appeals.
 - C. be tolerant of differences.
 - D. use reliable sources.

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5. A politician giving a campaign speech in a large auditorium steps from behind the podium and walks among the audience while speaking. By doing this, the politician most likely is trying to
 - A. discourage audience members from asking questions.
 - B. emphasize an important point in the speech.
 - C. ensure that everyone can hear what is being said.
 - D. create a sense of intimacy with the audience.

 6. For which reason would a speaker most likely use an ascending sequence in which ideas are arranged according to their relative complexity?
 - A. to project a sense of enthusiasm
 - B. to prompt audience members to question their assumptions
 - C. to project a sense of logical progression
 - D. to develop a psychological bond with audience members

 7. A group is considering ways to correct a business-related problem. About half of the group is firmly committed to one solution, and the other half is just as strongly in favor of an alternative solution. Meanwhile, communication between the two is becoming increasingly acrimonious. The group would benefit most from the intervention of someone able to perform the role of
 - A. gatekeeper.
 - B. information giver.
 - C. initiator.
 - D. harmonizer.

 8. Which method of information gathering would be most helpful for a student giving an informative speech regarding public school students' First Amendment rights?
 - A. interviewing the editor in chief of the local student newspaper regarding her views about students' free speech rights
 - B. interviewing the principal regarding his ideas and experiences related to students' free speech rights
 - C. researching the latest Supreme Court rulings regarding students and free speech
 - D. researching Internet postings by students that reflect their understanding of their free speech rights

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9. The speaker who uses humor, animated gestures, and vivid imagery to help the audience maintain a sustained focus on the message of the speech is attempting to maximize which component of the listening process?
- A. processing
 - B. attention
 - C. understanding
 - D. retention
10. Active listening would be especially appropriate for
- A. attending a live performance of a dramatic play.
 - B. watching a televised documentary about an interesting topic.
 - C. sitting with a friend who is talking about a painful experience.
 - D. viewing a DVD of a familiar motion picture.
11. As a class of students watches a film, several begin to cry.
- What kind of listening are these students involved in?
- A. comprehensive
 - B. discriminative
 - C. appreciative
 - D. empathetic
12. The fallacy that draws attention away from the central issue is a(an)
- A. red herring.
 - B. straw man.
 - C. overgeneralization.
 - D. non sequitur.
13. Accidental plagiarism is most often the result of
- A. failure to define unfamiliar words in a borrowed source.
 - B. improper paraphrasing of a borrowed source.
 - C. inaccurate summarization of a borrowed source's main argument.
 - D. failure to detect author bias in a borrowed source.

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14. Which would be the most appropriate sequence in which to perform the three steps in the research process listed below?
- A. 1. formulating a hypothesis
2. developing a research design
3. collecting data
 - B. 1. collecting data
2. developing a research design
3. formulating a hypothesis
 - C. 1. developing a research design
2. collecting data
3. formulating a hypothesis
 - D. 1. collecting data
2. formulating a hypothesis
3. developing a research design
15. A researcher who is gathering information for a speech on tropical deforestation finds a Web site in which the author contends that the benefits of deforestation far outweigh the costs. The researcher can best evaluate the reliability of this information by
- A. searching other Web sites to obtain different perspectives on the question.
 - B. analyzing the type of language used by the Web site's author.
 - C. examining the way in which information is organized on the Web site.
 - D. checking how many visits to the Web site have been recorded.
16. A microbiologist has successfully isolated a new virus. The findings will be presented at a seminar for physicians and research scientists.
- The kind of speech most appropriate to this occasion is one that
- A. informs.
 - B. persuades.
 - C. stimulates.
 - D. entertains.

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17. A Speech II class has been given an assignment to develop and deliver a persuasive speech on a current controversial issue.

When students ask for topic ideas, the teacher should encourage them to

- A. select any subject on which they disagree with their friends.
 - B. reread the chapter on persuasive speeches in the textbook to get ideas.
 - C. scan recent newspapers, listen to the news on radio, and watch television for ideas.
 - D. talk to students who have already completed a speech course to get ideas.
18. When incorporating humor into an entertaining speech, it is most important for a speaker to
- A. maintain sensitivity to issues related to age, gender, race, and political affiliations.
 - B. use self-deprecating humor or personal stories as main sources of entertainment.
 - C. maintain the attention of the audience by telling jokes that are familiar to most people.
 - D. laugh or chuckle during the joke to alert the audience to the punch line.
19. "Make sure you vote tomorrow. Let's go to the polls and vote for clean government and honest officials."
- This method for concluding a persuasive speech is designed to
- A. change attitude.
 - B. motivate action.
 - C. restate main ideas.
 - D. obtain audience agreement.
20. In which situation would a speaker be most likely to give an impromptu speech?
- A. when delivering a eulogy for a recently deceased political figure
 - B. when reciting an original poem at a poetry contest
 - C. when presenting a research paper at a scientific conference
 - D. when responding to points made by a previous speaker at a business meeting

