

## De Anza College Office of Institutional Research and Planning

**To:** Shagundeeep Kaur and Donna Stasio, Instructors

**From:** Mallory Newell, De Anza Researcher  
Jerrick Gemena, Student Assistant

**Date:** 06/27/2017

**Subject:** PRCA-24 Post-Survey- Spring 2017

---

The PRCA Post survey was administered at the end of the course in Spring 2017. This resulted in 274 valid responses.

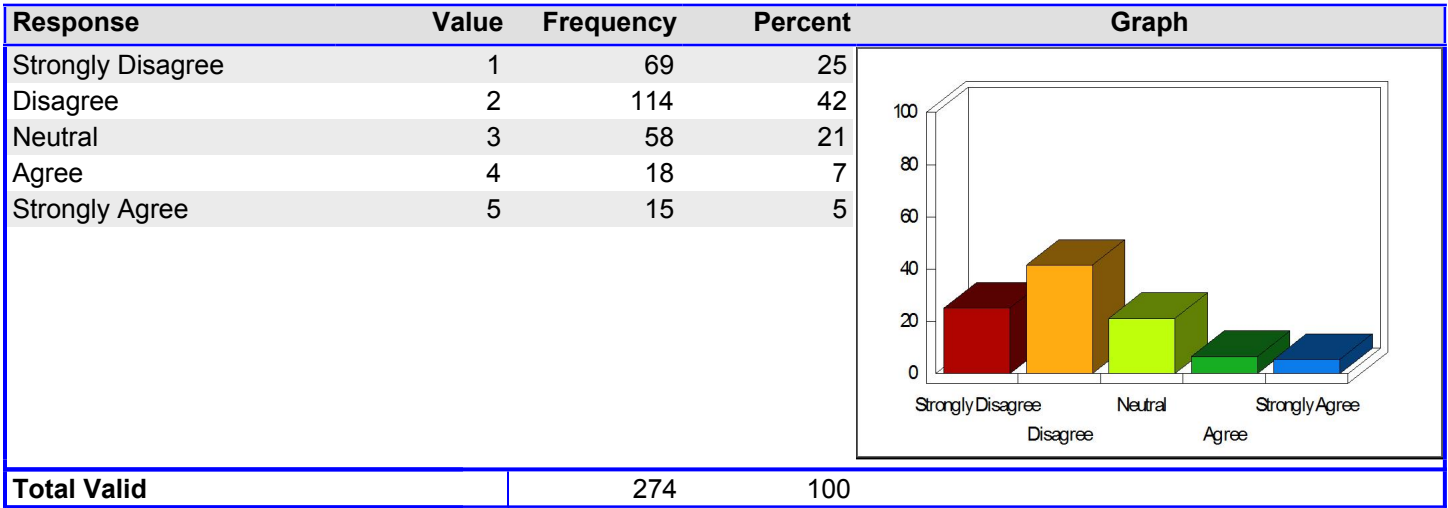
Important highlights include:

- 67% of respondents like to participate in group discussions, 21% are neutral and 12% prefer not to participate in group discussions. (Question 1)
- 74% of respondents agree/strongly agree that they are comfortable while participating in group discussions. (Question 2)
- 63% of respondents agree/strongly agree that they like to get involved in group discussions. (Question 4)
- 62% of respondents disagree/strongly disagree that they are uncomfortable to communicate at meetings. (Question 11)
- 65% of respondents disagree/strongly disagree with ordinarily feeling tense and nervous during conversations. (Question 15)
- 62% of respondents disagree/strongly disagree with being afraid to speak up during conversations. (Question 18)
- 44% of respondents agree/strongly agree that they face the prospect of giving a speech with confidence. (Question 23)
- 85% of respondents agree/strongly agree that they feel valued and included in their speech class by their instructor and peers. (Question 25)

# PRCA-24Post Spring 2017

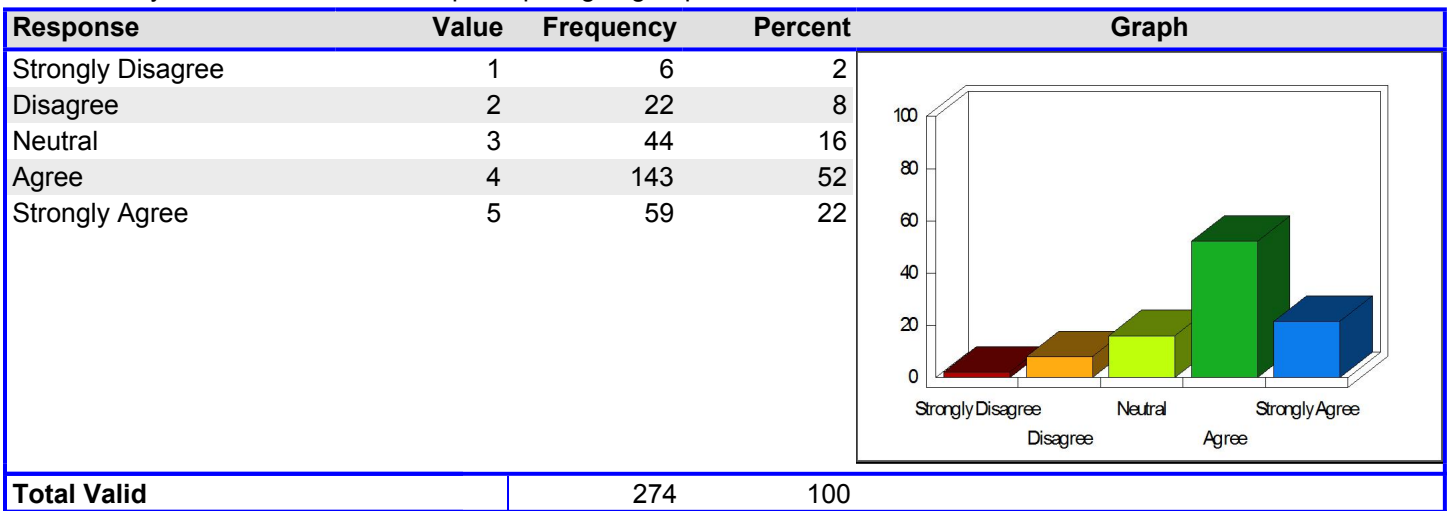
1. I dislike participating in group discussions.

Mean: 2



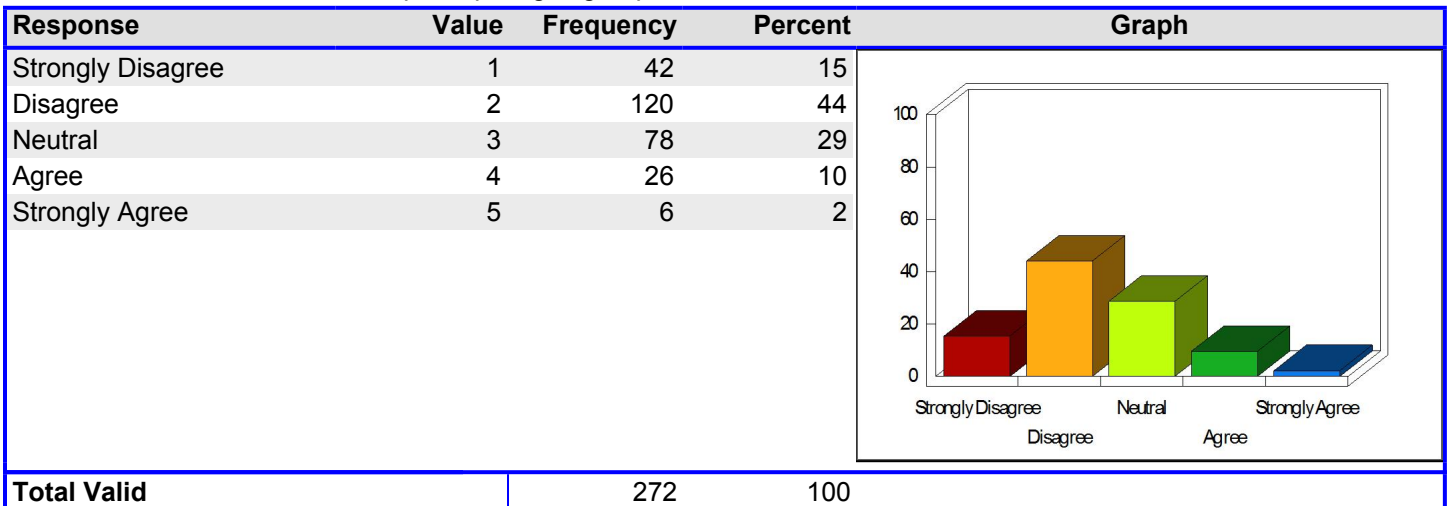
2. Generally, I am comfortable while participating in group discussions.

