

# SPCH 1300 TEST OUT

The SPCH 1300 Test Out is a two-part procedure. First, you will be tested in the morning on information from the textbook *Communicate!* 12<sup>th</sup> edition by Verderber and Verderber (books are available for two-week checkout in the main office of the Dept. of Speech 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 6-8 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 SPCH 1300.

**I. 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 August 13, 2010

Time: 9am

Location: Department of Speech Communication Conference Room

**II. 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, [dr.kmcintyre@gmail.com](mailto:dr.kmcintyre@gmail.com) required)

Date: Friday August 13, 2010

Time: 1pm

Location: Room 210 speech building

## TEST OUT PROCEDURE

1. Notify LaShonda Norfolk in the Department of Speech Communication that you plan to test out of SPCH 1300: [lmnorfolk@ualr.edu](mailto:lmnorfolk@ualr.edu); 501. 569. 3158
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
3. Pick up Test Out packet from either the Department of Speech Communication main office (237 Speech building) or Testing Services. Or, request the PDF file from LaShonda Norfolk: [lmnorfolk@ualr.edu](mailto:lmnorfolk@ualr.edu).
4. All questions regarding the exam content, service requirement, or informative speech requirements should be directed to: Dr. Kristen McIntyre, [dr.kmcintyre@gmail.com](mailto:dr.kmcintyre@gmail.com).

## SPCH 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 Service Locations\*\*

#### Arkansas Foodbank

Contact: Kisha Bumpers, Development Coordinator  
Phone: (501)565-8121 x 23  
Email: [kbumpers@arkansasfoodbank.org](mailto:kbumpers@arkansasfoodbank.org)  
Website: <http://www.arkansasfoodbank.org/about.htm>

#### Lions World Services for the Blind

Contact: Amanda Bates, Volunteer Coordinator  
Address: 2811 Fair Park Boulevard; Little Rock, Arkansas 72204  
Phone: 501-664-7100, ext. 242  
Email: [abates@lwsb.org](mailto:abates@lwsb.org)  
Website: [http://www.lwsb.org/facts\\_about\\_lwsb\\_a.asp](http://www.lwsb.org/facts_about_lwsb_a.asp)

#### Our House, Inc.

Contact: John\*  
Address: 302 East Roosevelt Rd.; Little Rock, AR 72206  
Phone: 501-374-7383 ext. 218  
Email: [john@ourhouseshelter.org](mailto:john@ourhouseshelter.org)  
Website: <http://www.ourhouseshelter.org/volunteer/index.html>

\*indicate what opportunity you are interested in and your time commitment

#### Ronald McDonald House

Address: 1009 Wolfe Street; Little Rock, AR 72202  
Phone: 501-374-1956  
Website: <http://www.rmhlittlerock.org/index.shtml>

\*\*If you live outside the Little Rock area, you may contact Dr. Kristen McIntyre ([dr.kmcintyre@gmail.com](mailto:dr.kmcintyre@gmail.com)) to discuss alternative service locations. Service location must be approved **PRIOR** to completing the service.

**UALR SPCH 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 dr.kmcintyre@gmail.com

# SPCH 1300 TEST OUT

## Informative Speech: Communication Concepts in Action

### DESCRIPTION:

You will need to complete **four hours** of approved service. After fulfilling your required service, you will develop the content of your speech based on your reflections of the experience and their connection to communication concepts. This speech is NOT about the organization; it is about your service experience and your understanding of the role of communication in creating positive community change.

### Requirements:

**Time limit:** 6-8 minutes

**Delivery Style:** Extemporaneous

**Speaking Outline:** 5 3X5 one-sided WHITE note cards; key words only

**Lectern:** Optional

**Presentational Aids:** PPT is required. A maximum of 4 slides is allowed (this includes your title slide). Slides must include an alternate symbol system (not all words). **PPT must be emailed to: dr.kmcintyre@gmail.com.**

**Content:** Main points are required as follows (Use your post-service reflection worksheet to develop each main point):

- I. **Description of your service experience.** What did you do for your service? What is one interesting and appropriate story you could share with us from that experience?
- II. **Analysis of specific communication concepts.** Identify at least **one interpersonal communication concept** and **one small group communication concept** that you observed or experienced “in action” during your service. Be sure to 1) define the concept, 2) include concrete examples/stories, and 3) orally cite the textbook and/or Internet information.
- III. **Reflection on the relationship between communication and change.** Using what you know about communication and the organization with which you served, discuss how you feel communication helps us to improve our community. How will you become a more responsible/ethical communicator in your community as a result of this activity?

