

ACOM 1300 TEST OUT

The ACOM 1300 Test Out is a two-part procedure that takes place the Friday before classes begin fall and spring semester. First, you will be tested in the morning on information from the textbook,

Adler, R.B., Rodman, G., & du Pre, A. (2016). *Understanding human communication* (13th ed.). Oxford University Press.

Books are available for two-week checkout in the main office of the Dept. of Applied Communication; ***failure to return a departmental book will make you ineligible for test out.***

You will need to earn a “B” or better on the exam to proceed to the afternoon speech component, where you will need to give a 6-9 minute extemporaneous informative speech that adheres to the requirements of the assignment provided in the Test Out packet. *The foundation of the speech is based on four hours of verified, recent (within two months prior to Test Out date) service from one of the listed, approved locations.* A “B” or better is required on the speech to successfully earn test out credit for ACOM 1300.

I. Face-to-face (onsite) option:

Exam (1. proof of Testing Services fee paid required, 2. Service Verification form required, & 3. Any checked out textbooks returned—**failure to return a departmental book will result in an inability to test out**)

Date: Friday before classes begin each semester

Time: 9 a.m.

Location: Department of Applied Communication Conference Room, 2nd floor or speech building

Speech—only given if a “B” or better is earned on the exam (1. Post-Service Reflection Worksheet required & 2. PowerPoint presentation emailed to Dr. Kristen McIntyre, kagullicksm@ualr.edu required)

Date: Friday before classes begin each semester

Time: 1 p.m.

Location: Room 210 speech building

II. Online option: Available upon need and the discretion of the ACOM 1300 director.

TEST OUT PROCEDURE

1. Notify Dr. Kristen McIntyre, director of ACOM 1300: Introduction to Communication in the Department of Applied Communication that you plan to test out of ACOM 1300: kagullicksm@ualr.edu.

2. Complete required paper work and pay the \$35 fee at Testing Services on Campus:

Office of Testing Services
University of Arkansas Little Rock
2801 S. University Avenue
Ross Hall 409
Little Rock, Arkansas 72204
501-569-3198

ACOM 1300 TEST OUT: Service Requirement

Four hours of recent (within two months prior to Test Out date), approved service is required for test out eligibility. Be sure to complete the Service Verification form when you complete your service hours. Hours may be completed in one four-hour chunk, or may be divided into increments to accommodate your schedule. However, **ALL hours must be completed at the same location**. Service Verification forms are due the morning of the test out exam and will be checked to ensure completion of service.

Approved Little Rock, AR Service Locations**

Arkansas Foodbank

Contact: Amber Bryant, Volunteer Coordinator
Address: 4301 West 65TH Street; Little Rock, Arkansas 7220
Phone: 501.569.4320
Website: <https://signup.com/group/885943260042>

UALR Children International

Contact: Stephanie Jones, Volunteer Coordinator
Address: 2510 Fair Park Blvd.; Little Rock, Arkansas 72204
Phone: 501-663-5541
Email: spjones@ualr.edu
Website: <http://ualr.edu/children/join-us/volunteering/>

Ronald McDonald House

Address: 1501 W. 10th Street; Little Rock, AR 72202
Phone: 501-374-1956
Website: <https://www.rmhcarkansas.org/house-volunteers.html>

World Services for the Blind

Contact: Cheri Smith, Volunteer Coordinator
Address: 2811 Fair Park Boulevard; Little Rock, Arkansas 72204
Email: csmith@wsblind.org
Website: <http://www.wsblind.org/volunteers>

If you live outside the Little Rock area, you may contact Dr. Kristen McIntyre (kagullicksm@ualr.edu) to discuss alternative service locations. Service location must be approved **PRIOR to completing the service.

**UALR ACOM 1300 TEST OUT
SERVICE VERIFICATION FORM**

This form should be filled out **by the student** and signed by the service supervisor on completion of task. (A business card may be stapled to this form as substitution for supervisor/organization contact information but NOT for the supervisor's signature.)

Student's Name: _____

Organization Name: _____

Supervisor's Name: _____

Supervisor's Phone Number: _____

Local Address:

Student: Provide a brief description of the duties you performed.

I, _____ verify that _____ hours of service were provided by
(Supervisor's Signature)

this student. Date Signed: _____

Thank you for helping our students give back to their community!
Questions/Concerns? Please contact: Dr. Kristen McIntyre, 569-8381 or kagullicksm@ualr.edu

ACOM 1300 TEST OUT

Informative Service Speech: Communication Concepts in Action

DESCRIPTION:

You will need to complete *four hours* of instructor-approved service and develop the content of your speech based on your service experience and connections to communication concepts, principles, and ethical implications. **Online Only:** The speech must be recorded in front of an audience of at least 10 listeners (16-years-old or older; panned before and after the speech).

RATIONALE:

First, using service in our community as a vehicle for the application of and reflection on course concepts expands our classroom “walls” while providing the academic structure that helps us understand the experience in the context of furthering our learning. Second, we create a reciprocal relationship with our community. Third, this speech is designed to showcase students’ understanding of professional public-speaking skills.