Mean: 4



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

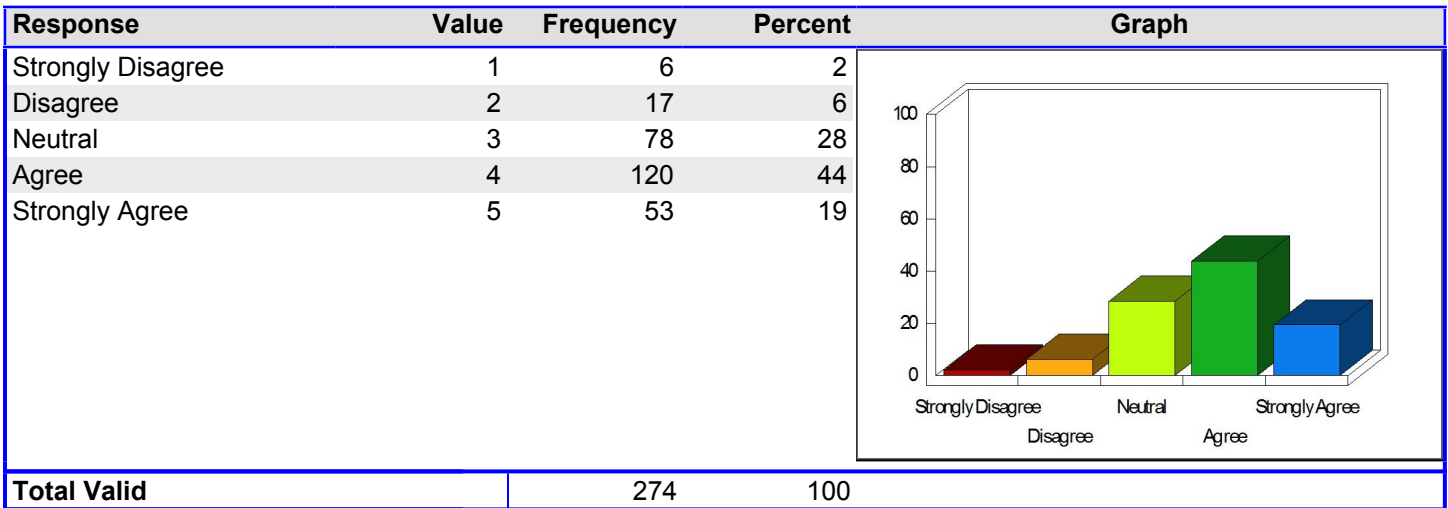
Mean: 2



# PRCA-24Post Spring 2017

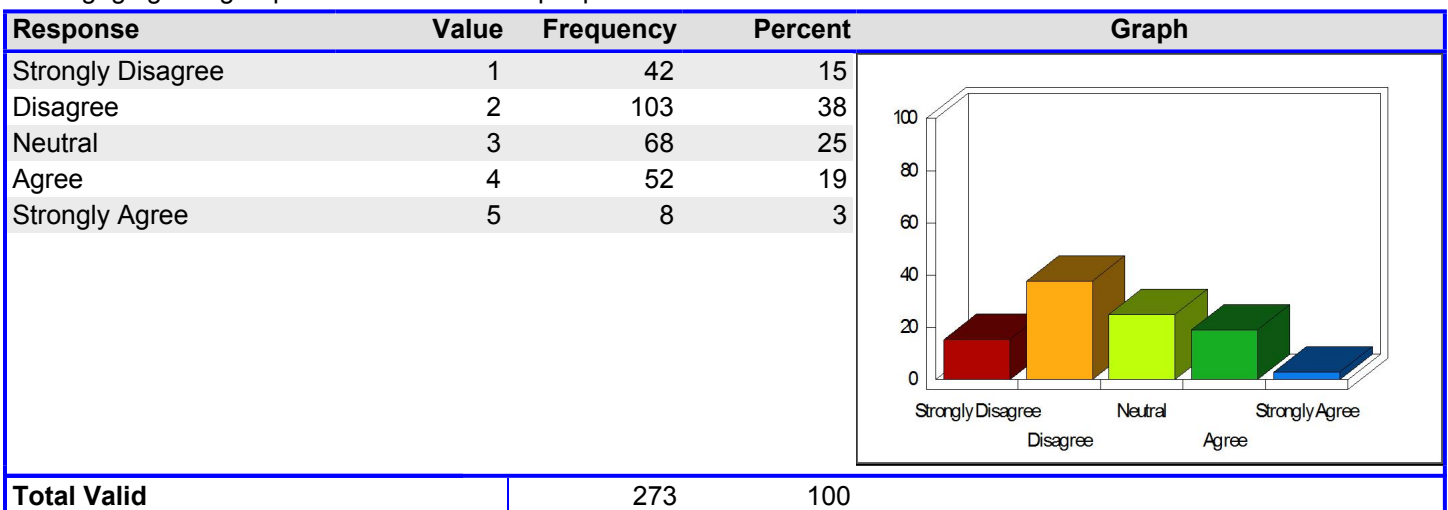
4. I like to get involved in group discussions.

Mean: 4



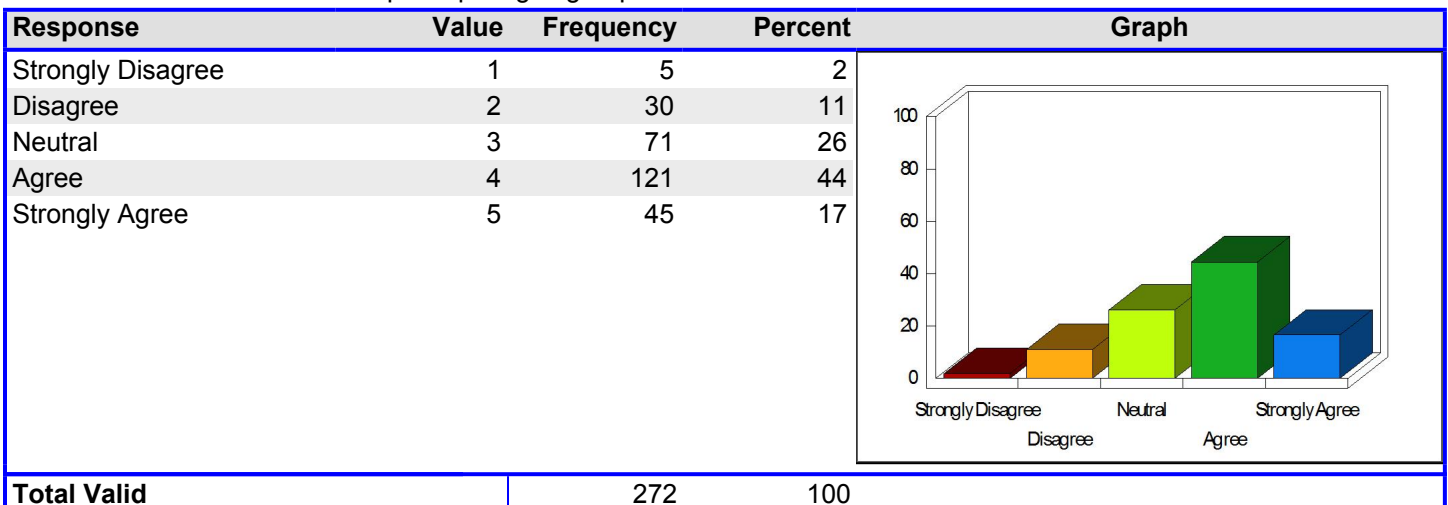
5. Engaging in a group discussion with new people makes me tense and nervous.