**Supporting Material:** Along with your own personal experiences, two oral citations are required for this speech:

- Internet—related to organization or communication concepts (information that ONLY exists on the internet) (author, type, date accessed)
- Textbook (author, date, type, and title)

## Informative Speech Evaluation TEST OUT Form

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

0  
*absent*
3  
*attempted*
5  
*meets expectations*

<b>Introduction</b>	0-5	<b>Feedback</b>
<b>Initial Credibility:</b> Speaker conducts himself/herself professionally before speech. The speaker is dressed professionally to communicate credibility and respect.		
<b>Attention Getter:</b> Attention getter focuses audience on speech purpose. The speaker <b>does not</b> begin speech by announcing the topic or reading title slide.		
<b>Relevance:</b> The speaker makes a clear connection between those in the audience and the topic.		
<b>Credibility:</b> The speaker establishes expertise through his/her knowledge of the subject. This instills audience confidence.		
<b>Thesis:</b> The speaker clearly states the central idea of the speech.		
<b>Preview:</b> The speaker <b>explicitly</b> states the main points of the speech.		
<b>Delivery:</b> Introduction is delivered extemporaneously with strong eye contact (90% connection with audience and spans room) <i>is not monotone</i> , and is free from distracting mannerisms.		
<b>Body</b>		<b>Feedback</b>
<b>Main Point Clarity:</b> The information in the speech is organized around the required main points.		
<b>Main Point Content:</b> The information in each main point is well developed, ties directly to the thesis statement, and is related to the audience.		
<b>Interpersonal Concept:</b> The concept is identified, explained accurately, and illustrated clearly with a relevant example from the service experience.		
<b>Group Concept:</b> The concept is identified, explained accurately, and illustrated clearly with a relevant example from the service experience.		
<b>Appropriate language usage:</b> Words are accurate and clear, correct grammar, no use of slang, jargon or offensive language. The speaker avoids using persuasive language.		
<b>Textbook:</b> The textbook is cited properly, and the information gained directly develops a main point.		
<b>Internet Source:</b> The Internet source is cited properly, and the information gained directly develops a main point.		
<b>Transitions:</b> Speech has <b>explicit</b> transitions between introduction and body, within the body, and between the body and conclusion.		
<b>PPT Construction:</b> Slides are relevant to the speech. Slides are clear, concise, and use an alternate symbol system.		
<b>PPT Integration:</b> Slides are concealed and revealed in the speech. Slides are referenced appropriately and demonstrated smoothly.		
<b>Delivery:</b> The body is delivered extemporaneously with strong eye contact (90% connection with audience and spans room) <i>is not monotone</i> , and is free from distracting mannerisms.		
<b>Derived Credibility:</b> Speaker conducts himself/herself professionally during the speech.		
<b>Conclusion</b>		
<b>Restate thesis:</b> The speaker clearly restates the central idea of the speech.		
<b>Summary:</b> The speaker <b>explicitly</b> reviews the main points of the speech.		
<b>Clincher:</b> The conclusion is marked with a clear reference to the attention getter used in the introduction. Avoids a call to action.		
<b>Delivery:</b> The conclusion is delivered extemporaneously with strong eye contact (90% connection with audience and spans room), <i>is not monotone</i> , and is free from distracting mannerisms.		
<b>Terminal Credibility:</b> Speaker conducts himself/herself professionally after giving speech.		

**TOTAL:** /120pts (96 or above required)

**Name:**

**SPCH 1300 TEST OUT**  
**Post-service Reflection Worksheet**  
**(turned in before you speak)**

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.*

**I. In detail, describe what you did for your service hours.**

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

B. With whom did you work? Paint a picture of the people you got to know.

C. What were your responsibilities? What did you need to get done to help contribute to this organization?

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

E. How did you feel about what you did?

## **II. Connect your service experience to communication concepts.**

A. List as many small group (Chapters 10 & 11) and interpersonal (Chapters 5-8) communication concepts as you can that connect to your service experiences.

B. Choose two small group and two interpersonal concepts and explain how and/or why they are related to your service.

1. Group Concept:

Definition:

2. Group Concept:

Definition:

3. Interpersonal Concept:

Definition:

4. Interpersonal Concept:

Definition:

C. Provide concrete examples from your service experience that clearly illustrate each of your four concepts.

1. Group Concept Example:

2. Group Concept Example:

3. Interpersonal Concept Example:

4. Interpersonal Concept Example:

### **III. Make connections between communication and positive community change.**

A. How did your service (even if it was only four hours) help make a difference?

B. What part of your perception process has been changed by this activity?

C. How will you become a more responsible/ethical communicator in your community as a result of this activity?

D. Thinking back to how communication occurs between and within systems, what positive impact do you think you can have on your family? Friends? Community? World?

E. In what ways will your service experience affect your career choice or how you view the possibilities in your chosen career?

F. How will your communication change as a result of this activity?

G. How does communication make positive change in society possible?