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21. A speaker is addressing a local chapter of the American Association of Retired Persons. The speaker's topic is teenage fashions of the day. The audience seems polite but restless.

The speaker failed to do which of the following in adapting the presentation to the audience?

- A. use presentation aids
 - B. consider audience interest
 - C. use support material
 - D. consider length of presentation
22. A student is planning to give a speech to his class about his feelings upon learning of the death of his grandfather. The student is most likely to successfully create a mood of solemnity in the speech if he
- A. increases the pitch of his speaking voice.
 - B. decreases the rate at which he gives the speech.
 - C. increases the volume of his speaking voice.
 - D. decreases the number of pauses in the speech.
23. A student who delivers her speech while standing too close to audience members in the front row lacks awareness of
- A. paralanguage.
 - B. kinesics.
 - C. chronemics.
 - D. proxemics.
24. A knowledge of parliamentary procedure is most essential for effective participation in which type of forensic event?
- A. student congress
 - B. cross-examination debate
 - C. mock trial
 - D. Lincoln-Douglas debate

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25. Identify the type of debate argument that is generally identified by "if," "assuming," "supposing," or similar terms.
- A. categorical syllogism
 - B. straw argument
 - C. hypothetical syllogism
 - D. pseudoargument
26. When preparing members of the affirmative team for the later rounds of a cross-examination debate, coaches should place particular stress on developing students' ability to
- A. recognize cause-and-effect relationships.
 - B. anticipate counterarguments.
 - C. compare and contrast different sets of ideas.
 - D. distinguish fact from opinion.
27. A teacher asks students in a 9th-grade class to research and prepare an informative 5-minute speech. In evaluating each student's choice of topic, it would be most appropriate for the teacher to address which of the following questions?
- A. Is the topic sufficiently narrow and focused?
 - B. Is the topic likely to be familiar to the rest of the class?
 - C. Is the topic relevant to content in the 9th-grade curriculum?
 - D. Is the topic one about which people have differing views?
28. An appropriate method to reduce voice tremors caused by stage fright is to practice
- A. breathing and relaxing exercises.
 - B. stretching and listening exercises.
 - C. volume control exercises.
 - D. rate and style exercises.

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29. A middle school teacher who plans to have students evaluate and comment on their classmates' speech performances wants to take steps to encourage supportive and respectful student interactions. Which teaching strategy would best help promote achievement of this goal?
- A. assigning initial speaking tasks that all students in the class are likely to find highly challenging
 - B. leading a class discussion about the difficulties and anxieties that are associated with public speaking for many people
 - C. modeling the consistent use of positive, constructive feedback in responding to student efforts
 - D. giving students a standard performance evaluation form to complete before they begin to discuss a peer's performance
30. At the beginning of the year, a speech teacher encourages students to create a personal materials file that includes copies of newspaper clippings, magazine articles, stories, quotations, and other materials they find interesting. What is likely to be the greatest benefit of this practice?
- A. promoting students' use of multiple types of evidence when they are conducting research for speeches
 - B. helping students identify stimulating speech topics when it is time to prepare a speech
 - C. promoting students' ability to develop speeches that are clear, well organized, and relevant
 - D. helping students learn to read selectively when they are conducting research for a speech

Answer Key

| Question Number | Correct Response | Competency |
|-----------------|------------------|------------|
| 1. | B | 1 |
| 2. | A | 1 |
| 3. | B | 1 |
| 4. | B | 1 |
| 5. | D | 2 |
| 6. | C | 2 |
| 7. | D | 2 |
| 8. | C | 2 |
| 9. | B | 3 |
| 10. | C | 3 |
| 11. | D | 3 |
| 12. | A | 3 |
| 13. | B | 4 |
| 14. | A | 4 |
| 15. | A | 4 |
| 16. | A | 5 |
| 17. | C | 5 |
| 18. | A | 5 |
| 19. | B | 5 |
| 20. | D | 6 |
| 21. | B | 6 |
| 22. | B | 6 |
| 23. | D | 6 |
| 24. | A | 7 |
| 25. | B | 7 |
| 26. | C | 7 |
| 27. | A | 8 |
| 28. | A | 8 |
| 29. | C | 8 |
| 30. | B | 8 |