Mean: 3



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

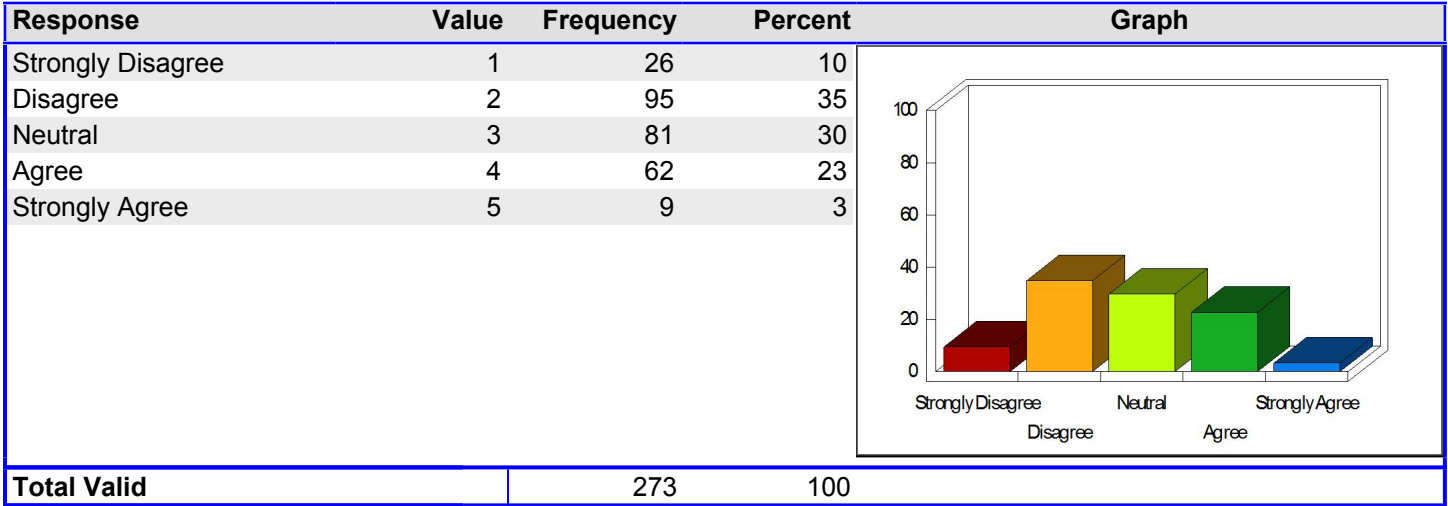
Mean: 4



# PRCA-24Post Spring 2017

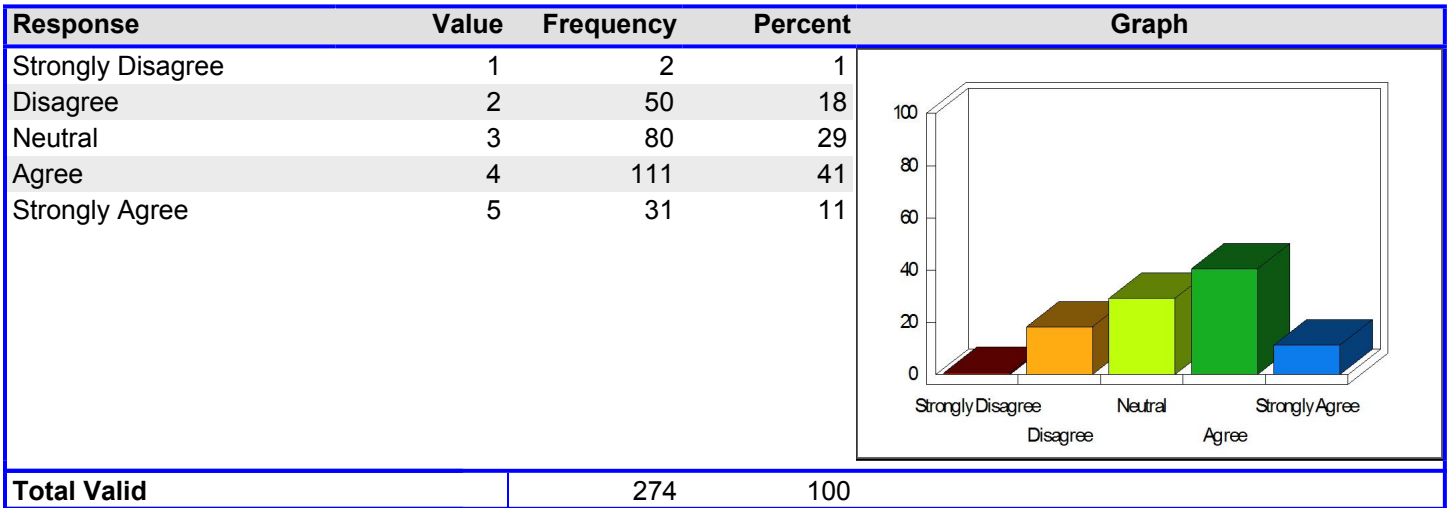
7. Generally, I am nervous when I have to participate in a meeting.

Mean: 3



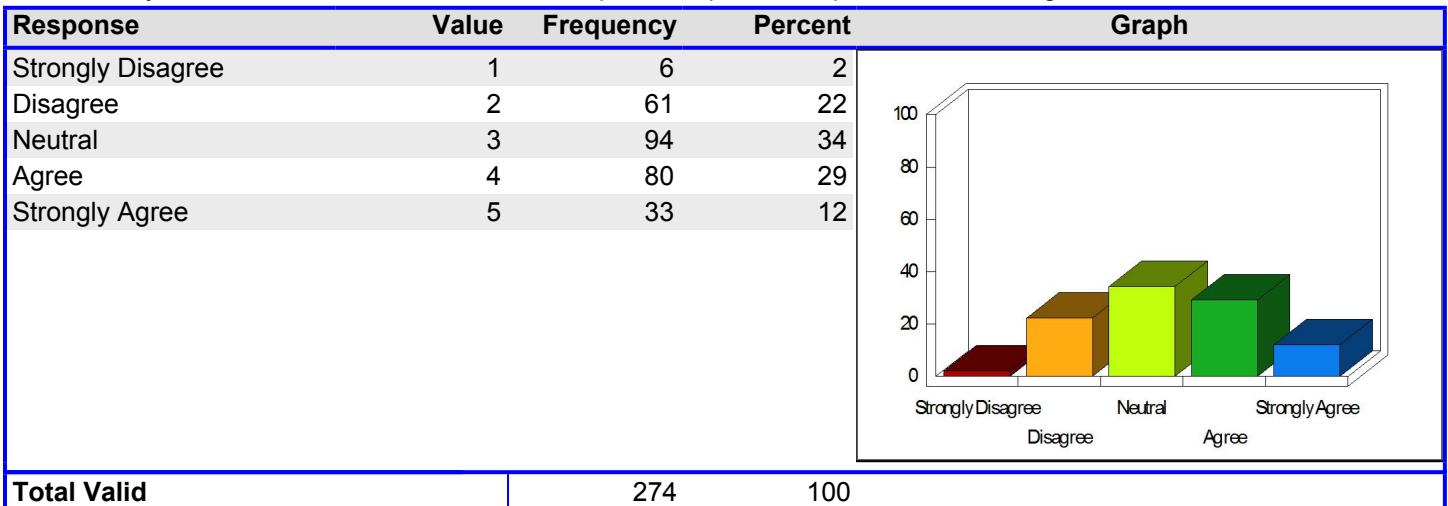
8. Usually, I am comfortable when I have to participate in a meeting.

