SPCH-S121 Credit by Examination Assessment  
Department of Communication Studies  
Indiana University East

OVERVIEW
The assessment for receiving credit by examination for SPCH-S121 (Public Speaking) entails two components: (1) a written examination, and (2) a recorded speech accompanied by a speaking outline. Only students who first demonstrate proficiency on the written examination are allowed to submit a recorded speech for evaluation. No part of this assessment—written or oral—may be attempted more than once.

This assessment is designed to measure the many skills that SPCH-S121 teaches students, including the abilities to select appropriate speech topics, conduct meaningful research, efficiently organize information, and competently present findings in a manner that audiences can understand and remember. In other words, receiving credit by examination for the course requires more than merely the ability to talk in front of a group of people.

Students who petition the Department of Communication Studies to receive course credit for SPCH-S121 based on their professional experience/backgrounds are expected to demonstrate proficient mastery of the core learning outcomes that are associated with the course. Specifically, students are expected to be: (1) literate of the key concepts and terminology of the discipline, (2) capable of locating, organizing, and outlining credible information about a relevant topic, and (3) able to proficiently present that information orally.

In order to demonstrate their mastery of these outcomes, students petitioning for credit by examination are required to complete both the written and the oral examinations of the assessment to the Department’s satisfaction. Specifically, the petitioning student must be found proficient in both components in order to receive credit for the course. Subsequent information in this document details how to prepare for and complete the assessment and contains the rubrics that faculty members use for evaluation.

Please note that the concepts and terminology used throughout this document is consistent with that taught in SPCH-S121. Accordingly, students who petition the Department for credit by examination are expected to be familiar with it and should not need to request clarification of concepts, terms, or practices that appear in the assignment descriptions or evaluation rubrics.

ELIGIBILITY
Indiana University East’s Academic Credit Policy states that “special credit may be awarded to degree-seeking IU East students who possess, by previous education or experience, a background in a discipline represented by an IU East program” (Policy adopted May 6, 2011).

Students who have had significant training or experience in public speaking prior to enrolling at Indiana University East may seek to receive special credit by examination for SPCH-S121: Public Speaking. The process includes giving a live or recently recorded oral
presentation that demonstrates an above average degree of oral communication proficiency for successful completion.

Full-time undergraduate students at Indiana University East who are in good standing and who have never enrolled in SPCH-S121 or an equivalent course may contact the Public Speaking Program Coordinator to petition the Department for credit by examination. A student may not be concurrently enrolled in SPCH-S121.

Credit by examination is available only one time to any student who qualifies. No part of the credit by examination assessment may be repeated.

**FEE**
The University Bursar publishes information about fees related to credit by examination. Current information about fees can be found at [http://www.iue.edu/bursar/payments/methods.php#creditbyexam](http://www.iue.edu/bursar/payments/methods.php#creditbyexam).

IMPORTANT: Fees are subject to change. Students should check with the University Bursar and the Office of the University Registrar in Whitewater Hall to ensure credits are applied to their student account and to their student record.

**GRADES AND CREDIT**
Upon successful evaluation, the Public Speaking Program Coordinator will complete an Indiana University Special Credit form and submit it to University administration for processing.

Students who are found to be proficient earn a grade of “S” for Satisfactory. The student’s grade point average is not affected by this form of special credit. A grade of “S” and three credit hours for the course will be posted to the student’s record once any appropriate fees have been paid.

Please note the neither the grade nor course credit will not be posted to the student’s transcript until any appropriate fees are paid.

**PETITIONING**
Eligible students who wish to petition the Department for credit by examination should email the Public Speaking Program Coordinator to initiate the process. The student should include his/her name and student identification number in the initial email.

**IMPORTANT DATES**
Students are required to submit both portions of the assessment prior to November 1 to receive credit during the fall semester or prior to March 1 to receive credit during the spring semester. Credit by examination is not available during summer terms.

