

Massachusetts Tests for Educator Licensure (MTEL™)

FIELD 44: SPEECH TEST OBJECTIVES

Subarea	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	The Role of Public Speech in Democratic Societies	01–04	40%
II.	Public Speaking	05–08	<u>40%</u> 80%
Open-Response			
III.	Integration of Knowledge and Understanding	09	20%

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Effective after September 1, 2004.

**Massachusetts Tests for Educator Licensure (MTEL™)
Test Objectives
Field 44: Speech**

SUBAREAS:

THE ROLE OF PUBLIC SPEECH IN DEMOCRATIC SOCIETIES
PUBLIC SPEAKING
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

THE ROLE OF PUBLIC SPEECH IN DEMOCRATIC SOCIETIES [40%]

0001 Understand classical, modern, and contemporary theories of rhetoric.

For example: definitions of rhetoric; purposes and components of rhetorical criticism; major theories and elements of classical, modern, and contemporary rhetoric; application of rhetorical principles (e.g., unity, coherence, emphasis) to produce a desired effect; consideration of subject, purpose, and audience in producing speech communications; analysis of rhetorical techniques; and use of appropriate arrangement and organization (e.g., logical ordering of ideas), style and tone (e.g., lexical choices, cadence), and form of delivery.

0002 Understand the role of oratory, public argument, and debate in democratic societies.

For example: the contexts of public discourse and debate from ancient times to the present (e.g., Roman Senate debates, English parliamentary debates); the place of policy and legislative debate in democratic societies; speeches by major figures in world history (e.g., Pericles, Elizabeth I, Winston Churchill, Václav Havel, Margaret Thatcher, Nelson Mandela); analysis of important speeches in terms of purpose, meaning, audience, delivery, rhetorical devices, organization, and relationships among ideas; and parliamentary procedure and other essential elements in conducting meetings.

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0003 Understand the history of public discourse and debate in the United States.

For example: the purposes, modes, and development of public discourse and debate in U.S. society; individuals, movements, and activities associated with the public lecture circuits of nineteenth-century and early-twentieth-century America (e.g., regular speakers at the Lyceum and Chautauqua meetings: Ralph Waldo Emerson, Frederick Douglass, Booker T. Washington, Mary Livermore, Mark Twain, William Jennings Bryant); notable debates in U.S. history (e.g., Constitutional Convention, Webster-Haynes, Lincoln-Douglas, and contemporary political/presidential debates); analysis of important speeches and speeches by major figures in American history (e.g., Jonathan Edwards, Abraham Lincoln, Susan B. Anthony, Woodrow Wilson, Franklin D. Roosevelt, John F. Kennedy, Martin Luther King, Jr.) in terms of purpose, meaning, audience, delivery, rhetorical devices, organization, and relationships among ideas.

0004 Understand ethical and legal decisions related to communication.

For example: philosophical foundations of freedom of speech; documents and statements related to the evolution of the principle of freedom of expression (e.g., John Milton's "Areopagitica," French Declaration of the Rights of Man and of the Citizen, and John Stuart Mill's "On Liberty"); the relationship between free speech and democratic theory; analysis of U.S. Supreme Court decisions on freedom of speech (e.g., *Schenck v. United States*, *Abrams v. United States*, *New York Times v. Sullivan*, *Chaplinsky v. New Hampshire*); ethical issues associated with communication in democratic societies (e.g., application of ethical standards in the selection of evidence and the evaluation of public communications); examples of unethical communication; laws, principles, and issues related to modern media (e.g., copyright, plagiarism, bias, broadcast, cable television, and Internet regulations); and legal obligations and ethical responsibilities of journalists.

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PUBLIC SPEAKING [40%]

0005 Understand the planning, preparation, and organization of public speeches.

For example: features and strategies associated with different types of speeches (e.g., informative, persuasive, entertaining); guidelines for topic selection; preparation of speech outlines; selection of language strategies; elements of effective introductions and conclusions; use of transitions; preparation and use of notes; techniques for adapting communication strategies to the needs of the situation and setting; procedures for gathering and evaluating the credibility of relevant information and supporting evidence; and characteristics of different types of organizational patterns (e.g., chronological order, comparison and contrast, problem-solution).

0006 Understand effective speech delivery.

For example: oral English skills (e.g., voice and diction), structure of oral English, and standard English usage; speech appropriate to different situations; characteristics of different speech delivery methods (e.g., manuscript, memorized, extemporaneous, impromptu); types, characteristics, and functions of nonverbal communication; effects of verbal and nonverbal cues on speech delivery; recognizing the demands of communication in a variety of settings; use of audiovisual communication aids (e.g., microphones, lecterns, transparencies, projectors, computer-generated visuals); rehearsing speeches; strategies for managing fear of public speaking and overcoming communication anxiety; dealing with distractions; responding to listener questions; and critical listening and evaluation of communication styles, strategies, and content.

0007 Understand the principles of argumentation and debate.

For example: elements of an argument (e.g., claims, grounds, warrants); rules of evidence governing the presentation of arguments; identification and analysis of logical fallacies; characteristics of various debate formats (e.g., from both school-based and real-world settings); knowledge of debating rules and procedures; evaluating the effectiveness of various types of evidence in supporting a proposition; types and application of reasoning (e.g., deductive, inductive); guidelines for effective refutation and cross-examination; and criteria for judging debates.

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0008 Understand persuasive communication.

For example: theoretical approaches to persuasion (e.g., cognitive dissonance theory, attribution theory, social judgment theory, information processing theory); models of persuasion (e.g., cognitive, interpersonal, motivated sequence, Maslow's Hierarchy of Needs); persuasive strategies and types of persuasive appeals; preparation and organization of persuasive messages and speeches; proper application of evidence and reasoning; use of rhetorical devices; adapting persuasive messages to listener attitudes; establishment of credibility; interview skills and strategies; evaluation of persuasive speeches; and persuasion in negotiation or public advocacy.

INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]

This section of the test will consist of two open-response questions addressing content from the preceding objectives.

0009 Prepare an organized, developed analysis related to one or both of the following: the role of public speech in democratic societies, and public speaking.

For example: major theories and elements of classical, modern, and contemporary rhetoric; the historical contexts of public discourse and debate from ancient times to the present; speeches by major figures in American history; the evolution of the principle of freedom of expression; features and strategies associated with different types of speeches; strategies for managing fear of public speaking and overcoming communication anxiety; characteristics of debate formats; and preparation and organization of persuasive messages and speeches.