Mean: 3



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

Mean: 3



# PRCA-24Post Spring 2017

10. I am afraid to express myself at meetings.

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1	38	14	
Disagree	2	107	39	
Neutral	3	77	28	
Agree	4	41	15	
Strongly Agree	5	11	4	
Total Valid		274	100	

11. Communicating at meetings usually makes me uncomfortable.

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1	34	12	
Disagree	2	136	50	
Neutral	3	58	21	
Agree	4	41	15	
Strongly Agree	5	5	2	
Total Valid		274	100	

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

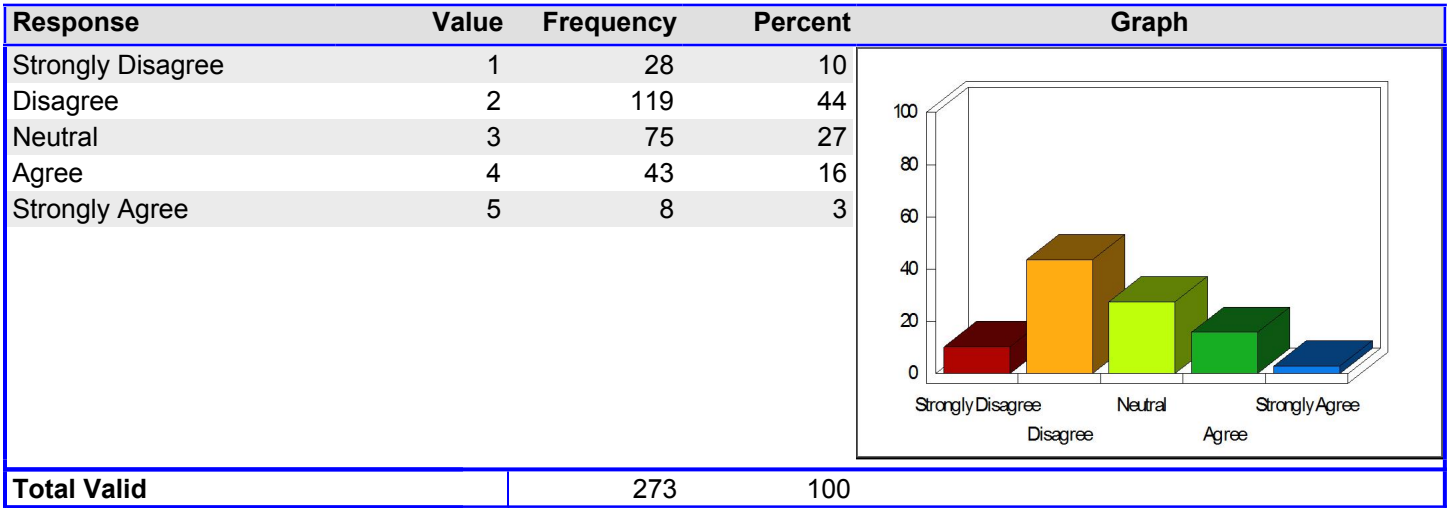
Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1	6	2	
Disagree	2	49	18	
Neutral	3	90	33	
Agree	4	100	37	
Strongly Agree	5	27	10	
Total Valid		272	100	

# PRCA-24Post Spring 2017

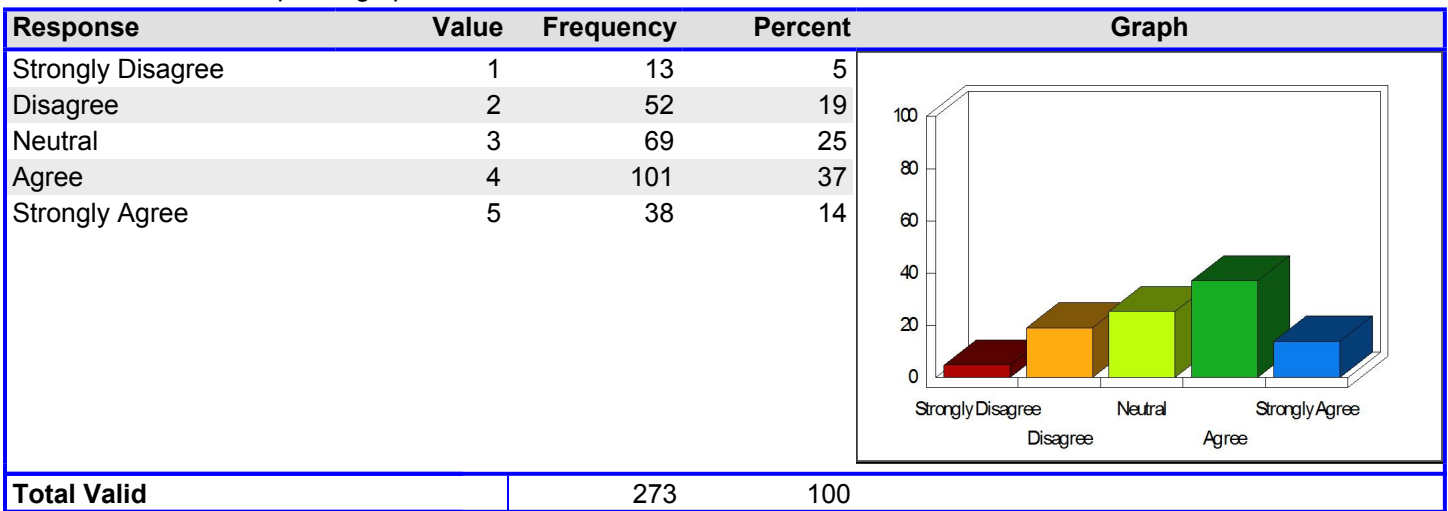
13. While participating in a conversation with a new acquaintance, I feel very nervous.

Mean: 3



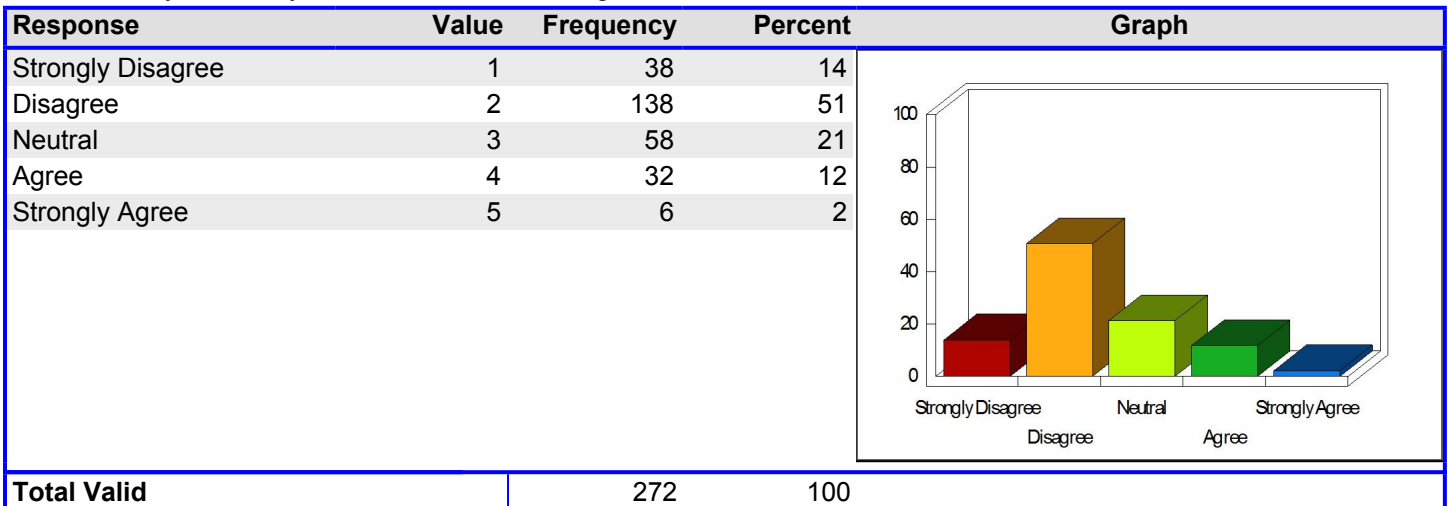
14. I have no fear of speaking up in conversations.