**CONTACT**
Justin Combs
Public Speaking Program Coordinator
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ASSESSMENT DESCRIPTION

Component 1: Written examination

A written examination comprised of multiple choice, true-false, fill in the blank, and matching items is used to assess mastery of the key terms, concepts, and principles that are central to the public speaking discipline. To pass this component (i.e., demonstrate proficiency), students must correctly answer 40 of the 50 questions that make up the exam.

The exam is timed—100 minutes—and the student is not allowed to consult books, notes, the internet, or any other source for answers to any items. Failure to adhere to these guidelines will result in automatic disqualification of the student’s petition for credit by examination.

Exam questions cover a range of public speaking terms, concepts, and principles, including audience analysis, organization, topic selection, visual aids, verbal support, delivery techniques, and persuasion, among others.

The exam is administered through IU’s Canvas learning management system. Students must download and install LockOut Browser (no charge to IU students), which disables a computer’s ability to search the internet or open other programs while the exam is being completed.

Further, students must complete the exam on a computer with a web camera. LockOut Browser’s software will activate the webcam and record the student while s/he is taking the exam. At the onset of the exam, the student will be prompted to (1) show his/her photo ID to ensure s/he is the person taking the exam, and (2) turn the webcam around the room/workspace to demonstrate that it is free of books, notes, electronic devices, and the like.

This protocol is in place to mitigate cheating on the exam. Additional detailed instructions related to completing the written exam will be provided on the Canvas site once a student has petitioned the Department for credit by examination.

Component 1 summary
- 50-question written exam
- 40/50 correct to pass
- Multiple choice, true-false, fill in the blank, matching items
- Not open book, open note, or open internet
- Webcam required
Component 2a: Oral examination--Informative speech
After passing the written examination, the student must prepare and present (via video recording) an informative speech for an undergraduate-level audience. Note that even though you aren’t presenting to a live audience of undergraduates, you should complete the assignment as if you are. Any speech topic may be selected so long as it (1) can be covered in the allotted five- to seven-minute time limit, (2) will be interesting to—and appropriate for—the audience, and (3) is informative in nature.

The speech must be arranged using an appropriate pattern of organization and should follow an Introduction—Body—Conclusion format. Transitions/connectives should be used where appropriate and at least three credible, relevant sources should be cited using oral footnotes. The introduction should include an appropriate attention statement, thesis, preview of main points, statement of credibility, and statement of relevance. The body should include an appropriate number of main points and supporting information. The conclusion should include a restatement of the thesis, review of main points, and clincher statement. Transitions should be used at appropriate junctures.

The student should present the speech extemporaneously, using appropriate visual and verbal presentation techniques, and relying on a minimum number of speaking notes. At least one relevant visual aid should be appropriately integrated into the presentation.

The speech must be recorded in a manner that frames his or her entire body (See Figure 1). This will allow faculty evaluators to assess body language and presence. The submitted speech must be recorded in a single take. Edited videos will automatically be disqualified by faculty evaluators.

Figure 1: Camera framing.

The speech is to be submitted electronically through IU’s Canvas learning management system as an .mp4 file or link. Once a student has petitioned the Department to receive credit by examination, additional instructions for uploading/submitting this assessment are provided through Canvas.

To pass this component, students must be judged proficient in 15 of the 17 criteria that make up the evaluation rubric.
Component 2b: Oral examination--complete sentence outline

In addition to presenting the speech, the student must also submit a corresponding complete-sentence outline. The outline should be formatted using standard subdivisions (i.e., Roman numerals → Capital letters → Arabic numerals → Lower-case letters). Additionally, the introduction, body, and conclusion should be appropriately labeled. The document should include a general purpose, specific purpose, central idea, and title as well as a list references that follow APA formatting rules. See APPENDIX 1 for an example of how to format this outline.

To pass this component, students must be judged proficient in 3 of the 4 criteria that make up the evaluation rubric.