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Barker, L.L., & Gant, D.R. (2002). *Communication* (8th ed.). Boston: Pearson Allyn & Bacon.
Covers fundamentals; features new material on organizational communication and team communication for small groups. Explains how growth of mass media correlates with technology. Useful for review of competencies 1, 2, and 8.
2. Beebe, S.A., & Beebe, S.J. (2006). *Public speaking: An audience centered approach* (6th ed.). Boston: Pearson Allyn & Bacon.
Brings theory and practice together in an understandable and applicable manner. Guides readers through a step-by-step process. Useful for review of competencies 3, 4, 5, 6, and 8.
3. Beebe, S.A., & Beebe, S.J. (2007). *Public speaking handbook* (2nd ed.). Boston: Pearson Allyn & Bacon.
Focuses on the importance and dynamics of diverse audiences and on narrowing the gap between the classroom and the real world. Useful for review of competencies 1, 2, 3, 4, 5, 6, 8, and 9.

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4. Berko, R.M., Wolvin, A.D., & Wolvin, D.R. (2007). *Communicating: A social and career focus*. Boston: Houghton Mifflin.
Comprehensive, balanced coverage of basic communication theory, interpersonal and group communication, and public speaking skills with relevant examples and exercises. Addresses a diverse student audience, including adult learners. Useful for review of competencies 1, 2, 3, 5, and 9.
 5. Brunner, C., & Tally, W. (1999). *The new media literacy handbook*. New York: Random House/Anchor Books.
Helps teachers to become more sophisticated and reflective users of media and to develop evaluation criteria for media products. Useful for review of competencies 1 and 8.
 6. Cooper, P.J., & Simonds, C.J. (2003). *Communication for the classroom teacher* (7th ed.). Boston: Pearson Allyn & Bacon.
Covers speech foundations, speech components, transactional communication, interpersonal relationships, listening, and nonverbal communication. Also focuses on classroom communication, including examples and activities. Useful for review of competencies 1, 2, and 8.
 7. Dillard, J.P., & Pfau, M. (Eds.). (2002). *The persuasion handbook: Developments in theory and practice*. Thousand Oaks, CA: Sage.
Focuses on how persuasion influences contemporary society in the areas of politics, legal settings, advertising, environment, and health. Useful for review of competencies 1, 2, 5, 6, 8, and 9.
 8. Freeley, A.J., & Steinberg, D.L. (2005). *Argumentation and debate: Critical thinking for reasoned decision making* (11th ed.). Belmont, CA: Wadsworth.
A clear and concise explanation of the argument. Provides models for good argumentation, particularly as it applies to academic debate. Useful for review of competencies 3, 7, and 8.

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9. Frey, L.R. (Ed.). (2003). *Group communication in context: Studies of bona fide groups* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
Original research about communication in bona fide group investigations. Useful for review of competencies 1 and 3.
 10. Gamble, T., & Gamble, M. (2002). *Oral interpretation: Bringing literature to life through performance*. New York: Glencoe/McGraw-Hill.
Comprehensive information supported by many exercises and readings. Designed to help students use their bodies, voices, and senses to bring literature to life. Useful for review of competencies 2, 8, and 9.
 11. Hahner, J.C., Sokoloff, M.A., & Salisch, S.L. (1997). *Improving voice and diction* (5th ed.). New York: McGraw-Hill.
A reference tool for instructors who conduct both individual and class exercises. Useful for review of competencies 5, 6, 8, and 9.
 12. Hensley, D., & Carlin, D. (2005). *Mastering competitive debate* (7th ed.). Topeka, KS: Clark.
Current theories and practices of debate. Covers Lincoln-Douglas, mock trials, student congress, parliamentary debate, and electronic research. Useful for review of competencies 7 and 8.
 13. Hill, B., & Leeman, R.W. (1997). *The art and practice of argumentation and debate*. Mountain View, CA: Mayfield.
Covers the components of argument, strategies of refutation, and the development of affirmative and negative cases. Useful for review of competencies 3, 7, and 8.
 14. Knapp, M., & Hall, J. (2006). *Nonverbal communication in human interaction* (6th ed.). Belmont, CA: Wadsworth.
A complete inventory of nonverbal communication, including perspectives from the field of social psychology. Useful for review of competencies 1, 4, and 9.

