

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 004: SPEECH**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Elements of Communication and Professional Responsibilities	001–006	19%
II. Oral, Visual, and Written Language Skills	007–010	15%
III. Interpersonal and Small-Group Communication	011–015	16%
IV. Public Speaking and Debate	016–019	16%
V. Mass Communication and Media Literacy	020–023	19%
VI. Theatre and Oral Interpretation	024–026	15%

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 004: SPEECH**

### **I. ELEMENTS OF COMMUNICATION AND PROFESSIONAL RESPONSIBILITIES**

**001 Understand the history, functions, characteristics, and components of the human communication process.**

Includes:

- historical framework of the discipline (e.g., classical rhetoric)
- functions and purposes of communication among individuals (e.g., to create meaning, share information, influence perceptions, express emotion, maintain personal relationships)
- components of the oral communication process (e.g., source, sender, receiver, message, medium, feedback) and their characteristics
- relationships among communication components and their potential impact on the communication process (e.g., how the source of a message affects a receiver's response)
- ways in which individuals, relationships, and situations influence the communication process (e.g., how mutual respect helps maximize communication between speakers and listeners)
- effects of various factors on the nature and quality of communication interactions (e.g., interference/noise, environment, social factors, cultural context)
- how to adapt communication strategies appropriately and effectively to the needs of various situations and settings

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**002 Demonstrate knowledge of the listening process.**

Includes:

- functions, characteristics, and components of the listening process (e.g., using information gained through listening to make decisions, distinctions between listening and hearing)
- responsibilities of listeners and appropriate types of listening skills for different communication settings and situations (e.g., identifying a purpose for listening, active listening, perception checking, paraphrasing, summarizing)
- skills and strategies for adapting purposes for listening to a speaker's purpose for communicating
- types of barriers to listening (e.g., bias, indifference, preconceived attitudes, impatience, apprehension) and their effects on the ability to receive, comprehend, and respond to messages
- techniques for managing and overcoming barriers to listening (e.g., evaluating the effects of emotional involvement on listening, managing internal and external distractions)
- strategies and approaches for encouraging the application of effective listening habits (e.g., modeling and demonstrating effective listening strategies) and the ability to evaluate one's own listening behaviors

**003 Demonstrate knowledge of the elements, functions, and relationships of verbal and nonverbal communication.**

Includes:

- the social, cultural, and dynamic nature of verbal and nonverbal language and how language choices affect individuals
- types, characteristics, and functions of verbal cues (e.g., word choice, vividness of expression, clarity)
- types, characteristics, and functions of nonverbal cues (e.g., use of space, posture, facial expressions, gestures, vocal tone and emphasis)
- techniques for demonstrating attentiveness through verbal and nonverbal behaviors
- how to detect and interpret contradictions and discrepancies between verbal and nonverbal messages
- how social, cultural, and environmental factors may affect message delivery and how interpretations of verbal and nonverbal messages may vary across different social and cultural groups

**TEST OBJECTIVES**  
**FIELD 004: SPEECH**

**004 Understand the roles of listening and viewing in comprehending, interpreting, and responding to messages and presentations.**

Includes:

- appropriate listening and viewing skills for comprehending, interpreting, and responding to various types of communication (e.g., texts, spoken messages, multimedia presentations)
- use of listening and viewing skills for different purposes and genres (e.g., discussing written narratives, taking notes on key points in a speech, asking clarifying questions about presentations, paraphrasing)
- use of listening and viewing skills to interpret speakers' affective communication and attitudes toward subject matter (e.g., through mood, emotional cues, depth of content covered)
- use of listening and viewing skills to relate verbal communication (e.g., a speaker's tone of voice) to nonverbal messages (e.g., posture, gestures)
- appropriate audience social skills and behaviors while viewing and listening (e.g., making eye contact, being attentive and supportive)
- how to promote use of listening and viewing skills to comprehend, interpret, analyze, and respond to various types of messages and presentations

**005 Analyze principles of ethical communication.**

Includes:

