

De Anza College Office of Institutional Research and Planning

To: Donna Stasio, Instructor
From: Mallory Newell, De Anza Researcher
Jerrick Gemena, Student Assistant
Date: 05/07/2018
Subject: PRCA-24 Post-Survey- Winter 2018

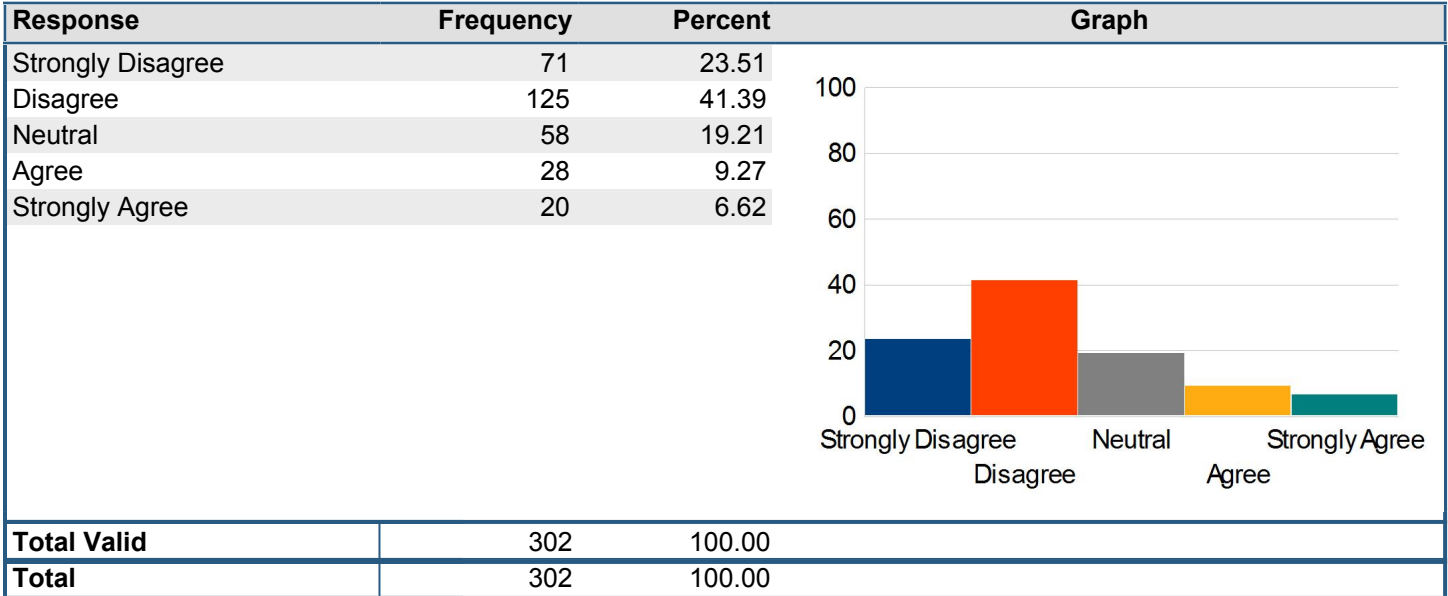
The PRCA Post survey was administered at the end of the course in Winter 2018. This resulted in 302 valid responses.

Important highlights include:

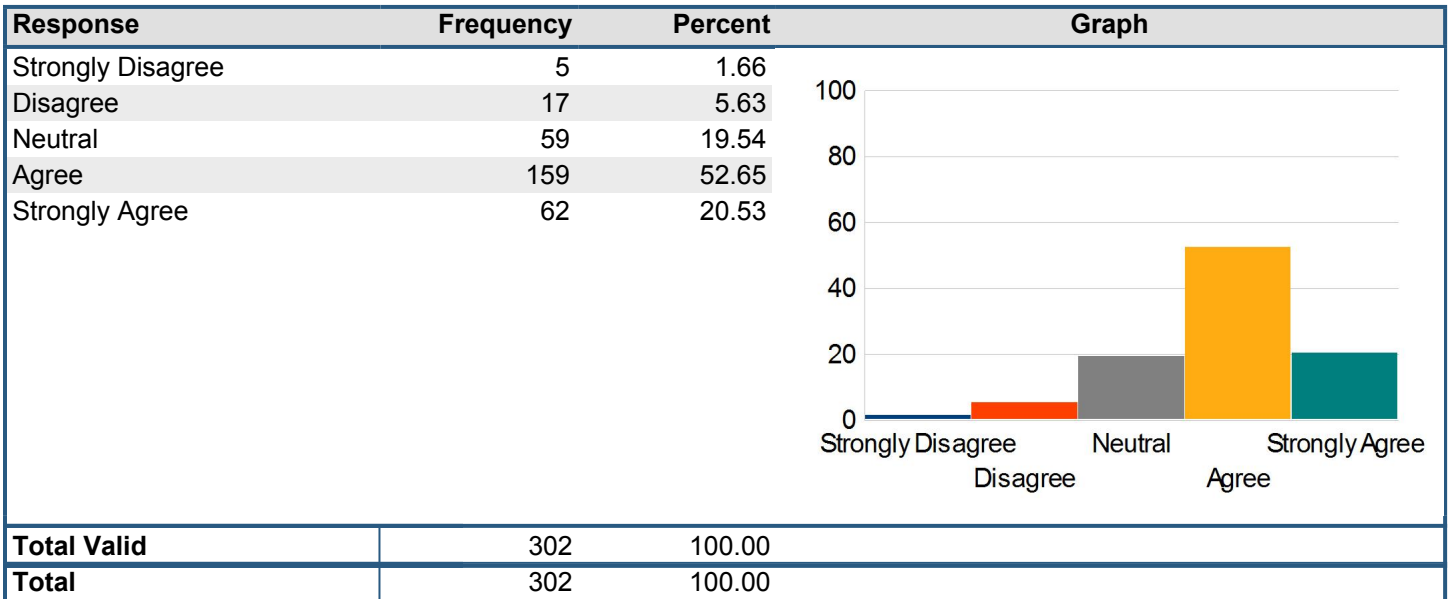
- 65% (196) of respondents like to participate in group discussions, 19% (58) are neutral and 16% (48) prefer not to participate in group discussions. (Question 1)
- 73% (221) of respondents 'agree' or 'strongly agree' that they are generally comfortable while participating in group discussions. (Question 2)
- 63% (190) of respondents 'agree' or 'strongly agree' that they like to get involved in group discussions. (Question 4)
- 60% (181) of respondents 'disagree' or 'strongly disagree' that communicating at meetings usually make them uncomfortable. (Question 11)
- 64% (193) of respondents 'disagree' or 'strongly disagree' that they are very tense and nervous during conversations. (Question 15)
- 57% (171) of respondents 'agree' or 'strongly agree' that they are ordinarily very calm and relaxed during conversation. (Question 16)
- 86% (261) of respondents 'agree' or 'strongly agree' that they felt valued in this class by their instructors and peers. (Question 25)

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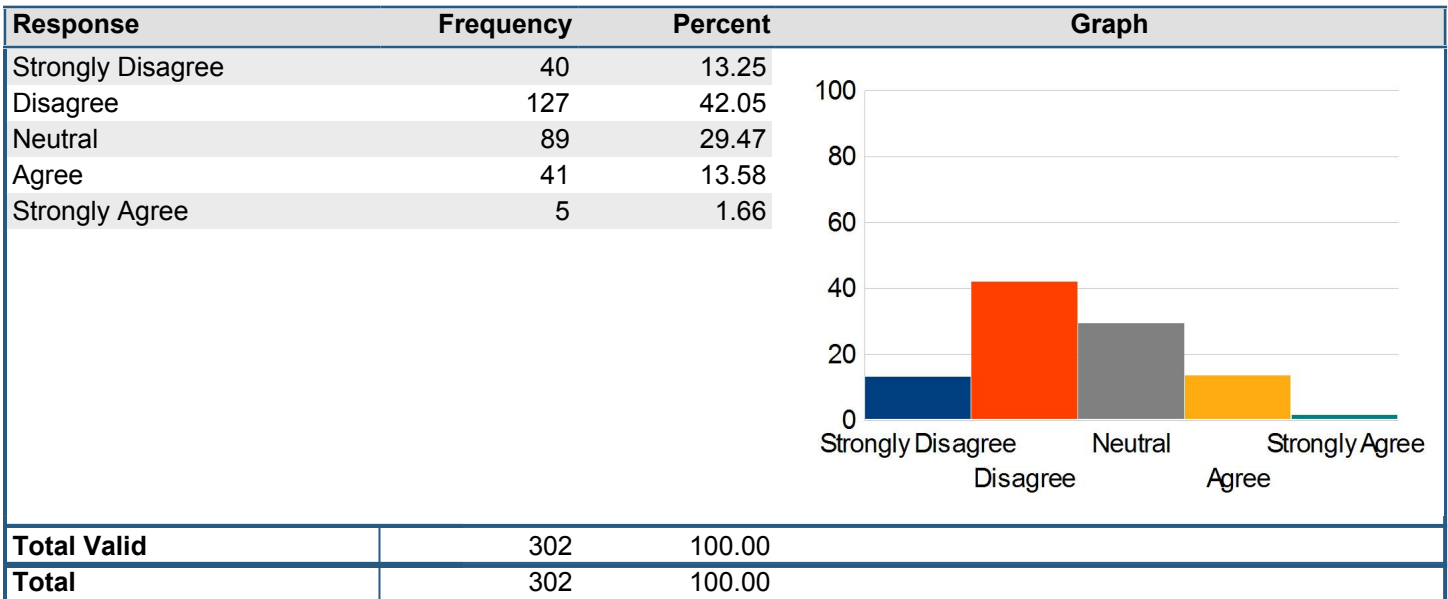
1. I dislike participating in group discussions.



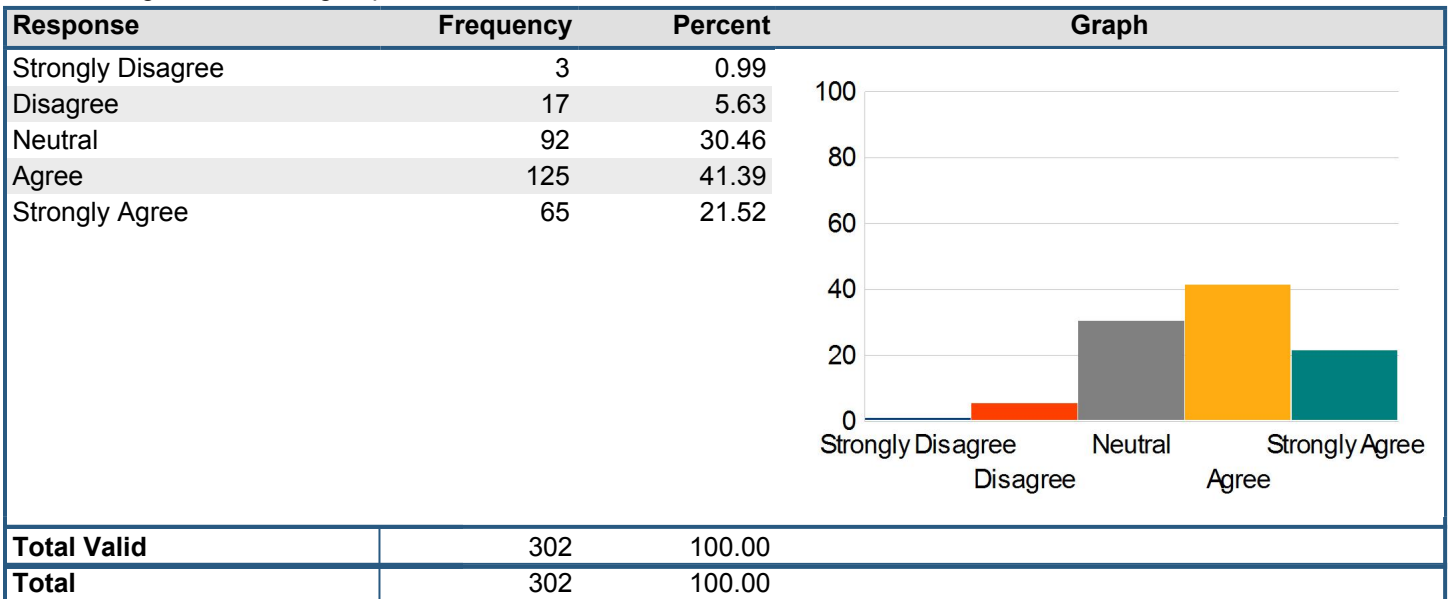
2. Generally, I am comfortable while participating in group discussions.



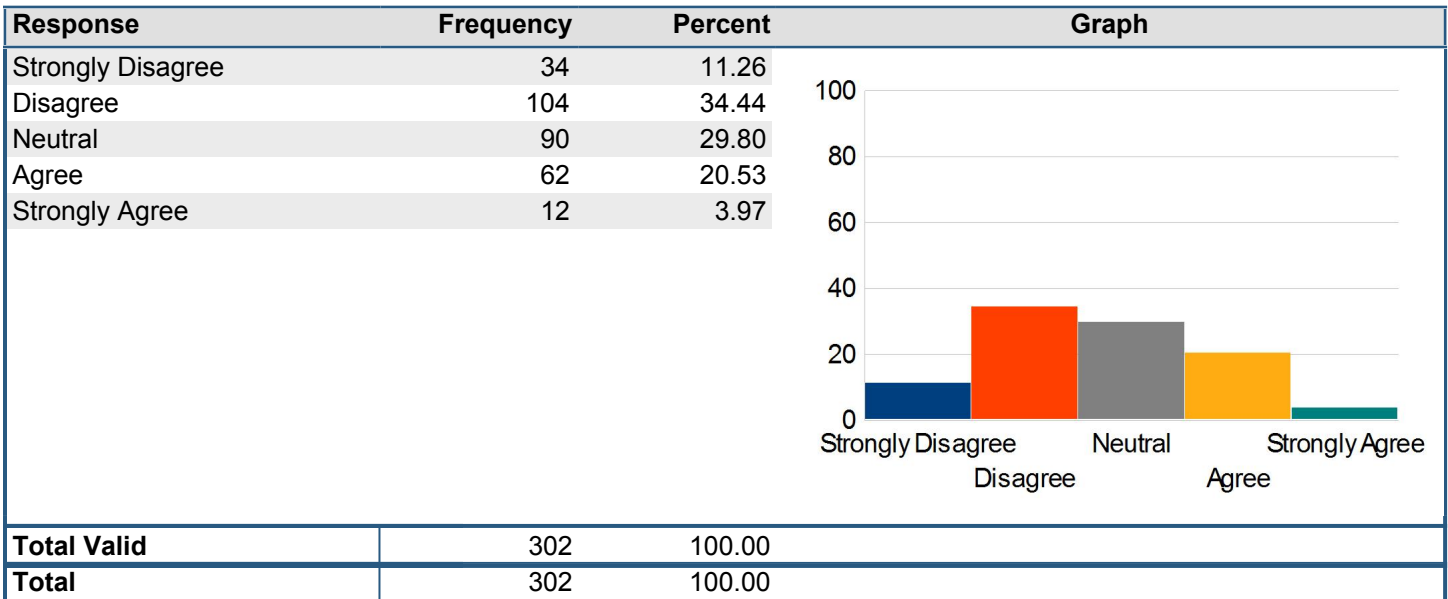
3. I am tense and nervous while participating in group discussions.



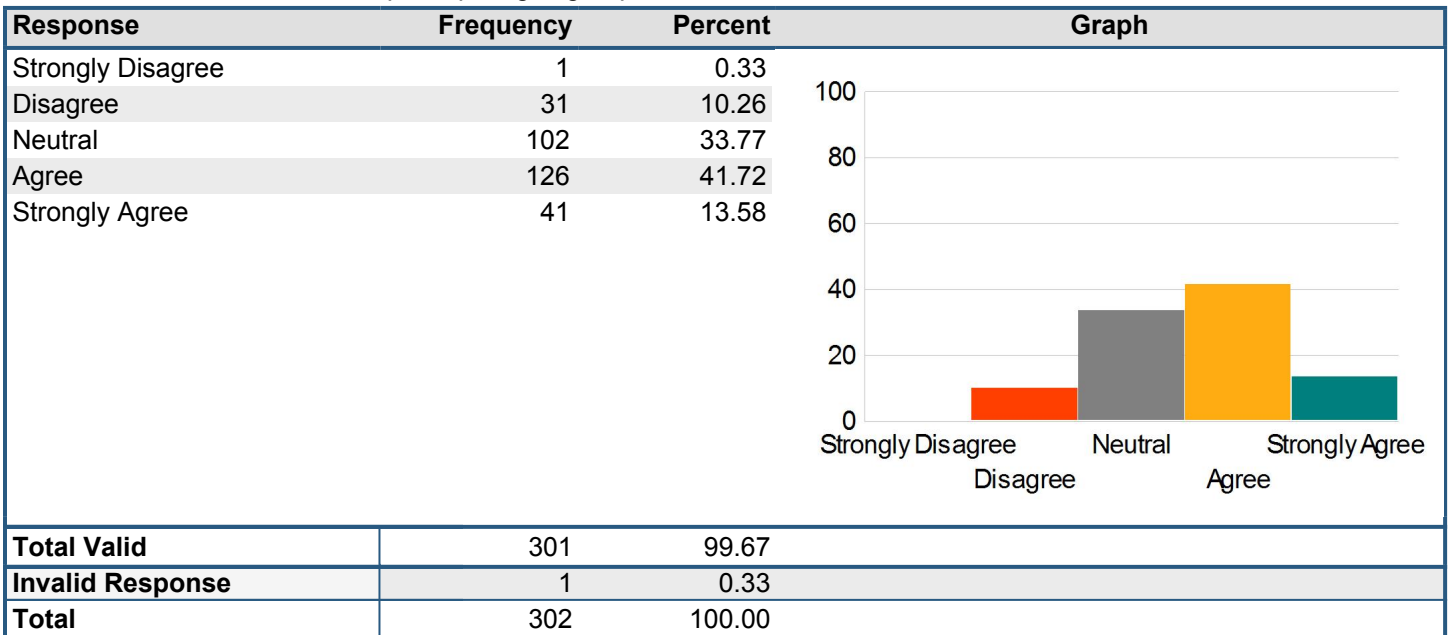
4. I like to get involved in group discussions.