Mean: 3



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

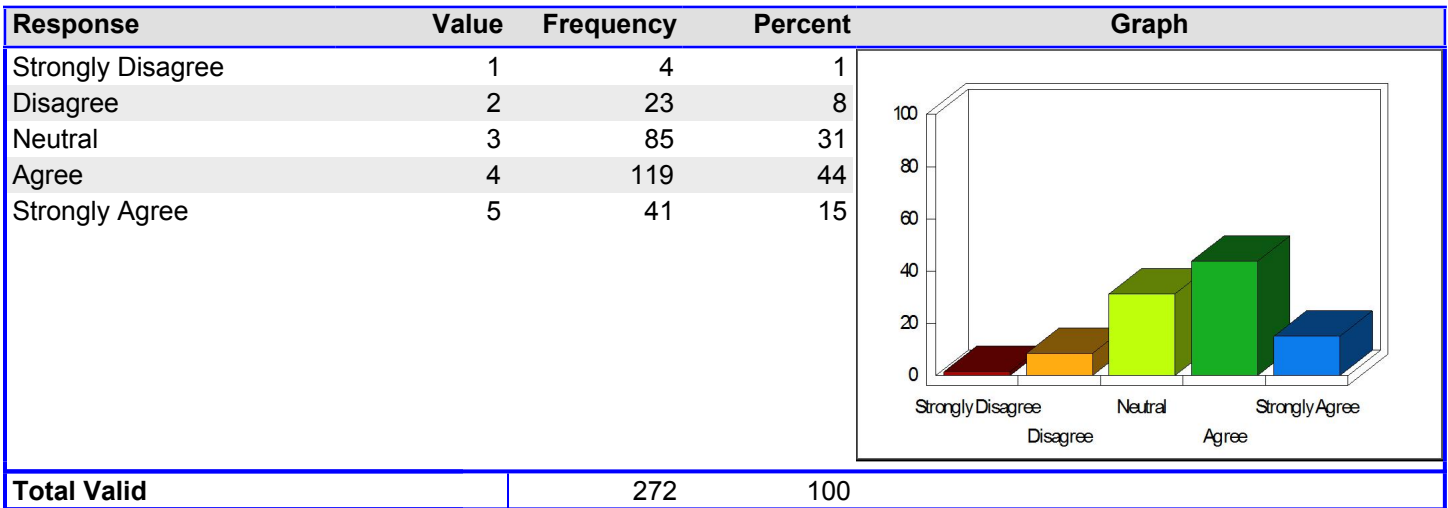
Mean: 2



# PRCA-24Post Spring 2017

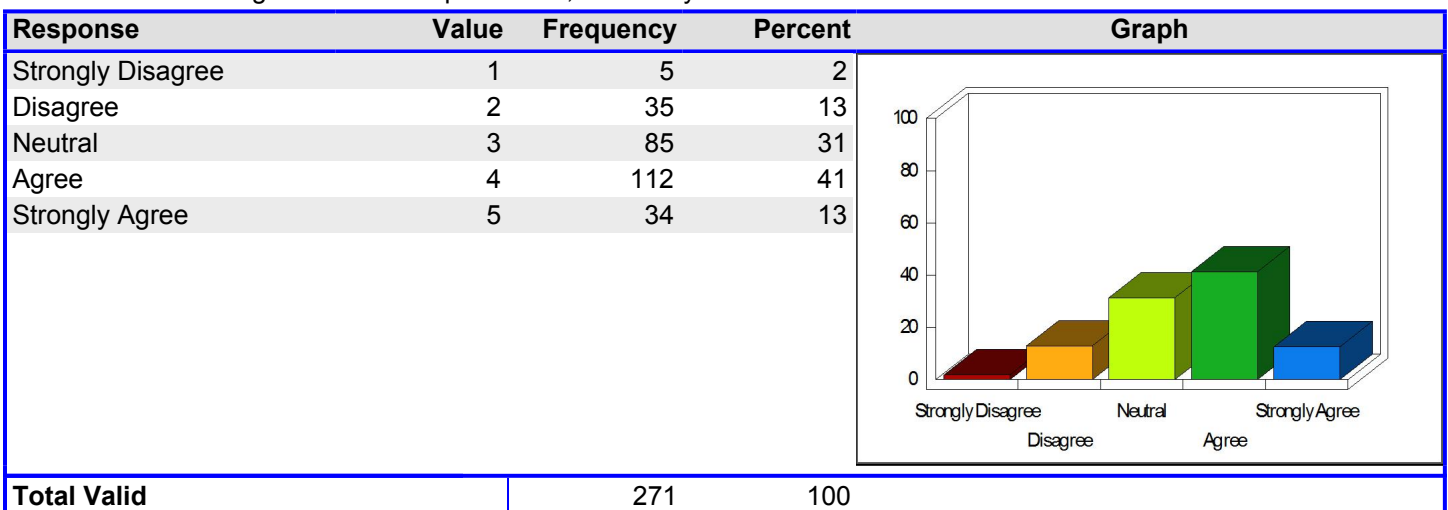
16. Ordinarily, I am very calm and relaxed during conversations.

Mean: 4



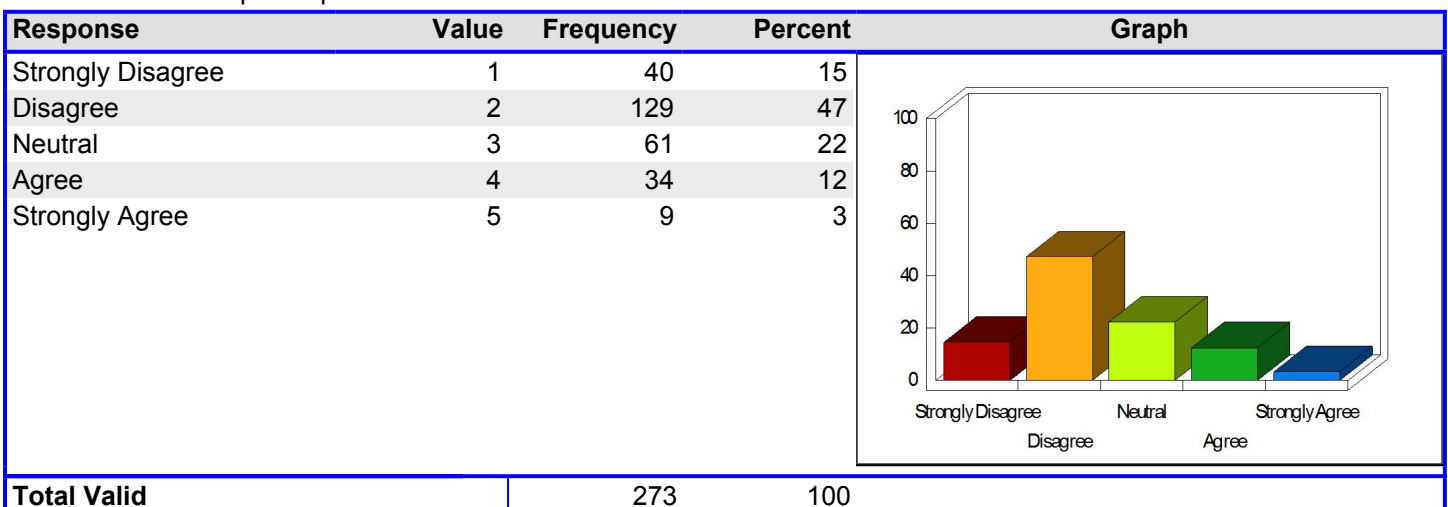
17. While conversing with a new acquaintance, I feel very calm and relaxed.