- the importance of truthfulness, responsibility, fairness, respect, and ethical standards and behaviors when communicating in diverse contexts
- principles for using ethical standards to evaluate mediated and public communication (e.g., analyzing Internet advertising and other media messages, evaluating and responding to political messages)
- how to apply ethical standards in selecting and modifying language to ensure that it is respectful, inclusive, and clear in intent and content
- questioning principles and other inquiry techniques for evaluating the clarity, credibility, accuracy, and reliability of information
- factors that reveal potential bias in the presentation of information and the importance of challenging harmful stereotypical and prejudicial communication
- responsible uses of language (e.g., citing sources accurately, using non-inflammatory language, avoiding plagiarism, respecting cultural and linguistic variations)
- strategies and approaches for fostering the use of ethical principles in communication (e.g., appreciating the integrity and uniqueness of communication among diverse groups, challenging unethical communication choices of others)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**006 Understand key professional roles and responsibilities of the speech communication educator.**

Includes:

- characteristics and benefits of professional development activities (e.g., participating in in-service training and conferences, reading professional journals, writing articles for publication, using reflective practices and inquiry-based teaching)
- how to collaborate with school colleagues, parents/guardians, community members, literacy professionals, and educational organizations to support students, improve teaching practices, gain access to speech education resources, and promote appreciation of performing arts
- roles and benefits of professional organizations (e.g., Michigan Association of Speech Communication, National Communication Association, Michigan Speech Coaches, Inc., Educational Theatre Association)
- ability to assess and monitor student progress in applying effective and ethical communication behaviors using diverse strategies and criteria that are designed to provide constructive feedback and are sensitive to communication anxiety issues
- methods and resources for evaluating student comprehension of essential concepts and content through objective assessments (e.g., tests, quizzes, essays) and performance or project-based demonstrations (e.g., portfolio, real-world project, prompt book, speech outline)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**II. ORAL, VISUAL, AND WRITTEN LANGUAGE SKILLS**

**007 Analyze the interrelationships among oral, visual, and written language.**

Includes:

- principles and uses of oral, written, and visual literacy (e.g., to evaluate the appropriateness of a communication format for context, purpose, and audience)
- skills and processes necessary to communicate effectively in oral and written forms for a variety of audiences and purposes
- ways of illustrating the verbal (e.g., connotation; denotation; literary devices such as irony, rhyme, satire, alliteration, symbolism) and nonverbal (e.g., paralanguage, proxemics, kinesics) features of language
- activities and techniques for interpreting ideas presented through oral, written, and visual forms (e.g., live performance, technological resources)
- the ability to analyze oral, written, and visual texts to determine theme, style, voice, and language choices
- how literary expression and performance techniques enhance students' understanding and appreciation of various print and nonprint texts
- appropriate methods and criteria for creating, revising, and editing print and nonprint texts

**008 Understand how the structure and conventions of language (e.g., patterns, dialect) affect the communication process.**

Includes:

- use of grammatical structures and standard conventions of American English in speech (e.g., appositives, participial phrases, adjectives, adverbs, conjunctions to express relationships)
- how language is adjusted to communicate effectively with various audiences and for different purposes (e.g., for research, explanation, persuasion, cross-curricular discussion)
- use of conventions such as rhyme, rhythm, wordplay, slang, dialect, colloquial language, and specialized language to create interest, drama, or a particular effect in narratives and informational presentations
- ways in which language can be used to convey, share, obscure, or distort meaning (e.g., metaphorical language, doublespeak)
- how conventions of usage (e.g., organizational patterns, transitional devices) are adapted to different communicative situations

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**009 Understand the use of speech for the purpose of discourse.**

Includes:

- types of discourse (e.g., speaking extensively about academic subject matter, discussing narratives, responding to multiple texts by analyzing content and making connections)
- purposes of discourse (e.g., to contribute to peer conferences, to socially construct meaning, to deliver a coherent presentation, to offer opinions and solutions)
- essential elements of spoken discourse (e.g., remaining focused on subject matter, providing facts to support main point, using the active voice and vivid language)
- techniques and skills for using speech effectively for the purpose of discourse (e.g., using informational organizational patterns for specific purposes, conveying plots and sequences of events clearly, explaining how information is relevant to audience)
- activities designed to promote and improve the use of spoken discourse in a variety of contexts (e.g., retelling a familiar experience, taking a stand on an issue and supporting it with details)
- designing and managing simulations, broadcasts, and other rhetorical activities (e.g., legislative simulations, student broadcasts, classroom debates, mock trials) to promote the use of speech communication skills