REQUIREMENTS: (must be met in order to be eligible to pass the assignment)

- Service must be approved AND completed prior to giving the speech.
- Required main points must be the focus of the body of the speech.
- **Online Only:** Speech must be delivered and recorded in front of at least 10 listeners (16+ yrs)
- Speech must meet and not exceed the time requirement.
- Speech must be delivered extemporaneously (no reading from speaking outline).

FORMAT:

- **Time:** 6-9 minutes
- **Formal Speech Outline:** Structure labeled, full sentences, approximately 4 pages typed
- **Speaking Notes:** One-sided *sheet of paper* placed on a lectern or table; KEY WORDS only
- **Visual Aids:** Slideshow is required. A maximum of 3 content slides is allowed in addition to the Title slide at the beginning and end. Each slide must follow the 4Cs guidelines included in the *Survival Guide*.
- **Content:** Main points are assigned as follows:
 - I. **Service Story.**
 - A) Provide the mission of your service site. (orally cite online source)
 - B) Tell the “story” of your service experience.
 - C) Explain how your specific service work helped support the organization’s mission.
 - II. **Communication Analysis of Story.**
 - A) Identify, define, and explain **ONE** UALR foundational communication principle that is represented in the story in Main Point I. (orally cite Survival Guide)
 - B) Identify, define, and explain at least **TWO** communication concepts from the textbook that are represented in the story in Main Point I. (orally cite textbook)
 - III. **Communication Recommendations/Implications**
 - A) Identify, define, and explain at least **ONE** new communication concept from the textbook that you would use, based on your service experience, to *improve your own communication*. (orally cite textbook)
 - B) Identify, define, and explain **ONE** ethical implication of communication that illustrates how communication helps us improve our community as represented by your service experience [you may NOT use *Care for Community*]. (orally cite Survival Guide)
- **Supporting Material:** Along with your own personal experiences, oral citations (author, date, and type) are required for this speech: Online source, Textbook, and Survival Guide.

Informative Service Speech Evaluation TEST OUT Form

Service completed: yes no **Required Main points:** yes no **[Online Only] 10+ Listeners:** yes no
Extemporaneous: yes no **Time Met:** yes no

5 = fully developed 3 = adequately developed 1 = underdeveloped 0 = incorrect/missing

CREDIBILITY (10pts)	5,3,1,0	Feedback
Initial/Terminal Credibility: The speaker conducts himself/herself professionally.		
Slide Construction/Integration: Slides are clear, concise, and use an alternate symbol system (not all words). Slides are referenced appropriately and demonstrated smoothly.		
INTRODUCTION (35pts)	5,3,1,0	Feedback
Attention Getter: Attention getter focuses audience on speech purpose. <u>The speaker does not begin speech by announcing the topic or reading title slide.</u>		
Listener Relevance Connection (LRC): The speaker makes a clear connection between those in the audience and the topic.		
Credibility: The speaker establishes expertise through his/her knowledge of and personal experience with the subject. This instills audience confidence.		
Thesis: The speaker clearly states the central idea of the speech.		
Preview: The speaker explicitly states the main points of the speech.		
Transition: The speaker clearly previews the upcoming main point.		
Delivery: Includes strong eye contact, <i>is not monotone</i> , and is free from distracting mannerisms.		
BODY: Main Point I Service Story (30pts)	5,3,1,0	Feedback
LRC: Common ground is used to connect content to audience.		
Organization mission: Stated with an oral citation .		
Service experience: Shared in story format (beginning, middle, end).		
Service work: Explanation of how service work supported organization mission is clear.		
Transition: The speaker clearly reviews the point covered and previews the upcoming point.		
Delivery: Includes strong eye contact, <i>is not monotone</i> , and is free from distracting mannerisms.		
BODY: Main Point II Communication Analysis of Story (45pts)	5,3,1,0	Feedback
LRC: Common ground is used to connect content to audience.		
Communication Principle: The principle is identified, defined, and includes an oral citation .		
Communication Principle: The principle is explained accurately using examples of communication from the story.		
Communication Concept 1: The concept is identified, defined, and includes an oral citation .		
Communication Concept 1: The concept is explained accurately using examples of communication from the story.		
Communication Concept 2: The concept is identified, defined, and includes an oral citation .		
Communication Concept 2: The concept is explained accurately using examples of communication from the story.		
Transition: The speaker clearly reviews the point covered and previews the upcoming point.		
Delivery: Includes strong eye contact, <i>is not monotone</i> , and is free from distracting mannerisms.		
BODY: Main Point III Communication Recommendations/Implications (35pts)	5,3,1,0	Feedback
LRC: Common ground is used to connect content to audience.		
Communication Concept 1: The concept is identified, defined, and includes an oral citation .		
Communication Concept 1: The concept is explained accurately and applied as a practical recommendation tied to examples of communication from the story.		
Ethical Implication 1: The implication is identified, defined, and includes an oral citation .		
Ethical Implication 1: The implication is explained accurately using examples of communication from the story to emphasize positive community change.		
Transition: The speaker verbally and nonverbally signals the conclusion.		
Delivery: Includes strong eye contact, <i>is not monotone</i> , and is free from distracting mannerisms.		
CONCLUSION (20pts)	5,3,1,0	Feedback
Restate thesis: The speaker clearly restates the central idea of the speech.		
Summary: The speaker explicitly reviews the main points of the speech.		
Clincher: The speaker makes a clear reference to the attention getter and avoids a call to action.		
Delivery: Includes strong eye contact, <i>is not monotone</i> , and is free from distracting mannerisms.		