Mean: 3



18. I am afraid to speak up in conversations.

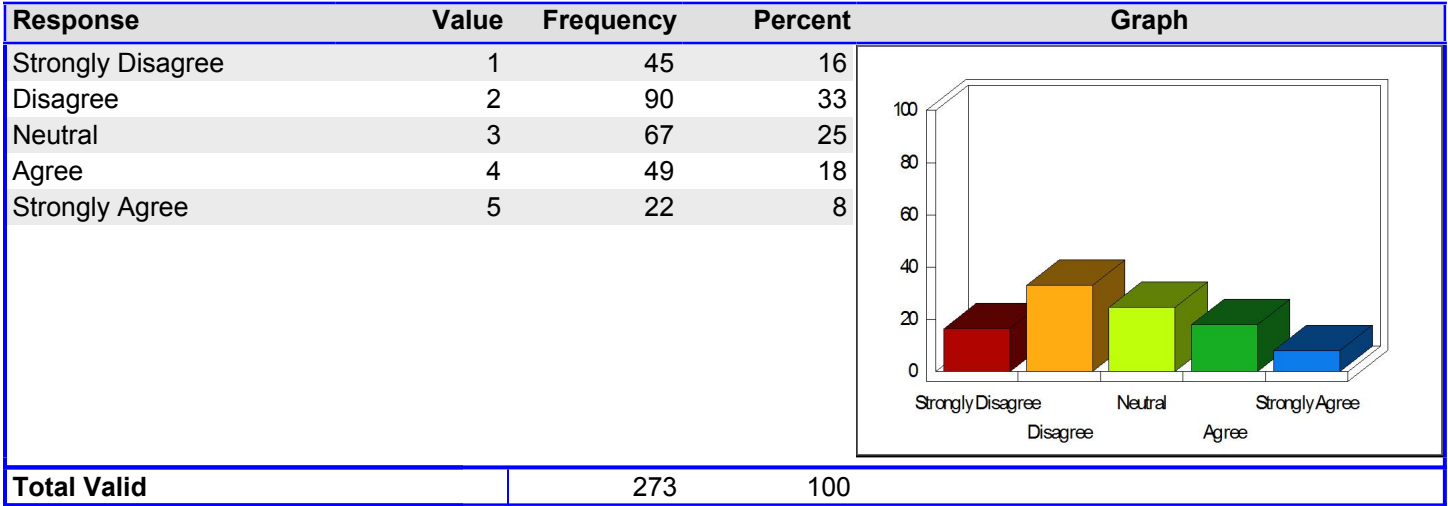
Mean: 2



# PRCA-24Post Spring 2017

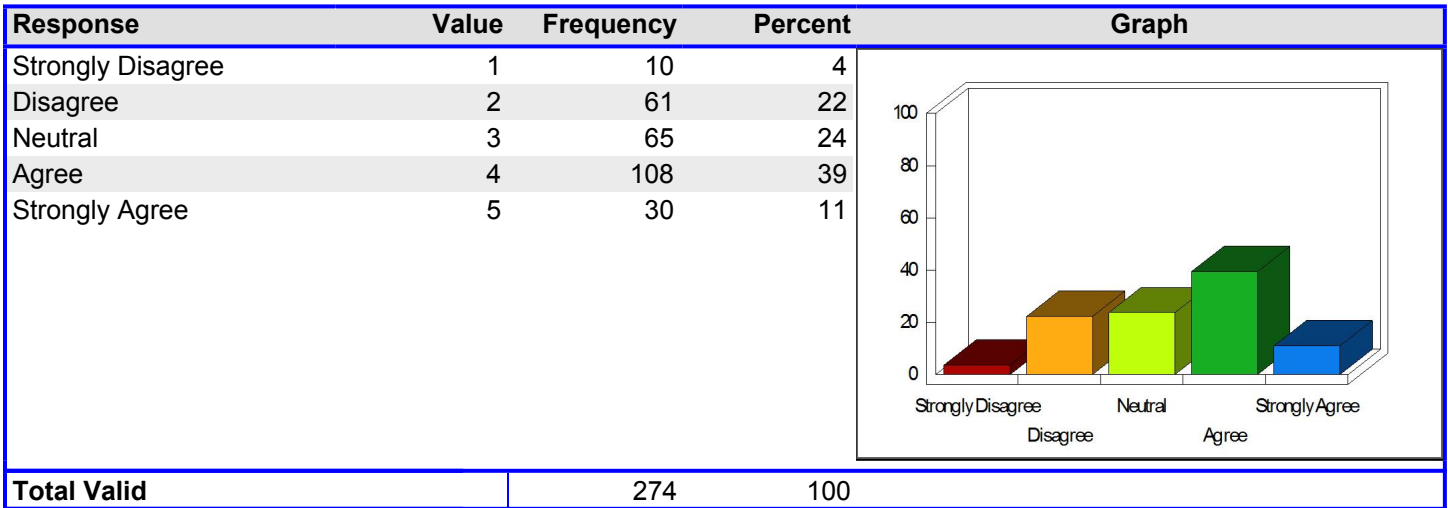
19. I have no fear of giving a speech.

Mean: 3



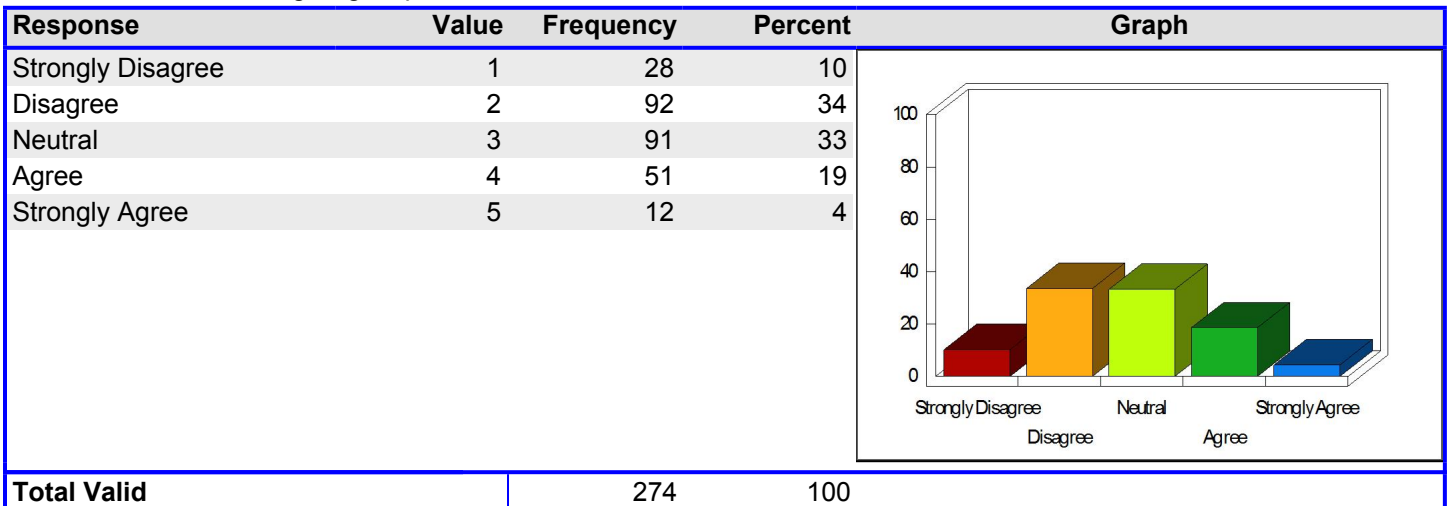
20. Certain parts of my body feel very tense and rigid while giving a speech.