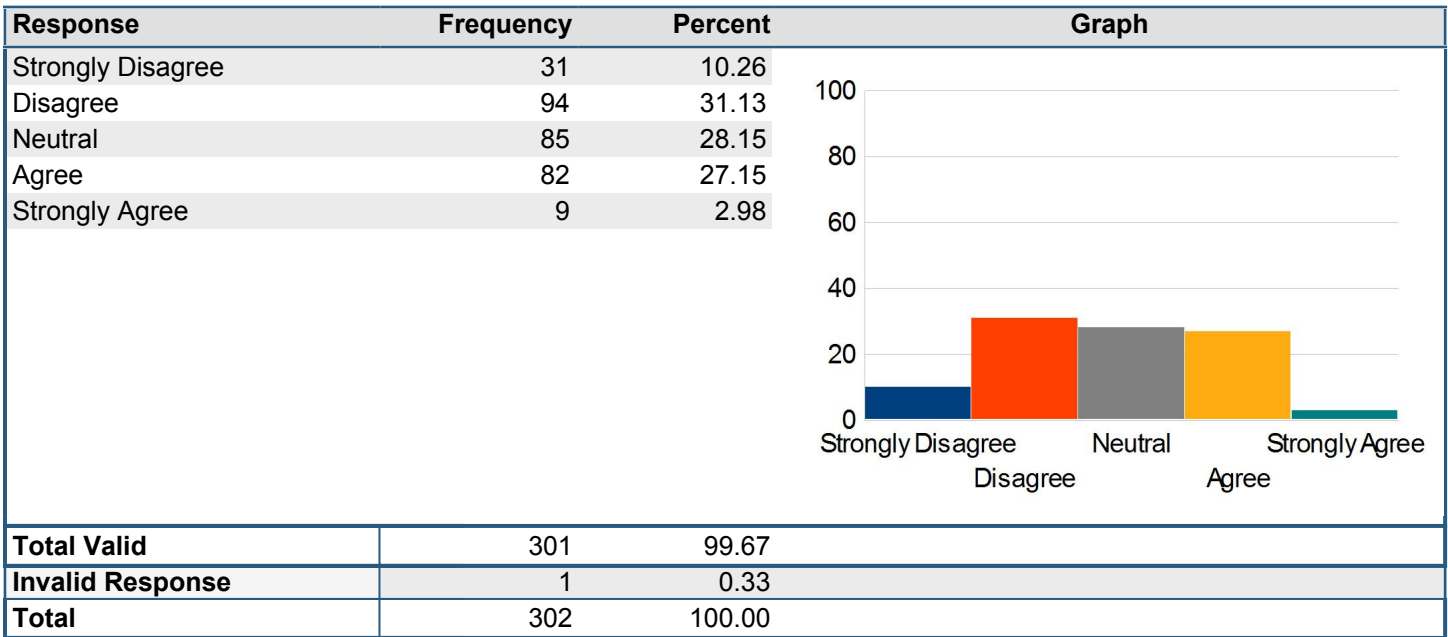
5. Engaging in a group discussion with new people makes me tense and nervous.



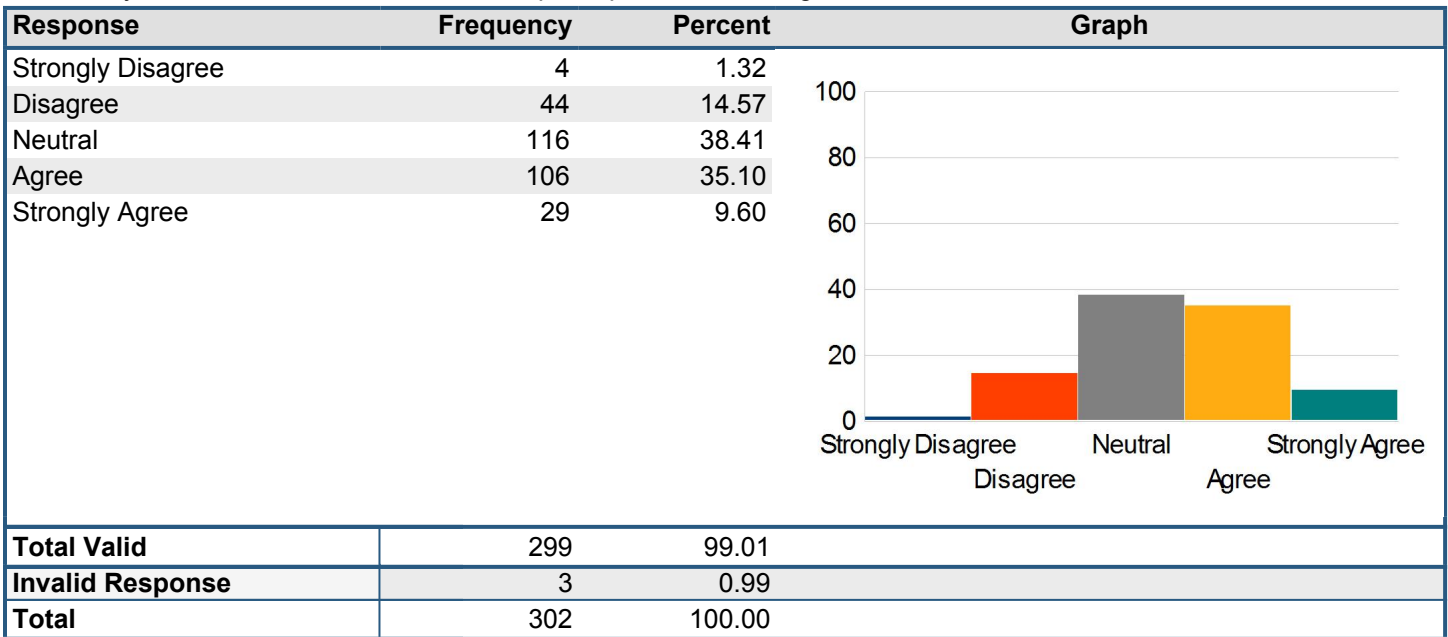
6. I am calm and relaxed while participating in group discussions.



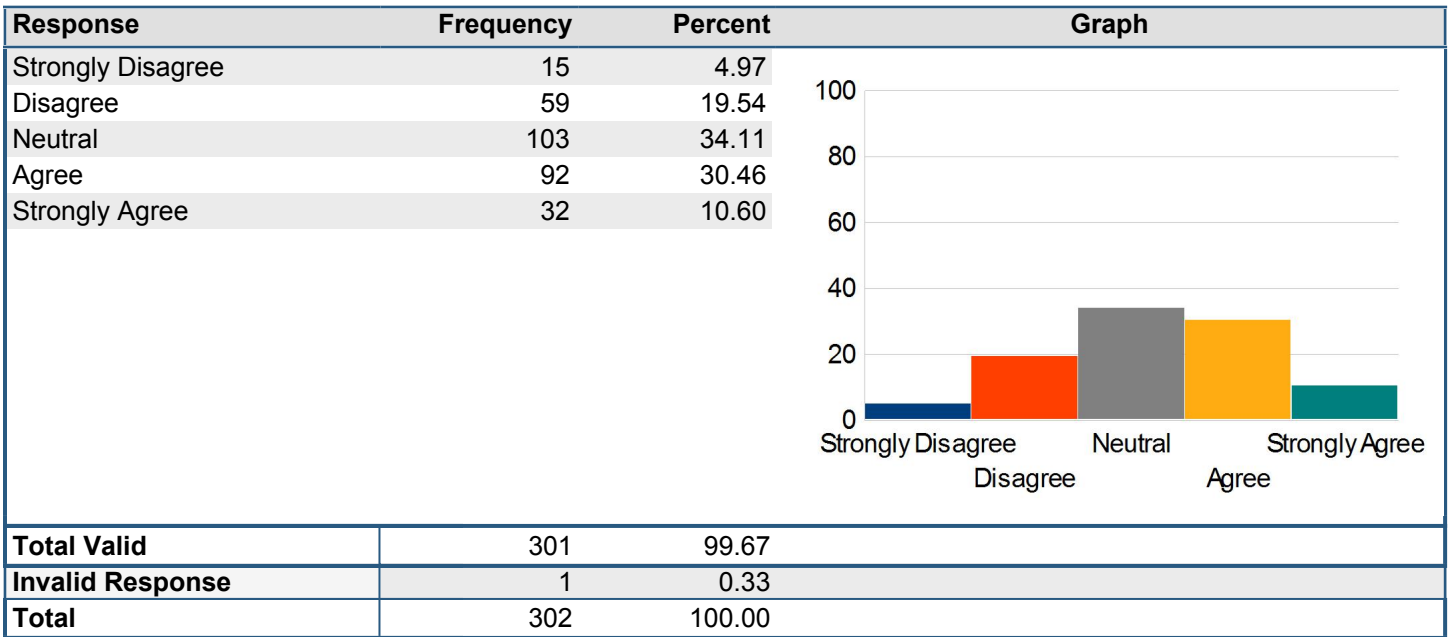
7. Generally, I am nervous when I have to participate in a meeting.



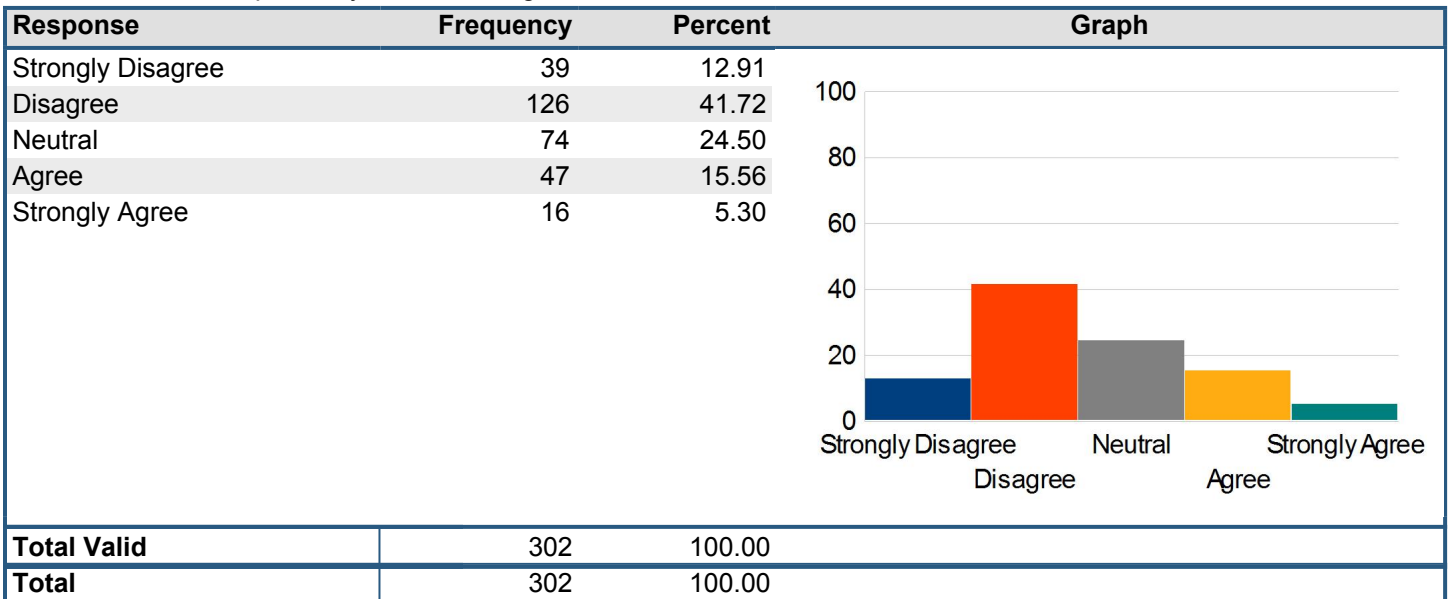
8. Usually, I am comfortable when I have to participate in a meeting.



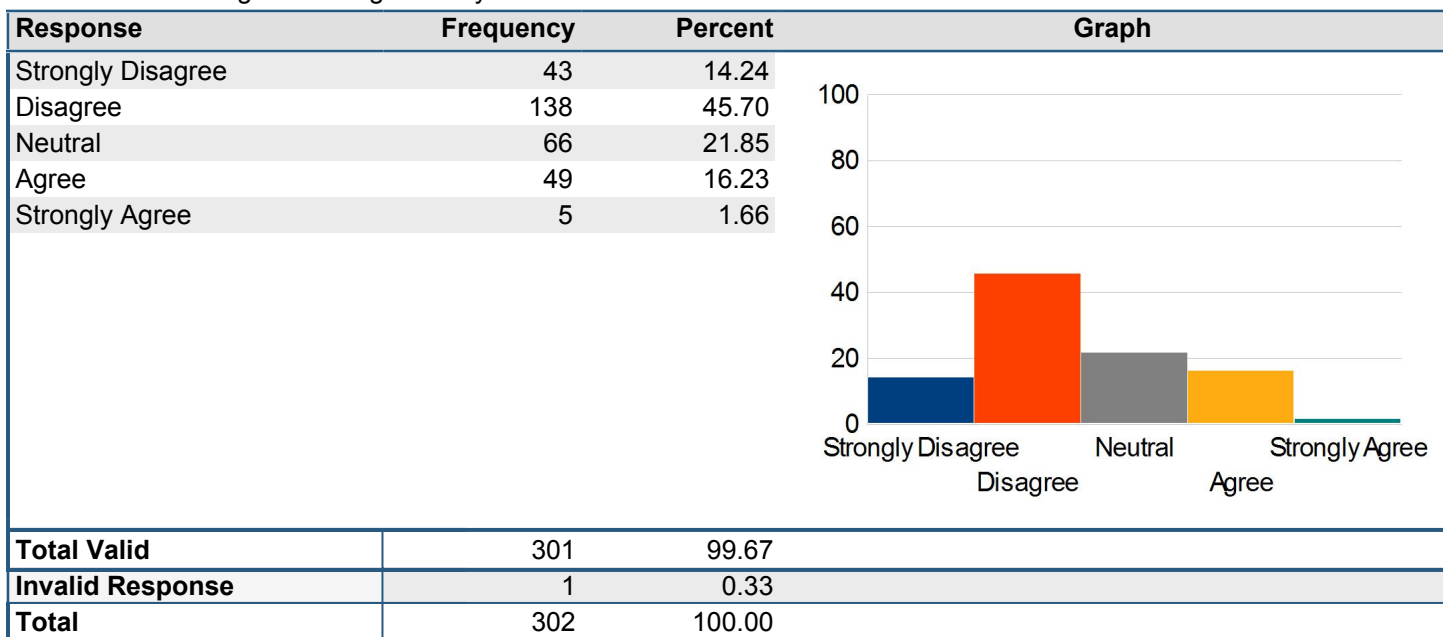
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.



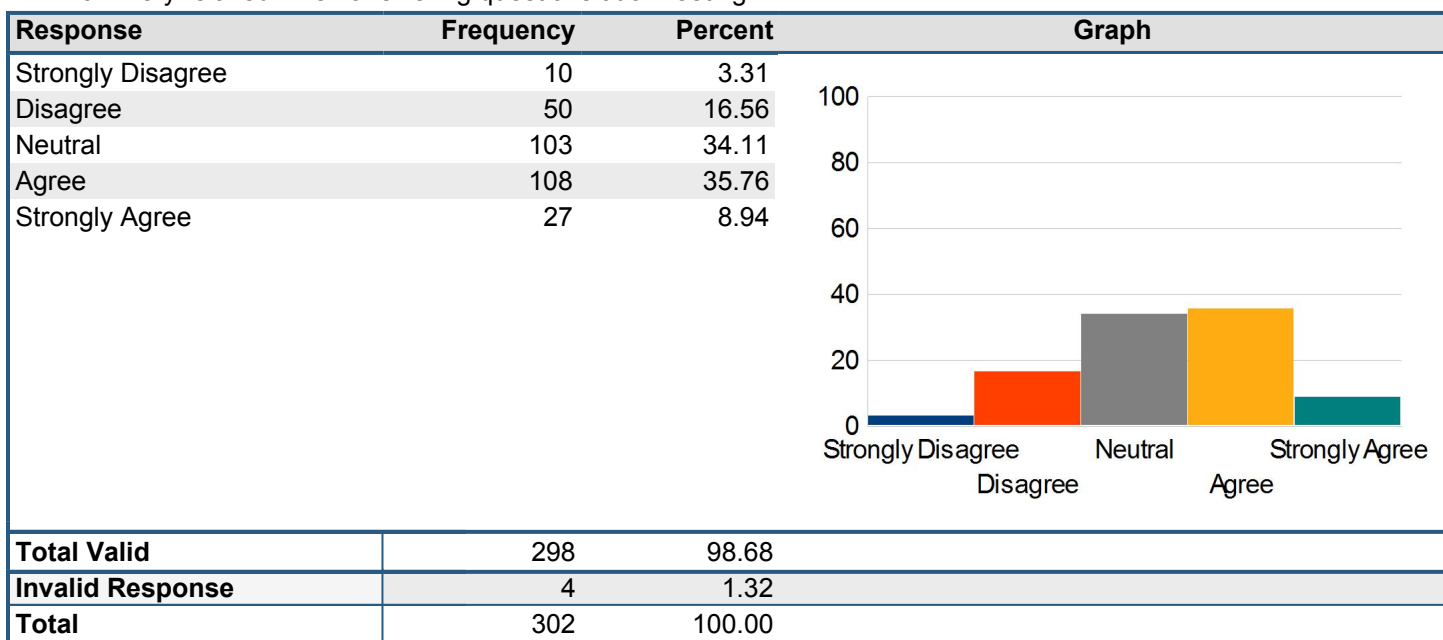
10. I am afraid to express myself at meetings.



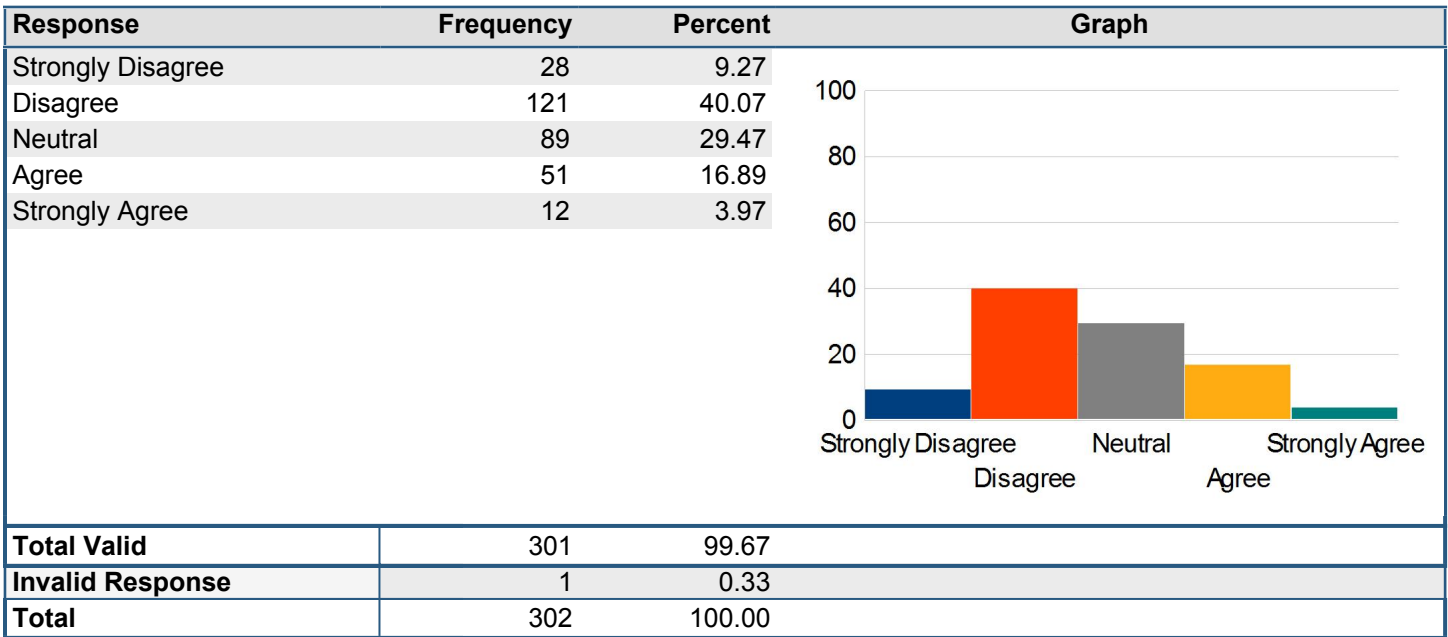
11. Communicating at meetings usually makes me uncomfortable.



