

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 091: COMMUNICATION ARTS (SECONDARY)

Subarea	Approximate Percentage of Questions on Test
Meaning and Communication	28%
Literature and Understanding	24%
Genre and Craft	24%
Skills and Processes	24%

I. MEANING AND COMMUNICATION

001 Demonstrate an understanding of the integrated nature of the English language arts.

Includes demonstrating an understanding of the integrated nature of listening, speaking, reading, writing, viewing, and visual representing; demonstrating an understanding of the relationships among oral, written, and visual texts; demonstrating an understanding of the integrated nature of journalistic endeavors (e.g., questioning, reporting, writing, synthesizing and assessing information, producing a media product); and demonstrating an understanding of the parallel presence of the expressive and receptive components in messages.

002 Demonstrate an understanding of the social, cultural, and dynamic nature of verbal and nonverbal language.

Includes demonstrating familiarity with the types, characteristics, and functions of verbal cues (e.g., word choice, vividness of expression, clarity); demonstrating familiarity with the types, characteristics, and functions of nonverbal cues (e.g., space, body language, gestures, vocal tone and emphasis); demonstrating an understanding of differences (e.g., historical, regional, cultural) in language use within community and professional environments; recognizing factors that may affect message delivery and comprehension; analyzing how interpretations of verbal and nonverbal messages may vary; and demonstrating an understanding of how language choices affect people's lives.

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003 Demonstrate familiarity with communication models (paradigms) and an awareness of the interdependence of their various components.

Includes demonstrating familiarity with communication models (e.g., speaker-centered, audience-centered); demonstrating an understanding of the various components of oral communication paradigms (e.g., source, message, channel, receiver) and their interdependence; demonstrating an awareness of the use of feedback in the communication process (e.g., letters to the editor, questions from the audience, nonverbal messages) and the effect of feedback on other components in the communication process; and demonstrating an understanding of the effect of filters and screens on the flow of information.

004 Demonstrate an understanding of receptive roles in the communication process.

Includes demonstrating an understanding of receptive roles (e.g., listening, reading, viewing) in various communication situations (e.g., interpersonal communication, small group communication, public communication); demonstrating an understanding of active listening, critical reading, and critical viewing skills; recognizing barriers to effective reception; and analyzing nonverbal communication (e.g., graphics, kinesics, paralanguage, proxemics) features of language.

005 Demonstrate an understanding of the history and evolution of the media.

Includes demonstrating familiarity with the history and evolution of communications in U.S. society; demonstrating knowledge of major events in the development of mass communication (e.g., print media, radio, television, the Web); and demonstrating an understanding of the ways that electronic media, including the Internet, have changed communications.

II. LITERATURE AND UNDERSTANDING

006 Demonstrate an understanding of the distinct characteristics of the forms of oral, written, and visual literature.

Includes demonstrating familiarity with the characteristics and forms of a variety of written and visual texts (e.g., personal narrative, expository and persuasive writing, newspaper, film, Web sites); demonstrating familiarity with the distinct characteristics and forms of oral, performance, and media literature (e.g., public speaking, theatre, television); demonstrating familiarity with key concepts and themes in contemporary and classic literature appropriate for different developmental levels and contexts; and recognizing ways in which oral, visual, and written texts can be used to explore important issues in various disciplines and communities.

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007 Demonstrate an understanding of the characteristics and functions of journalistic endeavors, performance art activities, and mass media.

Includes demonstrating an understanding of the characteristics and functions of various forms of journalistic writing (e.g., straight news writing, feature writing, opinion writing, news analysis); demonstrating familiarity with the characteristics and functions of various forms of performance arts activities (e.g., public speaking, theatrical production, oral interpretation); and demonstrating familiarity with the characteristics and functions of various forms of mass media (e.g., radio and television broadcasting, advertising, graphic design).

008 Demonstrate an understanding of the roles and responsibilities of journalists.

Includes demonstrating an understanding of the role of the press in the U.S.; demonstrating familiarity with the role and responsibility of the journalist as gatekeeper in society and in the scholastic setting; demonstrating familiarity with the journalist's role as reporter and commentator on social issues; and demonstrating an understanding of the importance of using multiple sources to obtain objectivity, balance, truth, and accuracy in reporting.

