



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

**91 Communication Arts
(Secondary)**



TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM	1-1
Contact Information	
Test Development Process	
Characteristics of the Tests	
Test Administration	
Score Reporting	
HOW TO PREPARE FOR THE TESTS	1-4
Plan Your Course of Study	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-5
Preparing for the Test Administration	
Test-Taking Tips	
Test Directions	

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION	2-1
TEST OBJECTIVES	2-3
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-7
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-13

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

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

MEANING AND COMMUNICATION

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.

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.

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.

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.

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.

LITERATURE AND UNDERSTANDING

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.

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).

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.

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.

GENRE AND CRAFT

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).

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).

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.

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.

SKILLS AND PROCESSES

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.

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.

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.

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).

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Recounting a story before an audience is most likely to enhance the speaker's listening skills by demonstrating:
 - A. the way in which audience responses encourage a speaker and improve communication.
 - B. the importance of creating in one's own imagination the subjective detail of the stories one hears.
 - C. the way in which effective presentation of detail holds the audience's attention.
 - D. the importance of empathy and respect for diverse experiences and uncommon points of view.
2. Listeners make assumptions about speakers based on both verbal and nonverbal cues. A listener is most likely to rely on verbal cues in assessing which of the following speaker characteristics?
 - A. knowledge and experience
 - B. honesty and sincerity
 - C. empathy and responsiveness
 - D. power and influence
3. According to most communication paradigms, encoding occurs when a sender selects:
 - A. the verbal and nonverbal signals that will express a message most meaningfully to a receiver.
 - B. the vocabulary, gestures, tone, and speech rate that most accurately represent a message.
 - C. the nonverbal signals that are most appropriate to a message, context, and receiver of the message.
 - D. the mode of delivery that will transmit a message most quickly and efficiently to a receiver.
4. In interpersonal communication, the role of the receiver is to attend to and interpret verbal and nonverbal cues and to:
 - A. be prepared to provide a response at any time.
 - B. minimize the effects of screens on the communication.
 - C. ensure that he or she can understand the message.
 - D. provide appropriate feedback to the speaker.

5. The invention of satellite technology initiated which of the following developments in communications?
- A. the global transmission of live television broadcasts
 - B. the relay of microwave signals
 - C. the conversion of data from analog to digital format
 - D. the transfer of documents via facsimile machine
6. Which of the following is the most important distinction between a news story and a personal narrative?
- A. A news story must be written in the third person.
 - B. A personal narrative should reflect the writer's personality.
 - C. A news story must be easily understood by a diverse audience.
 - D. A personal narrative should not emphasize specific details.
7. Which of the following is a major characteristic of radio broadcasting?
- A. It does not require the use of satellite technology.
 - B. It is not regulated by the federal government.
 - C. It avoids the use of personalities to attract an audience.
 - D. It tends to focus on specific-interest programming.
8. The investigative reporting that revealed the 1972 Watergate scandal could best be described as an example of the news media's:
- A. sensationalist pursuit of provocative and entertaining stories about public figures.
 - B. role as a watchdog of government in informing readers of the actions of public leaders.
 - C. basic purpose of recording events and issues of local, national, and world news.
 - D. willingness to transgress concerns for privacy rights in the code of journalistic ethics.

9. When acting as the journalistic gatekeeper, the student editorial board of a high school newspaper would most likely make which of the following topics an editorial priority?
- A. the school district's consideration of pay-to-play student involvement in all athletics
 - B. the appointment of a graduate from the school to a position on the county commission
 - C. reasons for the substantial increase in the number of nonviolent crimes committed in the area
 - D. a strike at a factory that makes a brand of shoes that is popular among young adults
10. A magazine editor receives a call from a public official who is upset because a recent article in the magazine states that the official was once arrested on assault charges but does not include the information that the charges were dropped. The editor discovers that a paragraph that referred to the dropping of the charges was inadvertently cut during layout. Which of the following would be the best action for the editor to take at this point?
- A. Assign a reporter to write an article about the public official's complaint against the magazine, and include the missing information in the article.
 - B. Call the public official to explain what happened and offer an apology but do not agree to admit any error in print that might compromise the magazine's credibility.
 - C. Prepare for publication in the next issue a correction that admits the error and clearly states the missing information and inform the public official the apology will be printed.
 - D. Point out the error in production to staff members but, since what was printed was factually correct, take no further action.