**010 Recognize similarities and differences between speech communication and the other language arts.**

Includes:

- similarities and differences between the language arts of speaking, listening, viewing, reading, and writing
- the integrated nature of the language arts, and techniques and approaches for integrating listening, speaking, reading, writing, viewing, and presentation activities
- ways of providing authentic experiences in which the language arts are used to communicate in a variety of ways
- distinct characteristics of oral, written, and visual literature (e.g., personal narrative, readers' theatre, film), and activities that promote the ability to distinguish how similar content might be presented in oral, written, and visual forms
- the use of oral, visual, and written techniques and texts to explore and address academic topics and critical components of state and national language arts curriculum frameworks
- principles, techniques, and activities for promoting appreciation of the arts and humanities (e.g., class discussions, performance studies, comparing a literary work to a film version of the work)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**III. INTERPERSONAL AND SMALL-GROUP COMMUNICATION**

**011 Understand theories, principles, and characteristics of interpersonal communication.**

Includes:

- theories and purposes of interpersonal communication (e.g., social exchange theory, dyadic communication, relationship building, companionship, persuasion)
- the role of communication in enhancing interpersonal relationships and strategies for establishing and sustaining interpersonal communication (e.g., receptivity, empathetic listening)
- elements of interpersonal relationships (e.g., trust, diverse perceptions, similarity, open-mindedness, self-concept, sensitivity) and their effects on the communication process
- the ability to use appropriate social and language conventions to maintain conversations, contribute to positive relationships, offer and respond to constructive criticism, and avoid creating defensiveness
- levels, functions, and effects of self-disclosure in interpersonal communication
- appropriate strategies and techniques for expressing emotions, feelings, ideas, and agreement and disagreement

**012 Understand theories, principles, and characteristics of small-group communication.**

Includes:

- types and functions of groups (e.g., social groups, project or work teams), benefits of group membership, and social and cultural factors that influence group formation
- theories, characteristics, and purposes of small-group communication (e.g., group formation theories, interdependence, commitment, organizational communication, achieving a common goal)
- skills, behaviors, and techniques for small-group communication, including cross-cultural communication (e.g., ethical communication behaviors)
- various factors that affect group discussion and group communication (e.g., group size, group norms, cohesiveness, subgroups, individual agendas, organizational structures, physical environment)
- communication principles and skills for business and professional contexts (e.g., principles of agenda development and coordination of meetings, use of audio-visual materials)
- how to apply principles of parliamentary procedure in diverse business and professional contexts

**TEST OBJECTIVES**  
**FIELD 004: SPEECH**

**013 Analyze factors that influence interpersonal and small-group communication, including individuals, culture, situations, and relationships.**

Includes:

- how demographic factors (e.g., socioeconomic, cultural, religious, geographic, ethnic, gender) may affect communication and the interpretation of messages
- ways in which nonverbal cues in communication (e.g., distance, eye contact, touch) may be affected by ethnicity, age, gender, and social and cultural background
- principles and techniques for demonstrating sensitivity to individual, social, and cultural diversity when communicating
- roles, functions, and positive and negative contributions of individuals in small-group communication (e.g., task-oriented roles, paraphrasing for comprehension, forcing false consensus, creating distractions)
- responsibilities of leaders in small-group communication, types and characteristics of leadership styles, and the effects of various leadership approaches on group communication
- how to recognize and respond to contextual cues in interpersonal and small-group communication, and how to adapt speaking and listening styles to situations and settings (e.g., community settings, professional settings)

**014 Recognize interpersonal and group communication as a framework for consensus building, decision making, problem solving, and conflict resolution.**

Includes:

- understanding and using communication strategies and processes (e.g., empathic listening, brainstorming, presentation aids) to generate ideas and promote group consensus building, decision making, and problem solving
- steps in decision making and problem solving (e.g., considering alternative solutions, evaluating outcomes), and factors that enhance or hinder effective decision making and problem solving
- principles and methods of conflict resolution (e.g., identifying the issue, considering point of view, using confirming techniques, reaching compromise)
- activities and approaches designed to encourage the use of interpersonal and small-group communication and interactions to prevent, avoid, and resolve conflicts (e.g., conducting peer mediation and conflict-resolution training, role playing)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**015 Demonstrate knowledge of interviewing strategies and skills.**