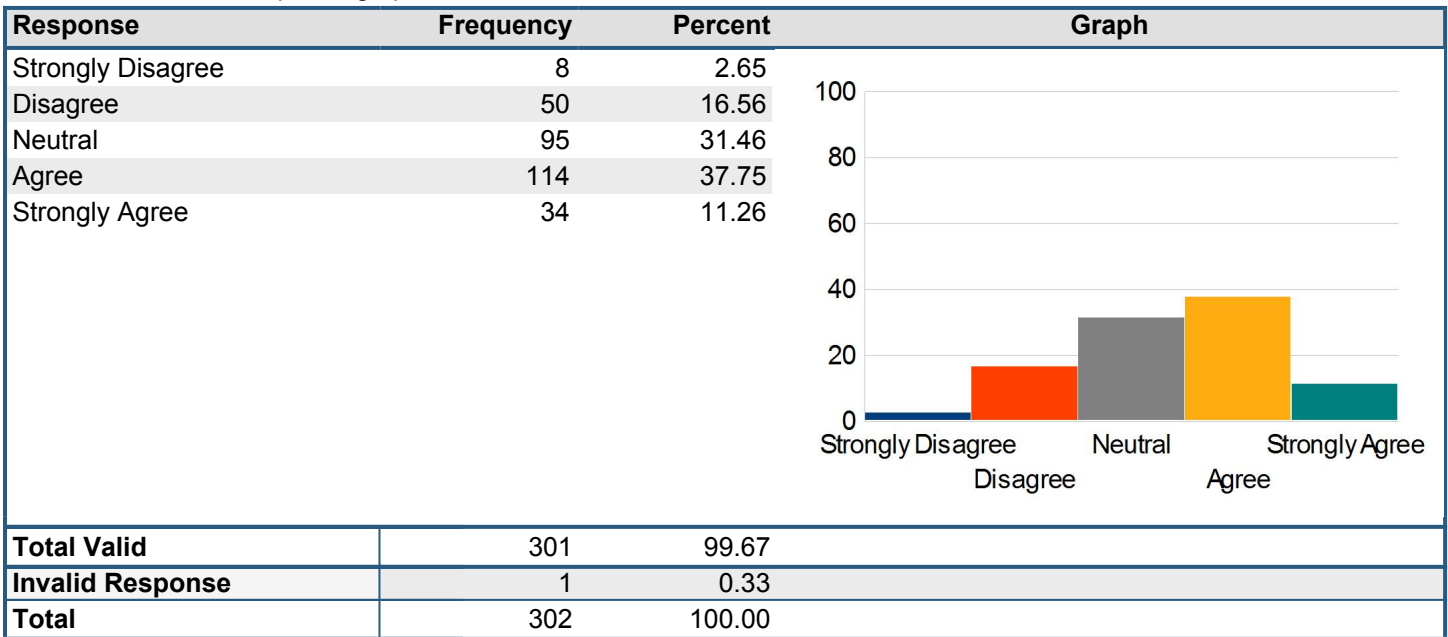
12. I am very relaxed when answering questions at a meeting.



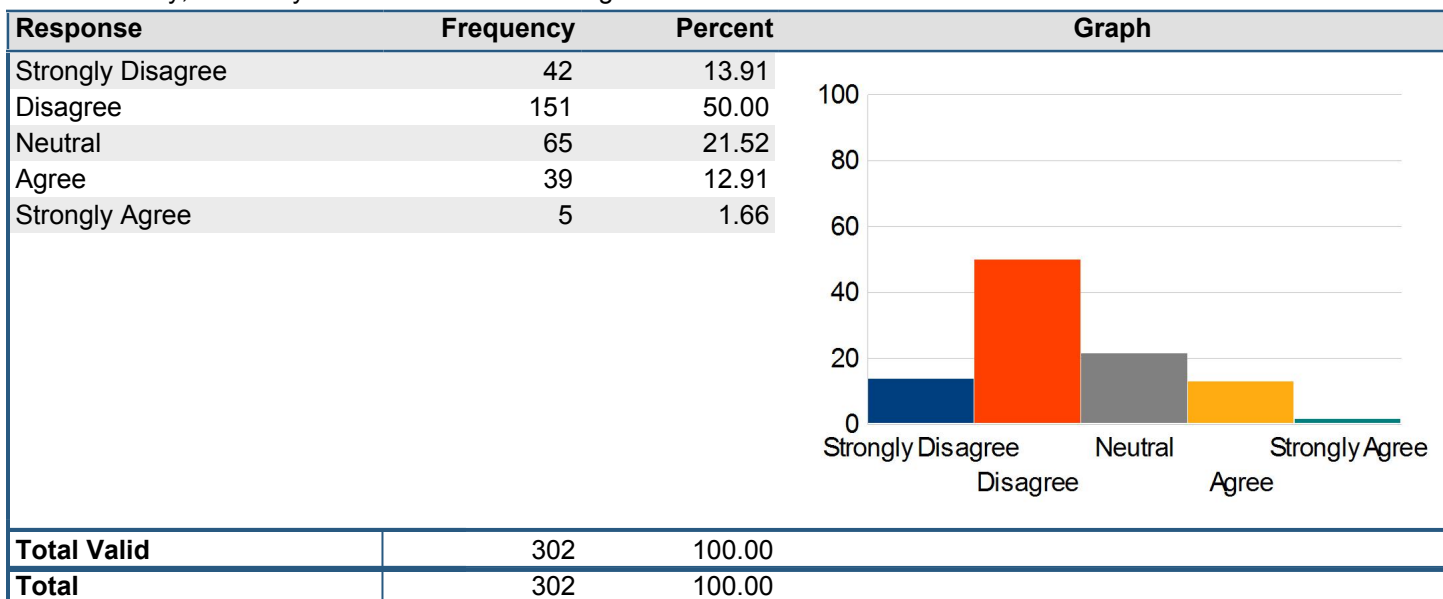
13. While participating in a conversation with a new acquaintance, I feel very nervous.



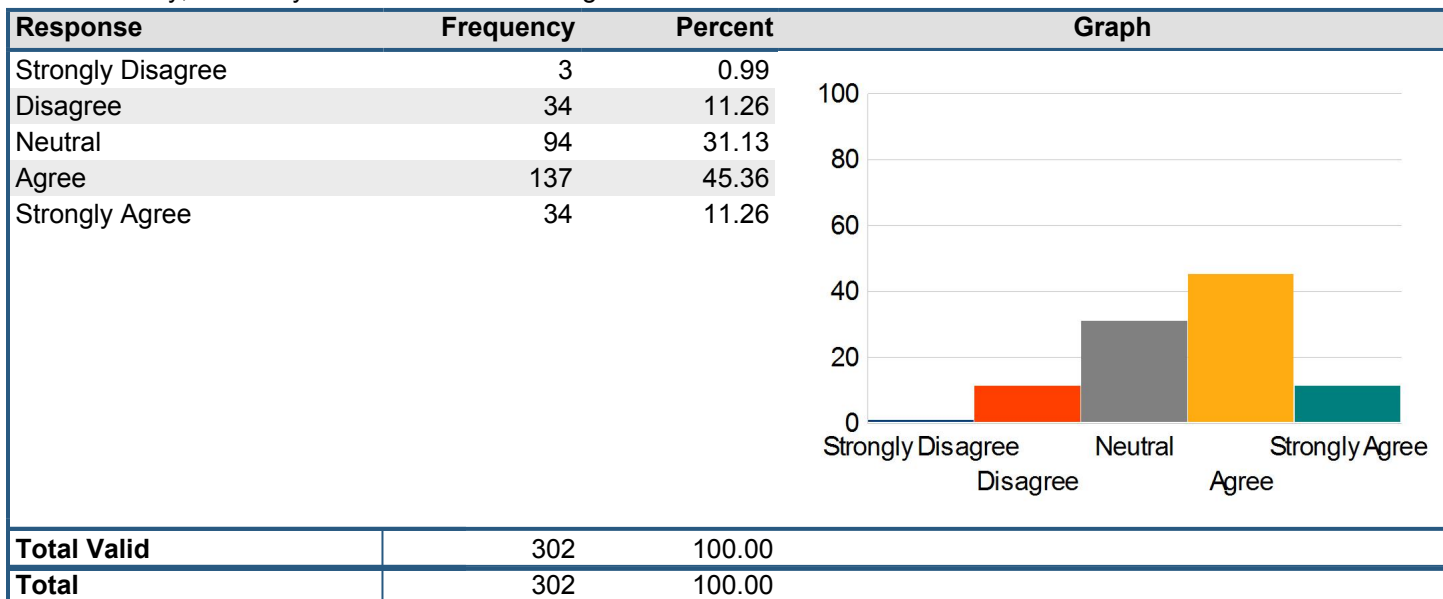
14. I have no fear of speaking up in conversations.



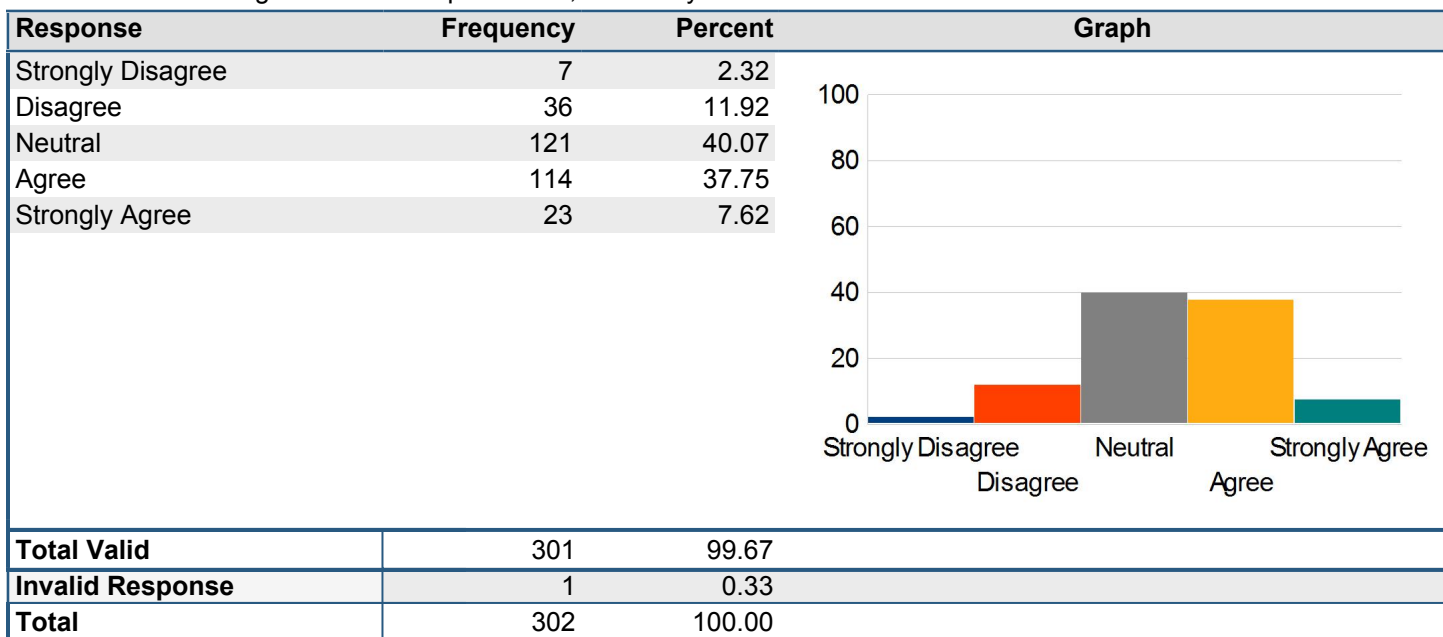
15. Ordinarily, I am very tense and nervous during conversations.



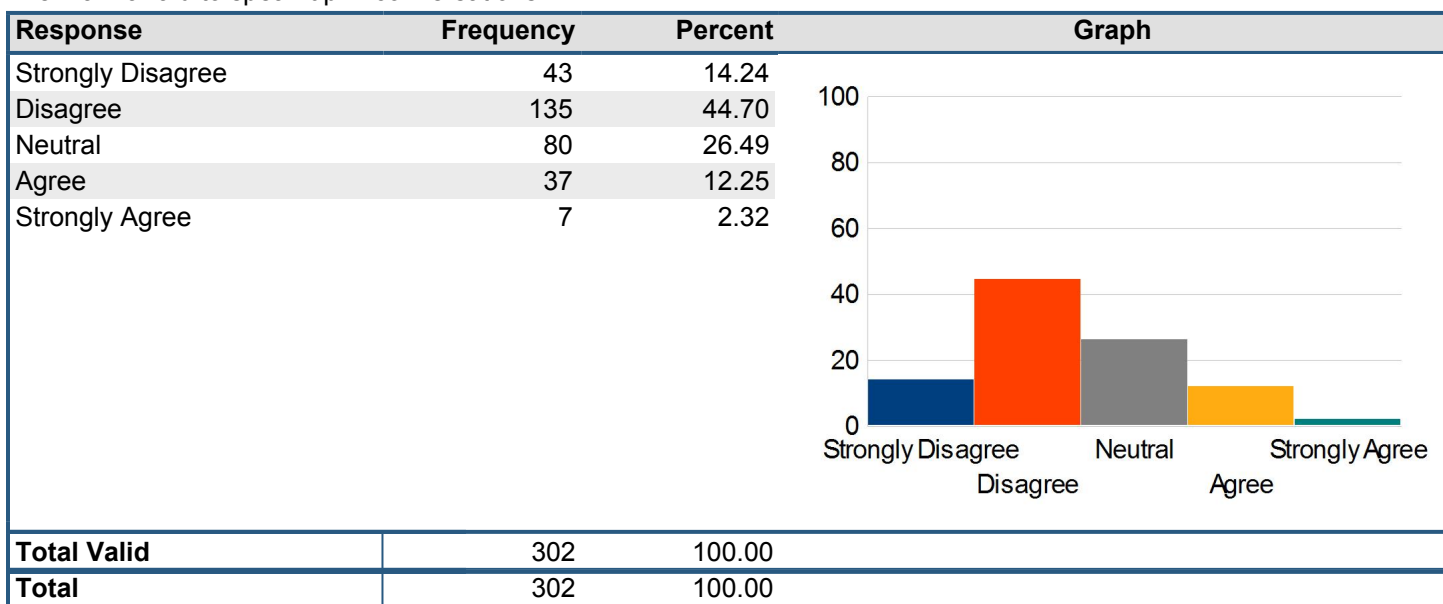
16. Ordinarily, I am very calm and relaxed during conversations.



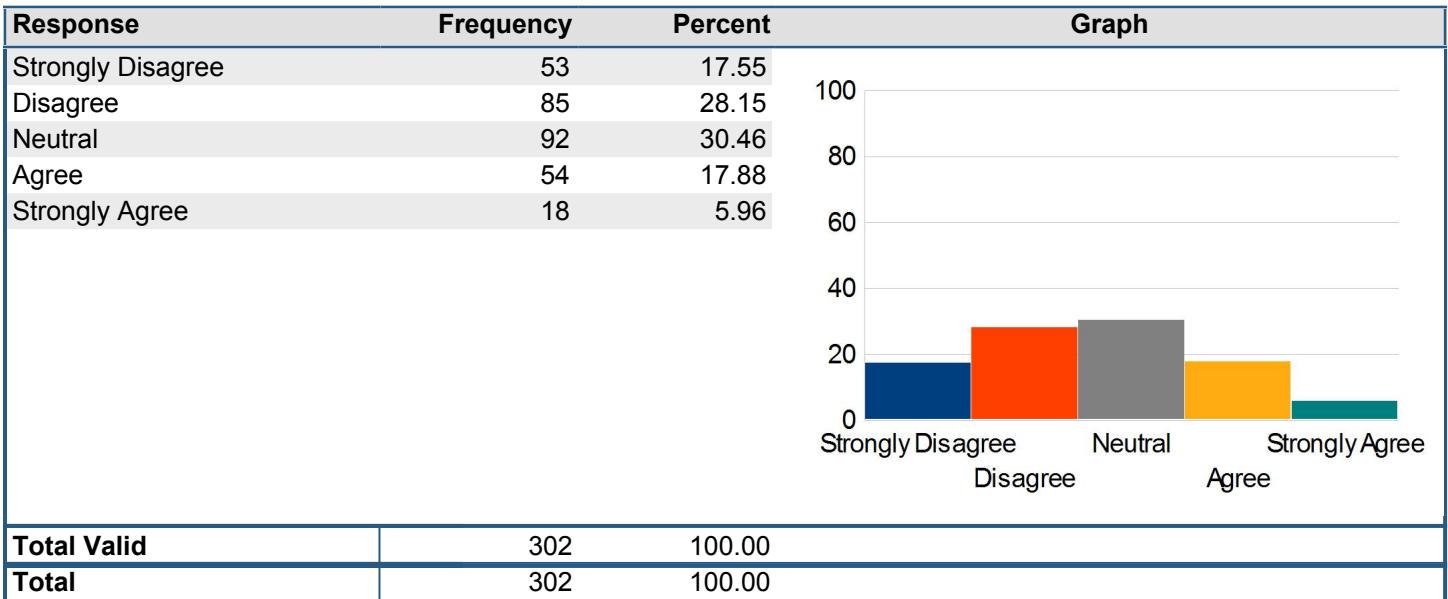
17. While conversing with a new acquaintance, I feel very calm and relaxed.



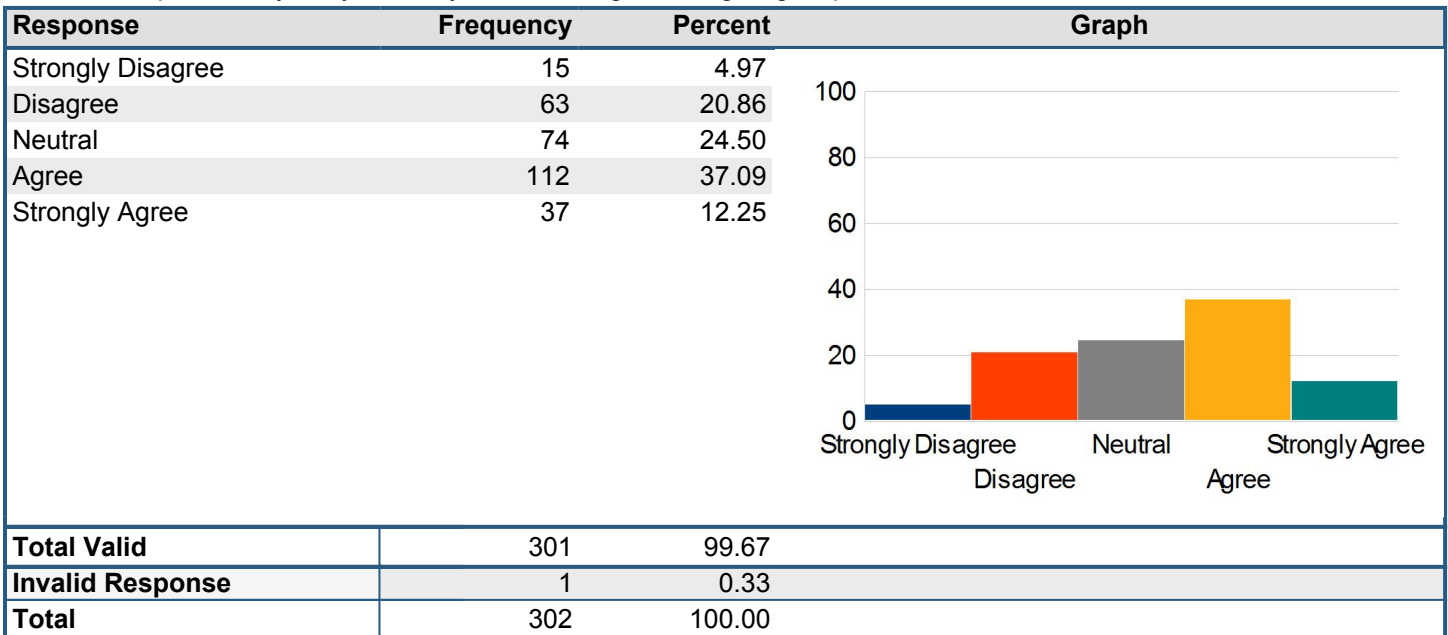
18. I am afraid to speak up in conversations.



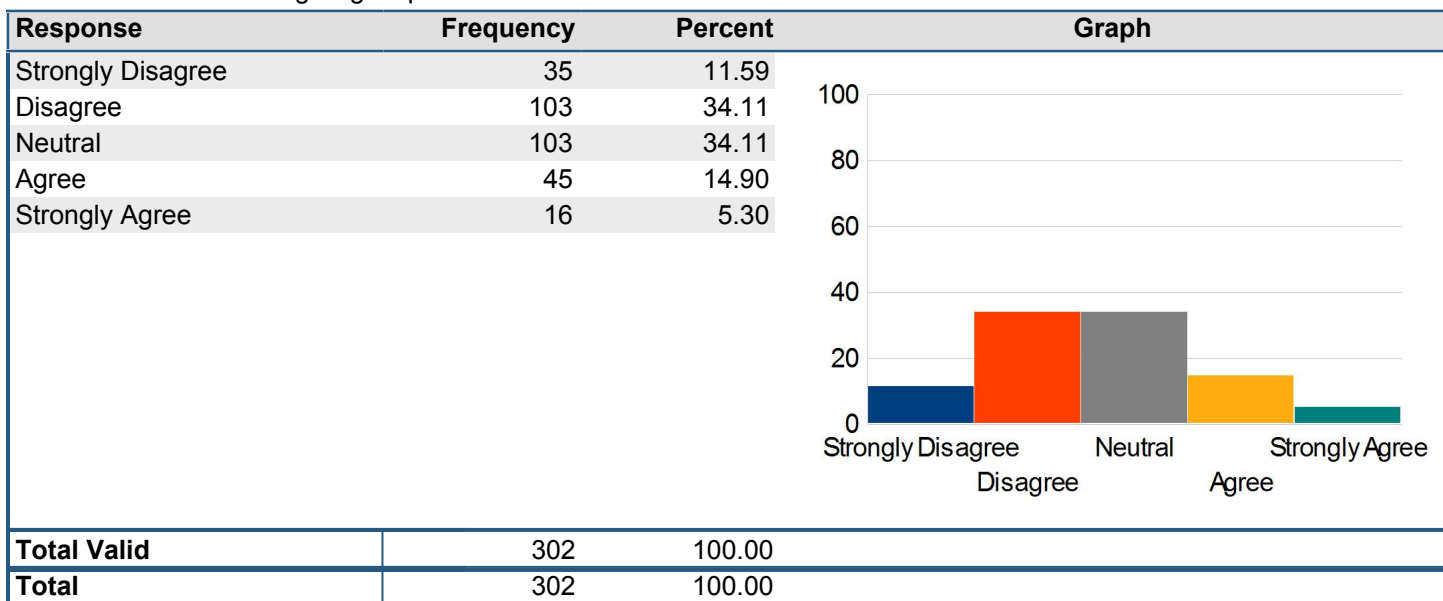
19. I have no fear of giving a speech.



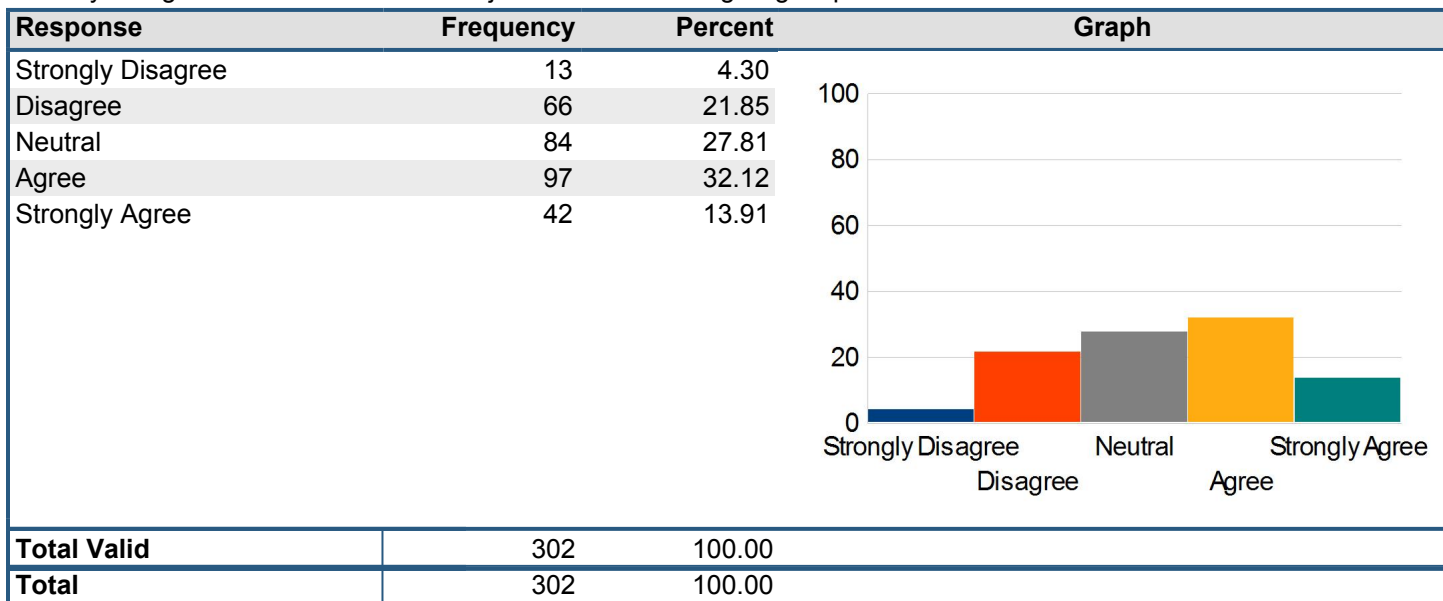
20. Certain parts of my body feel very tense and rigid while giving a speech.



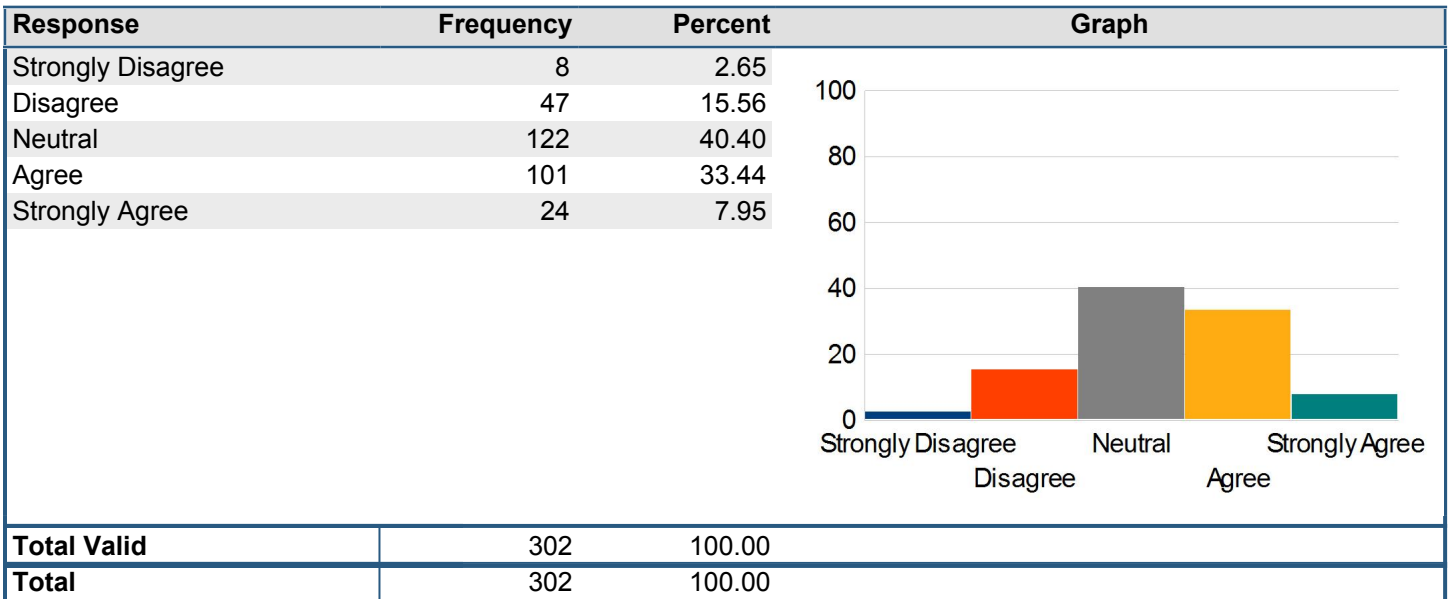
21. I feel relaxed while giving a speech.



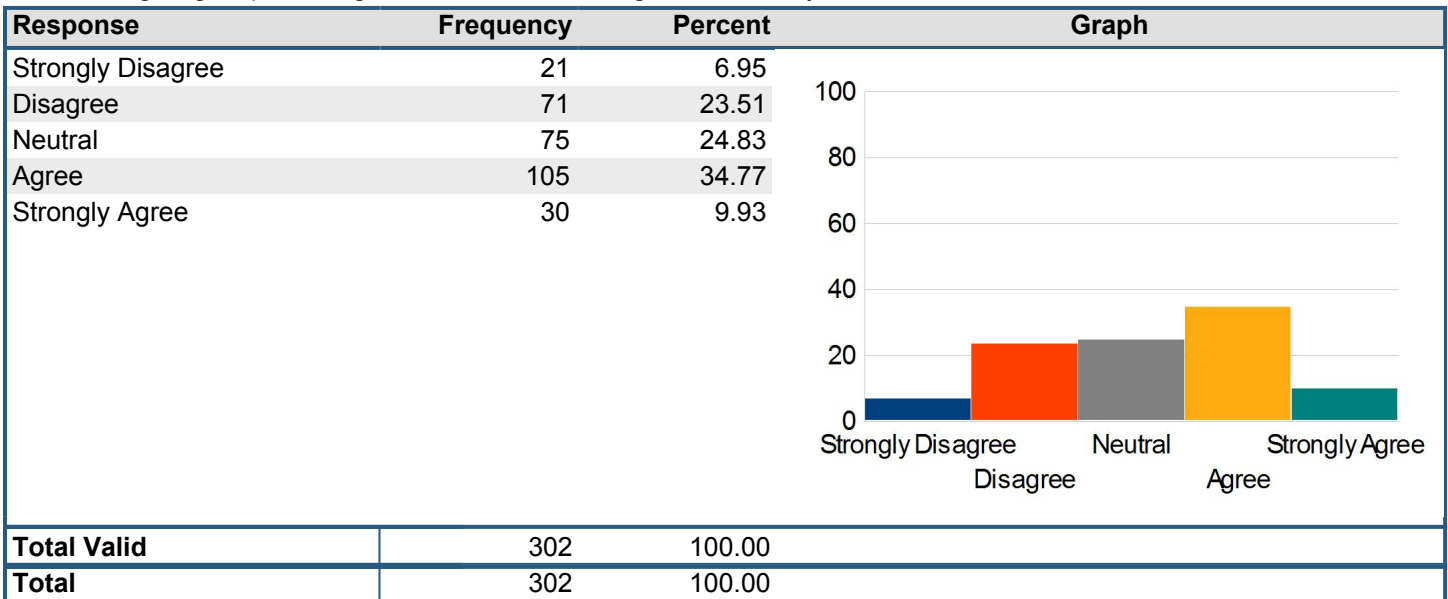
22. My thoughts become confused and jumbled when I am giving a speech.



23. I face the prospect of giving a speech with confidence.



24. While giving a speech, I get so nervous that I forget facts I really know.



25. I felt valued and included in this speech class by my instructor and peers.

Response	Frequency	Percent	Graph
Strongly Disagree	1	0.33	
Disagree	9	2.98	
Neutral	31	10.26	
Agree	116	38.41	
Strongly Agree	145	48.01	
Total Valid	302	100.00	
Total	302	100.00	

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Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
1	At first, I was nervous and anxious, but after giving several speeches I am now quite relaxed when giving a speech
2	Giving actual speeches in front of people and the fact that everyone else is also giving speeches in front of everyone
3	Practice
4	all the speeches in front of the class
5	"wonder woman" thing helped me a lot to increase my self esteem.
6	The "Who's story" really helps me get involved in the class. This makes me feel more comfortable in a class. Then, I start to participate more in my class that makes my communication better.
7	The Demonstration speech really helped me by giving me confidence. It was a pretty easy speech and since I knew how to do the thing I was demonstrating really well, it flowed more naturally.
8	The demonstration and informative speech helped me understand the process of preparing a speech along with the various supplementary requirements (such as a visual aid).
9	Speaking a lot more
10	The speeches gradually got harder but were layered perfectly in terms of the gradual build-up to the hardest speech.
11	support from classmates
12	I feel like the demonstration speech helped me. I think if it something I really know a lot about, I wont be as nervous when giving my speech.
13	I liked the impromptu speech we did in the beginning of the quarter. I feel like giving a speech when I wasn't prepared at all was a perfect way to start. It was like, "I'll be prepared for all of my other speeches. If I can do well with a speech I only had a minute to prepare for, I can do fine in my other speeches I'll have a week to do."
14	Each speech assignment helped build my confidence. Instructor giving an example speech every time also helps sets the bar for me.
15	N/A
16	The only thing that helped me was getting more comfortable with the people in the class. I am very shy, timid, and insecure when I am not familiar with people; so seeing the same people in class each week slowly made me feel more comfortable presenting speeches to them. I will say that my instructor uses the strategy of having people pick their own partners frequently for in class activities as well as one of the speeches which I didn't like. It makes it hard for shy, insecure people like me to meet people and meeting and interacting with more people in the class would greatly help me get comfortable with them which would further help my ability to be comfortable giving speeches in the class. I like it when teachers pair people up, I think it is a more effective method for getting people to branch out and meet everyone in the class as well as avoid making some people who aren't as well-liked or shy not feel left out.
17	Privilege Speeches. Everybody talked about his or her experience. Heart transplant.
18	Group speeches and discussions.
19	Probably the speeches. The more you do it, in theory, the better you will be at.
20	Group activities helps because we get to know our classmates better and think of them as friends as oppose to giving speeches to strangers.
21	The speeches with groups.

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
22	I feel like both the speeches so far have helped calm me down a little because I know that I am capable of giving a speech. The dinner parties are what make me the most comfortable. I like discussing hot topics with my peers.
23	Getting to know a little bit about everyone in the class made it easier to present in front of them.
24	Talking amongst our "squads" or groups about our free writes helped me get comfortable with my table mates and further helped me be comfortable talking and giving speeches in class.
25	Group Activities
26	Group Work
27	The outlines really helped me during my speeches because I know what I would talk about during my speeches.
28	Speeches and group introduction
29	The activities that help develop on my communication is group discussions, and getting to know our peers.
30	communicate with peers, reading, and give examples
31	jokes. small speeches at the begging. start the speech more like a conversation.
32	The classroom setup as a group seating helps to reduce communication apprehension because it encourages talking to your peers. The impromptu speech especially helped reduce communication apprehension because students adapt to the challenge of talking about a topic they aren't always familiar with.
33	I did not have communication apprehension while taking the course.
34	I felt like the activities where we had to speak to people outside of our squads made me more comfortable with giving a speech because it made me feel more comfortable with everyone and like they wouldn't judge me.
35	speeches
36	the performance speech and 2 truths one lie
37	Group
38	I would say the creation of preliminaries were useful as it encouraged more preparation for speeches then I would usually give. However, the examples given and what you described as what we should do were in conflict with each other which would cause confusion for both me and my classmates so making the samples line up with your expectations more clearly would be useful.
39	Demonstration, analyze, informative speech
40	Doing a group speech with other classmates.
41	Discussions in a small group in class helped me a lot because I could have many opportunities to express my own thoughts and learn different ideas from others.
42	I liked picking my own topics so students could ask me stuff.
43	Having all these multiple speeches with the same audience has made me much more comfortable with my later speeches since I'm not as nervous.
44	All the feedback that was given after the speeches helped a lot. The group ice breakers also helped.
45	The speeches themselves were the most helpful part to reduce communication apprehension.
46	Impromptu, speaking on subjects I have an affinity with.
47	group discussion
48	Activities and assignments that aren't graded heavily or at all has helped me reduce my communication apprehension.

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
49	The performance speech definitely helped me impress my audience.
50	For me I think after the performance speech I felt a lot more comfortable and relaxed with my class.
52	Every speech helped a bit; I think as I practice more, I will begin to feel more comfortable (not all of a sudden). Specifically, the Change the Story speech and Performance speech in combination helped since one was very personal, and one less so.
53	The AHA speech helped me a lot because i was able to relate to my topic.
54	I very much enjoyed the activities in the very beginning of the quarter such as answering personal questions by stepping forward in a circle, our first group speech, and 2 truths and 1 lie. It helped me feel more comfortable.
55	By taking this class, especially fighting against my anxiety during each presentation, I became a better speaker. I started to share my thoughts in other classes.
56	Less speeches, more group discussions
57	Searching ways to reduce speech anxiety helped me give my speeches confidently.
58	Group speech lets you be a part of something bigger but organized.
59	The group exercise 'Who's story?' was helpful because it was almost like a mock group presentation. We had to be prepared with our own parts, work well with other members of our group and command attention.
60	The 2 group projects we did helped me with that. Being up with other people makes me less nervous
61	The major speeches
62	All the Spex combined with the larger speeches really helped my communication apprehension.
63	The speaking exercises were a good introduction. I also liked the ice breakers and general friendly atmosphere we created in the class.Each speech was hopefully in their own way in practicing delivery specifically and refining researching skills.
64	The group activities and main speeches helped me reduce my communication apprehension.
65	all of them have helped me for sure but not sure I can not choose any particular one.
66	One
67	all of them.
68	I really liked the group activities and the actual speeches. It helped me a lot.
69	both speeches and other assignments with groups.
70	major speech 2
71	activities: in group like "telling story" Assignments: peer critique. Speech: Informative/Demostrative
72	The delivering of the speeches themselves helped reduce communication apprehension.
73	Performance speech
74	The circle activity of sharing our emotions and hardships.
75	The AHA speech help with my communication apprehension a little.
76	Impromptu speeches that required class collaborations such as the introducing a classmate speech or the boys vs girls speech
77	Impromptu speeches
78	All of them

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
79	The Project 1 speech and group presentations, along with various group meetings, strongly helped me reduce my communication apprehension.
80	Practice speeches, and the various types of speeches helped me find a voice I am comfortable with.
81	All of the in-class engagements helped to reduce my communication apprehension.
82	Just knowing that all my classmates and I are here to do the same thing is very reassuring to me. we are all in the same boat even though some people come more prepared than others
83	Just doing alot of speeches, I guess it's just tolerance
84	All the speeches because it is a different challenge every time and I had learned something new with every speech.
85	pet peeves speech
86	By having speeches that weren't graded in the beginning helped relieve the stress of trying to get a speech right as soon as possible. Also, the occasional group discussions and impromptu speeches allowed me to be more comfortable speaking in front of the class despite the spontaneity.
87	I had almost none, to begin with, I focused on other parts of becoming a good speech, better control of body languages and techniques.
88	The first case study presentation was an effective speech for me, mostly due to my lack of preparation. I rarely give a speech without being prepared or feeling confident, and unfortunately I was both unprepared and nervous for this speech. Pulling together a decent presentation reduced my anxiety for presenting a public speech without preparation and confidence.
89	The fact that the first few speeches were only focused on delivery not so much the facts and citations this helped me practice just going up and speaking. This helped me a lot getting warmed up to presenting.
90	Class discussions where the teacher gave us little time to form a conclusion and speak our mind in a good qualitative point on the topic she gave us to think about./When she called on us in class to let us share our impute on the subject she was presenting on.
91	Really getting to know my group and knowing they are there to support me no matter what!
92	Impromptu speech
94	Giving various speeches on topics I was comfortable with allowed me to focus more clearly on my delivery and execution of the speech
95	Persuasive speech
96	doing a lot of speeches
97	None in particular. I didn't feel any apprehension.
98	Having to speak in front of the class about a certain topic, for example the Demonstration speech assignment. Having the ability at times to express my opinion to the class.
99	Impromptu speeches throughout the quarter and the informative speech.
100	Dinner Parties and various Engagements in class like the policy debate and cultural collage.
101	I feel in general I was able to communicate freely as my instructor created an open and accepting enviornment in the classroom.
102	When I spoke about drug abuse I knew it wouldn't be the greatest feeling but that's what I need. I feel not a lot can relate to what I want to express so I'm slowly trying to feel comfortable speaking my mind.
103	Kaur used different speeches to hone our skills in multiple areas, and at times they did not feel like we were speaking publicly at all (as in 2 truths and a lie).

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
104	speaking with classmates because it made me feel like i was speaking with friends when i was presenting, so i felt less nervous
105	Talk with classmates who I have not talked before.
106	doing the random speeches everyday helped me alot I don't feel afraid to do speeches anymore
107	speech
108	The performance speech was the most helpful to me in reducing communication apprehension.
109	The assigned speeches were a big help with reducing my communication apprehension. I was able to find what to fix after giving my speech and would improve from there. There are still some quirks that can be ironed out but that will likely come from time and giving more speeches.
110	The performance speech. Singing in front strangers made any speech afterwards feel easy.
111	All the big speeches
112	group speeches performance speech
113	I feel like doing the breathing exercises and editing my peer's outlines reduced my communication apprehension.
114	group discussion and activities
115	Getting to know everyone in the class. We have all become great friends.
116	speaking. Giving a speech in front of the class. It let me know that I can talk in front of people and be ok with it.
117	group speech and speech within the group
118	Standing in front of the class helped me get my fear of judgement
119	sharing answers with peers and with the class
120	group discussion and speeches
121	Probably the informative speech, since I was very happy to speak about my topic
122	impromptu speeches, group discussions.
123	The consistent cycle of speeches helped greatly.
124	switching seats through out the quarter because i would get to talk to different people so when it was time to talk in front of the class it wasn't as intimidating as i would probably get if i was in a different class.
125	The activities in the first two weeks that helped us break the ice. Also, all of the speeches (except the last one) were ones that I actually liked and made me want to work on the assignment. I didn't really enjoy the last one partly because I'm not a person that would want to persuade people but everything else was very enjoyable.
127	Persuasive sales pitch, favorite speech evaluation, and active listening report helped me reduce my communication apprehension.
128	The teaching section in front of classmates.
129	I feel our daily "turn to a partner" activity in class, making us meet new people helped me with communicating better with other people.
130	The practice speeches at the beginning were really helpful
131	Group discussions and case study presentations.
132	The first group presentation, it helps me to be more confident and working in a team.
133	All the major speeches
134	Talk with random strangers

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
135	Deviant for a day, shared a experience about the most embarrassed thing you done.
136	The activities that we did to build trust with each other really helped me not be so nervous giving my speeches.
137	The Performance Speech, and feedback from peers.
138	The third speech, the informative speech. I had to give it sooner than I thought I would.
139	audience peer eval- felt empowerment from this activity
140	group discussions
141	Practice, giving speeches in front of class, doing things from what the book is recommending.
142	I think doing many speeches can help me in reducing the communication apprehension. In fact, the more I practice and know the topic, the more I feel confident.
143	Impromptu speech helped me reduce the anxiety level of speech.
144	The first speech (3 cultures) really helped me to know my classmates better which made it easier to communicate with them anytime and the multiple opportunities at speaking made it much more easier to speak with confidence.
145	first speaking activity
146	Public Speeches and just group activities.
147	Working with groups for several speeches, meeting different people through several activities and engagements in class. The activities helped me realize that people are the same as me, and I not be apprehensive of them.
148	We had multiple engagements in class where we were able to get the entire class together to discuss and talk. It was really fun.
149	I think the group speeches really helped reduce my apprehension.
150	group activities
151	everything other than the group work help me to become a more comfortable and confident speaker.
152	Surprise speeches.
153	I think overall, having the assignments build up throughout the quarter helped with my communication apprehension. I think it got easier the more I went through the quarter
154	The group presentations
155	The Self Bag and Communication Lecture assignment helped me reduce my communication apprehension.
156	I really liked when you would have us do speed dating activities. It gave me a chance to meet my classmates and feel less anxious around them when I had to give a speech.
157	Activities that involved in me going up in front of the class to speak out on my opinions, or topics of my choice.
158	Constant group work where we have to communicate. Also, the great classmates that were all welcoming
159	Group discussions.
160	Every speech we have ever done
161	Definitely, the activities presented really helped me build confidence with classmates.
162	The minor speeches really helped me with my communication apprehension. Gradually throughout the quarter, the major speeches were very scary to me but it turns out I did pretty well.

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
163	Reahearsing speeches. Having key elements of the speech to focus on.
164	the impromptu speech helped me reduce my communication apprehension during this quarter.
166	doing ice breakers and getting feedback from other peers.
167	I think the individual speeches really helped me come out of my comfort zone and it gave me a little bit more confidence to speak in front of others
168	The ice breakers that we would do within our tables and then sharing with the class helped me feel a little more comfortable with the class, which then made me feel less nervous when giving a speech.
169	small group conversations, getting to know the classmates a little better and outlines helped tremendously
170	The positive comments we did for each other and ourselves about what we did well on our speeches, as well as the short exercises we did to prep our minds and bodies for the speeches (stretching, deep breaths, mantras).
171	Knowing my classmates and having a good teacher helped me improve my skills
172	The activity that really helped during this quarter was the AHA Speech, mainly because it was a very nice topic to allow us to focus on our weakness and approve upon it. The margin of failure was there, but it was not as daunting as other assignments.
173	I felt more apprehensive when the instructor gives us an example of speech. Outclass reading and persuasive speech are good to help me understand more about how to prepare and deliver a good speech and peer critique is another good way to learn too.
174	I liked how we got to walk around the classroom and practice our speeches with classmates. This helped me get feedback before my actual speech which made me feel more confident.
175	doing all the speeches helped me throughout the quarter with my speech anxiety. I think ive progressed enough to say I am better compred to the beginning of the quarter.
176	Group presentation, in class activities
177	all of them
178	Ice Breakers. Just forcing me to do speeches.
179	giving an individual speech and having time in class to work in group
180	sit in a chair at a new table everyday. That helped to bring the class together.
181	group discussions
182	following the list of guidelines that the teacher give us how to write our speech properly.it help us understand it better how to give a good presentation
183	Group discussions! And all the speeches
184	introduction speech
185	The speeches we had helped reduce my communication apprehension because my classmates were accepting.
186	The mini speeches helped me become a way better public speaker.
187	group presentations

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
188	Communication apprehension was generally lower than usual because the instructor would talk very casually and tried to make friends with everyone. Especially during speech days, he would talk about recent events that would sort of fill the periods between each speaker, which made everything feel incredibly laid back. Activities that made me less anxious were the lessons taught from the book, along with the instructor giving more than enough examples and stories to supplement the material. He also stressed practicing the speeches beforehand and how to practice them. It helps build confidence a lot. Besides in-class activities/assignments/speeches etc. that would reduce my communication apprehension, I would take doctor-prescribed xanax to remove a good chunk of my anxieties during speeches. However, this method is not sufficient for fixing confused and jumbled thoughts, as meticulous preparation and practicing would be sure to fix that specific problem.
189	The morning warm up activities.
190	The performance speech helped me with my communication because i was able to express myself
191	overall classroom culture/teacher's personality, the vulnerability circle, being able to agree on classroom/group rules & culture, the "dinner party" activity
192	Personal speech group presentations
193	- Being interviewed by my classmates and in turn, interviewing them. - Icebreakers - Talking to various people in class; rotating tables for discussions.
194	we need to do a speech every 2 weeks and it really helps my confidence
195	the chapters readings and actually doing what we being learning
196	group presentations and professor asked his students to read or answer, so it was easy to say something during the class.
197	I really enjoyed the performance speech because it made me realize that I shouldn't overthink and then everything will go fine.
198	Group presentation was the best help for me
199	Group discussions, peer critiques, self critique
201	The ice breakers and starting out with small group speeches slowly reduced my communication apprehension.
202	Small questions that that we would answer in front of the class which include a 1-2 minute answer.
203	The Impromptu speech
204	Group work
205	When I did my informative speech I really enjoyed delivering that speech, I did mostly everything required for a good speech without being so nervous.
206	group discussions
207	I think after the introduction speech, my confidence to speak in front of the class was very high. Also, the ability to pick the topics to do the speeches on really helps take me out of anxiety. Peter also helps by asking what topic you are planning on talking about and giving alot of feedback like main points and facts.
208	I think the activity that helped me the most was the Dinner Parties. It made saying my opinion easier because I was with 3 other people. The dinner parties was a casual way of presenting our opinions on controversial topics and I really enjoyed it!
209	5 speeches helped the nerves go away, as well as group discussions.
210	the performance speech being able to be humorous in front of others breaks the ice and lets me be more confident in future class participation/presentations/speeches
212	While a bit racy at times, I very enjoyed the humor instilled in the course, it made it easier to connect with my peers and gave relief during presentations

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
213	n/a
214	Talking about the news and life.
215	partner introducing
216	Impromptu, Deviant Behavior, and other Minor speeches
217	Giving a speech in front of the class helps build up my confidence.
218	Outlines really help when giving a speech
219	practice the suggestions that were given to us by the teacher and the book he assigned us.
220	Major speeches
221	In this class, the teacher arranges a lot of group discussion activities, such as the group to complete the test, the group's speech, and peer review. Every time I have a group task, I can communicate with different team members, which makes me no longer afraid to communicate with strangers, and I am more confident in communication.
222	The performance which allowed us students to pick the topic for our speech.
223	The minor speeches are a good break and warm up. The more frequent the speeches then as individual, you become more use to it due familiarity/ conditioning.
224	the improv speeches
225	The major and minor speech assignments helped reduce my communication apprehension as they involved formally preparing and recalling information. The impromptu speeches didn't help so much because they often turned into conversational speeches; however, I enjoyed listening to my classmates' informal speeches as I learned an invaluable amount from each of them and thoroughly enjoyed figuring out how each student ticks and works.
226	One activity that I believe that helped a lot were the improv speeches. This helped because it kept me on my thoughts and had me thinking quick. This is beneficial because it requires quick thinking and helps up practice overcoming stage fright.
227	The minor speeches.
228	I think that getting to know everybody really well helped make the "speech-giving" part of the class a bit easier. It felt like I was just talking to my friends.
229	N/A
231	Giving so many speeches helped reduce my communication apprehension.
232	Major and minor speeches.
233	The improv speeches helped me.
234	The reflection paper we had to write where we recorded ourselves provided the most insight. I felt that very helpful and gave me a sense of what people saw when I spoke. It helped me see it wasn't so big of a deal after all to speak.
235	roll-call speeches throughout the term because Joel had us just tell the class about a certain topic in the beginning of the term and then he slowly had us come up front and gave speeches as we moved forward
236	1. Newsletter Project 2. What to do Before the Presentation 3. Practicing your speech
237	I liked the activities we did when we went into groups. I liked presenting with other people and felt more confident this way and also enjoyed communicating with the groups of people. The videos we watched for homework also helped give some good points and ways to use body language to help me feel more comfortable while giving the speech.
238	Doing the short in-class speeches helped me prepare for the major speeches

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
239	The improv speeches helped a lot because there was no prep time and was more natural.
240	Interacting with the students on a more personal level, for example, when we had to pair with a partner to get to know them and present to the class a little bit about our partner.
241	The last video assignment and also the first group project.
242	I feel that the feedback from my peers and my professor really helped me deliver speeches more effectively.
243	Giving small speeches in the beginning
244	The in class skit
245	Our everyday speaking activities helped me a lot. Speech analysis of a convention was very helpful - I could see for myself that powerful speakers appeal to their audiences by skilfully using Monroe's motivated sequence. Also, watching and evaluating the recordings of my speeches helped me to see my mistakes.
246	Team building projects. Collaborative projects. Class discussions
247	The icebreakers and check ins really helped me become more comfortable and reduce my communication apprehension.
248	all speeches help me work towards improving my skills
249	practicing part of my speech with my peers in class before my presentation. And having feedback on my outline. Also knowing my class mates better made me feel closer to them and less stress to present in front of them.
250	What helped me was group discussions
251	I liked how she walked us through the formatting of speech. It really helped with my confidence during the speech. Doing little group activities and getting to know my classmates made me feel more comfortable performing my speeches.
252	Performance
253	Little activities everyday where we get to share with our table mates helped giving speeches to the whole class be less scary since we already talked with a majority of them.
254	The self evaluations after speeches and the conversation the class had while learning what communication apprehension was helped me.
255	Group presentations
256	impromptus
257	Understanding the structure of communication i.e. speaker and audience teamwork
258	The thing that helped the most was the small 1 minute "speeches" that we did because it got me more comfortable with speaking in front of larger crowds.
259	the good memory one.
260	the introductory speech
261	impromptu speeches
262	Daily speeches
263	I think we took many practices and group work in the class. That's good for us.
264	Giving the short two minute speeches and answering the random role call questions aloud.
265	Going up and giving speeches more frequently helped me become more comfortable with my surroundings, as well as start new conversations with people that I probably would not talk to normally.
266	Group Speech (Beginning)

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
267	the fact that I get 2 chances by doing the introduction and impromptu speech before giving a real speech.
268	the close group chats and short speeches created a safe and comfortable environment.
269	All the impromptu speeches helped me kind of get out of my shell
270	The quick 1 minute speeches really help me because we all just tell funny stories and there aren't any judgements and it feels like a free space.
271	Just doing those short speeches in class helped alot reduce my communication apprehension.
272	The "reteach" assignment
273	through my speech , my level of anxiety is likely to reduce.
274	Speaking in groups and sharing our ideas helped me get over my anxiety of giving speeches. I believe that we should of divided the class in groups of 4 and gave mini speech to help us get over that anxiety. Then once we get comfortable, we can moved on to giving speeches to the class.
275	Individual speech
276	Group activities were great to help break out and get to know my classmates.
277	I enjoyed the group discussions and the dances we did in the beginning.
278	A lot of the speeches and group activities.
279	Introduction speeches about ourselves and getting to know my classmates made me feel more comfortable giving speeches
280	Getting to know the other students helped to not feel as nervous giving speeches.
281	group discussion
282	The speeches helped me reduce my communication apprehension that was individual speech because I had to make my own decision and tried to take all parts of this speech. Moreover, I felt more confident after I did that presentation.
283	All of the speeches
284	Peer reviews Mindtrap Group Talk
285	Giving speeches
286	The amount of speeches that we had made me more comfortable in speaking over time
287	Working on attention getter. Talk with classmate every single class
288	The first two speeches that had no preparation time. for me those really boosted my confidence. As well as what you said on day 1. Don't memorize the speech go up there and have a conversation with us. and i really took that to heart. made the class and giving speeches a while lot more enjoyable and less nerve racking for me.
289	Talking to people and letting them know you aren't that good so they don't judge you.
290	Activities such as Karl letting us talk in a class discussion about current events and activities like that really helped communicate with team memebers and volunteer in class.
291	n/a
292	The impromptu speech was definitely helpful
293	After impromptu speech.. I feel less nervous and more confident for the next speeches.
294	The Demonstation speech and the persuasive speech
295	Group discussion reduce my nervous.

Question: 26. What activities/assignments/speeches etc. during this quarter helped you reduce your communication apprehension?

Respondent	Response
296	Repetition, it certainly made it very easy after several speeches.
297	That people seem to acknowledge and value others' put for their speeches (applauding, asking questions, etc)
298	Everything helped
299	The introduce apeech because i felt like everybody are in the same situation like me ... nervous and do not know what to say
300	I like working as a group to create the scene. It brings to me a lot of fun and meet new people
301	The informative speech

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
1	All of them are listening and very participative during the Q&A session
2	laugh ask questions
3	They were very constructive with their feedback Respected me when I stood up to deliver my speech
4	Respect to the speaker by smiling and be a good listener.
5	They always give a big smile while I am doing my speech. Also, the always ask question about my speech.
6	They give me a really big applause every time before my speech. It is a very big encouragement.
7	They are all active listeners. People at my table were really good on giving me advice. They laughed at my jokes.
8	My classmates were very encouraging and showed enthusiasm whenever I spoke. They also helped me do my best by reminding me of checkpoints I missed during my presentations.
9	listen and ask questions
10	The peer review and the clapping at the beginning and end of the class helped me feel respected and valued.
11	compliments from classmates after a speech. Even though, I made some mistakes.
12	They were very helpful and claiming when I was about to be up. My classmates were very motivating and positive.
13	I love how most people will make eye contact and smile and nod their heads during my speeches. It makes me feel like I'm actually being listened to and have the interest of the audience, as opposed to boring everyone and feeling like they're just listening because they have to.
14	-Peer Review sheets -my visual aid mentioned as an example of good attention seeker -When I give speech I can see classmates listening
15	N/A
16	In general the people who were nice to me and saw the good in me as apposed to the bad I really appreciated. I have a lot of issues so people who can see past that and dig deep into who I really am mean a lot to me. Also, in our last online group discussion there were a couple people who were very supportive about what I wrote and left me some constructive comments that made me feel more valued; so I guess you could say some of the inter-personal properties and assignments of this class do help and allow people to dig deeper into the minds of the classmates.
17	They smiled at me. They listened to me. Some of them told me that I did a great job.

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
18	My classmates asked my opinion when discussing a topic and accepted it, even if it opposed their views.
19	None that I can think of to be honest.
20	Whenever its someone turn to talk everyone pays attention and isn't distracted. Everyone is respectful and doesn't say negative things.
21	They looked like they were intently listening whenever I was giving a speech and they did not look bored and uninterested.
22	During the dinner party on kaepernick, I was discussing an opposite opinion of someone at the table. She said her opinion afterwards in a very repesctdul way knowing that we have different perspectives. When I was struggling during the debate, Bailey said you can do it even though I was on the opposite side as her.
23	Clapping before the speech made me feel welcomed and respected. Asking questions after speeches also helped me feel valued and heard.
24	Being engaged, asking follow up questions.
25	Feed Backs and responses
26	Funny Quotes The way some people topics that inspired to do better then my speech
27	We all interacted with one another and asked questions when we needed help.
28	A classmate came to me after I express my difficult situation. He expressed how he felt touch. Group presentation preparation as a team
29	One behavior that I felt respected was telling my background story of me getting bullied. Another behavior is how my classmates come out with there problems, and made me learn important parts of life.
30	They encourage me when I finished my speech even though I did not do well. They helped me when I did not understand what I was going to do. They recorded my speech so I could watch it at home. Some students have used humor to make me laugh; Their smile is attractive...
31	their attention to my speech. they engaged and ask questions during my speech.
32	1. My group mates talked to me and didn't leave me out in conversations. 2. Other peers would tell me I did a good job on my speeches every time I sat down after finishing a speech.
33	Classmates acknowledging me and saying bye while leaving. The professor offering to help any students after class has ended.
34	I liked when my classmates gave me encouraging looks during my speeches and when they gave me feedback. It made me feel like I was doing good and was nice to know they were actually paying attention.
35	Paying attention to the information I was displaying and asking good questions and giving positive feedback.
36	feedback and smiling
37	Some critical criticism
38	When they were quiet during my speech. When they gave me constructive criticism rather than false praise to try and make me feel good.
39	Respect, friendly
40	Replying to my suggestions and going through with it, and coming to me for advice.
41	When I heard someone saying "That's a good idea!" to what I said, I became happy. Also, I could feel valued in my class when I see other students looking at me and listening to me carefully.

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
42	People told me they liked my speech and found what I had to say interesting. A fellow student would ask for help with her pronunciation.
43	I felt respected and valued when people actually made eye contact with me back during my speech and how they seem intrigued during the Q&A section of my speech.
44	They would clap for me both before and after my speeches. They would also acknowledge my strengths in my delivery.
45	1. Classmates respectfully listening to me while being silent. 2. Classmates clapping before and after speeches
46	Support, being in a supportive environment.
47	classmates can call my name correctly; classmates would like to ask me questions when i finished my speech
48	The actions of respect when i give a speech, and when my classmates ask lots of questions
49	-Laugh -Smile -eye contact(even though I'm not good at giving eye contact)
50	The feedback that was given because it showed that they were really listening to me. So them listening and their feedback
52	Eye contact and seat position Individual private comments after speeches
53	Everyone was paying attention and nobody gave me bad feedback. The clap at the end of my speech made me feel like did good even tho I sucked.
54	They cheer me on when I am going up to speak. They thoroughly listen to me when I am speaking, and give positive feedback that makes me feel valued.
55	At first, I thought my English is so that it will be a problem. But classmates were kind and patient with me. They tried their best to make me comfortable. Thanks! On the feedback paper (inscriptive paper), I got encouraged to keep trying.
56	Being inclusive, making jokes
57	When I began to forget information people in the audience would tell me to keep going and another time I felt heard was when the audience gave me positive feedback.
58	Feedback on comments. Acknowledgement of opinions.
59	The first behavior that helped me to feel respected was when my audience would ut away their phones and have their eye contact on me. This helped to boost my confidence and to give me comfort when I was starting to loose my place, I would look at a person who gave me enough respect to be fully attentive. The second behavior was when a few audience members would give a small but gentle smile and that assured me that I was doing okay!
60	When I'd be up giving a speech there were 2 actions from the audience that helped. When audience members nodded their heads when I spoke and also a smile every now and then made me less nervous.
61	They clapped, laughed, and asked questions
62	When I gave my speeches my classmates made eye contact and smiled. Seeing professor Raiff speak in class, being very comfortable during her teaching made me more comfortable getting in front of the class to speak when my time came.
63	Smiling and complimenting each other was supportive and helped boost my confidence.
64	Paying full attention to me when I was presenting and giving me compliments/constructive criticism.
66	One
67	respect and courteous
69	confident and respect

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
70	open discussion positive feedback
71	Feedbacks and eye contact
72	When classmates give feedback after speeches and give support before speeches are overwhelmingly helpful.
73	Good feedback on outlines and speeches Peer discussions and practice sessions
74	When we all hugged each other after the circle activity. I appreciated the feeling of being heard and accepted.
75	The behavior that they showed are being supportive along with patient
76	I can tell people actually listened to my speech because they'd always ask questions at the end. They also always laughed at my lame jokes which was encouraging.
77	eye contact with assurance not appear bored
78	Talking about the speeches and by paying attention to the speakers
79	They showed respect and attentive listening when I spoke, and valued and appreciated the ideas I had to offer.
80	Genuine interest in my topics & basic respect.
82	I'm glad they actually listened to what I have to say. they were also really reassuring to me because I was very nervous for every speech.
83	A non-judging look while giving speeches, and a nice laugh.
84	While working in the group my opinion was always taken in to consideration. Also after delivering my personal speech a classmate complemented me on my speech.
85	listening to my speeches and having good questions. I liked how we were all able to communicate about concepts in class that were seen from more of a political view.
86	Everyone knew each other fairly well due to the icebreakers, and it's known that everyone should have an open mind for everyone's different speech topics.
87	I was almost praised much time, by students and teacher for adding to the overall class atmosphere.
88	I received confirmation from multiple members of my group that I had effectively helped them understand the course material as well as incorporate that material into their work. As well as being acknowledge for my individual roles as an effective motivator and encourager.
89	Everyone gave positive feedback always when I gave a speech and everyone intently listened, weren't on their phones or talking to classmates.
90	Most of the time people waited to be called on by the teacher, which I think showed respect to me, my fellow classmates, and the teacher. My classmates allowed me to speak a lot in class, which I am grateful for. These things made me feel respected.
91	They always cheered me on while I was doing the speech and told me that everything was going to be okay. Groups are very good for a public speaking class!
92	I liked when someone gave a whole different opinion on something instead of bashing or arguing it was a nice simple conversation.
94	I liked how there was a q&a after every speech which made me feel as if each speech I did was informative to the audience.
95	Listening and giving feedback
96	asked questions, tell me they liked my topic

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
97	There was a mix when it came to our discussions that made me felt heard. One was that the room would go silent and listen. Two was that they would either question or try and rebuttal my point and start an argument. This made me feel heard since I knew they were actually reasoning and their questions would get me to further expand my thoughts to their understanding. It made it seem like they wanted to listen.
98	Classmates eyes were focused most of the time, cheering for the speaker when he/she was going to present by clapping.
99	- Not on their phones when I gave my speeches. - Complete silence while I gave my speeches.
100	Everyones encouraging smiles and words before, during, and after all types of activities where you shared or presented, really made me feel both respected and valued.
101	The concept of SOLAR really helped because, it makes me feel very listened too.
102	A lot of classmates (seems like) give me full attention and interact with nodding, clapping, or small talk.
103	The group at my table always told me how well I did after performing a speech and the teacher had the commenter on our speech tell use two strengths and one weakness which was reassuring as well.
104	they listened and would not interrupt me. the fact that our campus is already very diverse makes everyone feel included
105	Leading the group conversations. Speak up in the class during the lecture.
106	Everyone in the class is very open and aren't close minded so it helps alot easily. Everybody in this class is very mature and there is no wrong or rights in this class everybody is able to have their own opinion
107	Listen. Wait
108	The peer outline review and post-speech feedback were very helpful to me.
109	Nobody was on their phones or working on something else when I was presenting. Everyone would look at me when I was presenting instead of looking at the floor or clock.
110	The feedback after speeches were respectful, especially the criticism which was actually very helpful. The students sometimes talked about it after class as well so we were able to get less formal/more personal feedback as well.
111	eye contact and no distraction during speech
112	genuine listening and engouragement
113	I feel like the applause before speaking really and the peer evaluation forms make me feel more respected.
114	respected and listened
115	They ask great questions and always tell me I have done a good job on the speech I have presented.
116	They all clapped after I gave a speech and maintained eye contact and attentiveness the during the entirety of my speech.
117	applause, group discussion
118	Head nodding and agreeing with me
119	listening and mindful
120	class mate came to me showing his appreciation and feeling after my speech
121	paying attention to me while I am presenting. Asking thoughtful and clever questions.
122	Asking questions, paying attention to whoever is speaking no matter the assignment.

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
123	The Question and Answer sessions and the interaction between classmates.
124	group members would ask "what do you think" so it gave opportunities to the quiet ones to speak up. Also while giving a speech it looked like the class was actually listening so it made me feel confident knowing that they weren't bored.
125	When during my speech they are fully attentive and gave me eye contact and smile to give me confidence.
127	Happy, excitement, and confidence by my classmates which helped me to feel respected, valued, and heard in my communication class community.
128	They gave me an appreciation and wrote detail comments.
129	Many of my classmates are very friendly when I speak to them. They smile and ask questions about the things I tell them, making me feel respected, valued and heard.
130	My classmates were very attentive and respectful during presentation
131	Listening when I talk and hearing out my opinion on things.
132	They are confident and using eye-contact to discuss with the audience.
133	Silence while I gave my speech. Responses after class
134	Eye contact Laughing
135	Eye contact, speaking loudly and slowly speed for speech.
136	Anytime anyone needed flashcards or a flashdrive someone was always there to have their back. I also noticed how many people helped out someone who needed to step out to go over their speech one more time.
137	I liked how everyone was respectful by not being disruptive and instead attentive with great feedback.
138	Feedback after the speech and questions about my speech.
139	the q&a after speeches positive feedback from peers
140	applause compliments
141	Attentiveness, answering my questions during speeches, nodding, few laughs here and there.
142	first of all is their quite, quite means they are listening to what I am saying. Second, with the eye contact with each other, I know I get them attention.
143	They responded my speech by staring at me and applauding my speech. With that, I felt like they understood what I said in the speech
144	Two behaviors by my classmates that helped me was that they were very friendly straight off the bat and they were respectful of other people's limits when it comes to public speaking.
145	my classmate said my interview stood out to him
146	Clapping and Attention
147	Demonstrating our own vulnerability in different engagements, and learning from other people's experiences through personal speeches and communication
148	My class in particular is very friendly to each other so it made me feel at ease. We would make jokes and clap for each other throughout the entire quarter which made me feel comfortable.
149	Communication and participation in group work.
150	encouragement and communication
151	One thing that made me feel accepted in the class was our moc interviews. This was a fun and easy way to get to know my class mates. Another thing that made me feel accepted was my professors input and feedback to submitted work.
152	Eye contact and no one had their head down.

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
153	I felt respected when my classmates listened to my speech and responded with helpful comments and feedback at the end. I felt valued and heard when my groupmates asked to also hear my opinions on the matter.
154	Ability to Adapt Motivation and Values
155	My classmates would smile back when I smile at them when I feel awkward or nod in agreement while I speak upon a topic to show they are listening to what I am talking about.
156	Daniel usually critiqued people pretty hard but when he gave me 2 compliments I really felt like I earned someone's respect and he is a pretty vocal person so it meant a lot that he acknowledged me
157	My classmates were always very attentive while I was speaking, which helped in boosting my confidence. Also when I was asked questions about my speeches, it made me feel comfortable because it showed that they were interested.
158	Everyone listened to what I had to say whether it was during a presentation or group work. People always gave compliments even if the presentation wasn't amazing.
159	Eye contact and active listening.
160	Everyone is always very supportive and non judgmental, all my peers were super supportive before during and after every speech.
161	They are actively listening and give respectful feedback that has helped me in other speeches.
162	Being responsive to the questions I asked at the beginning of every major speech. My peers laughing also boosted my confidence and I realized that they understood my stories.
163	Constructive feedback after speeches, being a respectful yet involved audience while giving a presentation.
164	My classmates full attention when I am speaking and their open-mindedness helped me to feel respected, valued, and heard in my communication class community.
166	When they nodding their heads to let me know that they were tracking with what I was saying. And they would give me eye contact when I would look at them during my speeches.
167	Their class was very respectful during presentations and everyone was just nice to each other
168	Two behaviors that helped me feel valued and appreciated was he or she asking for my opinion for an assignment, and just simply being nice as comforting.
169	positive feedback and attentive listening
170	My group-mate Ke bought Starbucks drinks for everyone in my group to thank us for our work in the project. In both group projects all my teammates appreciated that I helped grammar-check all their work and explicitly said thank you when I proofread scripts.
171	Their feedback, and their kindness
172	A behavior that I recall is just the smiles that are given when giving a speech. When someone smiles it is a reassurance that single individual is with you. Second behavior is the humor the class carried. The humor made it so that judgement was less inclined to happen

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
173	Some classmates have given me honest and friendly comments, which really helped me to pay more attention to the upcoming speech. Some classmates have given some valuable and useful information by their speeches. They keep the eye contact with me during my speech and asked me some questions as well. Nobody talking and watching their phone in any speech. I am so proud and appreciative of them.
174	I really like how we created a code of conduct before working in teams! This made me feel respected and that everyone care about my speeches.
175	Them giving me feedback after my speech really helped me. Also the people at my table really helped me through the whole quarter dealing with my anxiety and hyped me up when I needed it.
176	My classmate was very understanding, helpful and motivating. He gave me tips on how to not be nervous while giving speech.
177	feedback and all the good vibes in class
178	Not looking at me when I'm giving my speech is very nice. Makes me less tense. When they ask me questions when it's required.
179	I was listened to and felt that my opinion mattered. The group communicated via text which helped reduce anxiety.
180	One behavior that made me feel respected by my classmates was that they knew my name. My teacher made it a thing to learn everyones name. I thought that was a cool thing to do because it made me feel included. A second behavior performed by my classmates was their willingness to just listen.
181	1. They respected my opinion 2. They gave me a better choice on a topic
182	when they are smiling and giving good eye contact
183	I had an awesome table, they always helped me
184	giving me positive feedback, not being afraid to tell me my flaws.
185	Behaviors/actions my classmates performed that helped me feel respected was that they smiled and asked questions.
186	when my classmates clapped when they paid attention to my active speech
187	helpful, friendly
188	1. Students are quiet and attentive. 2. Clapping at the end.
189	Simple things such as when my classmates dont talk when I'm talking or interrupt me.
190	When somebody gave positive feedback, when i had class discussions
191	getting positive feedback from classmates, having discussions about getting to know them better
192	They listened to what I had to say responded positively
193	- I honestly cannot think of any behaviors/actions that my classmates did to make me feel valued. I was afraid to speak up in class because I felt that people had fun attacking each other in class and I do not value that type of discussion environment. It is easy even for communications majors to use disconfirming messages like "you" or people talking over one another. The discussions were entertaining at times, and other times they were exhausting. That being said, I do think my teammates helped me to feel valued. Our communication was not the best over technology but was great in person. They were encouraging when I felt unsure of my speaking ability or point of view. They listened and offered constructive feedback to help me make better informed decisions about our projects.
194	everybody laugh when I did some jokes :)
195	give positive feedback we support each other

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
196	Eye-contact and nodding while I was speaking/ giving a speech. Attitudes of the classmates such as listening and asking questions helped me to feel respected.
197	I liked how my classmates were so encouraging and they lifted up my confidence when it was very low. I also liked how they reassured me everything was going to be fine. They also listened to what I had to say to make me feel respected.
198	when I saw how other classmates were more scared giving speech than me it made me to respect them. As well as how creative presentations they gave to class. I really enjoyed the group presentations and learned a lot of Africa or 3D animation
199	Accepting, supportive, good listeners, constructive feedback.
201	Eye contact and friendly smiles
202	Audience Engagement Congratulatory Remarks after my speech
203	Greatly expressed humor and confidence
204	applause compliments
205	My classmates had a great sense of humor and were attentive during my speech which made me feel respected.
206	response and feedback
207	Classmates laughs and agrees to some of the points. Classmates also give 100% feedback when questions are asked which helps take the speaker out of the dark zone.
208	I like how everyone claps for you after your speech and especially before because it makes you feel like they are excited to hear what your speech is about. I also loved the peer review because the classmates gave really good feedback on what they liked and how to improved which really helped me.
209	Eye contact and body positioning
210	listening respectful
212	Listening to the variety of personal tales the professor gave, made it easier to relate and approach the professor. The Peer Review let me know that I'm not as bas I thought I was. I understood, much of my fears were just in my head.
213	n/a
214	One action that they didn't talk when I talked and they applauded after each speech.
215	eye contact, response
216	Laughing at my jokes generally meant people were intrigued at my topic and speech, and nodding during my speeches made me feel listened to and agreed with.
217	smile, applaud
218	By agreeing and speaking their opinion.
219	They payed attention to me and my speeches. And they also they gave me feedback on my speeches on what I need to work on.
220	Breathing and Introduction
221	I can feel the support and concern of my classmates in class. They listened attentively during my speech, made eye contact with me, and smiled at me. Also, after the speech, they would clap for me and give me feedback. These behaviors make me feel respected and make me more confident.
222	Their honest feedback in reference for my overall improvement and the applause I would receive before and after my speech made me feel very heard.
223	I believe when my classmates participate it is helpful such asking those "yes" or "no" questions/survey. They listen or at least do not interrupt the speaker is another great quality.

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
224	the clapping helped and laughing at my jokes made me feel comfortable
225	I really appreciate laughing and strong eye-contact. Strong eye-contact from the audience serves as a great gauge of attention and respect, while laughter is a feeling that is shared between the audience and the speaker, even if nothing in common exists between them.
226	I felt respected and valued when I got the attention and participation of my peers, when I had a question for them in my presentations and got positive feedback. I also felt that groups helped a lot when we had to contribute ideas and my peers were all open minded about my ideas and for others as well.
227	Eye contact and nodding heads of understanding.
228	Nodding during my speeches and just reacting in general.
229	N/A
231	One classmate told me my speech was the best speech (for the demonstrative speech). That made me feel really confident and valued. Seeing my classmates nod and react during my speech also helped me feel valued and respected.
232	- Responding to comments and ideas. - Paying attention to comments and ideas.
233	They paid attention during my speech also they tried to look interested.
234	Everybody seemed very inclusive in their ideas. Nobody was singled out or judged I think. Also everybody just seemed to be relaxed and in a good mood which also helped the class as a whole feel more inviting.
235	Actively listening, even though they may not be interested in the topic of my speech they actively engaged in listening by making good eye contacts. Nodding their heads while listening to my speech.
236	1. Make eyes contact 2. Pay attention 3. Clap hands
237	Eye contact was a big one. It was nice meeting peoples eyes while giving my speech because it made me feel like people were interested in my speech and giving their full attention. Not only this the questions at the end of the speech also made me see that people were listening to the speech and had questions and wanted to know more.
238	The eye contact I received and everyone was quiet and listening to what I was saying
239	They were watching me and actively listening and paying attention which makes speaking in front of an audience a lot easier.
240	Positive feedback and respect
241	Always listening or paying attention while other talking. Also always showing interest in listening to others.
242	A few head nods while I was giving my speech and a laugh or two when I attempted a joke.
243	They looked at me as in eye contact and some always smiled or laughed. Boosted my confidence
244	Talking and asking questions. Being friendly
245	1. Every time I spoke, my classmates gave me their full attention. 2. The cheerful smiles encouraged me to go on with my speeches with more confidence.
246	Casual conversations. Teacher led conversations. Theyre funny. Willing to talk.
247	Listening and Feedback made me feel valued and that my classmates actually cared about what I was talking about.
248	Reactions to my facts and claps
249	people were respectful by following our own code of conduct during presentations. Also receiving constructive feedback was very helpful

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
250	They always smiled and were very good listeners
251	It was nice when my classmates made reassuring comments. It was nice when they smiled and didn't make too intense eye contact.
252	Clearly ideas Teammate
253	A simple gesture such as a wave and smile whenever someone joins the table. Simply asking each other about our weekends was nice as well.
254	The class was paying attention whenever I made a speech by having good eye contact and reacting appropriately by nodding or shaking their head.
255	Look at me during my speech, and clap after my speech
256	being humorous and being energetic
257	Reacted to what I said Looked at me in the eyes
258	-I felt respected in every speech because people were giving me their attention and respect as a speaker. -In the small speeches, nobody devalued my opinion on the topic, but instead listened and showed respect for my opinion.
259	when the said I did good and when they responded to what I said
260	integration in speech interaction and communication.
261	eye contact, and feedback/comments back from students
262	Paying attention and listening while speaking
263	I think my classmates always ask questions for me and listen to my opinions.
264	Clapping for one another and asking each other about how we did on the test, having conversations about each other speeches, etc.
265	It may not seem like it, but the clapping really helps with motivation an self esteem. I also feel that my classmates treated everything as a place that is free of judgment.
266	Be Confidence Be Humorous
267	everyone was listening to my speech and everybody were eager to listen to what my speech was
268	the great participation and positive feedback from classmates really helped
269	1. Everyone was extremely supportive and kind 2. All very understanding and had great manners during speeches
270	2 behaviors are when there is a lot of laughing and when there is an applause at the end.
271	First behavior that helped me feel respected was first of all when i spoke people seemed attentitive and it made me more confident. The second behavior was laughter it made me ease into my speech and helped me relieve some of the nerves.
272	Active and respect
273	-> giving group speech with classmate. ->helping each other by sharing different ideas .
274	2 behaviors that my classmates performed to make me feel respected, valued, and heard in my communication class was constant eye contact and a wiliness to listen.
275	participate in group project and recording the video
276	My classmates were helpful if I didn't know what to do. They were positive when it's speech day with great encouragement.
277	I like it when they shake my hand and listen to me nicely.
278	1) They listened 2) They stayed quiet during the speech
279	Everyone was nice and open minded

Question: 27. Describe at least 2 behaviors and/or actions performed by your classmates which helped you to feel respected, valued, and heard in your speech class community.

Respondent	Response
280	I liked how all the students backed each other up by saying "please restate the question" when asking questions at the end of speeches. Everyone was good at paying attention and not talking during speeches.
281	first and last group presentations
282	I could tell Lorraine was the one gave me the motivation to speak in front of the class. Although English was second language for her, she did very good. Her action performed made me focus to her topic. She cared about me when I had a speech like she gave me the positive advice.
283	They always give good comments and give a big smile when I was giving speech
284	Applause Excellent Questions Laughter Undivided Attention
285	Positive laughter Approving smiles
286	Attentive and classmates asked good questions that made me know that they were paying attention
287	They shared their's dreams to me They showed me ideas for my speeches
288	i liked the feedback slips we got at the end of every speech. I also enjoyed how open you were as a teacher to allowing us to share our views and discus them together as a class. let us all really speak our minds.
289	When they maintained eye contact and did not have side conversations.
290	1. Clapping before and after presentation 2. Helping me out during speeches, mostly during question time
291	n/a
292	Bringing in great humor and confidence
293	They commended my speech so rightly, then I look at them and fix them. Hand-slapping also makes you feel comfortable and confident to go on the speech.
294	When I had classmates help me with my props for the persuasive speech, and when working as groups everyone listened well
295	some classmate act like actor. It was good attention getting.
296	They were all listening to my speech without using their phones and they asked good questions after my speech which also showed that they were listening.
297	Askig questions (means they care about the topic) & not judging mistakes.
299	They laughed and looked at me all the time
300	Listen and smile
301	Applause after my speeches, as well as props after.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
1	Lots of discussions and how the teacher interacts with the students made me feel inclusive in a good way
2	informative speech demonstration speech
3	-She gave me good feedback that gave me something to work on specifically - helped me a lot
4	group discussion and the teacher call the student name to get their opinion.
5	1) intro speech 2) group works
6	The peer evaluation of every speech. The game I forgot the name that we formed teams to support or against a topic. It is really fun and I can give my opinions easily in this activity.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
7	The Demonstration Speech was great since I love baking and getting to show people that was really nice. And being able to pick a topic like MDMA for my informational speech, which is something that I'm really interested in. Just being allowed to talk about a drug in class and talk about my own experience made me feel really included and not judged.
8	All of Karl's opening activities on the daily schedule and group activities reassured me that my opinion mattered. In addition, Karl making it clear that the environment was strictly friendly and confidential helped me ease any tensions.
9	clear explanation and clarification
10	The informative and demonstration speech.
11	The instructor always motivates and give warm respect to me.
12	Demonstration and group activities. Those two really help me open and speak up in the class. The group works really help me to be more open and able to talk to my classmates.
13	All of the speeches, especially the demo speech and persuasive speech, made me feel included since we were able to pick our own topics and do what we want with it. "Have fun with it" was something I took seriously. Even though that's sort of a basic quote, it really helped me to not be nervous when giving my speech.
14	-Group discussions -speech instructions and expectations are very clear -instructor mentioning student's name when we ask a question and then he restates. It is a very powerful technique and I have started using it in my team meetings at work.
15	N/A
16	Well definitely the engagement where everyone shared things about their life was the most powerful group activity in the class in my opinion. We all learned about each other and ourselves and it was an effective and meaningful activity for sure. Also, some of the personal questions for the reading response quizzes, and some of the reflection assignments were good because it got us writing about ourselves and thinking more critically about our strengths and weaknesses which I think helped us learn more about ourselves; some feedback from the teacher on canvas would probably make it more effective I guess but overall the assignments were definitely useful.
17	Speech 1. We shared our three cultures. Dinner party. We shared our opinions about race discrimination.
18	First speech about my three cultures and when each of us discussed a hardship in our lives.
19	None I can think of.
20	When we had our privilege discussion where we described our struggles we had to go through to be where we were at. My favorite is the free writes and how we share our opinion to our group and get to listen to their thoughts as well.
21	The interpersonal discussion in class and the cultural speech about ourselves.
22	Again the dinner party allowed me to express my opinions without judgement. I don't know if this really counts, but the extra credit allowed me to really get some of my thoughts out. I really enjoyed missrepresentation.
23	Introducing myself and the importance of my values. Another activity was being forced to communicate with other group members, which helped form friendships for me.
24	The values speech and the info speech getting to choose the topic of what you want to learn and inform about.
25	Dinner party and group activity

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
26	Speech #2- made me think about how to speak about my topic Dinner party which we talked about some hot topics
27	He let the students participate or answering his questions during his lecture and he made us write a feedback letter of a certain student for their presentation.
28	Group teamers working together in speech. Inteoduced our culture in speech.
29	What I learn from my instructor is how we should listen to others, and tell them to question themselves, so they can find a solution to the problem.
30	Gabi, Helen Han, and Anna...informed speech were impressive and I have learned from them as well. When we were discussing how to deliver the speech what we should be concerned.....I liked the atmosphere when people were bold to speak out their thoughts.
31	First, the professor made us feel comfortable the entire class. Second he communicated with us in a clear, simple way and his assignments and speeches were more like a conversational type so i didn't feel the pressure to give my speech. Specially as a ESL student, he made me feel secure and confident when giving my speech.
32	1. My instructor tries to help combat low confidence, by calling on students and having them stand to read their outlines. Standing up increases confidence and gets rid of stage fright. 2. My instructor would have students take turn reading what is written on the board, and asks us questions that correlate to the material. He was inclusive of everyone.
33	The logic puzzles and discussions at the start of each class engage the students and shows value to each person's input. We were told to take notes during introduction speeches for the sake of learning more about our classmates, and not for any other purpose.
34	I liked that we could pick our own topics for speeches because it let me be passionate about my speech. I never felt as though I was being judged and I knew I could say how I really felt without the professor disagreeing or making me feel dumb.
35	Speech 1 because it gave me a chance to talk about myself, and the dinner party's because it made me more confident in myself, being timed and rushed to think about the topic at hand.
36	when we had to stand in a circle and step in/out and when she would call people out on their BS
37	Speech
38	I think inclusivity is a useless aspect of classes and people should just do their work with the instructor not caring about how included people feel "as an individual". Because of this I will not answer this question.
39	Class get to each other by call out their name, the three speeches.
40	Dinner table engagement and the class discussion where we talked about a difficult time.
41	Speech 1 (My Cultural Commitment) and Online Activity 5 (Interpersonal Discussion) were helpful because they gave a time to think about myself more deeply than usual.
42	None. The students were open to learning about my weird interests though.
43	The famous speech and the informative speech gave me a lot of really good criticism that I can actually take and improve my public speaking skills individually.
44	The speeches such as our introductory or performance speeches helped my learning feel more inclusive. This also goes along with the Who's Story Speech.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
45	1. I think the who's speech activity really made me feel included in the class while at the sametime teaching me about myself in how I judge others. 2. The performance speech also helped me learn about my own weaknesses and made the class feel really inclusive, because everyone was very supportive of every ones ideas.
46	Introduce myself. And my CPAP speech!
47	i like the game of "remember classmates' names". encourage peers communicate with each other.
48	Introduction interviews and speeches, and impromptu speeches
49	-performance speech -two truths one lie -group discussions/who's story
50	The AHA speech because of how relatable I was able to make it to myself and the small icebreakers that you made us do throughout the first couple of weeks in class.
52	Personal aspects of speeches (who's story, AHA) Mixture of teaching styles (kinesthetic, visual, auditory)
53	I like how my instructor gives us feedback its honest feedback. I also like how she's truly honest with us.
54	Answering personal questions by stepping forward in a circle, it made me feel more included. The stereotypes speech was very personal to many of my classmates and to myself and made me feel like I'm not alone.
55	Online assignment was more helpful than I thought. And I loved the 3 minutes of Q&A after each speech.
56	Making jokes, being inclusive
57	When we had to look for the meaning behind our name and when we had to tell our tablemates an exciting story.
58	Explaining perception in a way everyone let go of labels and conversed as only people. First individual speech let the teacher understand the students on their own.
59	The first activity where I felt like an individual was the name presentation where we wrote the story of our name and presented it to our table. It also solidified my confidence that everyone at my table knew my name. The second activity was the PRCA post-survey where we listed our answers and had to submit a few sentences about our experiences or expectations of the class or our knowledge of the topics.
60	Our first solo speech helped me with that. The preparation of constantly practicing and speaking out loud was one. The other one was recording myself so that I know what kind of speaker I sound like.
61	Major speech 1 and 2.
62	We planned a party to show how to write an outline during the first week of the class which was a really good icebreaker. The one where we told a story as a group and people had to guess which person lived the story made us all open up and tell each other our life experiences which made me connect with others, and was very inclusive. Before the first and second speech, the class threw a ball around and gave each other compliments. All of these things combined made the class a joy to come to every week. It was something in my schedule I looked forward to :).
63	By not having an overwhelming amount of busy work I felt my teacher understood the lives of her classmates and respectful of the limited time we had and access we had to the internet. I also liked the very first speaking exercise of getting to know each other so we have a better understanding of our classmates and the backgrounds they come from.
64	N/A

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
66	I've
67	specs 1 and speech 2.
69	well the speeches, even tho i didn't do the last one it has given me more confident in myself .
70	major speech 2
71	the commercial speech Discussions of the three ways to persuade (demo)
72	The persuasive speech and performance speech stood out from other activities.
73	Immediate instructor and peer feedback after speech Knowing us by name and making others know us by name
74	After the dinner party engagement activity, when you were giving the inspirational speech about "Don't think that you won't make a difference, because remember the universe started with a tiny spec of dust, and look where it is now", I felt so incredibly inspired to go out and lead a country.
75	The two activities that she made us do that made me more inclusive are the AHA speech and the introduction speech
76	During the name game, the professor made sure to acknowledge the diversity in the classroom which, as a biracial student, I really appreciated. I also really enjoyed the pet peeves speech because it encouraged us to be ourselves.
77	The introductory speech The impromptu speech
78	By giving us options for our topics and sometimes allowing visual aids
79	Project 1 helped me learn a lot about myself and what I am capable of, and the group presentations helped me learn that working in a team is not as difficult as many people say it is.
80	Performance Speech and ice breakers.
82	i like that my instructor made it well known that she really wanted to help us succeed and I like doing the speeches that involved what I like like the aha speech for culture.
83	Group activities, anything with human connectedness is always great. And giving speeches, though are hard, when you do alot you feel a bit more prepared for the next one.
84	The personal speech because I use a very personal example and I learned that I was not alone. That others had suffered from low self esteem as well. Also whenever the professor would ask me questions in front of the class.
85	the informative speech and doing our self critique assignments which helped with understanding what we could improve moving forward.
86	The informative speeches offered an opportunity to speak on a topic related to my culture, and I thought it was a great way to inform people about a holiday or culture they probably weren't familiar with. In addition, the discussion between the males and females on global issues proved that both had similar issues despite gender.
87	All the small speeches with quick stories about our lives added up to a complete picture of what these students have been through, in the end, we all felt compatible enough to share more intimate aspects of our lives.
88	I enjoyed the discussions that allowed me to act and respond as a business professional, which gave me an understanding of what I know and what I need to learn. I also enjoyed reading my peers responses to learn from them and help open my mind and perspective. Group discussions, such as the ethical or not, was a fun class activity that helped me chose my words more wisely when addressing people in specific situations/scenarios.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
89	We did an activity on privilege where we all stood in a circle and if something the teacher said applied to you, you would step towards the middle. This showed me how similar we all are to each other and helped me feel included. I feel as if all the speeches gave us room to pick things that related to us or we were passionate about to share. I think that was a job well done to professor shagun for creating the class this way. Each speech I felt was inclusive of who I am as an individual but specifically the A.H.A speech, I picked the culture option and shared about my religious culture. I felt very safe and accepted in the classroom to be able to present on that.
90	The Dream Organization allowed me to feel more inclusive of who I am as an individual. The discussion of what three physical things you want in your spouse allowed me to feel more inclusive of who I am as an individual as well.
91	Learning how to properly prepare for my speech organizationally and mentally helped me a lot!
92	Informative speech and the impromptu speech
94	I felt the demonstration speech and the informative speech really made me feel involved with the class as an individual
95	AHA and surveys
96	pet peeves, and discussions
97	The main thing my teacher did was talk about the resources we have as communication majors. She gave further explanation about our 12 specialty units and the NCA which no other teacher has before letting us know what choices and fields we can get in with a broad degree like communications. Second were the discussions on leadership. In a lot of my speech courses I wanted to learn how to be a good motivator and leader which is something we really touched base on and helped me grow as an educator to children.
98	Improved speech-pet peeves, was interesting to express what I had in mind for this speech and to hear others speak on the subject I found similarities. Informative speech-for this speech (Nutrition wise) I was able to find a subject that is interesting for me and that is important for maintaining a healthy lifestyle which is something I value.
99	The impromptu speech about our pet peeves, and the demonstration speech showing what we are skilled at.
100	Dinner Parties because you were able to voice your own opinion and not be graded on exactly what that opinion was, but rather if you participate. Also cultural collage and the first speech became very personal as we were supposed to talk about what is most important to us and our values.
101	The group speeches were really awesome and made me understand many concepts better and the way Nick in a sense moderated discussion really helped everyone feel listened too.
102	I don't have anything specific that made my learning feel inclusive but watching other classmates speak on such pedestrian like topics made me feel better about my experiences and where it might lead.
103	The AHA speech gave us the ability to choose what type of speech, and what topic speech we would like to do. I was able to talk about my culture and gave the speech a greater importance. We also had a discussion at the beginning of the quarter regarding house keeping and she gave us the ability to make up our own rules for the class.
104	i think the freedom to choose the topic of our speech with a few guidelines helped make the class more interesting and increased my enthusiasm when giving a speech
105	Individual's speech Group performance and Newsletter project Job interview

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
106	The persuasive speech helped me out alot because now I have a great understanding on how to persuade people easily. Another discussion about low power distance and stuff helped me out alot.
107	Individual speech.
108	On the past 2 major speeches, the instructor feedback on my drafts has been the most influential and supportive part of the speech-writing process.
109	Every so often we would have group discussions. Sometimes we were paired into 2 groups via numbers. For one discussion, we were paired into genders to see what world issues each gender was concerned about. It offered insight in what everyone thought was wrong and where their moral compass stands.
110	The AHA speech gave everybody a chance to bring something personal which was usually an artifact or app. The artifact, although potentially very personal, in my opinion was just show and tell so I went with an app that was very dear to me. It made me feel like I was able to present something I truly cared about which was an app that can help people, and doing so made me feel more confident and excited for the project. The fact that professor Kaur did was ask for our feedback on our peer's performance which made me feel like my opinion was being heard and desired.
111	all group activities
112	I dont know
113	I had really enjoyed the group speech, "Who's story?" and "Two Truths One Lie." I felt like these were fun and interesting ways to teach us about noticing body language.
114	group speech activity and the quizzes
115	I really enjoyed the informative speech and being able to discuss any topic that we enjoy. I got the highest score on this speech because it was a topic I was passionate about.
116	The 2 Truths 1 Lie speech gave off a personal vibe, and made the class feel more relatable to me. Also the Response Paper assignments. They helped me give feedback to myself, and made me realize the mistakes or successes of my speeches.
117	self introduction, current events discussion, group discussion and so on
118	A personal experience and giving a good demonstration before we start our projects
119	actually giving a speech and having group activities
120	Community, cultural speeches
121	when we introduced our classmates. the class overall made me feel very included.
122	Q & A time, making sure everyone speaks for every assignment.
123	The 2nd introduction activity where we introduced ourselves to each other by shaking hands helped create a sense of community. The demonstration speech helped create a sense of community as well.
124	The self in a bag assignment we had helped me figure out who i was in the inside as well as figure out how people see me from the outside. Also the first speech as a group helped me figure out who i am when working with groups because i would lead the conversations when my group members didn't want to talk.
125	The professor's feedback was very helpful. Also, at the end of the speeches, he always tells us how we have improved compared to the last one which gave me more confidence to continue.
127	Communication lecture and performance guidelines by the instructor which made my learning feel more inclusive of who I am as an individual.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
128	Warm-up activities are always different and interesting to me. Pre-hear activities as 2 classmates working together and my partners were giving me some good comments and advice.
129	I enjoy the activity where we had to tell someone's story, but it was divided up into a group. Even though it was a group project, I felt like a part of a team cause it was very tricky to find out who's telling what parts of the story. Also the first group project/play that we did was very fun. The weeks I spent preparing with my group actually made us grow very fond of each other, and I felt pretty sad when we had to leave. But during the whole process, I felt very valued and respected not just as a teammate, but as a person.
130	The practice speeches were really helpful because we were able to feel comfortable with our classmates and also the aha speech was fun and getting feedback
131	Ice breakers and the ethics activities we did.
132	- The first activity is outside the classroom, when the professor asked a question and the students honestly went one step to indicate the Non-verbal. - The second on is the individual speech. I can practice myself to be confident and arrange the required time exactly.
133	Major speeches and the get to know you games at the start of the quarter
134	Self evaluation Show and tell
135	Shared your own experiences before, asking question one by one.
136	The AHA speech did because of the many different options of speeches made for everyones strengths being accommodated.
137	The Performance Speech and the AHA Speech definitely brought out who I am as a person that I was more than comfortable sharing about.
138	Allowing us to chose a topic on our speeches and group activities that were impromptu.
139	the reflective papers asking our opinions and reflections and discussion boards
140	group discussions
141	Him showing us that giving a speech is fun and telling us speech is not easy so it made us feel more comfortable knowing everyone is going to make mistakes.
142	first thing is to learn people's name, and the next thing is to find the topic following our choices.
143	I loved when the instructor talks about "7 habits of successful habits." Also, I loved deviant activities with my group.
144	The discussion where we discussed an event that happened in our past that changed us made feel kinda more in tune with my emotions and the reflections after the speech helped me see what I needed to work on after every speech.
145	both group projects
146	Speeches on any topic we want and public discussions asking for personal anecdotes from individuals.
147	The privilege speech engagement, where we talked about our greatest setback, opened us to not only vulnerability but also understanding from peers who have experienced similar setbacks. The personal speeches at the beginning of the class also allowed me to feel more engaged with the class in being able to learn more about my peers.
148	It would have to be my first speech which is who I am and the last big speech which is the community engagement.
149	I like the the interpersonal discussion that we had, and our first speech about our 3 cultures.
150	Online assignment with peer response and ice breaker

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
152	In the surprise speeches a couple of questions described me as a person. Like describing on thing or event that impacted your life so I talked about my big opportunity in the dentistry. Also the short visual speech we had to do to describe a special thing and I showed my family.
153	I felt more inclusive when I got to pick the topic for my speech assignments. I also felt inclusive when people respected my different opinions.
154	Practice many times Focus on your speech
155	Listening Activity assignment made me learn more of who I am as an individual. Along with Johari Window Reflection because I feel like I am very careful of what I want to share with others.
156	I liked the activity that measured our privilege levels. I've always been afraid because I feel like I have come from a privileged background and I had a fear of people knowing that because that's not who I am or come off as. I also liked how towards the end we worked with a random person on the skits of possible work scenarios that we could encounter in the work place. Again it was just a nice change to share ideas with someone not in my group.
157	The speech I most enjoyed & which made me have more confidence was the persuasive speech. The pet peeve 2-3 speech was also a great way to make one prepare themselves for a fast opiated response.
158	Being able to choose presentation topics that are interesting to us(pretty much every speech) helps with making the research and presentation in general easier. Having a balance of group presentations and individual presentations helped give more variation to the class
159	Individual speech and the final project.
160	-small group discussions/speeches -the activity where we each had to tell part of someone's story
161	Preparing the Change the Story speech really gave me time to do some self reflection on things that had happened to me that I wasn't necessarily too aware were stereotypes against me.
162	The instructor gave me the freedom to choose whatever I wanted to do on the major speeches which really helped me tell my speech. Having something to talk about that I truly know a lot about really helped me enjoy the speeches even though I was nervous.
163	Being called on to participate, be it read something off the projector, answer a question or share an opinion. The extra push can be very helpful. The individual speech felt lie it offered me a good chance to express my view on a specific subject of my interest, which I enjoyed.
164	The outlines for the speeches, the current events online discussion activity, the lectures, and the online quizzes, made my learning feel more inclusive of myself as an individual.
166	responce papers helped me get my feelings and thoughts out. Being able to not only have feedback from the professor but also my classmates.
167	I enjoyed all the small activities we would do in class because it made the class more enjoyable and I also liked the projects
168	The interview activity really made me understand some of the standards that people expect. Another was the two projects when working in a team because it really challenged me to use my voice.
169	the speeches assigned weren't difficult since many of the topics related to personal interests
170	The praises/positive comments after each speech (both group and individual) by the professor and asking what we thought we did well were very encouraging and helpful exercises.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
171	The culture speech helped me, as well as speeches that help me get out of my comfort zone
172	The response papers after each speech gave me the time to actually reflect. After a performance I usually try not to think about it how I did, because am rather negative on myself. These assignments wanted people to realize there strengths and weaknesses and that is were progression really starts. Last activity would have to be the performance speech only because it was so uncomfortable to do. We always have to put ourselves in uncomfortable positions and once again that is were the most noticeable progress occurs.
173	I really liked both Anna's speech. Organ donation is very persuasive and meaningful so I decided to do it. Another Anna with the topic: take a snap has done very well because she has used some humor. The beginning of her speech was good getting attention from the audience. Our small group have known a lot each other, we were very harmonious and happy. Alexia did a good job with her speech about athletes salaries. Her opinion is good to be concerned.
174	During the interpersonal communication exercise, I realized how different we all can be. It helped me realize that we all have a past and we all have our ups and downs.
175	When we did the performnce speech and I sng my song terribly bc I was so nervous, I apologized bc it was i was a nervous mess up there and you told me i didnt have to apologize, that really helped and made me feel more comfortable because its not something that I can control. The final speech also made me feel more inclusive because for me personally that was my best speech and my grade kinda showed it.
176	The persuasive speech presentation helped me feel confident about presenting, and made me passionate about the speech. The self in a bag speech helped me to express myself and made my learning feel more inclusive of who I am as an individual.
177	every speech and the feedback
178	informative speech, Demonstration speech.
179	Doing the mock-job interview was beyond helpful to reduce anxiety for the future. Giving an individual speech forced me to overcome any fears of public speaking.
180	There was an individual presentation called "self in a bag". This presentation made me feel a little more at ease and included because we got to share are likes and hobbies with the whole class. We all got to know each other through that presentation. Thats not something I typically do in other classes so it gave the class a sense of togetherness. Sitting at a new table everyday. Got the chance to talk to everyone in class. It made the class more comforting, safe even.
181	1. She made us converse as much possible in different groups. 2. As I was afraid of speaking in front of other before, she really though about it and gave us enough time to prepare.
182	when were divide into groups and also when you give our thought and opinion about each others speech
183	The introduction speech
184	telling me my flaws, showing me what I can do to have a better speech performance.
185	The introduction speech and persuasive speech made my learning feel more inclusive of who I am as an individual.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
186	Evaluating other political speeches made me really look at how persuasive speeches are. Evaluating each speech after we have done it to see what we need to make better.
187	individual speech and group discussion
188	1. Our instructor talked about how we all make mistake, and that the class was an environment for practicing. 2. Doesn't condone anyone for their mistakes. Offers constructive criticism.
189	A warm up asking how we describe ourselves as an animal and the online discussions
190	The artifact speech and the beginning of the year first speech
191	culture speech, vulnerability circle
192	Personal speech group discussions (I enjoyed it when we were forced to move around)
193	- Resume building/interviews - Privilege activity - Icebreakers - Reflection essays
194	during the discussion, the classmates are really supportive of my opinion, and if some of us do not have any partner to discuss with, the teacher will be the partner. and during the lecture, the teacher calls everybody name to get their taught and it is really meaningful for me.
195	the AHA Speech was a good assignment to think about who are we as individuals
196	Individual presentation really helped because he gives us specific information that we need to present, and how we can improve. Also, he gave us a short time to talk to neighbors every classes, so it helped me to get along with my classmates and learn a lot in the class.
197	I liked the informative speech because I was able to talk about something very important to me. I also really enjoyed the performance speech because it brought out my silly side.
198	The last assignment was amazing. The practicing the interview helped me realize how to evaluate myself. Lastly group work made me to learn what kind of individual i am and what specific goals I have while I am working with the team.
199	Self critique, recording video of speeches.
201	When she takes her time and discusses our preliminary outlines with us one on one and when she is very flexible on speech topics(allows us to express our personal perspectives and values).
202	Minor Speeches Major Persuasive Speeches
203	Demonstration Speech and Impromptu Speech
204	Discussion, group work
205	I felt very included when Mr. Lee asked me about how I feel as an Afghan woman in America and whether I'm grateful to be here. Another time was when he complimented my informative speech.
206	surveys and personally speeches
207	I think the lecture specifically tells us that speaking is not hard as long as you practice. Peter also gives great example speeches that helps us prep for our speech. Peter also doesn't care what people think about him when he speaks, which helped me by allowing me to talk whatever I want to talk about, as long as i'm on topic on my speeches.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
208	I think that doing the speeches really helped me as an individual because I was able to become more comfortable as each speech went on and I really think I improved a lot on my public speaking. I also believe that the dinner parties help because it gives a sense of what everyone has their opinion on and it makes it easier for us to express them. The class overall felt like all of my friends which made it easy to present.
209	Demonstrative speech and Introduction speech
210	speeches and responses
212	The Impromptu speech is fantastic as it really pushes you to pull something at out of...um...nowhere, enjoyed partaking in this activity. The permission list really made me understand how we all carry so many fears in public speaking...I put off this course for years, but I'm glad I took it and with this instructor.
213	n/a
214	Instructor asked us about our weekends and our lives. Also asked for opinions on certain news.
215	the identical art project, table topic
216	The Show and Tell speech, impromptu topics regarding our lives, ourselves, or our past helped me to talk about things about myself I would, in a way, welcome sharing.
217	Write critique feedback to speakers; students introduction speech
218	By asking us about our lives and what we do on our spare time. Really helped open to the class more.
219	Doing the speeches helped me out a lot. And also working with others and knowing that they were on the same boat as me that we were helping each other out to succeed and improve.
220	Fears and worse date
221	Identity art project is one of the speeches that I found who I am as an individual. In this speech, I want to create an art that belongs to me. It contains a lot of elements about me. At design time, I am constantly looking for what is most representative of myself. And through this speech, I know more about myself, find my strengths, and correct my shortcomings. Moreover, we have an introduction to partner activities. Before we introduce our partners, we will ask each other questions and get to know each other. In the process, I also found that when I answered the question, I also tested my own understanding of the process.
222	One on one feedback over our outlines and allowed us to work on our outlines for improvement in extended time.
223	When it comes to minor speeches or improvising there are topics where I could not recall/relate such as Movies or childhood memory. As individual, I am more of planner so I prefer script outline. Deviant speech was pretty interesting and fun. Its easier to partner than be alone.
224	the greatest fear and favorite movie speeches
225	The minor speeches, group assignments, and individual discussions made my learning feel MUCH more inclusive of myself as an individual. The minor speeches and one-one-on conversations demonstrate an interest in understanding the student, which in many cases, can turn a C student into an A student, and open mental barricades a student may have due to underlying issues. I could see a discernible increase in not only my peers' speaking abilities, but their confidence levels as a whole. The group assignments are equally as important as they give a chance for students to be leaders in their own sense, and allow students to establish credibility amongst their peers.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
226	I felt inclusive when on our deviant act assignment because it was a real learning experience for us to talk to random people and think about what to say. Once again, improv speeches were always a benefit to our everyday learning because it is a skill that most people don't have or practice.
227	The first informational speech and all of the speech exercises that we conducted in class.
228	Going around the room and talking about something that I wouldn't normally share with other people. This assignment allowed me to hear everyone's stories and helped me see that there are so many types of people in this world. I enjoyed the speech about the three cultures I'm involved in because my classmates got to know who I am and not just as a random girl in the class. I got to hear everyone else's interest and made me feel closer to them.
229	N/A
231	When the teacher used me as an example I felt included. I also really valued the speeches that my teacher made to be very helpful.
232	- Responding to a question of the day. - Minor speeches.
233	We made sure to get through everyone in the class during the improv speeches. Also he made sure to relate to us as students to make the power distance shorter.
234	You were always very helpful and sincere. I never felt weird asking you something or going to your office hours. You were just a really good professor I don't know how else to put it.
235	personal stories that we had to tell. show and tell speech.
236	1. The activity where we all had to go outside and you asked 10 questions. The people answered the questions by step inside the circle or stay the same. 2. ABC's of Problem Solving 3. Newsletter Project
237	I really liked all of the activities and speeches, however my favorite was the persuasive speech. I was able to pick something I was passionate about and speak about it in a persuasive way to help convince people on why they should agree with me. This is something I like doing as well as I enjoyed listening to others speeches too for that one. Not only this, but the informative speech too. I liked my topic that I chose and again it was something I was passionate about teaching others about. Overall I really think I have learned a lot in this class from the speeches of my classmates, practicing for my own speeches based on the feedback from my professor, as well as the video assignments. (:
238	The questions he asked after I would present something. He asked some hypothetical questions and when I answered he commented on my response. That showed me he understood what I was saying.
239	The show and tell minor helped me reflect back on past moments and introduction speech as I had to find the single most standout point about myself.
240	The demonstration speech we had to give and when we had to talk to everyone individually in class and tell them a bit about ourselves.
241	Always do what you love or passion about in your life. For example of how he become a speech instructor. Second, nobody is perfect we always make mistakes but practice can make things much better.
242	I really enjoyed our community engagement and working in groups to achieve a goal.
243	The sma speeches in the beginning of class and also the minor speeches we had to do in order to get ready for the real major speeches.
244	Recognition and praise

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
245	1. It was very encouraging to see Joel listening intently and nodding during my speeches. 2. For our daily practice speeches, there were several different topics offered which made it easy for me to find at least one or two topics to which I could relate and speak about.
246	Asking students to participate. Allowing us to raise hands.
247	My speech on football because I was able to talk about something that I really enjoy. Also the persuasive speech because it helped me overcome my fear of speeches.
248	impromptu speech about my biggest pet-peeves battle of the sexes regarding world issues
249	the cultures speeches, the last speech about community engagement, and the privilege engagement activity were one of the best learning experiences for me
250	What made me feel inclusive was when we worked in groups and discussed things were told to talk about
251	I liked the first speech where we got to talk about ourselves I feel like it gives you more confidence when talking about something you know. It was also nice getting to know more about my fellow classmates. I also liked the intimate group discussions.
252	Giving thanks and cheer with someone who impresses me at the end of quarter. Giving us his experience.
253	Reading between the lines with a partner was a fun assignment that really opened my eyes more to who I am as an individual. The johari window reflection also made me realize a lot about myself as I reflected on myself.
254	I think the paper we wrote about a political speech as well as some of the daily questions he'd ask allowed the class/instructor to know more about me as an individual.
256	when he told stories and gave examples of speeches
257	Ask me for my opinion Encouragement
258	-Re-watching myself give my speeches gave me more of an idea of my bad habits when I gave presentations and over time I saw those ticks and habits go away. -The first lecture that my teacher gave was eye opening. He talked about how everyone suffers from the fear of public speaking, and in turn it made me feel more relaxed about speaking because I knew everyone else was just as nervous as I was to speak.
259	the good memory thing and the different choices we had for the on spot speeches
260	forced participation in speeches and small class activities.
261	impromptu speeches show and tell speeches (includes visual aid speech)
262	Daily activities and minor speeches
263	I like a video group project and performance project.
264	Group speeches and partner speeches.
265	The first one where we had to give a speech about another person, where I opened up about who I am to the other person. And where we have shared stories about what happened in the past with my classmates.
266	Group Projects (News Letter) Group Speech
267	the group discussions and when we share our discussions results
268	instructor shard stories about himself and his family that gave way for others to the same, this was a great way to make people find the courage to hold speeches
269	1. First informative speech was interesting 2. The pet peeve minor speech helped everyone kind of get to know one another a little better

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
270	2 activities were the first informative speech and the deviant act speech.
271	First assignment that made my learning feel more inclusive was the deviant act speech because i had fun with it and it helped with some of my nerves with speaking. The second assignment was again the short speeches because it where i was more comfortable and i could kind of wing it and thats what i like to do with speaking i just go with the flow of it.
272	He teaches us how to reduce the stress by some actions
273	-> Understanding of how to speak in front of mass of the people. ->I got more confidence how to communicate with the people.
274	2 specific speeches that made my learning feel more inclusive that definitely my last two speeches, which was the informative speech and persuasive speech.
275	Asking us question and make the class funny
276	The instructor talks to the class getting the class involve with question and activities. This makes everyone more easy going and confidence to speak in class.
277	She talks to me during after hours and is not too tough on me about being late.
278	1) Provided great insight and encouragement 2) Always gave constructive criticism
279	Speaking about current events and what we did during the weekend
280	The news of the day/brain teasers questions at the beginning of each class, and letting us pick whatever interested us for the speeches.
281	first and last group presentations
282	The Individual made my learning feel more inclusive of who I am because. I was afraid when I gave a speech in front of people because my English was not good. Moreover, after Individual speech I could see the improvement. The persuasive speech that made me became myself because I would like to be an actor, but I could not reach it.
283	The info speech and persuasive speech
284	Mindtrap Group Work Activities Teacher
285	Speech of Introduction Allowing one to talk about almost anything as long as it doesn't specifically target someone in the audience
286	The informative speech and the persuasive speech
287	persuasive speech is the funniest one since I felt like I had fun doing it Mind trap is one of the best activity in class
288	I loved how open this class was with each other. we all clicked really well and it made the class very enjoyable. The group activities before we did speeches were great to help understand the assignments. and it allowed us to all really talk to each other and get a sense for one another.
289	The persuasive and informative speech helped me grow as an individual.
290	1. All speeches as we got to pick our topic that best fit us 2. In class discussion with group memebers
291	n/a
292	Impromptu and demonstration
293	Encouragement and demonstration
294	The demonstration speech and persuasive speech, because I had the freedom to pick a topic that was personal to me
295	instructor's sample of speech is really useful for imaging the speech.
296	Lots of the brainstormers were very inclusive, as everyone had a fair chance of participating. The other was probably the table group activities, which also made learning very inclusive.

Question: 28. Describe at least 2 specific activities, assignments, speeches, or discussions by the instructor which made your learning feel more inclusive of who you are as an individual?

Respondent	Response
297	Open-minded group discussions & equal attention towards students.
299	The last assignment, impromptu speech and the out of class cretic
300	He told us that it is okay to make the mistake. The important is you have to practice. He let us do the self in the bag activity which is help us reveal who we are.
301	Teaching method as well as feedback after speeches