Mean: 3



21. I feel relaxed while giving a speech.

Mean: 3

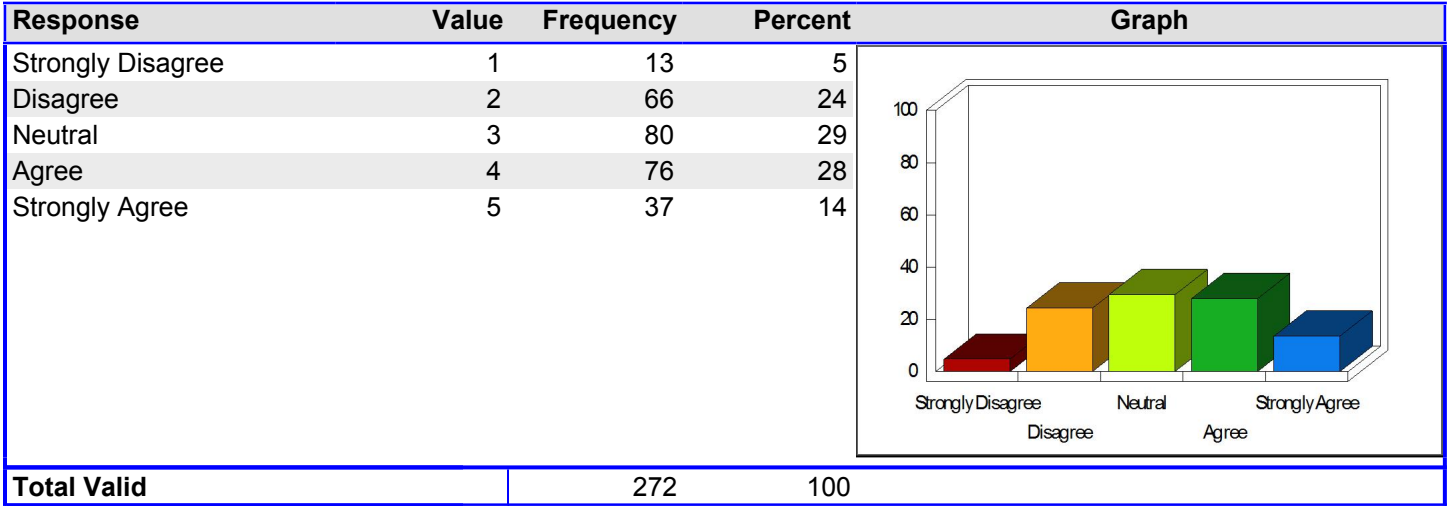




# PRCA-24Post Spring 2017

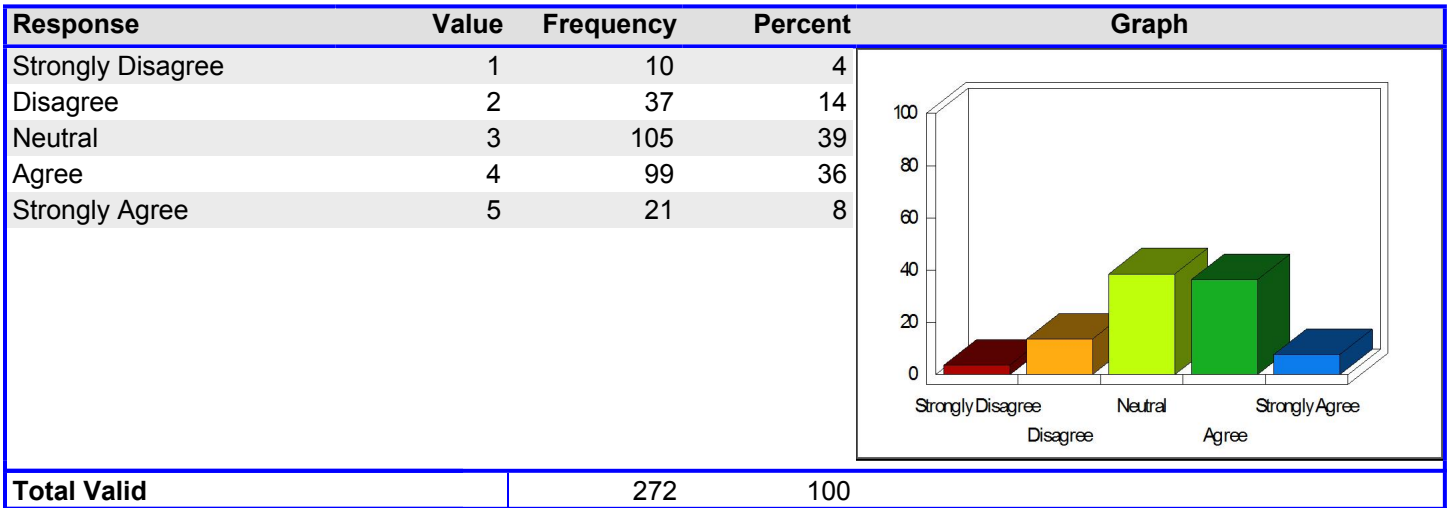
22. My thoughts become confused and jumbled when I am giving a speech.

Mean: 3



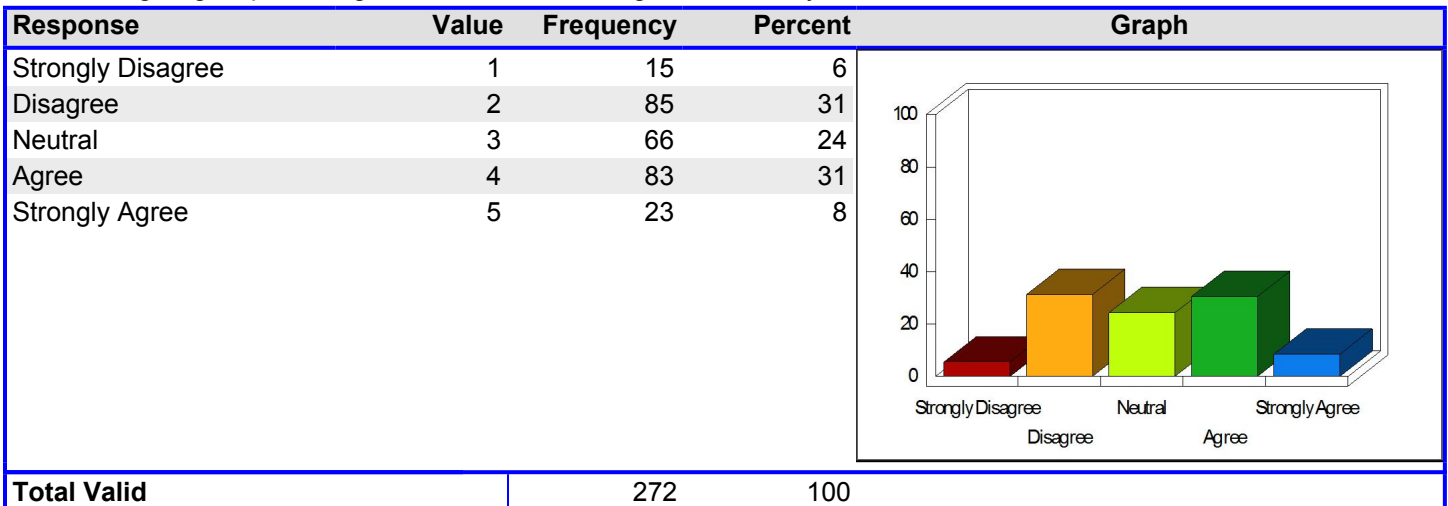
23. I face the prospect of giving a speech with confidence.

Mean: 3



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

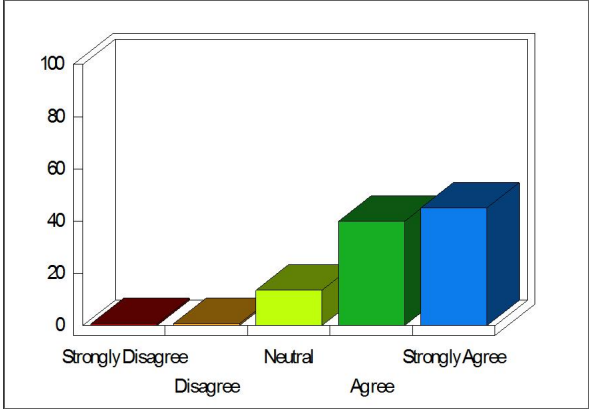
Mean: 3



# PRCA-24Post Spring 2017

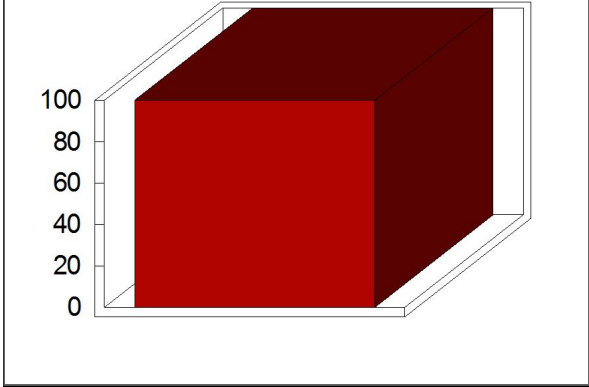
25. I felt valued and included in this speech class by my instructor and peers.