Component 2a and 2b summary

• Informative speech
• 5-7 minutes
• Appropriate pattern of organization
• 3+ citations using oral footnotes
• Extemporaneous delivery
• 1+ visual aid
• Complete sentence outline
• Reference list in APA style
# EVALUATION RUBRIC: INFORMATIVE SPEECH

## Criterion: Preparation and research

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Not proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic appropriate for informative speech</td>
<td>Topic unsuitable for informative speech</td>
</tr>
<tr>
<td>Audience likely to find topic interesting and appropriate</td>
<td>Topic unsuitable or not interesting to audience</td>
</tr>
<tr>
<td>Scope of topic adequately determined</td>
<td>Scope of topic too broad or narrow</td>
</tr>
<tr>
<td>Topic carefully researched using appropriate sourcing</td>
<td>Research incomplete or based on unreliable or non-relevant sources</td>
</tr>
</tbody>
</table>

## Organization

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Not proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, body and conclusion contain all essential elements (e.g., attn statement, clincher, etc.) noted in assignment</td>
<td>Necessary elements of speech not included</td>
</tr>
<tr>
<td>Appropriate pattern of organization used to arrange main points</td>
<td>Pattern of organization not appropriate or not discernible</td>
</tr>
<tr>
<td>Main points make assertions and are succinctly, clearly stated</td>
<td>Main points state the obvious, are verbose, and/or unclear</td>
</tr>
<tr>
<td>Appropriate number of main points</td>
<td>Too many or too few main points</td>
</tr>
<tr>
<td>Main points adequately and credibly supported</td>
<td>Main points not well-supported or supported with dubious information</td>
</tr>
<tr>
<td>Transitions used to connect main and subpoints</td>
<td>Main point and subpoints not connected with appropriate transitions</td>
</tr>
</tbody>
</table>

## Presentation

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Not proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech within prescribed time limit</td>
<td>Speech too short or too long</td>
</tr>
<tr>
<td>Minimal vocal fillers</td>
<td>Listeners distracted by vocal fillers</td>
</tr>
<tr>
<td>Visual aid appropriately integrated and utilized</td>
<td>Visual aid seems extraneous to presentation, difficult to understand, or not relevant</td>
</tr>
<tr>
<td>Voice is clear; volume appropriate; words well-enunciated and precise</td>
<td>Voice not clear, too loud or too soft, or otherwise difficult to understand</td>
</tr>
<tr>
<td>Gestures fluid, appropriate, and help speaker convey message</td>
<td>Gestures distract audience</td>
</tr>
<tr>
<td>Speech delivered extemporaneously</td>
<td>Speech seems to be memorized or speaker relies too heavily on speaking notes</td>
</tr>
<tr>
<td>Speaker makes consistent eye contact with audience</td>
<td>Eye contact weak</td>
</tr>
</tbody>
</table>

# EVALUATION RUBRIC: COMPLETE SENTENCE OUTLINE

## Outline

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Not proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>General purpose, specific purpose, and central idea well developed and succinct</td>
<td>General purpose, specific purpose, and central idea underdeveloped, verbose, or the like</td>
</tr>
<tr>
<td>Outline properly formatted using logical hierarchy and appropriate subdivisions</td>
<td>Information disorganized</td>
</tr>
<tr>
<td>Points and sub-points completely but concisely developed and appropriately divided</td>
<td>Points and sub-points overly verbose and/or not appropriately divided</td>
</tr>
<tr>
<td>Reference list formatted following APA guidelines</td>
<td>Reference list not included or not formatted per APA guidelines</td>
</tr>
</tbody>
</table>
APPENDIX 1.1: OUTLINE Formatting

General purpose:
Specific purpose:
Central idea:
Title:

Introduction
I. Attention Material
   A. 
      1. 

II. Orienting Material
   A. 
      1. 
      Etc.

(Transition: )

Body
I. Main Point 1
   A. 
      1. 
      2. 
      Etc. 
   B. 
      1. 
      2. 
      Etc. 
   Etc.

(Transition: )

Conclusion
I. Summary
   A. 
      1. 
   B. 
      1. 
      Etc. 
II. Clincher
   A. 

References
APA-formatted reference #1 
Etc.