11. Which of the following statements about the design of a magazine advertisement is most accurate?
- A. Either the product or the company logo should appear at the true center of the allocated space.
 - B. An advertisement that is visually balanced will appeal most to the least adventurous consumers.
 - C. Art used in an advertisement should represent an array of moods to appeal to diverse consumers.
 - D. White space used effectively will attract the reader's eye to the product being advertised.
12. A professor comes to class wearing a toga to present a lecture about politics in ancient Rome. This presentation strategy is most likely to be effective for:
- A. dramatizing the subject matter.
 - B. establishing a connection with the audience.
 - C. getting the attention of the audience.
 - D. making the subject matter easy to understand.
13. Which of the following would be the most effective format for a newspaper to use to communicate to voters information about issues involved in a proposed ballot item?
- A. a bulleted list organizing points of argument into lists detailing both sides of the issue
 - B. a photo essay presenting images of the people and places that would be affected by the ballot item
 - C. an interview with the individuals who initially proposed the ballot item
 - D. statements by local residents on their views of the issue printed beneath their photographs
14. A feature writer begins a story with the following sentence: "The crowd in the auditorium moved their bodies to the sounds of the shaggy-haired musicians." This sentence is an example of which of the following types of lead?
- A. astonisher
 - B. descriptive
 - C. chronological
 - D. anecdotal

15. A touring theatre company is buying advertising time on local radio stations in areas where they will be performing their play in the next few weeks. The theatre company has two different advertisements for the play. The first advertisement describes the play as, "a raucous, sensuous look at the mating game," while the second describes it as, "a lighthearted look at the highs and lows of falling in love." The theatre company is most likely to decide which advertisement to play on a particular radio station based upon:
- A. the characteristics and values of the station's listeners.
 - B. the format of the radio station.
 - C. the overriding values of the general population in the area.
 - D. the size of the listening audience.
16. In a small-group situation, which of the following steps should the listeners take to best ensure that a speaker's message is understood?
- A. providing the speaker with constant nonverbal feedback
 - B. asking the speaker questions to clarify meaning
 - C. conferring with each other to verify their impressions
 - D. taking careful notes on the content of the speaker's message
17. A high school student visits the school library to begin a research project into the political history of the Democratic Republic of the Congo. Which of the following research sources is likely to be most productive?
- A. scholarly historical journals
 - B. a database of news stories about the Democratic Republic of the Congo
 - C. recent books about Central Africa
 - D. the official Democratic Republic of the Congo Web site
18. A journalist wants to conduct a fair and efficient interview of a local government official. The journalist could best prepare for the interview by:
- A. selecting simple, straightforward questions that can be answered yes or no.
 - B. avoiding exposure to background material that might bias the journalist's questions.
 - C. creating a comprehensive list of questions but planning to deviate from it as appropriate.
 - D. identifying questions whose answers can be verified to confirm the interviewee's truthfulness.

19. A news editor has reviewed a story that he feels needs major rewriting. Which of the following is the most important reason why the editor should have the reporter who wrote the story rewrite it rather than rewriting it himself?
- A. to preserve the style of the original version
 - B. to make the best use of editorial time
 - C. to avoid the introduction of inaccuracies into the story
 - D. to minimize the need to rewrite stories in the future
20. A high school debate team is planning to participate in a two-day tournament that will take place in a town 80 miles from the high school. In preparation for this trip, which of the following steps should the debate program's administrator take first?
- A. Ensure that all parental permission slips have been signed and collected.
 - B. Complete a lesson plan for the substitute teacher.
 - C. Secure approval for the trip from the school administration.
 - D. Alert the local media about the students' participation in the event.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Demonstrate an understanding of the integrated nature of the English language arts.
2.	A	Demonstrate an understanding of the social, cultural, and dynamic nature of verbal and nonverbal language.
3.	A	Demonstrate familiarity with communication models (paradigms) and an awareness of the interdependence of their various components.
4.	D	Demonstrate an understanding of receptive roles in the communication process.
5.	A	Demonstrate an understanding of the history and evolution of the media.
6.	B	Demonstrate an understanding of the distinct characteristics of the forms of oral, written, and visual literature.
7.	D	Demonstrate an understanding of the characteristics and functions of journalistic endeavors, performance art activities, and mass media.
8.	B	Demonstrate an understanding of the roles and responsibilities of journalists.
9.	A	Demonstrate an understanding of the roles and responsibilities of journalists.
10.	C	Demonstrate knowledge of ethical issues and legal rights and responsibilities related to communication.
11.	D	Demonstrate an understanding of the purposes and conventions of various forms of communication.
12.	C	Demonstrate an understanding of how expressive choices influence audience response.
13.	A	Demonstrate an understanding of how expressive choices influence audience response.
14.	B	Demonstrate an understanding of the characteristics of journalistic writing and style.
15.	A	Demonstrate an understanding of how values determine the content and hierarchy of information in a message.
16.	B	Demonstrate an understanding of the skills and processes necessary for effective communication.
17.	B	Demonstrate an understanding of the inquiry process and the resources appropriate for investigating particular questions or topics.
18.	C	Demonstrate an understanding of the inquiry process and the resources appropriate for investigating particular questions or topics.
19.	C	Demonstrate familiarity with principles for preparation, presentation, and evaluation of messages for print or nonprint texts.
20.	C	Demonstrate an understanding of the requirements for administering interscholastic communication arts activities.