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15. Kruger, E., & Christel, M.T. (2001). *Seeing is believing: How to teach media literacy in the English classroom*. Portsmouth, NH: Boynton/Cook.
A practical approach to basic theory in media literacy and the analysis of still and moving images. Designed for English teachers who incorporate media studies in the classroom. Useful for review of competencies 1 and 8.

 16. Lucas, S.E. (2004). *The art of public speaking* (8th ed.). Boston: McGraw-Hill.
Includes sections on presentation software, conducting research via the Internet, and plagiarism. Useful for review of competencies 1, 3, 4, 5, 6, 8, and 9.

 17. Lustig, M.W., & Koester, J. (2003). *Intercultural competence: Interpersonal communication across cultures*. Boston: Pearson Allyn & Bacon.
Focuses on values, biases, theories of adaptation, and contexts for intercultural communication. Useful for review of competencies 2 and 3.

 18. McCaslin, N. (2006). *Creative drama in the classroom and beyond* (8th ed.). Boston: Pearson Allyn & Bacon.
Introduces students to a variety of genres and strategies, including mime, play structure, improvisation, and using drama in the special education curriculum. Useful for review of competencies 6, 8, and 9.

 19. McKerrow, R.E., Gronbeck, B.E., Ehninger, D., & Monroe, A.H. (2007). *Principles and types of public speaking* (16th ed.). Boston: Pearson Allyn & Bacon.
Focuses on culture and community building. Explains the role communication plays in creating social cohesion, as well as strategies for speaking in informational, persuasive, ceremonial, or business settings. Useful for review of competencies 2, 3, 4, 5, and 6.

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- 20.** Morreale, S., Cooper, P., & Perry, C. (2000). *Guidelines for developing oral communication curricula in kindergarten through twelfth grades* (2nd ed.). Annandale, VA: National Communication Association.
A guide for states and districts writing their goals for communication competencies. Assists with mapping curricula. Useful for review of competency 8.
- 21.** O'Hair, D., & Wiemann, M.O. (2004). *The essential guide to group communication*. Boston: Bedford/St. Martin's.
The foundations of participating in groups and teams. Includes sections on leadership and decision making. Useful for review of competencies 1 and 3.
- 22.** O'Hair, D., & Wiemann, M.O. (2004). *The essential guide to interpersonal communication*. Boston, MA: Bedford/St. Martin's.
Designed as a unit in interpersonal communication or as a supplement to a text. Useful for review of competencies 1 and 3.
- 23.** Pearson, J., Nelson, P., Titsworth, S., & Harter, L. (2006). *Human communication: The essentials* (2nd ed.). New York: McGraw-Hill.
A complete, integrated learning package with related components for instructor and student. Useful for review of competencies 1, 2, 3, and 8.
- 24.** Rieke, R.D., & Sillars, M.O. (2001). *Argumentation and critical decision making* (5th ed.). New York: Pearson Longman.
Contains chapters on analysis in argumentation and case building. Examines elements of an effective argument, such as evidence, values, and credibility. Useful for review of competencies 3, 7, and 8.
- 25.** Samovar, L.A. (2000). *Oral communication: Speaking across cultures* (11th ed.). Los Angeles: Roxbury.
A practical approach to public speaking with emphasis on technological advancements, shifting ethnic and cultural patterns, and ethical issues. Useful for review of competencies 1, 3, 4, 5, 6, 8, and 9.

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- 26.** Samovar, L.A., & Porter, R.E. (2003). *Intercultural communication: A reader* (10th ed.). Belmont, CA: Wadsworth.
Articles to enable readers to communicate more effectively with people of other cultures. Useful for review of competencies 2 and 3.
- 27.** Stewart, J. (2006). *Bridges not walls: A book about interpersonal communication* (9th ed.). New York: McGraw-Hill.
An anthology discussing the nature of interpersonal contact, connections between verbal and nonverbal cues, perception and social intelligence, listening, identity management, interpersonal ethics and transformational conflict management. Examines communication, philosophy, social science, and psychology. Useful for review of competencies 1, 2, and 4.
- 28.** Wolvin, A.D., & Coakley, C.G. (1996). *Listening* (5th ed.). New York: McGraw-Hill.
Explains the process and the importance of effective listening. Useful for review of competency 3.



Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/

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