009 Demonstrate knowledge of ethical issues and legal rights and responsibilities related to communication.

Includes demonstrating an understanding of the role of the First Amendment in communication; demonstrating knowledge of the legal rights and responsibilities and ethical issues related to slander, libel, privacy, copyright, obscenity, bias, propaganda, plagiarism, protection of sources, and the gathering and use of information; demonstrating an understanding of the role of Supreme Court decisions relating to scholastic expression (e.g., *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*); and demonstrate an understanding of communication in the context of appropriate ethical behavior.

III. GENRE AND CRAFT

010 Demonstrate an understanding of the purposes and conventions of various forms of communication.

Includes demonstrating an understanding of the purposes of various forms of communication (e.g., to inform, to persuade, to entertain); and demonstrating an understanding of how conventions of usage are adapted to different communicative situations (e.g., page designs, organizational patterns, transitional devices).

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011 Demonstrate an understanding of how expressive choices influence audience response.

Includes demonstrating an understanding of how presentation choices (e.g., writing, speaking, visually representing) influence audience response; and demonstrating an understanding of how to adapt messages to audience characteristics (e.g., age, background, culture, receptivity) and occasion (e.g., environment, purpose, audience size).

012 Demonstrate an understanding of the characteristics of journalistic writing and style.

Includes demonstrating knowledge of the characteristics of journalistic writing (e.g., story organization, leads, headlines, captions, the use of quotations and attribution); demonstrating familiarity with accepted journalistic style, including grammar, punctuation, usage, diction, and other language conventions; and copy-editing for accuracy, content, and style.

013 Demonstrate an understanding of how values determine the content and hierarchy of information in a message.

Includes demonstrating an understanding of audience characteristics and expectations; recognizing that the values of the communicator and community affect the content and construction of messages; and demonstrating an understanding of the communicator's responsibilities to audiences.

IV. SKILLS AND PROCESSES

014 Demonstrate an understanding of the skills and processes necessary for effective communication.

Includes demonstrating familiarity with the processes of and the strategies for effective listening (e.g., purposes for listening, habits of effective listeners, strategies to reduce filters) at different developmental levels and in various settings; demonstrating an understanding of the skills and processes necessary to communicate effectively in oral and written forms for a variety of purposes (e.g., delivery skills, evidence and reasoning, appropriate integration of presentation aids, revisional and editorial skills); and demonstrating an understanding of strategies for constructing and conveying meaning through a variety of print and nonprint texts.

015 Demonstrate an understanding of the inquiry process and the resources appropriate for investigating particular questions or topics.

Includes demonstrating an understanding of how to formulate questions for research purposes; demonstrating knowledge of sources and techniques for identifying and locating relevant information; demonstrating an understanding of how to compare, contrast, and evaluate different sources; demonstrating familiarity with the techniques of online research; and demonstrating knowledge of techniques used for interviewing and news gathering.

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016 Demonstrate familiarity with principles for preparation, presentation, and evaluation of messages for print or nonprint texts.

Includes demonstrating an understanding of the appropriate methods for revising and editing print and nonprint texts (e.g., debate case or brief composition, editorial and news copy, speech, script analysis); demonstrating familiarity with personal, shared, and academic criteria for judging the craft, aesthetics, significance, and biases of texts; analyzing oral, written, and visual texts to determine their style, voice, and language choices, and to evaluate their appropriateness to context, purpose, and audience; and demonstrating an understanding of the importance of evaluating the effectiveness of one's own message.

017 Demonstrate an understanding of the requirements for administering interscholastic communication arts activities.

Includes demonstrating an understanding of the basic theories and principles for participation in co-curricular and extracurricular communication arts experiences (e.g., debate, discussion, legislative simulations, oral interpretation or performance studies, mock trial, public speaking, theatre festivals, yearbook, newspaper); demonstrating knowledge of the fundamentals of the organization and production of student publications (e.g., content and function, design, photography, use of computer technology, processes used to critique/evaluate the product); demonstrating an understanding of how to collect and disseminate information about co-curricular and extracurricular communication arts activities to students, parents, school administrators, and the community; and demonstrating familiarity with guidelines for the administration of co-curricular and extracurricular communication arts activities (e.g., implementing provisions for adequate financial support, ensuring that appropriate liability and insurance requirements are in effect).