Includes:

- types and characteristics of interviews (e.g., employment, research, journalistic)
- the interpersonal relationship between the interviewer(s) and interviewee(s) in various contexts
- strategies and steps in preparing for interviews (e.g., conducting research, preparing questions in advance, writing a résumé)
- appropriate skills and behaviors for participating in interviews in the roles of interviewer and interviewee (e.g., being punctual, directing conversation, controlling nervousness, listening attentively)
- principles and techniques for adapting speaking and listening skills to various interview situations
- techniques and approaches for providing students with opportunities to prepare for, participate in, and evaluate interviews (e.g., role playing)

**IV. PUBLIC SPEAKING AND DEBATE**

**016 Apply principles of audience analysis to public-speaking situations.**

Includes:

- how to apply principles of demographic and situational analysis to specific audiences and use information about audience members to create and deliver messages
- the ability to recognize the effects of diversity on communication
- strategies for making adjustments to language, structure, evidence, and delivery style during a presentation in order to promote understanding
- how to recognize and respond to cultural and social differences within an audience
- techniques for using audience analysis in speech criticism

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**017 Understand the planning, preparation, and organization of speeches.**

Includes:

- types and characteristics of speeches (e.g., informative, persuasive, entertaining)
- how to choose and narrow speech topics based on intended audience and specific occasion
- types of organizational patterns (e.g., chronological order, compare and contrast, problem-solution) and their uses
- principles and methods of researching and selecting relevant information and supporting evidence (e.g., statistics, examples, testimony) based on topic, audience, and purpose
- principles and techniques for developing appropriate and effective introductions, bodies, and conclusions of speeches
- how to select and develop appropriate presentational aids (e.g., music, charts, videos, presentation software, multimedia)

**018 Apply skills in speech delivery and critique.**

Includes:

- characteristics of speech-delivery methods (e.g., extemporaneous, impromptu, manuscript, memorized) and considerations in choosing a method of delivery appropriate to the speech situation
- use of language to clarify, inspire, entertain, and persuade, while demonstrating sensitivity to cultural and individual differences (e.g., language to appeal to senses, appropriate use of humor and playful language)
- how verbal and nonverbal features of language affect and enhance speech delivery
- factors that may lead to public-speaking anxiety and various strategies for developing confidence and minimizing anxiety (e.g., visualization, relaxation techniques, practice)
- elements of constructive feedback (e.g., citing specific examples, using objective language, offering concrete suggestions for improvement) and how to adapt delivery styles based on feedback
- techniques for analyzing and evaluating the content of speeches and verbal and nonverbal strategies used in speeches (e.g., rubrics, ballots)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**019 Understand principles of argumentation and the formats of debates.**

Includes:

- types and characteristics of evidence and reasoning
- criteria and tests for evaluating the effectiveness of various types of evidence and reasoning in supporting a proposition
- strategies for constructing a logical argument (e.g., induction, deduction), and types and characteristics of fallacies in an argument
- activities designed to encourage the recognition and application of principles of argumentation and debate
- characteristics of different debate formats (e.g., traditional, cross-examination, Lincoln-Douglas)
- principles and elements of argumentation and debate (e.g., proposition, burden of proof, issues, presumption, rebuttal)
- importance of ethics in debate

**V. MASS COMMUNICATION AND MEDIA LITERACY**

**020 Understand principles of media literacy.**

Includes:

- types of media and ways in which media are used to communicate to various audiences
- the complexity of relationships between audiences and media
- ways in which people use media in their personal and public lives
- knowledge of the commercial nature of media and how media are produced within social and cultural contexts
- awareness that media have roles in focusing attention on events and in shaping opinions
- how visual images communicate information and affect impressions and opinions
- principles and techniques for assigning value, worth, and meaning to media messages and for evaluating media practices in terms of basic social values and public standards
- types of computer-mediated communication (e.g., e-mail, video conferences, presentational software) and their characteristics (e.g., interactive, filtered, anonymous)
- issues, ethics, and etiquette related to using mediated communication (e.g., how a mediated format influences the quality and nature of communication)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**021 Apply knowledge of strategies and criteria for evaluating messages from a variety of media.**