Total Points: /175 (140pts+ to pass)

Name: _____

T#: _____

UALR ACOM 1300 TEST OUT Post-service Reflection Worksheet

Instructions: *Use this form to help you capture your thoughts about your service experience. Since this a significant part of the research you'll need to help you create your informative speech, you'll want to be as detailed as possible.*

Academic Integrity Statement: By submitting this assignment I acknowledge that this work is completely my own.

Directions: Use this form to help you capture your thoughts about your service experience. Because this is a significant part of the research you will need to help you create your informative speech, you will want to be as detailed as possible.

I. Service story.

A. What is the mission of your organization?

B. Where were you? Using concrete language (touch, taste, sight, smell, sound), describe your surroundings.

C. With whom did you work? Using descriptive language, paint a picture of the people you got to know.

D. What were your responsibilities? What did you help contribute to this organization?

E. What is an interesting, funny (appropriate), and/or touching story you could share about your experience?

F. How did you feel about what you did?

II. Communication analysis of story.

A. Choose **two** UALR Foundational Communication Principles and explain how it is related to your service experience (see *Survival Guide*).

- 1.
- 2.

B. Brainstorm **four (4) meaningful** communication concepts from a minimum of three (3) different chapters as you can that connect to your service experiences in some way. *Avoid broad concepts like verbal communication, nonverbal, listening, interpersonal communication, and small group communication.*

Concept	Why you chose it

C. Choose the two best communication concepts from your list above and explain how/ why they related to your service in a meaningful way.

1. Communication Concept 1:
2. Communication Concept 2:

D. Provide concrete examples from your service experience that clearly illustrate each of your two concepts.

1. Communication Concept 1 Example:
2. Communication Concept 2 Example:

III. Recommendations for Improving Communication

A. Choose **two meaningful** communication concepts that you could use to improve your communication based on your service experience. Avoid broad concepts like verbal communication, nonverbal, listening, interpersonal communication, and small group communication

1.

2.

B. Explain why you chose those two concepts and how you would use each to improve your communication.

1.

2.

C. Choose **two** Ethical implications of communication that are represented in the story (see *Survival Guide*).

1.

2.

D. Explain how those two Ethical Implications illustrate how communication helps us improve our community as represented by your service experience (see *Survival Guide*).

1.

2.

Informative Service Speech Preparation Worksheet

Name: _____ T#: _____

Academic Integrity Statement: By submitting this assignment I acknowledge that this work is completely my own.

Directions: Using your Post-Service Reflection Worksheet as a guide, complete the preparation worksheet by writing in the information you plan to share in your speech.

Introduction

I. Attention Getter:

II. Listener Relevance Link:

III. Speaker Credibility:

IV. Thesis Statement:

V. Preview:

Transition:

Body

I. Main Point One: I completed my service at _____.

Listener Relevance Link:

A. The mission of my organization, according to _____ (online source) emphasizes a few key ideas.

1.

2.

3.

B. Tell the “story” of your service experience.

1. People

2. Place

3. Tasks

C. Explain how your specific service work helped support the organization's mission.

- 1.
- 2.
- 3.

Transition:

II. Main Point Two: There is a communication principle and two communication concepts connected to my service experience.

Listener Relevance Link:

A. The relevant communication principle is _____.

1. The definition, according to _____ is
2. An example from my service that illustrates this principle is
3. My example illustrates the principle because

B. The first communication concept is _____.

1. The definition, according to _____ (textbook source) is
2. An example from my service that illustrates this concept is
3. My example illustrates the definition because

C. The second communication concept is _____.

1. The definition, according to _____ is
2. An example from my service that illustrates this concept is

3. My example illustrates the definition because

Transition:

III. Main Point Three: Based on my service experience I can use communication concepts and ethical implications to improve my communication and help improve my community.

Listener Relevance Link:

A. One communication concept I could use to improve my communication would be _____.

1. The definition, according to _____ is

2. I chose this concept based on my service experience because

3. I can use this concept to improve my communication by

B. An ethical implication I could use to improve my community would be _____.

1. The definition, according to _____ is

2. I chose this implication based on my service experience because

3. I can use this implication to improve my community by

Transition:

Conclusion

I. Restate Thesis:

II. Summarize Main points:

III. Clincher:

APA References

Source 1:

Source 2:

Source 3: