

## De Anza College Office of Institutional Research and Planning

**To:** Shagundeeep Kaur and Donna Stasio, Instructors  
**From:** Mallory Newell, De Anza Researcher  
Kristina Wong, Student Assistant  
**Date:** 04/24/2017  
**Subject:** PRCA-24 Post-Survey Winter 2017

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The PRCA Post survey was administered at the end of the course in Winter 2017. This resulted in 358 valid responses.

Important highlights include:

- 66% of respondents like to participate in group discussions, 21% are neutral and 13% prefer not to participate in group discussions. (Question 1)
- 56% of respondents disagree/strongly disagree they are tense or nervous while participating in group discussions. (Question 3)
- 22% of respondents agree/strongly agree that engaging in a group discussion with new people makes them tense and nervous. (Question 5)
- 19% of respondents agree/strongly agree they are afraid to express themselves at meetings. (Question 10)
- 23% of respondents agree/strongly agree that while participating in a conversation with a new acquaintance, they often feel very nervous. (Question 13)
- 40% of respondents disagree/strongly disagree they are relaxed while giving a speech. (Question 21)
- 36% of respondents agree/strongly agree that while giving a speech, they often get so nervous that they forget the facts they really know. (Question 24)
- 84% of respondents agree/strongly agree they feel valued and included in their speech class by their instructor and peers. (Question 25)

# Winter 2017 PRCA-Post Survey Report

1. I dislike participating in group discussions.

Mean: 2.26

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	84	23.46	
Disagree	2.00	151	42.18	
Neutral	3.00	74	20.67	
Agree	4.00	40	11.17	
Strongly Agree	5.00	8	2.23	
<b>Total Valid</b>		357	99.72	
<b>Missing</b>		1	0.28	
<b>Total</b>		358	100.00	

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

Mean: 3.86

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	1.40	
Disagree	2.00	18	5.03	
Neutral	3.00	70	19.55	
Agree	4.00	193	53.91	
Strongly Agree	5.00	71	19.83	
<b>Total Valid</b>		357	99.72	
<b>Missing</b>		1	0.28	
<b>Total</b>		358	100.00	

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

Mean: 2.42

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	53	14.80	
Disagree	2.00	149	41.62	
Neutral	3.00	114	31.84	
Agree	4.00	33	9.22	
Strongly Agree	5.00	7	1.96	
<b>Total Valid</b>		356	99.44	
<b>Missing</b>		2	0.56	
<b>Total</b>		358	100.00	

4. I like to get involved in group discussions.

Mean: 3.75

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	4	1.12	
Disagree	2.00	24	6.70	
Neutral	3.00	89	24.86	
Agree	4.00	178	49.72	
Strongly Agree	5.00	60	16.76	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	

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

Mean: 2.67

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	34	9.50	
Disagree	2.00	140	39.11	
Neutral	3.00	102	28.49	
Agree	4.00	63	17.60	
Strongly Agree	5.00	14	3.91	
<b>Total Valid</b>		353	98.60	
<b>Missing</b>		5	1.40	
<b>Total</b>		358	100.00	

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

Mean: 3.59

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	1.40	
Disagree	2.00	39	10.89	
Neutral	3.00	103	28.77	
Agree	4.00	160	44.69	
Strongly Agree	5.00	49	13.69	
<b>Total Valid</b>		356	99.44	
<b>Missing</b>		2	0.56	
<b>Total</b>		358	100.00	

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

Mean: 2.79

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	26	7.26	
Disagree	2.00	124	34.64	
Neutral	3.00	114	31.84	
Agree	4.00	77	21.51	
Strongly Agree	5.00	13	3.63	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

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

Mean: 3.42

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	6	1.68	
Disagree	2.00	51	14.25	
Neutral	3.00	120	33.52	
Agree	4.00	141	39.39	
Strongly Agree	5.00	36	10.06	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

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

Mean: 3.30

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	12	3.35	
Disagree	2.00	69	19.27	
Neutral	3.00	105	29.33	
Agree	4.00	132	36.87	
Strongly Agree	5.00	33	9.22	
<b>Total Valid</b>		351	98.04	
<b>Missing</b>		7	1.96	
<b>Total</b>		358	100.00	

10. I am afraid to express myself at meetings.

Mean: 2.62

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	37	10.34	
Disagree	2.00	142	39.66	
Neutral	3.00	107	29.89	
Agree	4.00	56	15.64	
Strongly Agree	5.00	12	3.35	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

11. Communicating at meetings usually makes me uncomfortable.

Mean: 2.51

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	35	9.78	
Disagree	2.00	169	47.21	
Neutral	3.00	90	25.14	
Agree	4.00	55	15.36	
Strongly Agree	5.00	5	1.40	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

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

Mean: 3.39

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	1.40	
Disagree	2.00	51	14.25	
Neutral	3.00	138	38.55	
Agree	4.00	124	34.64	
Strongly Agree	5.00	37	10.34	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	

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

Mean: 2.68

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	33	9.22	
Disagree	2.00	141	39.39	
Neutral	3.00	96	26.82	
Agree	4.00	76	21.23	
Strongly Agree	5.00	8	2.23	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

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

Mean: 3.29

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	10	2.79	
Disagree	2.00	83	23.18	
Neutral	3.00	98	27.37	
Agree	4.00	123	34.36	
Strongly Agree	5.00	41	11.45	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	



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

Mean: 2.35

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	54	15.08	
Disagree	2.00	168	46.93	
Neutral	3.00	89	24.86	
Agree	4.00	36	10.06	
Strongly Agree	5.00	5	1.40	
<b>Total Valid</b>		352	98.32	
<b>Missing</b>		6	1.68	
<b>Total</b>		358	100.00	

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

Mean: 3.65

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	39	10.89	
Neutral	3.00	92	25.70	
Agree	4.00	178	49.72	
Strongly Agree	5.00	46	12.85	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	

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

Mean: 3.48

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	3	0.84	
Disagree	2.00	42	11.73	
Neutral	3.00	131	36.59	
Agree	4.00	142	39.66	
Strongly Agree	5.00	38	10.61	
<b>Total Valid</b>		356	99.44	
<b>Missing</b>		2	0.56	
<b>Total</b>		358	100.00	

18. I am afraid to speak up in conversations.

Mean: 2.42

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	44	12.29	
Disagree	2.00	167	46.65	
Neutral	3.00	101	28.21	
Agree	4.00	40	11.17	
Strongly Agree	5.00	4	1.12	
<b>Total Valid</b>		356	99.44	
<b>Missing</b>		2	0.56	
<b>Total</b>		358	100.00	

19. I have no fear of giving a speech.

Mean: 2.80

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	37	10.34	
Disagree	2.00	118	32.96	
Neutral	3.00	108	30.17	
Agree	4.00	66	18.44	
Strongly Agree	5.00	27	7.54	
<b>Total Valid</b>		356	99.44	
<b>Missing</b>		2	0.56	
<b>Total</b>		358	100.00	

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

Mean: 3.21

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	18	5.03	
Disagree	2.00	84	23.46	
Neutral	3.00	86	24.02	
Agree	4.00	139	38.83	
Strongly Agree	5.00	27	7.54	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

21. I feel relaxed while giving a speech.

Mean: 2.83

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	20	5.59	
Disagree	2.00	124	34.64	
Neutral	3.00	127	35.47	
Agree	4.00	66	18.44	
Strongly Agree	5.00	18	5.03	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	

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

Mean: 3.19

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	8	2.23	
Disagree	2.00	98	27.37	
Neutral	3.00	104	29.05	
Agree	4.00	108	30.17	
Strongly Agree	5.00	37	10.34	
<b>Total Valid</b>		355	99.16	
<b>Missing</b>		3	0.84	
<b>Total</b>		358	100.00	

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

Mean: 3.36

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	6	1.68	
Disagree	2.00	44	12.29	
Neutral	3.00	154	43.02	
Agree	4.00	118	32.96	
Strongly Agree	5.00	32	8.94	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

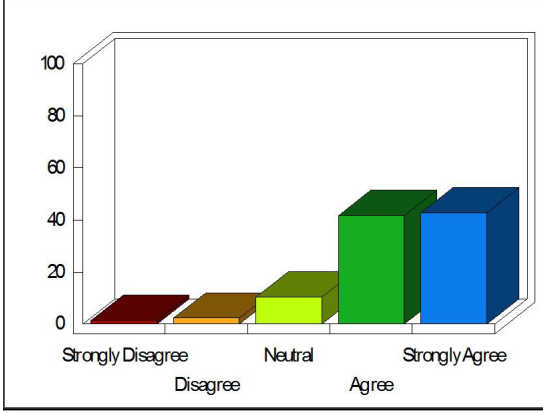
24. While giving a speech, I get so nervous that I forget facts I really know.

Mean: 3.07

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	20	5.59	
Disagree	2.00	98	27.37	
Neutral	3.00	108	30.17	
Agree	4.00	93	25.98	
Strongly Agree	5.00	35	9.78	
<b>Total Valid</b>		354	98.88	
<b>Missing</b>		4	1.12	
<b>Total</b>		358	100.00	

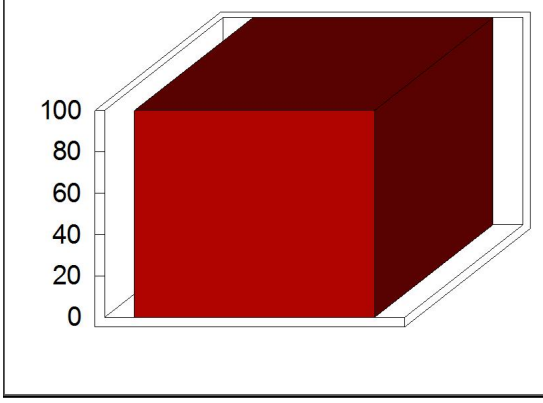
25. I felt valued and included in this speech class by my instructor and peers.

Mean: 4.24

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	1.40	
Disagree	2.00	8	2.23	
Neutral	3.00	37	10.34	
Agree	4.00	149	41.62	
Strongly Agree	5.00	153	42.74	
<b>Total Valid</b>		352	98.32	
<b>Missing</b>		6	1.68	
<b>Total</b>		358	100.00	

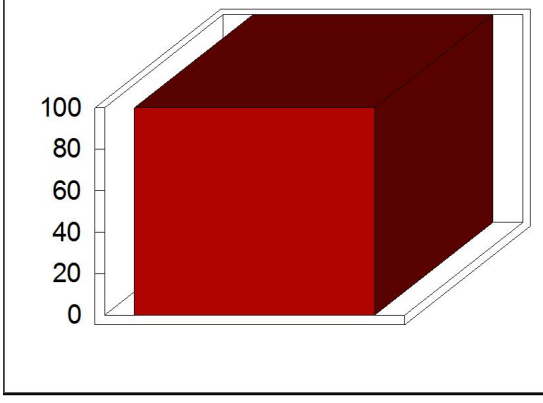
Time

Mean: -

Response	Value	Frequency	Percent	Graph
	-	358	100.00	
<b>Total Valid</b>		358	100.00	

Date

Mean: -

Response	Value	Frequency	Percent	Graph
	-	358	100.00	
<b>Total Valid</b>		358	100.00	

## PRCA-Post Survey Responses

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

Respondent	Response
1	Doing speeches on stuff I enjoyed
2	Speech strategy worksheets were extremely helpful with putting my thoughts together, when preparing for a speech. I think I will use a similar structure if I ever have to give a speech.
3	all the classmates are very supportive especially Karl he always smiles even when I present nervously so that calms me.
4	group discussions
5	Being able to join a group discussion helps reducing my communication apprehension. Despite that, the instructor keeps reminding students to be relax or do something to make them relax, such as shaking their hands for three seconds.
6	group discussion and giving speech
7	All of them, little by little you get used to the speeches forms, and requirements. By giving speeches all throughout the quarter, as well as the little projects in class to practice.
8	Group discussion and listening to others' presentation help me relax.
9	Doing the speeches and the mind puzzle really helped me reduce my communication apprehension.
10	The comfort that everyone kind of looked out for each other.
11	I really liked the fact that we start to get to know each other. The trust and bonding did help me become more comfortable.
13	ice breakers, skill practice, group works, each small section during the class i have to speak, it helped me to speak up more
14	The facilitation because it taught me how to speak in front of a group for a long time, not just 5 min. I learned how to actually communicate in variety of ways rather than reading a speech I just wrote. I also loved the group discussions, since it taught me how to communicate with people I don't know or just how to open up to people with different views.
16	Having to speak for a couple minutes in front of the class was good practice and helped me desensitize from the anxiety.
17	I get involved in lots of group discussions and speeches, so I gradually get used to it and try my best to complete it.
18	Learning facilitation skills.
19	strategy of giving speech
20	I would say watching some of the Ted Talk videos that talked about speech tips helped me use new ways to not be as nervous while performing a speech. Also having impromptu speeches help since it usually having you talk about something that impacts you directly.
21	The seriousness of actually learning the basic of communicating with someone helped me better my communication skills. With everyone trying their best, it helped me face different ways to communicate with people.
22	communication speech and the group presentations/skits
24	warm-up activities before the communication, group speeches
26	At first I felt more sure of myself because I thought I would do it right. But for the last speech we did I fell so bad about that speech, I think I did even more bad that the beginning.

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

Respondent	Response
27	I especially enjoyed the "icebreaker" portion every class time. When the class first started in the beginning of the quarter, I thought the icebreaker was just something we would do the first day, but then I realized it was an everyday thing and it really helped...break the ice for lack of better words. The ice breaker activity was always something new I havn't done before and it was always engaging and made me comfortable (not that boring stuff other classes do like stand up and say your name and favorite hobby). I never knew the importance of ice breakers because I feel like other classes/work when I do them, we do them just for the sake of it without caring. However I found that when I started doing genuine ice breakers, it made it so much easier to work with my group such as in the hour long facilitation we had to do. Specifically speaking about assignments/speeches, I think the most memorable moments of the quarter were the marshmallow activity as #1 for sure because it was very unexpected. Second, I really enjoyed the Great Idea Workshop and the self care lesson when we did Pie of Life, Indian medicine circle, and tai chi thing. I also enjoyed the 2 truths 1 lie twist we did where it was 1 story being told by a whole group and everyone guessing who the real story belonged to. It showed me how much your time of voice/confidence goes a long way into how others see you.
28	Having to give our speech assignment in front of our class helped reduce my communication apprehension definitely. It also helped seeing others speak as well and see the feedback they got.
29	group project. you get to meet new acquaintance and discuss new thing and learn new thing from your group member.
30	Small group discussions helped me get to know my classmates and made me more comfortable when speaking to them.
31	Being able to get close with my peers helped a lot. The deep breath exercises helped me out a lot. I would say the group project speech was what helped me overcome being nervous.
32	The assignment that helped me during my communication apprehension was doing my group project; I personally feel more confident to be social with my classmates.
33	The impromptu speeches have helped a lot.
34	Doing small table group discussions because I get to know the people in the classroom.
35	The personal speech helped me open up to a few of my peers. The group speech really helped me because it taught me to work with others, and I felt more comfortable speaking with them.
36	Activities at the beginning of the quarter
37	individual speech
39	I think that the first speech and the Aha speech both helped me out a lot.
40	The main activity that helped reduce my communication apprehension via public speaking would be, ungraded speaking assignments like the Impromptu speeches. They are less stressful, more fun and easier to confront.
41	I really liked the informative speech because I got to write a speech that I care about.
42	the group speech really helped. I think just having your team members up there with you helps a lot
43	The first speech we did in class helped me get comfortable.
44	doing the group speeches really helped me by just making me face the issue. I learnt alot about my abilities and weakness in giving a speech.
45	giving public speeches to my classes
46	all speeches



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

<b>Respondent</b>	<b>Response</b>
47	Demonstration speech
48	The personal speech allowed me to step out of my shell and helped strengthen my confidence in completing this course.
49	Personal speech
50	I believe the response paper from the first speech, helped me reduce my communication apprehension because I had to think back about the feedback my peers gave me.
51	I think the textbook help a lot. And when we are required to use all the speech techniques in our speeches, I get more ideas on how these techniques really help to make my speech better.
52	The quizzes on catalyst
53	I felt the most comfortable giving the performance speech because it wasn't my work. Which took some pressure off.
54	Individual speech
55	The speeches were the best, they gave me confidence.
56	The group activities really helped and it encouraged participation, which in turn made it more comfortable in class.
57	Getting feedback from other students
58	group performance
59	individual speech and group presentation
60	I think the Performance Speech made me more confident in giving speeches.
61	The entertaining activities that the instructor had us to perform
62	Small group discussions helped me the most
63	I think that putting in so much work into my outlines really made my communication apprehension better. I was much more prepared, which made me less nervous.
64	Practice speeches that we did. At the commencement of the quarter we did multiple ice breakers which I believe allowed me to get to know my peers so I wasn't so worried to preform in front of them.
65	Group discussions/activities, giving actual speeches, reading more about what could help in tackling certain parts of speeches
66	Everything
67	Jumping around and doing hand activities before speeched
68	I think the impromptu speech helped reduce my communication apprehension because it showed me that I have the capability to deliver a speech with almost no prior preparation.
69	The icebreakers in class helped in the comfort level with my classmates.
70	Intro speeches
71	Ice breakers
72	Some assignments that really made me reduce my communication apprehension were the personal project speech. It was my first speech in front of the class. Everyone seemed so inviting and I had more confidence while speaking. I also loved all of the icebreakers and looked forward to them to connect better with my classmates making me feel more at ease while speaking in front of them.
73	All the speaking assignments
74	Group activities and in class activities
75	Group discussion helped me reduce my communication apperhension.

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

Respondent	Response
76	The ice breakers at the beginning of the quarter definitely helped me reduce my communication apprehension since I got to talk to everyone in the class at least once and it made me more comfortable. I also made friends with some of them as well so that also made me less nervous. The group speech also helped me reduce my communication apprehension since I would be working with a group and it also helped me become more social since the members in my group weren't my friends. It was also our second major speech and I had felt more confident delivering that compared to the personal project speech.
77	practice
78	constantly being reminded that i will do good. and also being reassured that it is okay if i mess up, i can always fix my mistake and keep going. doing the little exercises we do right before our speech to release our nervous energy.
79	I think strategy worksheets helped me a lot to develop ideas and prepare for a speech.
80	I am not really sure my communication apprehension has reduced through out the quarter. I hope it did, and if it did, I think what helped me most was the speeches. But in other hand speeches kinda made my regular speeches worse, because now I have more pressure to be better.
81	Group discussion 3 mins presentation
82	Group discussions and stepping in and out of the circle.
83	Some of the speeches that helped me this quarter were the AHA Speech and the favorite song speech. Those speeches I was really nervous for and felt tense while preparing for them but I did not do too bad.
84	The assignment that helped me get over my fear of public speaking was the performance speech, it was very easy but it allowed me to express myself and gain confidence in my speaking.
85	none
86	none
87	Personal project was very good for practice.
88	The performance speech relieved alot of anxiety for me.
89	I liked that we started off with mini speeches like the "two truths and a lie" and the one we did as a group because it helped me be more comfortable with my class and less nervous about giving bigger speeches later on in the quarter.
90	The ice-breakers that we did in class were particularly helpful. I got to know a little bit about each student. By the end of the course, I feel like I actually know the names of all the students which makes it easier to talk to them. The personal speech was better for my communication apprehension because it allowed me the opportunity to examine it.
91	I think the performance speech helped me with my stage fright. Having an informal topic was a great first speech since it allowed the speaker to pick a topic he/she is comfortable with.
92	One nerve I had upon entering this communications class was the speeches in which we had t present. I used to get very nervous prior and while presenting. I would experience heat flashes, my heart would pound, I would get thirsty, i would feel anxious. But having the compassionate support of my classmates as well as my professor eased my nervous and made me feel extremely confident and actually excited to present a speech.
93	During this quarter, some of the activities we've done that helped me reduce my communication apprehension was all talking to everyone else besides our table mates to engage and get comfortable with each other.
94	the speeches that allowed me to find my own interesting topic

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

<b>Respondent</b>	<b>Response</b>
95	Just the fact of practicing speeches made me feel more comfortable talking in front of a class. In the beginning of the course, we did an activity that helped us remember everyone's names, and some facts about them. I thought that was pretty cool, and the fact that we got to learn about everyone made me feel more comfortable.
96	The icebreakers we would do before beginning class.
97	Although I still get nervous when I am about to give a speech, I now approach each speech with more confidence than the previous time. Getting the repetition of speeches in this class has made me feel more comfortable while presenting, and I now have assurance that I can indeed give a speech in front of a large group of people. The part of the class that really worked for me was that our speeches would get moderately longer and more detailed throughout the class. The group speeches and class activities towards the beginning of the quarter gave me a nice base to build on and helped identify my strengths and weaknesses, and helped me feel more comfortable with my peers.
98	Being silly and releasing nerves before speeches with Shagun. We would make silly noises, scream phrases, and make strange movements. Everyone seemed more at ease, comfortable, and energized.
99	Probably just doing the speeches themselves. With experience it gets easier overtime.
100	I liked it when we worked in small groups during class. The peer review was very helpful. It let me communicate in small groups, which was easier than the whole class.
101	The performance speech helped me the most because it made me the most uncomfortable.
102	Icebreakers!
103	The activity that helped me with my communication apprehension was the movements and "acting" minutes before the start of each speech the whole class gave: the "copy me, whatever I do, whatever I say." I have never heard or participated in something so unique and productive. If children would be exposed to this exercise as soon as speeches or presentations are introduced to their academic years in school, I believe there would be a decline in speech apprehension overall. Seeing a teacher, instructor, or professor being as vulnerable and as silly as the students, takes away the fear of failing when the student is speaking.
104	when having a quick discussion with the instructor while up in front of the class before the speech, I felt that that relaxed me a little more and made me more comfortable.
105	The ice breakers helped me get to know my classmates a little bit more.
107	The first speech was the one thing that helped reduce my communication apprehension because everyone was so nice.
108	I feel that the group speech and having done ice breakers has helped me reduce the amount of anxiety and nervousness that I use to have when speaking in public.
109	Group Presentation not only helped me to reduce stress when working with a group, but also helped me to reduce stress as I had to follow strict deadline to not bring burden to group members which helped me to clearly know what I was going to say.
110	Performance Speech Persuasive Speech
111	The activity that we did before our first speech where we copied what you did and having group participation before our first speech so that we felt a little bit more comfortable.
112	The group assignment in particular helped a lot.

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

<b>Respondent</b>	<b>Response</b>
113	having to get to know my audience
114	Ice breakers at the start of class.
115	Grouping together to do a group project really helped me with my confidence level. I feel like everyone is understanding and not judgmental.
117	I like the second speech because it help me get to interact with other people.
118	I think just being able to be a part of the class and getting to know everyone through ice breakers, surveys, and just listening to another person present their speech. I feel that this class just became very comfortable.
119	honestly, just getting speech after speech done made me feel more and more comfortable with my speech presentations. Practice makes perfect.
120	One thing that help me boosted my communication apprehension was the performance speech because made me feel really comfortable to sing without being nervous.
121	breathing exercises before speeches really calm me down.
122	Being in a comfortable environment
124	the intro speech
125	group discussion & skills learning
126	The activity when we as a group shared a story and the audience had to guess who's it was
127	I think the speeches that relied less on memorizing information and lines, allowing me to focus more on how I was presenting.
128	Having to give mini speeches so often definitely helped with some of my communication apprehension.
130	I think giving impromptu speeches during the quarter helped reduce my communication apprehension.
131	Speaking with Confidence text
132	Short speeches
133	Multiple speech exercises and speeches.
134	Just doing more speeches about thing I likes to talk about reduced my anxiety
135	Practicing speccing in class and in groups. writing notes.
136	The speaking exercises helped
137	The small speech before a big one helped because it made me prepared
138	Just being in front of a group more than a few times and having good group of peers to help and talk to as well
139	The book had reduced my communication apprehension.
140	Giving all of the speeches, doing impromptu activities
141	My best activity is imaging successful my presentation.
142	The fact of going up an having a time frame to present my information and after getting a round of applause to make me feel comfortable
143	The speeches
144	in class games like Mix and Mingle - because it gave me information what to expect from the audience, thus gave me confidence in speech that class is interested in my topic
145	Peer review about my speech from my classmate because even though I felt my speech was not good, my class mate gave me good comment and good suggestion. I could have self confidence from our classmate kind and good comment.
146	Small speeches (i.e. table topics)
147	Analyzing a Famous Speech assignment

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

<b>Respondent</b>	<b>Response</b>
148	Group activities and getting to know everyone in class
149	Online assignments specially interpersonal skill, writing an outline for a speech and group work reduce my fear to speak in front of individuals.
150	Mini speeches, table topics
151	Giving speeches on topics that I know because I was able to choose helped me be less nervous
152	Practicing Speeches.
153	The informative speech helped me the most to reduce my communication apprehension
154	I feel like the daily impromptu speeches really helped me reduce my communication apprehension because I hate going up to speak without rehearsing. I don't hate public speaking or have a bad hear of it, i just avoid on the spot speeches because I like to plan out what I am saying. With this class, I was able to face that fear head on and I find that I don't fear impromptu speeches as much
155	The informative and persuasive speeches help me to reduce my communication apprehension.
156	One of the activities that helped me to give my speeches is to warm up to feel less nervous, to stand up straight, to make more eye contact with my audience.
157	Group discussions, and teacher's lectures
158	I found that the impromptu speeches really helped me deliver a speech more confidently.
159	group meeting
160	The devious act speech
161	Personal experience speech in group
163	impromptu speech
164	group speech
165	Group chapter presentation helped with my communication skills.
166	the first partner introduction helped me reduce the stress of speech because I have talked with my partner before I gave the speech. I felt really confident about my speech.
167	Actually giving speeches
168	Persuasive Speech Group presentation
169	Focusing on breathing exercises before presenting helps me focus on my presentation.
170	Participating in minor speech topics that differed each week or day, really aided to my ability to reduce my communication apprehension because I was able to build confidence and a connection with every individual in the classroom and express my own opinions and listen to the opinions of others.
171	Assignment of Informative speech helped me a lot to reduce my communication apprehension.
172	Informative speech helped me a lot to reduce my communication apprehension.
173	The persuasive essay helped me a lot.
174	Giving speeches and actively engaging my peers.
176	Especially, group working was pretty good because we could cooperate with each other as a result. Also, an informative speech assignment made me improve my speech skill.
178	Just doing speeches in general in the class helped reduce the communication apprehension
179	having smaler speeches to do

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

<b>Respondent</b>	<b>Response</b>
180	that help of my professor, all her calm that she had on me, and I really practice in all my speeches.
181	The A.H.A. speech is when I found myself to really get the hang of public speaking, and is when I became a little less nervous.
182	All major and minor speeches as well as impromptu speeches
183	The major speeches were a steady progression so by the time I had to do my last speech, I wasn't as nervous as before.
184	Group presentation helped me a lot to reduce my communication apprehension during this quarter because I feel like I would get more support in a group activities.
185	I felt fine about it at the beginning, and experience has just made it better.
186	practicing speeches
187	Giving small speech topics to tell personal stories and allowing us to choose topics for our major speeches.
188	Actually the impromptu speech helped me with my apprehension because every was under pressure and timed like I was and it actually made me feel confident, like if they can do it then I can too.
189	Mini speeches and table topics
190	Having random impromptu speeches throughout the week helped reduce my communication apprehension a bit because it allowed me to speak in front of an audience more often. After doing it for a while, it becomes manageable and I don't feel too nervous anymore.
191	the group and personal speech
192	The fact that we were assigned to work in groups with different people and value the idea of teamwork.
193	Our teacher warms up the class to ease any tension before we speak by talking about random things, so it makes me personally feel much more comfortable and at ease with the vibe of the class.
194	SPEECHES
195	The group presentations really helped me be more social with other
196	The tips Professor Karl gave for all speeches made me feel more comfortable giving a speech.
197	The very first speech, the personal speech. It helped me be a bit more comfortable around my peers.
198	Two truths and a lie
199	I think the group project during this quarter helped me reduce my communication apprehension because I got lot more chance to talk to the other people.
201	Being able to practice in front of others really help
202	speaking in front of the whole class.
203	Being in a group speech where my group happen to be very kind and responsible gave me a more positive outlook on communication with strangers/classmates.
204	All of the speeches over the course of the class have increased my confidence as a speaker/presenter. Doing the group project has helped my communication and improved my ability to work within a group.
205	research worksheets
207	I feel fortunate to have learned how to create a speech outline. The activity being the audience to other people's speeches made me realize I am not alone in my anxiety. That was important for me to see.

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

<b>Respondent</b>	<b>Response</b>
208	the last two last minor speeches were very enjoyable and held me open up more and set put my comfort zone
209	my presentations and activities with my classmates
210	Brain storming with the team, listening to a practice speech, and asking many questions as possible.
211	When the teacher gives an example of people who gives speeches, it really helps me.
212	the videos and watching others present and learning from peers
213	all the little speeches
214	Every Speech slowly helped me build confidence.
215	class discussion involving everyone together was fantastic, we could raise our own point of view and opinion, and everyone had a great time.
216	I liked the Extemporaneous speech, as the topic was quite wide-open, and also the persuasive speech since we were able to use visual aids to demonstrate our points.
217	Speaking in front of the entire class for every speech The impromptu speech forced me to be creative and confident outside of my comfort zone
218	All of the group assignments helped me learn to communicate with people I didn't know very well.
219	.
220	Speech activity helped a lot.
221	informative speech
222	That activity was about describing. our name it allowed us all to get to know each other, and helped me feel comfortable with my classmate and also reduced my communication apprehension.
223	the ones that helped the most would be the impromptu speeches since they have to be personal for the most part.
224	introduction speech
225	The main speech that helped me reduce my communication apprehension was the community resource one because that was one of the longer speeches and individual, so I got a lot of practice from that. Another activity we did was interviewing our peers, which helped me get to know them better, and as a result I felt more comfortable giving the next speech.
226	Seeing others self in a bag presentations helped me reduce a lot of the apprehensions.
227	Many presentations give me chances to practice and improve skills.
228	Group discussion.
230	The many speech assignments given, especially major speeches and impromptu speeches.
231	the storytelling speech helped me little in being more confident in giving a speech.
232	i guess everything it just comes with practice
233	The act of kindness presentation and the personal experience paper.
234	The impromptu speech really helped with my anxiety with speeches because you realized speeches can be fun and be done quickly.
235	Lectures and the trust between fellow classmates.
236	Having a group really helps, even if it was just for one speech I had support from them during my other assignments or speeches
237	Minor impromptu speeches during class because I was able to become comfortable with the audience.

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

<b>Respondent</b>	<b>Response</b>
238	The group speech helped me reduce my communication apprehension.
239	presentation about myself
240	the campus resource
241	I didn't have much communication apprehension to begin with but giving speeches in front of my classes definitely made me have more confidence in public speaking. Also, I learned how to craft an effective speech.
242	The warm ups were always very helpful. Spex were helpful as well, especially Spex 3! They made me feel more comfortable in front of the classroom.
243	When the professor started class by just simply talking about what was going on at that moment. Allow you to interact and talk about what you know. Also the informative speech helped me because it show me that I could speak calmly.
244	practicing my speech repeatedly introduction speech
245	The first and second speech
246	The impromptu speech helped me a lot with my initial speech apprehension. The fact that the speech was something that we had to come up on short notice and did not have much time to prepare made it very spontaneous and placed me on the spot. However after two attempts at the speech it made me more confident.
247	-The story of my name presentation, since it was something i was really familiar with, felt comfortable talking about it and I realized that there was no need for me to be nervous or tense when giving a presentation.
248	Getting the chance to actually know your classmates was a great idea for us to improve our communication towards others. I also liked how we talked about day to day topics like relationship problems since it is a popular topic and it relates a lot. It was very nice of the professor to share his story as well.
249	Reading and learning about why we get nervous about speeches, realizing at what moments we get anxious during a speech and what that means we should prep for, and having the environment where everyone can sympathize with you.
250	Demo speeches that Karl gave us.
251	The almost daily speeches helped a lot!
253	Group discussions
255	There was no specific assignment in particular, but the more I did it, the more I got comfortable with it.
256	The activities when we have to talk in groups and express our opinions or answer the questions.
257	giving multiple speeches
258	Just all the practice with minor speeches. Those helped me prepare and reduce stress for the major speeches.
259	Group presentation,group meetings and in class group activities
260	Working with the same group throughout the quarter was very helpful with getting comfortable communicating ideas.
261	I think going over people's anxieties over public speaking and group assignments helped give me confidence
262	The random act of kindness project was great because we actually enjoyed doing it and because we enjoyed it, we had fun presenting it.
263	To get closer to classmates/To share experiences and concerns about giving speech
264	just flout out presenting
265	being in a group to talk and practice
266	whatch videos in youtube is good way for us to learn.
267	The smaller speeches helped to get a feel of the audience.



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

<b>Respondent</b>	<b>Response</b>
268	I don't know why but the group speech was less terrifying. Everyone seemed to be paying attention. I felt relaxed and not as nervous as other times.
269	I would say all the speeches helped me get a bit more comfortable each time, also getting to know my classmates and get to know how nice they are helped a lot.
270	Group projects (all) Talking to the person with whom I had never interacted before in the class (activity)
271	The group presentation we completed as our first speech really helped me feel more comfortable with my individual one. Also, having so many group meetings and conversations also helped me feel more comfortable in the class.
273	I don't have much communication anxiety as I do when I make a public speech. I love to communicate with other people; individually as well as in groups. Some activities that helped with my public speaking were the group speeches and the individual speech. The group speeches helped me feel more comfortable because my whole group counted on me to do well and valued my opinion. The group discussions helped me to get to know my team better and helped us to build a bond. Knowing that I had a team I could trust made a big difference. The other assignment that helped with my public speaking anxiety was the individual speech because I had to work really hard to time my speech and practice it.
274	The extemporaneous speech helped me build my confidence initially. I think giving the persuasive speech, was the most enriching experience. I realized the importance of conviction within yourself, when presenting an argument.
275	One on one speech practices.
277	little speeches every class
278	giving multiple short speeches.
279	The informative speech helped me a lot focusing on different fact and remember my speech
280	Impromptu speeches and group speeches
281	The impromptu speech helped me because all my classmates went through the same pressure as me so I felt more confident.
282	The group activity was helpful because I made new friends in my group, and generally I felt more comfortable with everyone in the class after listening to everyone speak several times.
283	I didn't really have a fear of giving speeches from the beginning, but the weekly pop up speeches we did in class helped me because it broke the boundaries between most people when everyone starts talking about themselves. even sometimes personally.
284	I think the random "pop quiz" style speeches were most helpful because it didn't not give me time to feel nervous. I kind of just had to get up there and deliver the speech right away.
285	Group activities
286	-The many minor speeches done in class
287	I believe that by going up to talk about random topics has really helped me become a better speaker. But what mainly helped me was my classmates. I got to know them and I know they are supporting me at all times.
288	Doing daily speeches
289	Our first major speech really helped me feel more comfortable and reduced my communication apprehension.
290	everything helped!
291	daily practice

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

<b>Respondent</b>	<b>Response</b>
292	When Joel asked us questions each week about us and the short minor speeches helped develop and prepare me for the major speeches.
293	Giving speeches everyday really helped me really helped me reduce my communication apprehension.
294	Practice speeches
295	I felt like having all the speaking assignments forced me out of my comfort zone and helped me become a better public speaker through my experience.
296	Doing those on the spot quick speeches made it impossible for me to get anxious over the possibility of failing when I was busy trying to find a good topic to talk about.
297	Being encouraged to speak on your opinions even if they were controversial helped make it more comfortable to speak out.
298	running and biking because it helped me talk to other people that do the same thing as me
299	Group speeches, fun 1-minute speeches
300	Standing up in class and reading
301	I feel like the speech that helped reduce my communication apprehension was the first one when we got to talk about a peer.
302	group discussions
303	During this quarter there were lot of speeches and in those I liked giving my informative speech, it reduced my communication apprehension. I felt some confidence within me.
304	impromptu speech
305	Reviewing what is required together as a class helped.
306	The constant every day mini-speeches.
307	I believe that the more practice you have in front of the class, the more comfortable you will be. On the first speech I was incredibly nervous, but by the last speech I felt comfortable being in front of everyone.
308	i like the variety of speeches that we gave in this class. The one that definitely improved my speaking skills was the impromptu speech. I've never had to speak in front of a group without at least a couple days of preparation.
309	The 3 topic speeches helped.
310	giving speeches and watching video for speech helped me to reduce my CA.
311	minor speech helped me built up confidence for the major speeches
312	class was verbose in general. From the first day the class was filled with atmosphere which we are all allowed to be talkative. Covering various topics and themes allowed everyone to join in the conversation for which they feel most comfortable talking about
313	All the major speeches were really fun. I especially loved the casual one minute speeches while choosing a topic.
314	I really enjoyed working with a group because I became more comfortable with presenting to people I knew.
316	doing daily short speeches in the beginning of class so we can be more comfortable in front of the audience and so we can get used to it so we are more comfortable.
317	Practicing speech in front of others in a comfortable atmosphere was really helpful.
318	the speeches we would do everyday
319	I think it is persuasive speech.
320	Speaking almost everyday in class with our practice speeches really helped. It was also enjoyable sharing my experiences as well as listening to others.

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

<b>Respondent</b>	<b>Response</b>
321	Assignments to work in groups helped foster an environment where every person became more comfortable in their respective groups. Communicating was a lot easier once I got to know my group mates, and subsequently the rest of my classmates after speeches.
322	Doing speech in front of the class
323	I very much enjoyed how involved all of our class discussions were. I felt that they made the classroom environment very comfortable
324	All 3 speeches, I liked the format of them. Demonstration speech, Information speech, persuasive speech, and how it was up to me to choose the topics I actually cared about
325	demo speech
326	speaking
327	the speech critique feed back
328	Just practicing in front of the class improved my communication skills when talking in front of an audience.
329	Our issue speech really helped me gain more confidence in giving speeches and our group discussions made me feel a lot more relaxed when speaking up in a group
330	The informative speech was the most helpful and also the persuasive speech helped me learn more and reduce my communication apprehension
331	demo and info speech
332	The seating arrangement and having "table group" for discussions made it comfortable.
333	The group discussions with out peers really helped, because the more we got to know our classmates the more comfortable we were knowing we had friends in the audience.
334	When i was giving a speech about sneakers I felt very confident about it because I had a very good knowledge about it. Also, when I gave a speech about counting cards in black jack, I felt like it reduced my problems of talking to people out loud in front.
335	group discussion
336	Im not sure I am bad at psycho analyzing myself but probably group discussion and exercises
337	Giving speeches progressively made me more comfortable presenting.
338	The speeches we did in classes helped gave me practice for future speeches or presentations.
339	demonstration speech
340	All of the speeches and just getting in front of the class to speak my mind on a subject i got to pick out not one assigned to me.
341	group activites
342	There was a point in time throughout this class where we did a trial informative speech very suprising. I had to gather facts and information quickly to go up in front of the class.
343	I liked the icebreakers at the beginning of the quarter because it really got us to talk to our classmates and we all formed good relationships with each other. I feel like we are all a big family now that the quarter is over.
344	After the first speech, I felt tha helped me overcome my small fear of giving a speech. Also, knowing that some people were interested in the topics I spoke about made me feel really good about myself when giving a speech.
345	Group "building a Tower" exercise, and speaking in smaller groups helps.
346	giving credibility

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

Respondent	Response
347	All of them really helped, I could even talk when I had to speak in front of small audiences outside of class that I could do this since I did it in class.
348	Outline for speech
349	I feel that a lot of the riddles at the beginning of class and random class discussions really helped loosen the tension because it made everyone feel more like friends than random people.
351	round robin "eliminating fillers" exercise.
352	The assignment that helped me reduce my communication apprehension was the one about doing a mischievous act. But instead, I did a kind act for the assignment. It taught me how to be more comfortable approaching people and analysis body language. Also, having your group tag along help it seem less awkward and nerve-racking.
353	Persuasive Speech, Visual Aid Speech
354	Informative Speech, In class short presentation exercises
355	Extemporaneous, informative, and impromptu speeches
357	I think the use of good planning and use of less verbal fillers in the speech has helped.
358	Each speech was a step forward. This class very much helped.

**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	The hand shakes and the questions
2	Their full attention. Their way of making me feel like I wasn't alone in this.
3	smile and responding to my jokes
4	clapping and intensive listening
5	- They are open-minded - They are very supportive. For example, when someone is giving a speech in front of the class and he/she forgot to state a sentence that is in the criteria, they keep reminding them. Therefore, the class is very supportive.
6	they give comments after i give a speech they listen to my speech
7	no arguing and they always smile and show that they are paying attention to what you are saying
8	They show interest in my speech.
9	When I hear people engaging with my speech like laughing or agreeing or disagreeing. That makes me feel respected, valued, and heard in my speech class.
10	The peer critiques, and willingness to help.
11	The lack of judgment and the abundance of encouragement helped me more positively.
13	i feel really respected when i was speaking everyone was looking at me and listening to me nodding heads, body languages, and helping me to speak up more asking my suggestions and idea about activities
14	Everyone always listened when I shared an opinion or spoke up and no one tried to shove their opinions in to others, even if they disagreed. They kept to themselves regardless and thats very respectful.
16	Having peers reaffirm me and tell me I did well made me feel more confident.
17	My classmates are full of respect towards my opinions. Moreover, they are very friendly and open up to class discussions which makes me feel comfortable during class.

**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	They listened and validated opinions.
19	look at me. talk to me after the speech.
20	As long as people listen and treat me and others with respect like they have been than thats all you need to feel respected, valued, and heard in a speech class community.
21	Smiling and generally the different interactions.
22	1) task guiding 2) check in
24	eye-contacts, attention
26	they help me some times fell not the much nervous telling me that I will do t good, or that my last speech was great so this one will be great too.
27	I feel like the fact that for the most part, everyone always had something to say, which made me feel like everyone was always listening and cared. I also like how many people picked up on the whole "ice breaker" method so instead of getting into a group and saying "okay what assignment should we tackle first," everyone got into the habit of first saying "so how was your weekend? Any plans?" Etc.
28	Two behaviors/actions would be remaining respectful and listening during my speeches and not giving intense pressure onto anyone anytime they messed up.
29	remind other to get work done. help other if needed.
30	One behavior is when they give everyone a chance to speak. I think this is very important when working in small or large groups. I also think that hearing a response after I speak is very helpful. It shows that they are actually listening to what I say.
31	-Everyone gave genuine comments when called upon. -The audience gave a lot of support with clapping and payed attention rather than strayed off.
32	Two behaviors that made me feel respected was their kindness and their time to listen to me.
33	Everyone is normally giving me eye contact. It never seems like anyone is bored or not paying attention. Always having questions after show that they were listening to the speech.
34	They would all smile at e when I looked at them when I did my speehes and they all gave positive feedback on my speech, as well as what I can work on.
35	When we did the evaluations from our class mates where they told us one thing they thought was a strength, and then one weakness helped me realize what I need to work on. They all listened well, and made me feel like they cared.
36	talking to me after class about my speech and respecting me while giving speeches
37	practice be prepared
39	When my classmates were quite and looked directly at me made me feel valued, respected, and heard. It seems like the were genuinely interested in what I had to say
40	Attentive listening and Question asking.
41	1. People who were genuinely interested, and asked detailed questions after the speech. 2. People who smiled or laughed when I was giving speeches
42	when they are clearly paying attention, and showing nonverbal communication of acknowledgement such as nodding.
43	-Gave good feedback -Gave me their undecided attention
44	group projects really helped every student show their true colors, i had no problem directing the group and they helped me with constructive criticism. Our class in general is very respectful and that helped bring confidence to the speaker.

**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
45	asking questions and responding with facial cues
46	eye contacts and silence during speeches
47	Feedback attention
48	The eye contact that I was able to obtain during my speech was captured by my audience's eyes as well. It was evident that my peers were listening to me speak. The peer evaluations are helpful as well, especially the constructive criticism aspect because we aren't always aware of our actions.
49	Completely silent when I gave my speech And no negative comments
50	Two behaviors my classmate helped me feel respected was the fact their body language and gave eye contact. The body language and eye contact made me feel respected because I felt they gave me their full attention.
51	They looked at me and looked like they really enjoyed my speech. They asked question.
52	They were open minded and respectful toward my speeches.
53	good listening and eye contact
54	say hello give suggestion
55	my classmates just by listening
56	Their attention during speeches and being active in group discussions.
57	Happy and accepting
58	ask for my opinion, listen to my idea
59	checking in before a group meeting and asking others opinion during the conversation
60	I think the feedbacks helped me feel heard in class because that means they're actually listening to my speech.
61	respectfulness, support, amiable, courteous
62	Listening and nodding their heads
63	The first behavior that I felt helped me feel respected in my class was that we all had to give feedback to one another. Giving positive and negative feedback helps me understand what I did well and what I need to work on. The second behavior was group work. Collaborating is important to feed off each other's ideas to come up with something even better than originally thought.
64	After a speech we would be asked to give feedback both good and something we need to work on made me feel valued. Also during conversations myself and my peers would make sure that every ones opinions were discussed.
65	They listen and give helpful feedback, and everyone is very friendly so the atmosphere is not intimidating.
66	Positive attitude General camaraderie
67	People listening to me, people considering my ideas
68	Classmates smiling while I was up in front of the class speaking were really encouraging to see, as well as always preparing questions for every student's question/answer session after speeches so nobody was ever left hanging without people asking questions.
69	Two behaviors of note were the critique feedbacks after my speeches. Also, the fact that they were watching me during my speeches, was an important actions.
70	When they ask genuine questions or give genuine compliments
71	Paying attention when I spoke

**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
72	This is something I did that I noticed my classmates shown me, when I smiled at them during their speeches, they smiled back at me and made me feel good about my performance. Another thing is when i got to hear everyone's support at the end of my speech, I got to hear what they thought personally about how I performed. This made me feel respected and made my handwork worth it.
73	When they look at me, and how they sit let's me know they are somewhat engaged.
74	Telling me what i did good or bad after a speech and hearing everyones performance speech
75	getting to know me by my name.
76	Some behaviors that my classmates did that helped me feel respected, valued, or heard during class was the fact that they would always encourage me and tell me they believe in me before I delivered a speech. One thing that made me feel heard was the eye contact, body gestures (such as nodding at some points I made), and lack of cell phone usage along with the feedback that I was given. A lot of feedback I received from my personal project speech involved many people telling me that they related to me and the feeling of their acceptance and kindness really made me feel respected and valued.
77	laughed at my jokes smile
78	my table group always say good luck before it is my turn to present and when I finish they always let me know what a good job I did which makes me feel really good.
79	1.My classmates gave me good feedback, which included what I did good and what I should improve. 2. They paid attention to my speech and asked interesting questions.
80	1. When I was doing the performance speech, I asked the classmates to sing along with me, and they did. 2. Reading the peer evaluation form helped me as well. Some people seemed like actually carefully listened to what I was saying, and recommended me things.
81	Smile Applause
82	Listening to my speeches like they were interested, trying to become friends
83	2 Behaviors by my classmates helped me perform were group discussions, the time people would take to carefully listen to my opinion and give important feedback. Others were the feedback after the speeches and even the clapping made me feel better to give a speech.
84	They made eye contact while I was speaking which showed that they were paying attention, and some told me that I did a good job after I was done.
85	their critiques about me after I gave my speech and clapping before I started my speech.
86	clapping and critiques from peers
87	Collaborative group work helped show I was a valued member of the team and brought a unique skillset to the table. Feedback from classmates after both speeches reiterated what I need to improve in my communication.
88	My classmates singing, even though they are not singers. Also the enthusiasm portrayed during some of the speeches given.
89	1) I liked that our class gave helpful feedback and was always respectful toward the speaker 2) Good listening practices: the class generally seemed interested in what I had to say when giving a speech
90	My classmates all seemed very supportive while I was giving my speeches. As I looked around the room, when I made eye contact they would all smile and nod. During our group presentation preparations, my peers asked for my help with their speeches, which made me feel as though they valued my advice as a speaker.

**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
91	Everyone in the class was very respectful. They are attentive while people performing and give constructive feedback.
92	My classmates over the course of the quarter were so intrigued in learning about my life and who I am as a person. They enjoyed listening to stories and seeing pictures my daughter. They were also very supportive with everyone when it came to our peers presenting speeches, with made me personally feel more confident.
93	During this quarter, 2 behaviors and actions that were performed by my classmates that made me feel respected was how they were all supportive and not judgemental towards each other.
94	response slips, attentive audiences
95	1. When the audience claps before and after I present a speech.....even though it might have not been good haha :) 2. They asked questions after...meaning they might have been interested in the speech...
96	Being great listeners and engaged in conversations.
97	1. The behavior of the class as a whole was very welcoming and nonjudgmental, and nobody was disrespectful towards another classmate throughout the quarter. This made me feel more comfortable while giving speeches and talking about myself. 2. Most of my classmates were very supportive while others were giving speeches. When someone messed up nobody would laugh, and the feedback my peers gave were truthful without being harsh.
98	Eye contact, nodding heads, smiles, clapping, encouraging comments.
99	Everyone is kind and open minded towards each other. It is also a small class which helps to easily communicate with one another.
100	Everyone was looking up when I was talking and I felt like everyone listened to what I had to say. Everyone also sat up straight, which felt respectful.
101	The clapping before speeches and the feedback really helped a lot.
102	Peer evaluation forms filled out by peers and the group speech.
103	One action my classmates were excellent in helping me feel valued and respected while giving speeches was that they smiled throughout my speech; my classmates were not dead-looking or looked like I was wasting their time. Another action in which they helped me feel heard was the constructive, written feedback they gave; what they liked about my speech and what they wanted to see change for the next time.
104	I like how the class claps before and after your speech, it makes you feel confident in what you talked about.
105	1. We all respected each other's ideas 2. We split the subtopics so that it fit with what everyone already knew a little bit about.
107	My classmates were encouraging and listened attentively to the speeches and that encouraged me to be more relaxed about what I was doing.
108	Having the classmates be silent when giving a speech and clapping at the end if it really helps feel like one gave a decent speech when in fact it could have been bad.
109	Making good eye contact and focusing on the speech most of the time.
110	Acceptance of each other Understanding
111	having people pay attention and give eye contact with me while I'm speaking and have people give their opinions in a non-harsh manner
112	Hanging out with them and working on the group project was pretty nice. Definitely made me feel respected.
113	great listening, and helping me with correcting
114	Laughing at my bad jokes and nodding.



**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
115	-Giving me honest and encouraging feedback. -Give me their attention when I was speaking.
117	1. they listen to me 2. they read my outline & help me talk about my topic.
118	I think just being friendly and actively listening helped to make me feel respected and valued. I also think that being able to have them tell me about themselves without being nervous or closed off really made me feel respected and valued.
119	the two pluses one minus was always helpful; perfect for constructive criticism. I also felt for the most part that a majority of classmates were happy to help with miscellaneous questions i had.
120	I like how my classmates give me feedback on my speech I do. My classmates have good confidence when giving their speech. Even when they mess up on some parts of their speech, but they keep going strong.
121	electronic devices were put away and all the attention was put on me when I give my speeches.
122	People telling me I can do it before my speech. People smiling at me.
124	clapping before and after every speech
125	listening and watching
126	When they nod their head while I was giving a speech. Or when they smile makes me feel like I'm not boring them
127	the feedback at the end always feels good to hear , as well as the nodding and eye contact throughout my speeches.
128	They listened really well, and seemed genuinely interested while I spoke which gave me reassurance.
130	I think nonverbal feedback and active listening helped me feel respected in speech class.
131	Head nodding and eye contact
132	Positive feedback, respect while I was speaking
133	My classmates paid attention and were active listeners. I felt no judgement from all from my professor and classmates. This was a great class overall because we were all learners and developed skills over the span of the quarter.
134	The fact that everyone's in the same boat with me, nervous. The fact that we could choose what I want to talk about and I would feel comfortable speaking.
135	when they smile I feel they like my speech and give me eye contact I feel they are actually listening
136	Attentive classmates Critical classmates
137	Everyone made good eye contact and used the floor while speaking
138	They always helped me when I had a question and wouldn't be on their phones and were engaging with each other
139	A classmate had made time to talk with me. Classmates helped me out by encouraging me with compliments, not flaws.
140	They smiled at me while I gave my speech and always gave me encouragement and told me things that I did well after I was done with a speech.
141	one is always showing smile. second thing is speaking clearly.
142	The claps people gave me at the end of a speech and getting feed back from all classmates to let me know how I did
143	Laughed at my jokes. They gave me a lot of praise for my speeches.
144	They asked questions. Responsive to my questions I asked in intro Give me a feedback

**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
145	Many students in this class performed good body language. I could learn how to deliver my opinion to audience. Another one is my classmate always listen carefully and sometime show their agreement when they listen other classmate's speech. I valued their behavior. When I did my speech, I always nervous, but their agreement with my speech encourage me and made me have self confidence.
146	People putting away cell phones Sitting with good body posture
147	paying attention while I'm giving a speech or actually trying to look interested
148	Respectful during speeches and supportive of everyone. Everyone is mature
149	Their true comments assist me to improve my work such as peer review that meant to me a lot. they show me how looks like when we will actually give a speech.
150	Laugh when I say something funny during my speeches, listening to me
151	A lot of us try to connect with each other and we always pay attention to speeches
152	Encouragement and knowing we are all doing the same assignments.
153	The fact that everyone listens to each other and the friendly behavior of the classmates
154	I appreciated that after my speeches, the people that I sat next to always complimented my speech and said that they enjoyed it. It made me feel like what I had to speak about was something they could relate to or they understood. I also appreciated the fact that some people spoke about love, their anxiety, their past and stories about their struggle because I enjoyed connecting with the people in my speech class.
155	1. The review letter from my classmates helped me to feel respected, valued, and heard in my speech class. 2. After my speech, some classmates asked me questioned about my topics.
156	All of my classmates were very friendly. Also they were good listeners, they pressed attention when I was in the front of the class.
157	Applause, respectful opinions.
158	I think hearing my classmates approval or having their attention in general made me feel respected.
159	eye contact and they will give me advice when I finished my speech.
160	When people put their phone away and actually pay attention to you when you speak, and when people ask questions after your mini speech, you know they listened and cared.
161	always say "good job" after my speech. they always give me eye contact when I present my speech.
163	clapping, smiling, nodding
165	Very supportive and nice.
166	some of my classmates really creative of the presentation which gave me a lot of ideas. And some of them are knowledgeable because they have prepared enough.
167	Their undivided attention and willingness to ask questions.
168	Listening during speeches Applause at the end
169	Having attentive eyes while presenting as well as having none of the audience on their phones helped me feel respected.

**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
170	Actions and behaviors that are expressed in the classroom by my peers when i perform a speech are generally non verbal communicators such as laughter and head nodding. IT makes me feel as though they are truly listening to what I have to say and enjoy my topic as a whole. Another behavior is that knowing that I am an awkward young mother, people seem to not be afraid to ask me questions about my son during a minor speech and can approach me with opinions of there own.
171	I cannot remember the spelling of a guy's name; however, his confident speech and motions were really impressive to me. In addition, his way of delivering information with credible sources was also great, and I felt I really want to do my speech like that.
172	I cannot remember the spelling of a guy's name, but his confident behavior was really impressive to me. Moreover, his way of delivering information with credible sources was really great.
173	They all paid attention when giving my speech. They did not looked bored and they were not on their phones when I presented.
174	They responded to my speeches respectfully.
175	My classmates gave good feedback that was based on my speech and not a previous speech. They also listened and nodded throughout my speech.
176	Having a joke and lending something were really helpful.
178	Smiling or laughing is usually a good indicator that I gave a good speech, which helps with the confidence boost
179	Respectful and helpful feedback
180	I feel respected in this class because I feel that all my classmates try to help and support me. And the give me good feedbacks.
181	The use of eye-contact and positive feedback really helped me feel confident while speaking, and also helped me find out what it is I need to work on for next time.
182	What helped was the eye contact and head nodding from the audience
183	Respectful and sympathetic
184	1. Getting message/emails regarding the course materials. 2. Being more supportive to clear the confusions.
185	Getting questions at the end of a speech shows that the audience was invested, and I think that's nice. Generally, the banter that went on before class tended to be nice, too.
186	They never speak over me and they listen to my suggestions
187	The applause before/afterwards and knowing that the professor enforces silence and respect from my peers.
188	A couple things that helped me were that I was always cheered and told I did a good job with my speech and the other is that my classmates were always willing to help if I missed notes or didn't bring my book.
189	Giving me smiles and clapping at the end when I'm finished giving my speech
190	Whenever I give my speeches people are very responsive and attentive so it makes me feel like what I'm saying is valued and there are people in class that are very willing to help me with anything and just talking to me in general makes me feel very valued and heard.
191	none
192	I felt really comfortable that one of my peers had the courage to check up on how I am doing on my assignment and get feedback from her. Also, she was able to comprehend my work and give me advise.

**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
193	What helps me through my speech is someone's genuine smile (reflecting back at me), AND giving me their attention by being quiet and just paying attention. . Also when my classmates participate in my speech.
194	they did not laugh when I spell wrong, and they really respect to the others
195	They helped me with research and gave me feedback to help me improve
196	The eye contact my audience had and the questions which showed support.
197	Eye-contact and times when they have to think about a statement I made or a question I asked.
198	Peer feedback after speeches, and our discussions during group work helped.
199	I believe if people pay eye attention and give me some claps can made me feel respected, valued, and heard in my speech class community.
201	Everyone paying attention was very assuring. Critiques helped my speech a lot too
202	1. getting feedback on my speech. 2. giving me hints on peer evaluation.
203	When they looked at me and gave me a reassuring smile made me feel like they understood my nervousness. When everyone claps for me after my speeches is nice.
204	When I received feedback after a speech, it is reassuring to hear some of the parts of my speech people liked. It is also helpful to hear some of the helpful criticism that I could better myself from next time.
205	being open-minded, listening attentively
207	Their feedback on the speech rating sheet was positive to have, and I still read them when at home. The friendly behaviors of my classmates was particularly nice. I think it was a good group!
208	having their attention and engaging no verbal actions
209	when they didn't use their phone and didn't talk while I was presenting and they just focused on my topic.
210	reminding the speaker to repeat the question and giving great feedback after speeches.
211	making eye contact and organized.
212	everyone is so kind and supporting
213	clapping and listening well
214	They way they look attentive and how they always stayed focus on me when I spoke.
215	when my classmates listened to my experiences, and their warm feedback.
216	Smiling and head nodding helped me feel listened to and valued.
217	Eye contact Smiling Nodding Applause
218	Getting feedback whenever I spoke and following up on what I say helped a lot
219	.
221	paying attention to my speech, cheering up and clapping
222	My classmates performed various various behaviors one of which i could relate to is the fact they made the working atmosphere very friendly. It was easy to process information. They maintained a soft speaking tone through out their interactions with me.
223	Everything i illicit laughter makes me feel like i am getting a positive response. I also feel it when I can see everyone is giving eye contact and paying attention.
224	listening to me speak and applauding me afterwords
225	Two behaviors performed by my classmates which helped me feel valued and respected was when they gave eye contact and participated when I asked them questions.

**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
226	eye contact, head nods.
227	- Not distracted by their phones - Eye contact
228	They are supportive, and always encouraged me with some words that make me relief such as "you did a good job".
230	When the class listened attentively and responded appropriately to parts of the speech involving the audience and their reaction.
232	laughed participated
233	They showed respect by paying attention every time i presented and they were very helpful every time i needed help.
234	When classmates ask questions it makes you feel your speech was valued. Also eye contact makes you feel like your being heard as well.
235	Enthusiasm and unity.
236	Paying attention to me while I speak. Not disregarding or dismissing my ideas without evaluating first.
237	While I gave a speech, I felt better and at ease when someone nodded their head agreeing to what I said and when someone gives me eye contact, not looking around or at the floor.
238	i felt really respected when i saw that everyone was focused on my speech when i was talking and no one was ignoring it. when everyone listened to me when i gave my comment about on the speeches. and i know they were listening i saw some people nodding their heads after i gave him my comment.
239	look at me while I present and clap hands when I finished my speech
240	make eyes contact with me and not looking at their phones or computers
241	1. Having eye contact with me when I'm giving a speech. 2. Asking questions after I'm done giving a speech.
242	They would nod and smile. That felt very comforting. It was also extremely welcoming and nice when they would laugh at something I'd say, in a supportive, approving way.
243	Classmates sometimes would participate and give you clear honest feedback.
244	laughter clapping
245	They kept quite and gave me eye contact.
246	The way that my classmates respect my speeches and had an opened mind towards my speeches that are usually of some controversial topic made me feel really welcomed in the class and helped me become more confident to do my speeches in class.
247	- were not on their phones or devices as I was speaking -making eye contact with me as I was giving my presentation
248	They actually asked questions! You can easily tell if they are paying attention to you or not. And sometimes they would laugh at my lame jokes so that was also helpful in feeling respected
249	Not using their phones when there are speeches, nodding and smiling during my speech, and participating when I ask a question.
250	1. When they ask me questions after my speech. 2. When they laugh at my joke.
251	The clapping before the speech The eye contact and attention
253	They always say before I give the speech "don't worry you are going to be okay" and every time after I give the speech they said, "I did great, even though I messed up my speech". They listen to one another thoughts and opinions.
255	People paying attention, and making eye contact back to me made me feel more comfortable. Also, people applauding in the end helped made me feel valued.

**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
256	Clapping at the end of speeches and giving their undivided attention during the speech.
257	1) they maintained eye contact while i gave my speech 2) they were supportive after I gave my speech
258	1. Paying attention to my speeches 2. Laughing when jokes are brought upon in my speeches.
259	They are friendly and helping. Makes me feel included in the group as a one.
260	My group always made sure to hear everyone's thoughts before moving on with an idea, and a few people in the class nodded at points during my speeches.
261	Classmates gave feedback on speeches which really helped you grow as a speaker and made you feel good about the stuff you did right. Discussing our solo speech topics ahead of choosing one also helped our confidence because we had an idea of what people would be interested.
262	Getting feedback when choosing topics was great because it gave you an idea on what people would find interesting which gives you confidence and getting feedback after the presentation because you felt good about the stuff you did right and you know what you need to work on.
263	Reacting to the presentation(Nodding, making eye contacts, or facial expressions)/When I was being asked questions about what I talked about
264	laughs and engagement
265	1. When I talk, they would look at me and listen. 2. They would explain the words I don't know
266	we talking to eacher to learn from each other.
267	They all faced me during a speech and were not distracted by anything else.
268	The two things that helped me feel respected, values and hear is when they asked me questions about my speech later on. That means they were listening. Another thing was when they would make eye contact and they were looking up at me and not using their phones or laptops
269	They always listened, they always made eye contact.
270	Talking politely, being helpful, respectful, and listening to my speech.
271	I became close friends with my group as the quarter went along. They all respected my opinions and listened to me whenever I had things to say.
273	I felt valued by my classmates when they smiled, paid attention, and laughed at the appropriate times during my speeches. I also felt heard when my group mates would ask my opinion.
274	The constant encouragement and words of praise boosted my confidence. I liked the respect shown , even if people disagreed with my persuasive speech about the dangers of microwaving food.
275	Patient listening. Enthusiastic questions.
276	when people clapped loudly, and when they laughed at my jokes, it made me feel more confident and less nervous.
277	eye contact. nodding
278	keeping eye contact. not using their cell phones during.
279	The audience attention and the calm environment while giving my speech
280	Clapping, nodding for approval, and laughing
281	One thing that helped me was all my classmates clapping for me after every speech, and having them write my critique letters.
282	They listened well while I gave speeches. One of my classmates complimented my speaking skills.

**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
283	In the beginning of the quarter when we had to do a table group speech, i felt respected when the group valued my idea the most and decided to do the group speech based off what i said. Another moment was the show and tell speech when i talked about my basketball shoes and how they were significant because i got my first dunk in them and the other sad part when i had my first injury in them where i was in crutches for 2 weeks, i felt like the audience was focused in on my story and really was hearing what i had to say.
284	When my classmates made eye contact and were looking up the whole time instead of having their head down, it made me feel as if they were very attentive to what I was saying.
285	Feedback, communication
286	-eye contact -reacting to things i would say
287	When I give speeches my classmates would always participate when I need them to. They would also listen without doing anything else. They are a good audience.
288	No one heckled me and everyone paid attention when I was talking.
289	One of the things my classmates did for me to make me feel confident up there was as I gave eye contact and surveyed the classroom all the students were giving me their undivided attention and the second reason is that the students would laugh during my speech when I attempted to be funny.
290	1. classmates showed support by asking questions in the end 2. clapping before my speech/shaking hands
291	clapping for me. complimenting me
292	The audience clapping before and after a speech. When the audience gave their attention and respect to the speaker
293	My classmates listened to my speeches and occasionally provided comment which made me feel respected valued and heard in my class community.
294	Nodding, smiling
295	I liked how some of my classmates could give feedback on my public speaking or give advice for how they improved public speaking. I also enjoyed the speech instructor helping me critiquing me and improve my public speaking.
296	1. Everyone was very quiet and respectful when people got up. 2. Even though we were an early class, everyone was friendly towards one another and that made it more comfortable to talk in front of class.
297	When people asked questions about my assignments and when the teacher would give me honest feedback about what went well and what didn't during my assignments.
298	helpful and funny
299	Acting silly, talking with me
300	Clapping hands and asking questions
301	eye contact, and when they participated in my speech by either raising their hand if I asked a question or if they closed their eyes when I asked them to.
302	clapping and nodding while you make your presentation
303	During my speech all of my classmates were listening to my speech very curiously. So, I got more confidence in myself to explain them my informations. And after my speech when they give an amazing clap to my ending I feel so respect of me and my speech.
304	was given great feedback and applause
305	During each speech, they gave me their full attention and asked questions that made me feel my speech was not boring and made me more confident.
306	I put on a smile on them and they laugh. They also tell me that they loved my speech which makes me feel comfortable telling them stories for my speeches.

**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
307	Working in groups is never easy at first but once students start to feel comfortable with each other, working in groups can be very beneficial. Also, the fact that this class allowed us to really get to know our peers helps students feel more comfortable and at ease.
308	Eye contact and head nodding helped me know my audience was paying attention. I lose a little confidence when people are swiping on their phones or staring blankly in the distance while I give my speech.
309	Feedback and attention.
310	My classmates gave me smile and eye contact during my speech.
311	1)non-verbal response 2)letting me have a fair chance
312	Everyone respected the fact that we are all sitting or standing there to improve our public speaking. Everyone listened well to each others' speeches and gave honest critiques.
313	Eye contact and participation were two of my favorite things while giving speeches to the class.
314	While speaking I felt understood when many of my classmates would be nodding their heads and making eye contact with me
316	nodding and actively listening to me while I am giving my speech
317	1. Listening my speech with smile and nodding made me feel welcomed and comfortable 2. Asking questions after speech
318	they payed attention to me, and asked about my topic
319	My classmates give me confidence and friendly to me.
320	The clapping before and after speeches made me feel welcome every time I spoke. Also, everyone in class seemed genuinely nice and interested in what I had to say.
321	Active listening and lots of encouragement from everyone.
322	Looking at the me or PPT, giving respond when I ask question, asking questions after the speech
323	My classmates were very supportive of everyone during speeches, which helped bring awareness to the fact that everyone is going through the same feelings about giving a speech. My classmates were also very welcoming in regards to the different kinds of students we had in the class. I felt that they never made anyone feel excluded, but instead let feel respected as the individuals that they are.
324	i liked reading all my classmates peer reviews as they were mostly positive, and like mostly everyone in that class
325	getting to know them feed back
326	listened friendly peer critiques
327	their speech critique and to give a round applause before we start also their way to remind to restate question.
328	Laughing, attentive looks
329	Everyone in the class room listened and gave them their full attention when someone talked and people expressed differing views in a very respectful manner.
330	The welcome given before the speech and also the listening while giving my speech
331	laugh and ask question
332	I mad friends in this class so that helped and everyone was polite and respectful to one another.



**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
333	1. Helping each other figure out a topic for a speech and brainstorming ideas to strengthen the overall topic. 2. Being supportive before delivering the speech and even afterwards. (such as reminding the speaker to restate the question when they forgot)
334	When some of the international students were giving their speech, I thought they would feel very self conscious when giving a speech because of their language barrier, but when they still gave their 100%, I felt very proud and respected of them. Also, when people were trying to teach us during demo speech, I felt like their knowledge was very valued and that those make them who they are.
335	claps before giving speech and when i made a mistake no ones laugh or even judge, that helps me a lot.
336	Genuine questions and clapping
337	Having the class being so welcoming whenever I was presenting like clapping before I went up, and having feedback at the end of the speech really helped me improve.
338	The other students were very open minded and supportive and also gave great feedback after every speech.
339	going over 30 brainstorming questions picking best topics for groupmates
340	The self critiques helped and the questions. It made me feel like they listened to the whole speech.
341	listening to my speeches quietly, interacting and laughing with my jokes
342	PEER critiques had a big impact on the way my peers helped me feel heard and i was able to hear them out. I also had a few peers come up to me after my informative speech to know more about my topic.
343	The "good lucks" and the "you did a good job" comments after you were finished with a speech were really encouraging.
344	2 behaviors/actions that I thought helped me feel respected, valued, and heard is when they laugh or smile about my speech. It makes me feel valued, heard, and respected when people interact with my speech. Like if people fin it funny or if it akes them smile.
345	Eye contact, nodding their heads, and asking questions.
346	The time i felt heard was when i would talk amongst my group and they would actually listen and take consideration as to what i had to say. Another time was when i had talked to one of my class mates who i wouldn't talked to all the time and it felt good to talk about whatever we talked about, also considering that i like meeting new people
347	They did not talk during the speeches and they were very nice which allowed me to not feel judged when giving the speeches.
348	Envaluation sheet
349	I feel that Patrick and Nigar really stepped up with the first major speech by creating the repeat your question fine and holding it up for those who forgot to repeat the question for
351	Speech evaluations that were thoughtful. Responses to online postings.
352	I know that I can get really nervous when it comes to speeches. But help me a lot when it came to audience participation was have their eye on me. This simple act told me that they're paying attention and possible interested in my topic. The other thing is when I see my classmates smiling back at me. I know that they are trying to encourage me. This boosts up my confidence and allows me to speak with more credibility.
353	Eye Contact, Hand Gestures

**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
354	When my classmates listened and asked questions. It made me feel that they valued my opinion and presence.
355	Talking to me, asking me questions, laughing at my jokes
357	They are not distracted when I am making my speech, it shows a good sign of respect. They never talked with their peers when I have to deliver my speech.
358	I got a question about my topic after class was over and it made me feel like people actually listen to me. Also the applause after the speeches helped.

**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	Asking my opinion and the demonstration speech
2	All of the speeches allowed me to include my thoughts, beliefs, likes and dislikes which made me feel open to the idea of presenting every single time.
3	welcoming applause and writing our concerns on the paper.
4	getting a good handshake before your speech answering audience questions
5	- The instructor shows examples of each speech before the students. - The instructor puts us in one table in which we usually discuss about anything that is related to the subjects that we are learning at that time.
6	group discussions
7	we pick our topics and that is very nice and really makes it a bit easier because we get to talk about topics that are comfortable for us. impromptu speech sounds like a crazy challenge but at the end is fun and very helpful
8	Listening to teacher's presentation example help me to prepare and practice my speech
9	Doing the outlines of speeches and also performing the speeches.
10	Make everyone feel comfortable in every situation.
11	There's really none right off the top of my head.
13	facilitation group works made me more engage to group works, and group skill activities made me interested more about communication skills
14	The one minute speech we had to give in the beginning of the quarter about our selves made me feel that everyone is unique and valued in their own way. I also loved the self care activities, because the instructor showed how he cares about his students. No other teacher that I had, ever valued their students like this class and I think thats important.
16	The AHA speech was general enough that I could speak on a topic that I am passionate about. The change the story speech allowed me to speak about a personal experience and I felt good being able to share that with the class.
17	Two specific activities which made my learning feel more inclusive of who you are as an individuals are the presentation with my facilitation team and presentation with my workshop team. With these presentations, I have had opportunities to express my feeling as well as my opinions towards the discussions.
18	Case Study and facilitations.
19	individual speech self-evulation
20	I would say the informative speech and the impromptu speech since both involve connections to me as a person and my self beliefs.
21	The first speech we had to do that involved us displaying our outside and inside of our bags. And the individual speech we had that we were able to pick our own topic.
22	1) Speech evaluations 2) discussion of chapter

**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
24	self-evaluation, speech about myself
26	I like the support of my instructor she is a great and amazing teacher. I fell more confident with me that I can do it and that everyone make mistakes that is not just.
27	I enjoyed the leadership style activity where we had to choose what kind of leader we are and stand with those who also chose it. Being able to see/talk to other people who identified the same leadership style as me made me realize YES this really is who I am and I didn't know t before! Secondly, again, everything we did during the Self Care lesson day was one of the most memorable days for me because it really made me step back and reevaluate myself as a person and what I'm doing in my life. I left class that day a little sad, but in a good way, because it made me realize the areas in my life I've been wasting time on and where I need to improve. After that day I did my best to start making changes and each change felt liberating and I'm thankful that we had a lesson on self love/self care because it's something we all need.
29	group project and persuade is help me do research more and get to know more about the topic that i want to present.
30	I liked our little speaking exercises that we did in the beginning of the quarter. Everyone had to participate and everyone had to listen. I also liked it when we were assigned to work in a group. I felt that everyone had an important role including me.
31	-The first exercise we did as a class saying "I may be ____ but I am not ____" -Doing the chart of putting your name in the middle and thinking about what groups you belong to.
32	Two activities that made me feel inclusive was when I worked on my personal speech and when we had to play a script.
33	The demonstrative speech and my goals in 5-10 years impromptu speech.
34	Again would be the small group games we would do in our tables because that is when I am all open and I can be myself beause its with a small group of people instead of a big group. But those group activities would help me be open and confident to everyoe becuase I ot to know people while doing those group activites, which when I did my speech, I was speaking in front of people I know instead of strangers.
35	The group speech as well as the activity where we stood in a circle and she had us ask questions to the other person facing us. It really helped because It forced us to break the awkwardness.
36	The pet peeves speech and asking about the students at every class
37	answering questions interaction
39	The icebreakers we did definitely help me become more open and calm. Watching the TED talks let me reflect on my life and incorporate some of the speakers' ideas into my learning.
40	The how to speech assignment and the famous speech analysis assignment.
41	1. I liked the first few classes where we all got to know each other 2. Allowing us to form groups and talk about topics together was helpful
42	the group project and the little activity we did right before we did our 2nd speech to relieve our anxiety.
43	-The first personal speech -The TED talk of the girl with a stutter
44	doing our introductions speech to begin with helped us explore our speech capabilities with a topic we were comfortable with. having an open and comfortable classroom environment just made it easy for me as a student ask and say what i wanted which personally helped my learning.
45	asking questions and asking how i was feeling that day

**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
46	James always asks how's your day going and always listens to the answer sincerely. and I like the q n a section after every speech
47	ice breakers group speech
48	I personally favor the outline assignments for our speeches, as well as the assigned readings. As I indulge into more group presentations, I feel prepared and knowledgeable about how to prepare and present effectively.
49	The excersize that talked about discrimination Personal speech
50	I believe the group project assignment, such as the group project outline and final outline helped me shaped as an individual. Since our topic was about the pathway to college, we shared our own experiences and gave each other advice.
51	Actual speeches. And group discussion. (I don't get this question honestly.)
52	I felt like my demonstration speech and the introduction speech made me explore myself more as an individual.
53	The change the story speech, and the AHA speech.
54	ask question give comment
55	speeches and group work
56	The informative speech really gave me trouble, but reaching out the instructor really made it easier for me. He walked me through the process step by step and was very encouraging with my speech topic.
57	Group project and individual project
58	asking question, and group discussion
59	group discussion and individual presentation
60	The performance speech made me fore confident in speaking to a group of people since I was able to fully express myself. Another is giving feedback to each other because that is what gives us the confidence to do better.
61	The instructor had found in me adjectives of a leader, hence she made me perceive myself as a powerful individual.
62	The introduction and the performance piece
63	The first speech that I felt inclusive of as an individual was the first speech where I spoke about a personal relationship with my mom. It made me feel closer to my class and more comfortable knowing that they knew this insight about me even if they were mostly strangers. The second would be discussions in the beginning of the term that focused on understanding what communication is. I thought I knew so much about who I was and many times throughout lectures I would find myself questioning my beliefs and thoughts on topics that were controversial or things I had not given thought to.
64	The TED talks that we watched allowed me to feel more inclusive as well as the ice breakers we had.
65	Group activities help with opening up relationships among peers which assists with a closer atmosphere, and feedback from the audience is helpful.
66	2 truths one lie persuasive speech
67	comments after speech weren't as harsh, helping with fixing quiz scores because of format
68	I think the introduction speech made the classroom as a whole more inclusive of each member of the class, and the discussions we had for coming up with main points for the info speech within groups made the tips we were learning in class a lot more applicable to specific speeches and topics.
69	Since I am close to the age of my instructor,we have a sort of mutual understanding about things outside the classroom.As a general rule,I am pleased about how she got to know and address each of us as individuals.Honestly,I can't recall specific things that gave me this opinion.

**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
70	Sharing speech ideas with group and asking the class for advice on a topic
71	Introduction speech, 2 truths one lie
72	I loved writing the response papers after a speech. It allows me to sit back and think about every choice I made throughout the speech process and see where I went wrong and where I went right. I also loved the group work we did. Although it could have gotten messier, I liked that we all relied on each other to hold our own weight. It made me feel very organized and accomplished when we finally finished it all.
73	The ice breakers and the activity where we stand in a circle and reveal things about ourselves.
74	I liked the performance speech and that we feel involved in the classroom
75	group discussion for help on upcoming speeches and mentioning of classmates by first name during speeches
76	The personal project speech really made me feel more inclusive as an individual because it involved me finding a communication problem that I had and sharing that along with sharing my personal stories with the class. With that, I felt closer to the class and I felt like it was a good way for you to learn about your students. Another assignment that made me feel more inclusive was the first response paper we had since it was a way for you to learn about your students and what they struggled in and how they felt in your class and you used that information to help accommodate or teach your students.
77	asked questions volunteering
78	getting a little pep talk right before we have to speak to let us know how great we are and assuring us all that we can do this. also having a day to do peer editing with our classmates to fix and make our speeches better
79	1. We had group work in class that we could help members in our group with credibility, attention strategy, etc, for their speech. 2. The instructor gave us brainstorm worksheet and strategy worksheets, which asked us to provide 30 possible topics, come up with attention strategies, credibility, and audience retention, helped us a lot.
80	1. All of speeches: Though I stood up at the front to communicate with others, it also helped me to reflect really who I am, and I learned how to make better me; a person with confidence. 2. Stereotype activity which Professor called each of our names, and we had to stand up and say one of the stereotypes we experienced in each of our lives.
81	Group discussion about making up a 30 sec story Paring up and talk to different classmates
82	The pyramid, Anxiety discussion
83	2 specific activities were that the instructor always gave time to prepare and gave good comments to people who were on stage ready to give a speech. The other was the fact that the instructor explained lectures very well and would touch upon each detail.
84	I felt very included when the instructor played TED Talks in class as I really enjoy those and feel as if they help me learn. I also learned a lot when the instructor would explain speaking in public in new ways that I have never thought of.
85	everything
86	everything
87	Textbook content and discussions with my wife on the concepts helped to refine our relationship and identify things we already knew but could not explain as well. The personal project I did was valuable in finding ways to improve my own interpersonal communication and interaction in daily life.

**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
88	The performance speech allowed us to express ourselves, and the AHA speech let us include others into our culture.
89	1) I liked the two truths and a lie because it allowed us to get to know each other a little more. 2) I also liked the AHA speech because it allowed me to talk about something that is important to me and that has had a big influence on my life.
90	Allowing us to do the personal speech project was probably the best speech of the class. It gave me the opportunity to understand my issues with communication and find ways to deal with it. Our discussion about leadership was also important to me because I don't think of myself as a traditional leader, but most often I'll be chosen as a leader in a classroom setting. It gave me insight as to why teachers and peers might see me differently than I see myself.
91	I feel more inclusive when we are broken up into different groups for discussion. I also really liked the AHA speech because everyone was able to share a piece of information that was important to them
92	In my opinion all the speeches we presented in class contributed to my success and shaping as a stronger communicator. However the main to speeches I believe shaped me into a more inclusive individual were the AHA speech and the Persuasive speech. In the AHA speech i focused and elaborated how I am involved and apart of the student athlete community. In addition to the persuasive speech in which I discussed the topic of victim blaming in regards to sexual assault, which made me feel more empowered as a women to stand up for what we believe in.
93	One of the speeches that make my learning more inclusive to who I am was that when we were sharing our introduction speech with our table mates, I've never realized what they have gone through just by looking at them. Also, engaging with one another through editing each others outlines, asking for advice and asking for help.
94	demonstration speech, icebreakers
95	The teacher always cares about everyones opinion, and wants everyone to feel comfortable.
96	Giving a one minute self introduction speech and group facilitations.
97	1. The assignments my instructor assigned made me feel more included as an individual in my learning experience. Although the speeches did have guidelines to follow, my instructor gave us the freedom to pick or perform a topic that we actually cared about and wanted to learn. This helped me better apply the knowledge and skill she was teaching, and made the class more enjoyable as a whole. 2. My instructor made me feel included in the class by her willingness to give you individual help and feedback. Whenever I would send an email I received a quick response, she would stay with me after class to help me with assignments, and her feedback was on a personal level as opposed to a lecture.
98	Made sure everyone applauded. We had people cheer for us before our speeches as well which was a. Ice confidence booster. I liked that she actually really paid attention to what we were saying during our speeches rather than only focusing on how we were performing.
99	One is probably all the break the ice activities help me get over being nervous when talking to others. A second one is probably the group speech which really let me get to know others well.
100	I enjoyed the lectures in class because they were very informative and I learned a lot about the different aspects of speech. I also liked the AHA speech because it let us decide what we wanted to talk about and it was interesting to learn new things about everyone in the class.

**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
101	The change the story speech helped me notice more of what has happened around me. The AHA speech played into my strengths in talking about technology.
102	Icebreakers and the personal project speech.
103	One assignment that made my learning feel more inclusive were my working outlines. This assignment helped me organize my thoughts and the way my speech was going to go. The personal project speech, being the first, do it yourself speech was the first speech that encouraged me in my second quarter of college that I could do and perform in the anticipated speech class.
104	I think the AHA Speech was fun to do, because I feel that most topics that you can choose from interest yourself and kind of opens the door to who you are. The response papers also were a lot of help because you can reflect on what you did right and wrong.
105	1. The activity where the whole class split into 4 circles and we had to ask the person in front of us the questions the teachers gave us. 2. The discussion where we stood in one big circle around the room and stepped forward if we had done something or something has happened in our lives
107	Two specific activities I felt made my learning more inclusive were the icebreakers where we stepped into a circle if we related to what the statement was, and the one where we each got to state something that we were, but did not fit into the general stereotype of.
108	I feel that the personal speech project made me feel inclusive because we could have chosen any topic that deeply resonated with us, giving us a sense of individuality. I also think that the group speech gave a sense of inclusiveness because we all got to input our ideas and work together to be cohesive.
109	Acknowledging the challenges in public speaking and ensuring that I am doing well in the class which boosted my confidence in the class and performing speech. That also helped me to relax more.
110	Performance Speech Persuasive Speech
111	The activity where we stood in a circle because we go to see a little bit about everyone and show a little about ourselves without having to verbally say it. Also the mini game we had where we had to chose between 2 answers and defend our sides because it showed my views and it was nice to see my partners point of view.
112	The quizzes were alright and helped me learn about the subtleties of communication. The lectures were very informative and the powerpoints in particularly were super helpful.
115	Personal speech project helped me know myself a little better. The Group project helped me realize that group work isn't as bad as I thought it would be.
117	1. i feel the teacher is very opinionated & judgemental. 2. I feel the teacher wants her students do the best they can.
118	Honestly, everything Shagun did helped me feel a lot more inclusive; Being friendly, but also critical when needed be, relating to us as student to professor was really great. I just feel that Shagun is a really great professor and she easily made me feel more comfortable when it came to having to speak in front of a class.

**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
119	Watching the video of my first speech made me become aware that i fidget a lot, but not just in speech; if I'm at work dealing with a complicated customer or haven't eaten i catch myself fidgeting. Because of this, i have become more aware of my awkward tendencies which makes me feel i understand myself a bit better. Also, the day we talked about the nerves one experiences when they know they are going to speak was interesting to me as well. I thought i would experience none of them, but surely enough i got quite a bit of stage fright while speaking to my classmates during our first major speech. I'm glad that i now know a couple of tricks and tools to ease my nerves and deliver a more confident speech.
120	The first speech would be introduction speech I did with my group. Telling people about me and my personal life. Second would be the two truth and one lie activities we did in the class. I got to know a little bit about my self while lying to my classmates.
121	2 truths 1 lie was a good exercise to get to know a little more about my peers. Who's that Story activity gave me a better perspective of the lives of my peers. Where I stand in life now is better or worse than others.
122	Personal project speech persuasive speech
124	the persuasive speech and the readings
125	give me feedback and comments
126	2 truths and a lie. The persuasive speech
127	the speech we gave at the beginning of the quarter(your story I think it was called), and the rather than game
128	When the instructor talked about ways to relax (breathing techniques, etc) it helped me remember to calm down before and during a speech. Also, giving small speeches a few times a week really made me more comfortable with everyone and made me realize I was capable of delivering a perfect speech with all that practice under my belt.
130	I think all of the activities, assignments, speeches and discussions by the instructor made my learning feel more inclusive of who I am as an individual.
131	Relating to real problems when it comes to public speaking, like nervousness and how to fix it
132	Feedback from instructor, assigned reading
133	The major speeches we did really improved my ability as a speaker and they allowed me to speak about something or someone I really care about. In addition, the speech exercises allows me to express myself in more silly or creative ways.
134	Being in groups makes me feel comfortable knowing people. Doing group exercises with these people too
135	the second speech let me find out what I was really supported and my fist speech let me know how I should speech.
136	The major speeches and the speaking exercises
137	The online homework made it easier to understand what to expect and the discussions in class made me more relaxed and made it easier to speak
138	just having to speak in front of the class and doing the self reflections
139	Spex assignments and peer reviews had made my learning feel more inclusive.
140	My persuasive speech when I talked about my siblings with special needs and my book about them and when we presented who our anchors and sails were.
141	one is helping me and teaching clearly. second is giving me little difficult presentations' activities.
142	The last speech being the ceremonial speech which showed who I admired and the class warm ups we did to be relaxed and ready to present



**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
143	The tribute speech felt extra special to me. I also enjoyed the persuasive speech was the most nerve racking but most satisfying.
144	She give me a chance to express my opinion or give a feedback to other students or other speeches She gave me feedback in the end of my speech, pointing out some pluses in my speech
145	I didn't feel inclusive in this class. Theater was always helpful.
146	Nodding of the head (no joke) Taking time to answer questions
147	we did an assignment about women's problems and also world problems and that really gave me an opportunity to speak my mind about the 10 topics that us (the girls) picked.
148	Group discussion and introductions at the beginning of the quarter
149	She gave good comment about my communication involve social media assignment that help me to apply more class concepts effectively. I really like her teaching style especially, to prepare an outline for speech that included every step clearly and well organized a content.
150	Identity art project, partner introduction
151	The first ice breaker was the only ice breaker that has ever worked for me. Everyone in the class knew each other by name and a few facts so everyone was close. I also enjoyed the self critiques because I could evaluate on what I did wrong
152	Lectures, group discussions.
153	The feeling of trust that the teacher gives to his students and the equality of every student
154	I enjoyed the deviant speech because it was more conversational than the other speeches and I enjoyed hearing people talk about the ways they messes around with others. You could tell that people enjoyed it. I also enjoyed the show and tell assignment because I got to see people sing, play the flute and the guitar which I found amazing.
155	1. The feedbacks of my speeches. 2. The discussion of my speech topics.
156	The Adentity Art proyect helped me to look for more information about who I am. Another assigment was to watch a movie was call "The mask that you live". This movie was very interesting because I understood that men also have feelings and they hide for fear to be descriminated as their friends group.
157	giving speeches aout waht is important to you and always e ale to share your opinion.
158	A lot of the impromptu speeches were about something personal, which gave you a chance to share details of your life with the class. These activities shared a lot of insight into each and every student in the class.
159	The kindness speech and the activity about observing people's action and analysed.
160	The pet peeve speech and the speech of introduction made me think about myself as an individual.
161	Professor Cunniingham was very responsive to my e-mails. She responded quickly and consistently offered his assistance. I have enjoyed the class. Your prompt response and willingness to work with us has made this a very beneficial experience. I feel that I have learned real world applications of speech.
163	information and persuasive speeches
165	Group chapter presentation.
166	identity art project and group analysis paper give me the chance to do the self-reflections.
167	Group activities and just lectures in general.

**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
168	Getting us to meet a partner in the beginning. Gradually raising the bar for our speeches.
169	Our initial activities in the class helped me get a feel for the entire classes personality and got everyone on a more personal level with each other, eliminating a lot of nervous and anxious feelings.
170	I really enjoyed the Show and Tell assignment because I was able to express who I was as an individual and show my classmates an item that was relevant to my personality. I also really enjoyed the Informative Speech I did in the beginning of class because I nearly got a perfect score eve though I was nervous and anxious the entire time. IT made me feel very confident in my speaking skills and confident in my ability to be able to speak publically.
171	Impromptu speech and informative speech made me learing feel more inclusive.
172	In promptu speech and informative speech made my learning feel more inclusive.
173	The persuasive speech made me feel included because I talked about something that was apart of my life and I gave a personal story. The Personal essay also helped me feel included because It was personal.
174	The ability to choose our topics definitely lead me to feel included. We were allowed to develop the topics we wanted to, which is a clear allowance to showcase our individuality. The AHA speech and persuasive speech in particular allowed for this.
175	"who's story?" activity made me feel part of the class by getting to know a little bit more of my classmates. Relax exercises before speeches made me feel comfortable with the class because we all and to do "embarrassing" or "funny" things together
176	An informative speech assignment and group speech assignment were pretty good to learn how to learn an organized speech.
178	The last two speeches helped because of how much I had to prepare for it and the time it took.
179	Talking about your own culture and some of the times you felt uncomfortable.
180	...
181	The activity where we were asked how well we feel in public speaking, and I ranked myself so high made me feel I should've probably ranked myself lower! Another assignment which helped me better know myself as an individual was the stereotype speech.
182	Doing the deviant speech and informative speech with visual aids
183	Table topics and the group speech
184	1. I liked the way our professor valued every students. 2. We had an table topic activity when our professor would call us in front and let us speak on the spot which helped the students to speak what they have in their mind.
185	I don't remember when they happened, but there's times I made objections to things you said and those objections were sustained. Felt nice.
186	personal experience and informative speech
187	The professor would tell stories about his own experience after a personal speech to make the topic more relate-able and bring up past experiences from form students to use as examples.
188	The forum posting where we could comment our opinions on a topic was really fun because I got to express myself and have a valued opinion. Also the speech critique letter helped a lot because I was able to learn for my next speech.
189	Identity art project and partner introductions

**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
190	There were a bunch of impromptu speeches that allowed me to give my own opinions on a subject or share my experience about something that had happened in my life and the informative major speeches allowed me to select topics that I am personally interested in which made me feel very inclusive as to who I am as an individual.
191	one of the specific speech was the personal speech that made me feel more inclusive and as well as when he had the activity were we had to get in a circle and step up if it was true or just stay back if it wasn't
192	I really like how she gave us that opportunity to give a speech with our groups the first time to give us some sort of preparation for our next speeches. Also, the breathing and dancing exercise really made a difference to eliminate the fear.
193	My teacher came up with something called "Engagement" & we were able to add our own personality into our speech topics (teach something interesting to the class) . . I really liked the fact how my teacher allowed us to choose our own topics relating around the category that he chooses, because we're more comfortable talking about ourselves and our interests. We also did "outlines" for our speeches so that was super helpful and allowed me to be more organized.
194	group work for each speeches and informative speech
195	The informative speech and the persuasive speech
196	I was called on several times which helped me lose a bit of fear of speaking out and also the speech assignments and the way the class was run definitely helped.
197	The personal speech and the breathing exercises
198	The demo speech was fun, and I enjoy the mind traps at the beginning of class. They help loosen everyone up
199	I think the self-in-a-bag presentation and the Advice Columnist Essay made me learning feel more inclusive of who I am as an individual because I can combine myself and the strategies we have learned from to the class.
201	Intro speech was helpful because it gave everyone the chance to talk about themselves and break the awkwardness of a new class. The impromptu speech helped me think quickly and make up a speech on the spot.
202	1. giving an exact structure, what my outline should follow. 2. giving feedback on my speech. 3. suggesting with some example.
203	I enjoyed the 2 Truths and 1 Lie activity, I thought it was nice to be able to say some things you have done that might have not come up in a normal conversation. Another activity was when we had two circles and rotated after asking a person a question. I liked it because it was asking questions I never asked myself.
204	-When we played "Would You Rather" with 2 classmates. We were able to talk about things that we don't normally get to talk to people about under usual circumstances. -We also did the "2 truths and 1 lie" game which let others know things about our personal lives.
205	informative speech and discussion circles
207	I appreciated that the instructor gave us the freedom to choose our own topics. Our professor's feedback was always given in a constructive tone.
208	giving small speeches during role call helped and also the self evaluations
210	We, the students, were able to choose our own speech topic that we most feel strongly about. Each speech was a building block onto the next speech and it was very comfortable to do the speech.
211	I liked the art project the most because it was good start for me to giving a speech. Also, pop questions for personal, it was excellent.
212	ice breaker in the beginning of class, and pet peeves

**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
213	the how to choose a mate group project and deviant for a day were fun interacting with other students
214	The Identity Art Project and the Persuasive Speech.
215	The journal assignments were fantastic, I love the TED and TEDx talks, really opened my eyes to some cases, and broadened my understanding of other issues.
216	Many of the online discussions made me feel this way as we were called upon to state our own opinions and thoughts in the majority of these activities.
217	Being called on to answer questions by the instructor The instructor informing us that controversial subjects were welcome
218	Nothing really made me feel excluded ever; the class was always inclusive so it's hard to pick out one or two specific examples
219	.
221	act of kindness project and informative speech
222	My teacher spoke about the various ways in which everyone has their own stories and learning to respect those stories helps us gain the most productive results from group. In addition my favorite activity was "self in a bag" because it build a bond between students, it brings people together people with same interests.
223	The impromptu speeches definitely helped in this aspect as well as the persuasive speeches.
224	Into speech and discussing current events
225	Two activities by my instructor which made my learning feel more inclusive were the name speech and self in a bag because I got to express myself and feel my comfortable getting to know my classmates as well. Also, the feedback on speeches helped a lot. Discussions talking about how we can reduce our anxiety or what specifically makes us nervous when giving a speech was also beneficial.
226	name presentation, and self in a bag presentation
227	- Self in a bag Presentation - Advice Column Assignment
228	The instructor is very supportive, he always engages the students in the class to participate in the lecture.
230	Impromptu speeches and minor speeches, which allowed the class to get to know each other and gave each person a chance to share their own story.
231	The identity art project where we had to describe ourselves. the group project
232	informative demonstration
233	The first presentation involving a name tag that described us and the personal experience paper and presentation.
234	Picking a topic for the demonstration speech and informative made you realize what things you have good knowledge in.
235	Responsibility of creating speeches on time and the relaxed environment of the classroom
236	Self in a bag speech was great. Also learning to know why you get nervous during the beginning of the quarter really helped because I used to think I just suck at speeches.
237	Impromptu speeches asking different questions mfr me think back at myself. Also the self evaluation assignment allowed me to realize what I need to work on when I'm giving a speech.
238	the two truths one lie activity. the ice breaker activities were the best.
239	myself in a bag and story of my name speeches
240	the self in the bag speech, and my name 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
241	1. Writing an outline for my speeches helped me to actually think critically, which I believe is an important aspect of education. 2. Having group discussions with my classmates helped me broaden my horizon on issues that I had no knowledge whatsoever.
242	Definitely our upcoming final and the tribute speech. The tribute speech because it gave every person insight on who and what they admire in humankind. Our upcoming final because it will be a massive opportunity to express our interests with the class, who usually are very supportive. Plus, everyone will be happy from the food in their bellies!
243	When the professor started class, he would talk about any topic that was happening at that moment and would include you. He would be talking and call you by your name so it felt that you just were speaking with a friend. It wasn't something tense.
244	major informative speech show & tell
245	The activity of self concept and self esteem where we talked to 2 people and valued them before and after talking to them
246	One activity that made me feel really involved in the class was the news and trivias that the instructor would conduct during the beginning of class. It made the class engage in an open discussion early on in the class and helps ease up the tension that was present when we would arrive in the class at first. The introduction speech also made me feel more inclusive as an individual as it made me feel like people actually wants to hear about me and made me know everyone in the classroom better.
247	-Self In A Bag -The Story Of my Name
248	The presentation about how i express myself on the outside and how i feel who i really am on the inside was a great way for me to actually stop and think about who i really am. To be honest, it didn't feel like anybody cared about each others lives but that was understandable for me. Everyone has their own lives to deal with, but to be given the opportunity to express myself towards others was quite relieving. We've done many short in class assignments that i surprisingly tell stories that i wouldn't really tell people who aren't close or tell my feelings about certain topics. You know, Brandon Gainer might not seem like he cares about us, but in some way he did help me find who I am as an individual and I thank him for that.
249	I really like it when you use funny instances or analogies that relate to the class. It's also very nice that you are chill and let your personality come through, because it's easier for me to learn from the class if the teacher is very relatable.
250	1. Mind trap 2. Answer every question I asked. Even though the question is stupid, Mr. Isacson will still answer it patiently.
251	The almost daily speeches about topics that are interesting to us The show and tell speech was a great way to talk about things that are very specific to us
253	group discussions and group presentations.
255	The first assignment where we partnered up and introduced a classmate made me feel more comfortable. That was the only speech where I felt really anxious before going up. I really liked doing the improvised speeches. Listening to the entire class go up many times made me feel more comfortable with the class.
256	The self concept lecture made learning for me feel more inclusive as an individual. The group project assignment also played a major role opening up to everyone as individuals.
257	1) The "How I Got My Name" speech was a great icebreaker to the class and made me feel part of a group after watching everyone deliver the same speech 2) Getting up and talking to three different people I have not talked to before and learning a few things about them was also a great activity that allowed me to connect with more classmates that I didn't get a chance to work with.

**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
258	1. My first informative speech 2. Deviant for a day minor speech
259	The 2nd individual speech and the last group presentation.
260	The fact that we could choose our topics for the group speech felt very inclusive. The fact that three speeches were about personal experiences we already had to draw from was very helpful for being comfortable with the topic, as well as for expressing who we were.
261	The group projects helped because I was asked my opinion on things and was put into a leadership role which helped me become a better leader. Also, the random act of kindness project helped with being more comfortable around New people and it was a genuinely fun project.
262	The random act of kindness project was good because it was fun and helped us connect to new people. Also the solo speeches were great because we had the opportunity to share something we found interesting
263	Public speaking(She let us choose whatever the topic we would like to talk about)
264	actually knowing my name
265	1. writing an peer 2. giving a personal speech
266	To work as group, and having fun in this class
267	The discussion about the listener's side being just as important as the speaking side of a conversation resonated with me. The advice columnist essay also helped me see from an objective standpoint what approached can be use on certain situations.
268	The speech I really liked was the self in the bag one because it made me think a lot about myself and how I am. An activity we did that was interesting was when we had to go outside and look at how people interacted with each other but most where on their phones
269	I think the self in a bag and also the group project helped.
270	Campus Resources and Self-in-a-bag presentations helped me to explore myself. The research which I did for the first one and the way I presented it made me more confident of my speaking skills. The second one, on the whole, helped me to know myself better.
271	When going over topics in class, the professor would ask us questions to really get us involved and listening. My professor made me feel very comfortable in the class so I was more inclined to volunteer and participate. Also, having lots of group work made me feel included by my classmates.
273	I really enjoyed deconstructing verbal and nonverbal forms of communication in a group after watching a film (Friends). Also, I enjoyed the activities that helped us relate the chapter topics to real life situations such as when we partnered up and tried to blindly draw what our partner directed us to draw. It forced us to see that sometimes we may think we are communicating clearly but the other person may not understand.
274	I loved the Monroe's motivated sequence for the persuasive speech. The sequential steps of presenting a convincing argument have been etched in my mind. I liked the discussion that was done in the class about finding mistakes in Sergey Brin's video of Google glass. I realized the importance of connecting well to your audience, to make a lasting impact with your speech. I liked the persuasive speech about fake news, since it has helped me open my eyes to differentiate well among the news reports available.
275	Intro speech in the first class. Speed drills in prep for final.
277	his lectures really helped. Also group project
278	the deviant act. the in class speech of who is our model in life.
279	The introduction speech and group discussions

**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
280	Impromptu speeches caused me to learn to speak up.
281	The instructor always reached out to everyone in class and made it comfortable for people to participate, and always gave good feedback for people to use.
282	The Identity art project and "How am I Seen?" paper.
283	One speech that made my learning feel more inclusive of who i was as an individual was the pet peeve speech, I didn't realize how many things really made me mad and when other people talked about there pet peeves, it made me realize more things that made me mad. Another was the breaking out of your comfort assignment going out of class and doing something with the public out of the norm, that assignment had me thinking for a while because im not the type of person to go out and disturb someone or try to make someone i dont know mad, especially if i dont know the person so i resorted to the act of kindness where i walked into a class with donuts and gave it to the class.
284	I feel like the Identity Art project really let everyone express themselves as who they are as individuals. It is always fun sharing about yourself and hearing other people's stories as well. Also, the "How Am I Seen?" paper really made me dig deep into how I see myself as well.
285	The introduction speech and self-critiques
286	-informative speech -introduction speech -little speeches that talk about times in our lives
287	Unlike the other classes, the first day of speech class made me feel really inclusive. The teachers from the other classes do not bother getting to know you. They just call out the attendance and that's it. The show and tell speech also made me feel like an individual. It allowed me to tell a bit about myself to my peers.
288	Both major speeches helped me
289	The show and tell speech and the informative speech with visual aids made me learn of who I am because those were 2 of my best speeches I delivered.
290	1. freedom of choosing whatever topic we like/want to learn allowed us to realize and learn more about our interests! 2. discussions we have in class allowed us to speak our opinions.
291	improptu speech
292	Having someone do a speech about who you are made me feel inclusive and the speeches gave us a chance to tell everyone a little about ourselves.
293	The Introduction speech and persuasive speeches definitely were key in making my learning feel more inclusive of who I am as an individual.
295	I enjoyed how he let us choose the topics of many of our speeches to fit our ideas or stance on an issue. I also am grateful for the speech instructor staying after class to give us feedback on our speech and helping us with our public speaking.
296	1. All the on spot of speeches had difference choices so I didn't feel so much pressure on a single topic; there were choices. 2. You focused more on making us more comfortable getting in front of class than the technical parts of giving a speech. While the latter is important, it's the former where almost everyone (including me) struggle with the most.
297	Doing impromptu speeches that put me on the spot helped me be able to speak clearly about my thoughts. Also addressing topics that were interesting to me was something that helped me speak with less anxiety.
298	all the small speeches
299	The "bring a personal object" speech and the "social norms" speech/experiment
300	Standing and reading and doing activities in front of class

**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
301	Two activities are the impromptu speeches we would do, and the research paper speech on gentrification.
302	classmates asking your questions based on your presentation and "referring" to your presentation when asking question to others
303	I liked my professor. He is very cool and calm, he gives us the feedback in the area in which we need to improve which makes us realize that what we were missing. He makes us feel comfortable during speech by sharing his thoughts on it. I felt very friendly environment here.
304	the discussions and random subject topics
305	I can't think of specific things for this question.
306	Just attendance speeches and topics that we can choose for our major speeches
307	Everything that our instructor did helped the class learn. I can't think of anything that he did that wasn't beneficial to the students. This was a great class, with a great instructor. I would highly recommend to other students.
308	i like how the instructor tried to include as many people as he could during his lectures and discussions. I also liked how he would spend a couple minutes with each person when choosing a speech topic.
309	major speech and lectures.
310	1) The self evaluation for my speech 2) watching my speech video tape
311	1)personal experiences 2)visual aids
312	Professor cover various conversation topics. Many of them which I knew things about or were more interested in. This allowed me to participate in class more often. Professor once said, "it's not about your grammar or accent. It's about what you say. As long as I understand what you are delivering that's Good." This really encouraged me to say what I want to say rather than confining myself into formal speaking.
313	The chapter on Communication Apprehension and the Major Informative w/ Visual speech were both interesting. I really loved the concept of the two, as it made me learn about my insecurities of the past and helped me change my speech delivery.
314	I enjoy how Professor Sakakihara includes mini everyday speeches because I find other peoples' stories interesting and I get to tell my own. Another thing is he's very open to whatever anyone has to say making it easier to contribute in the class
316	the two group speeches we did made me feel more inclusive with my peers and my peers sitting in the audience.
317	1. Questions from the teacher made me feel that my speech was interesting enough 2. When teacher encourages audience to ask questions and applause, I felt inclusive 3. I really liked informative speech!
318	pet peeve speech, and persuasive speech
319	I think they are persuasive speech and demo speech.
320	I think that my first speech about my family's struggles when immigrating here and the response I got from Joel as well as the class gave me a confidence boost for the rest of the quarter. The devious acts project was also nice as I got to work with people I had never met before and did things I wouldn't normally do.
321	The informative speech allowed me to begin understanding how I could handle being anxious while giving a longer speech. As for the persuasive speech, I was able to express a bit more of my personality and interest because I genuinely wanted to share my topic to the class.



**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
322	When we are discussing about some current news. Giving feedback for my speech.
323	I appreciated that he took the time to get to know all of us by name. It made me feel like my presence in the class mattered and made me feel included. I also really liked the freedom he gave us in regarding our speech topics. I feel that it made the class feel more comfortable knowing that we were allowed to give our speeches on topics that mattered to us as individuals in society.
324	In the beginning of class I gave a really awful Impromptu Speech and knew I gave a bad speech because how nervous I was. You have 3 chances to redo, but I wasn't confident enough to go again. Karl my teacher asked if I would like to try again with a smile on his face, which brought one on mine, he even let me choose the topic, I chose fear, Karl wanted me to succeed.
325	info speech group activities where we learned each other's interests
326	group discussions speech assignments
327	discussion and trivia for every time we start class
328	N/A
329	Our group discussion about social media and relationships made me feel more inclusive of who I am as an individual in the learning process as well as our issue speech.
330	Introduction speech and the group activities inside the class
331	demo and info
332	All the speech assignments was great... learned something new from each one. I enjoyed the fact that our professor participated in giving the speech as well.
333	1. I think the first speech where we introduced each other to our peers really let me as an individual see where my weak and strong points were. 2. The self critiques as well as the video recording of ourselves during our speech was important. It made me see both the positive and negative aspects that I could improve on in the future.
334	When I was doing an informative speech, I felt like I was very confident on topics that I didnt know too well, but after researching about it, I felt very confident about it. Also, when my instructor gave me a talk on my persuasive speech because I could not come up with a topic; however, after talking with my instructor and my group, I came up with the topic and once i chose the topic I knew I was going to be very good at it because I knew so much about my topic.
335	impromptu speech and self critique
336	ASking advice about my speech topic
337	Listening to everyone's speeches made me feel included in the classroom. As well as the atmosphere that has been established overtime.
338	Personally I disliked having to take quizzes online instead of in class, but understand that this is was necessary due to the short span of the class.
339	Q&A section in informative and persuasive speech peer critiques
340	The self evaluations after the speeches, and the introduction speech where i told the class about myself
341	learning the differences of ethos and creating our own examples
342	I am way more calm as a person talking and speaking out about topics i know or want to know now. In the start of the class the professor had us do a specific assesment and that helped me be more vigilant about my peers and my self when i speak. developing a structure to my delivery is now how i think.
343	- For our speeches we got to pick the topics we wanted to talk about. (Demo, informative, persuasive) - Also for our speeches we got to pick the content that we wanted to talk about in our speeches as long as we followed the guidelines.

**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
344	2 activities that helped me feel more inclusive were the brain teaser games in the beginning of the class and doing the group discussions.
345	Writing up a quick speech on a current event, and allowing for us to have varying topics for assignments.
346	Some of the speeches that were given during class influenced how i looked at things based on the topic they were covering.
347	The speech where we taught people how to do something and the speech where we were having to persuade people because we had to believe it first.
348	Self critique
349	I don't recall specific discussions or activities but throughout the quarter he would call everyone's name out and give everybody an opportunity to speak or say their opinion or answer a question
351	First speech (extemporaneous) that was to focus on something about ourselves. Online assignments gave us a chance to express ourselves outside of speeches.
352	I really enjoyed the little speeches we had in class. I forgot that the topics were about but I remember sharing my life story with the class. One of them had to do with bringing in an object or item to show-and-tell. I chose mine on my first tattoo of the lotus flower and cross. I found that explaining to symbolic and significant of the image helped me understand why I got it in the first place. I was going through some rough times last October since my grandma got sick and I want a permanent reminder of the purpose of this life. I found that having a sense of morals and beliefs helped me live a purposeful life. The other one I remember doing was one of our first assignments. It was about describing your parent to the class. Annie was my partner and hearing the way she described me realize how your perspective of yourself is different in the eyes of other people. We tend to be the hardest critics when it comes to ourselves but others are able to see our potentials when we may not. I'm grateful for that.
353	Pet Peeves Speech, Deviant for a Day Speech
354	Group Speech, In class exercises
355	The tower building exercise, and the moral paradox question
357	The speed drill helped us to be better prepared for the impromptu speech. The other activity I like is the introduction that we did on the first day as it helped us to foster closer class bonding.
358	The first speech we did when we introduced ourselves made me feel extremely inclusive because I realized a lot about myself brainstorming for it. Also the random facts/talk you have after most speeches on more information about the topic or questions helped.