Includes:

- purposes of mediated messages (e.g., to entertain, persuade, inform, publicize, make a profit)
- techniques and appeals used in advertising and marketing messages (e.g., testimonial, endorsement, branding, bandwagon, appeal to emotion) and their characteristics
- strategies for analyzing mediated messages based on multiple perspectives and criteria (e.g., point of view, content, nonverbal cues, objectivity)
- principles and techniques for evaluating the credibility of persuasive content in a speech or presentation (e.g., distinguishing between fact and opinion, identifying bias or hidden agendas)
- strategies and criteria for identifying propaganda techniques and misleading information in mediated messages
- principles and criteria for analyzing and evaluating Internet information
- how media content, form, and audience interpretations are linked to viewing practices, and ways in which audiences are targeted according to particular characteristics (e.g., age, gender, cultural attributes)

**022 Understand types and characteristics of mass communication and the influence of mass media on society.**

Includes:

- characteristics and elements of mass communication (e.g., restricted interaction between sender and receivers, intended audience, method of delivery, feedback process)
- functions and uses of various types of mass communication (e.g., print, broadcast, film, Internet)
- role of mass media in shaping social and cultural norms; transmitting values; and influencing public attitudes, expectations, and behaviors
- influences of mass media on the social, emotional, and educational development of children and adolescents
- the role of government in regulating mass media and laws that affect mass media (e.g., the First Amendment, libel and slander, truth in advertising)
- influences of mass media on politics and ways in which media are used in politics
- standards and ethics related to mass media

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**023 Understand principles and elements of broadcast media and film production.**

Includes:

- types and characteristics of broadcasting and programming (e.g., drama, news, advertising, public, independent, cable, network, Internet)
- strategies for using effective verbal and nonverbal communication techniques in broadcast media and film production
- appropriate methods of presenting information via broadcast media or film and the effects of presentation style on the intended message and the intended audience
- characteristics of the creative stages of broadcast media and film production (e.g., concept, script, casting, directing)
- technical aspects of production (e.g., sound, camera angles, staging) and their effects on the audience
- special skills required in the production of broadcast media and film projects

**VI. THEATRE AND ORAL INTERPRETATION**

**024 Understand the theory and principles of vocal production.**

Includes:

- vocal characteristics (e.g., volume, pitch, rate, tone, emphasis) and their effects on message delivery and reception
- effects of articulation, pronunciation, and enunciation on messages
- techniques and strategies for establishing rhetorical and aesthetic criteria for vocal performances and for evaluating and improving vocal style (e.g., practice techniques, working with a rubric, peer evaluation, self-evaluation)

**TEST OBJECTIVES  
FIELD 004: SPEECH**

**025 Demonstrate knowledge of principles, techniques, and literary selection criteria for theatre performance and oral interpretation.**

Includes:

- purposes of theatre and oral interpretation and differences between the actor and the interpreter
- recognition of the special demands of characterization, including analysis, development, and physicalization
- recognition of the demands of narration, visualization, suggested movement, and vocal performance
- types and characteristics of literature suitable for oral interpretation (e.g., prose, poetry, drama)
- knowledge of key concepts, perspectives, and themes in various contemporary, historical, and classic examples of performance literature
- principles and methods of selecting and preparing materials for performance at different developmental levels and contexts
- relationship of the actor/interpreter to the literature and to the audience, and the influence of audience response on the performance
- the role of critical-listening skills in the evaluation of performance

**026 Understand principles, techniques, and skills for creating, managing, evaluating, and appreciating performances.**

Includes:

- understanding of the special skills required to stage a performance (e.g., directing, designing, marketing), and how to create learning environments and opportunities for students to practice these skills
- considerations and strategies for using dramatic activities (e.g., nonverbal improvisations, storytelling, readers' theatre) to foster effective speaking, listening, and viewing skills
- ways in which expressive choices influence a listener's or viewer's feedback
- use of evaluative tools and techniques to assess performances (e.g., rubrics, portfolios, videotaping, scoring guides, oral critiques)
- strategies for communicating performance standards to students (e.g., defining expectations prior to performance preparation and delivery), and encouraging their use of reflection and self-assessment
- issues, ethics, and etiquette related to performance