Mean: 4

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1	2	1	
Disagree	2	2	1	
Neutral	3	37	14	
Agree	4	109	40	
Strongly Agree	5	123	45	
<b>Total Valid</b>		273	100	

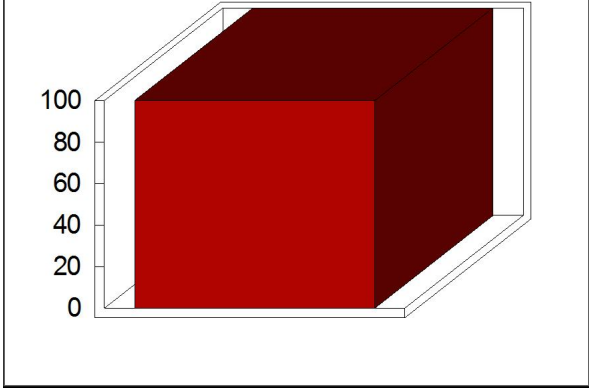
Time

Mean: -

Response	Value	Frequency	Percent	Graph
	-	1145	100	
<b>Total Valid</b>		1145	100	

Date

Mean: -

Response	Value	Frequency	Percent	Graph
	-	1145	100	
<b>Total Valid</b>		1145	100	

## PRCA-24Post Responses

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

Respondent	Response
1	I personally thought that impromptu speech helped a lot to reduce my communication apprehension
2	impromptu speech
3	Understanding the outline
4	The peer critiques really helped me. I was able to read what my peers thought that I did well on as well as what I needed to work on.
5	Having a clear outline with what I can remember to parts I can still deliver but not in the exact order. Having less note cards with every presentation showed me that I can be confident but it never hurts having something to lean on.
6	My informative speech was a great way to get out of my comfort zone because I did not have a group to rely on if I stumbled.
7	Informal speeches helped me to be more comfortable talking/giving speech to the class. Although sometimes it was awkward/nervous, I got used to it which reduced my communication apprehension a bit.
8	Activities where my classmates and I worked together in group discussions. The impromptu speech was the speech that really helped me reduce my communication apprehension.
9	I didn't start with communication apprehension, but the speech projects were helpful in developing skills.
10	Activities that helped me this quarter to reduce my communication apprehension is the fact that the instructor started off the quarter with small tasks and increased over the quarter. Also being around new people often helped be more comfortable in class.
11	AHA speech.
12	I think working in groups is fantastic as well as presenting in them because it's a way for us to get our feet wet so that we are able to then progress and then eventually do a speech on our own, the teacher was also fantastic she was very helpful, nice, and understanding she cared for the student well-being and our comfort in the class.
13	group assignments and discussions.
14	EVERYTHING! I LOVE THIS CLASS!!! I WAS ABLE TO DIG DEEPER AND FIND NEWFOUND CONFIDENCE IN MYSELF AND WHO I AM AS A PERSON!! YOU ROCK SHAGUN!!!!!!!
15	Giving the speeches and group activities.
16	demo speech and imprompt
17	All the activities, assignments, and speeches helped reduce me communication apprehension
18	Being comfortable with the class, and breaking the rust off when giving one in the beginning.
19	learning about the art form that is public speaking
21	The impromptu speech at the beginning of class and later the various speeches we made.
22	Just giving the speeches in general that made me feel less nervous. It was the practice.
23	class discussion Brainstorm
25	The activities that I liked was when we threw the ball to each other and stated something we didn't like. And a speech that I loved was the speech where we pick a subject out of a bucket and have 5 mins to prepare a speech, that really tested my mindset.
26	The act of kindness speech

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

<b>Respondent</b>	<b>Response</b>
27	What helped a lot is when we all would stand in a circle and stretch and yell.
28	weekly speaking assignment
29	None
30	yes
31	The name tag assignment and the personal experience assignment.
32	Performing the speeches helped me to get over some of the anxiety that I face.
33	I feel that i made me feel calm when other were scared as well. That my classmates knew their weakness and slowly tried to make it less noticeable.
34	The peer review at the end of every speech is extremely helpful. Listening to what my peers believe to be my strengths and weaknesses is a huge help for me. I also like seeing other peoples feedback because sometimes I struggle with the same issue so it lets me know that I am not alone in the struggle for whatever concern may be raised by peer reviews.
35	All the activities, assignments and speeches helped me so much.
36	I have learned many useful skills of communicatie
37	The repetition of speaking in front of a lot helped me become more comfortable talking to new people. And this action has helped me little by little make it easier for me to make a speech in front of others.
38	forsake the short little speeches we would do in class or the impromptus. The group project also helped me with teamwork and responsible on my part of the project.
39	The impromptu speech as well as the feedback I received after speeches helped reduce my communication apprehension.
40	Honestly, after the Impromptu Speech, most of my anxiety was completely gone! I felt that if i could perform well with only 4 minutes of preparation, I would have absolutely nothing to worry about with all of my other speeches, where i would have plenty of time to prepare. Also, the Introductions Speech was helpful because it helped me know and become a little more comfortable with my audience.
41	1) Impromptu Speech 2) Personal Speech Project
42	ice breakers really helped me feel better about speaking in front of the class because I got to know them and they weren't total strangers.
43	I didn't begin with much communication apprehension, and none of the speeches helped my stage fright.
44	The activities that help me reduce my communication apprehension was the ice breakers we did in the first couple weeks of the quarter and the impromptu speech. These helped me get to know my classmates and get to practice my speech.
45	The impromptu speech
46	The group project really made me feel more comfortable because I was working with my peers and felt like we were moving as "one". I feel proud that my group did so well and that I made a few friends along the way!
47	"whos story is it" "mock debate" "5 minute group intos"
48	I think the group project speech helped me most personally in developing my leadership skills and communicating as a facilitator.
49	In this quarter, doing exercises before our speeches with our teacher helped me loosen up a little bit and not feel as nervous. Also telling my group how nervous I was and getting support from them and not being judged helped me also.
50	I have to say the speech I did on my own helped with my speech a lot more because I leaned on the group in our other project.

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

<b>Respondent</b>	<b>Response</b>
51	Having group presentation with different class mates in the class.
52	Small scale speeches and short, simple speeches in front of everyone.
53	doing group activities before the speeches that made everyone embarrassed made me feel comfortable
54	We had Response Papers in our class, which required us to reflect back on our own speeches and how we did or we think we did. By reflecting back on myself, this is a form of growing and helped me learn for the next speech or assignment.
55	My speaking apprehension comes from lack of practice. This class gave ample opportunity to practice.
56	I wasn't really apprehensive about communication coming into the class.
58	The Performance speech
59	Group discussion
60	Show and tell. And we have a lot of group discussions.
61	making an anxiety management plan, receiving clear instructions as to what to present when communicating
62	n/a
63	A lot of the group work. I see group work as a way of forced interaction, so it allows everyone to participate.
64	Talking in groups about various topics
65	I think the mind trap before every speech made me feel less tense. Making outlines before every speech and having Karl check my outlines really made me more confident as a speaker.
66	Group assignment and discussing topics among groups
67	All of them
68	Working with a group and the class becoming smaller helped a bit. I also feel more comfortable with my peers now that I have gotten to know them better.
69	Informative speech
71	The ice breakers and the speeches really helped me reduced my communication apprehension.
72	In the beginning of the quarter we did a lot of activities that helped me get to know the class. That really helped me reduce my communication apprehension since I knew members of my class more. Also practicing speeches also helped me.
73	Activities in class, participation in speech and instructors tips to overcome fear or nervousness helped a lot to start with my speeches
74	doing our first speech. helped me open up and release some tense.
75	I think just doing speeches the few times helped it get a bit more easier with time which helped somewhat with the anxiety.
76	Self-managed presentation practice helped me reduce my communication apprehension. It eased my nervousness while giving a speech. □ I realize the importance of training.
77	Impromptu speeches, speaking with classmates & asking the professor questions.
78	The indentity art project
79	The "Who's story is it?" activity brought me to realize a flaw that I have when speaking in front of class. The personal & the group presentation gave me exposure to speak to an audience for a certain amount of time, giving me communication experience and feedback.
81	The daily impromptu speeches helped reduce my communication apprehension.

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

<b>Respondent</b>	<b>Response</b>
82	The introduction speech made me get to know my classmates better, as well as making me feel more comfortable presenting to them.
83	I have picked up tips for help my body shake less when nervous and get rid of my sweaty palms. Also, I learnt to speak with confidence beginning with the right posture. The Deception Journal also opened my eyes to the amount of deception in my everyday life. The Dear Abby assignment also helped me give myself advice on my issues. Overall, I really found this SPCH 16 class to be very useful and I would recommend this class to socially awkward friends.
84	the group speeches
85	Just the speeches in general. I felt like I improved after each speech I gave.
87	The first two speeches we did.
88	Giving our informative speech
89	Small group activities and everyone getting their turn to talk/voice their opinions an what we learned
90	just going through all 5 speeches really helped my self confidence, by the end i did not fear giving a speech.
91	I think that group project really helped me to speak up. I realized that if I will not share my idea we might not have ideas at all and all group member will have a lower grades. Also, the feedback given after speech is helpful because if you are the person who give it you would have to listen more carefully and understand all aspects. And if you are a person who receiving feedback it is good to know the other perspective
92	The little speeches during the beginning of the quarter help a lot like when you are doing attendance.
93	The group project helped me reduce my communication apprehension because it acquired me to speak to new people and gave me an opportunity to learn how to fully cooperate as a group than just one person doing all the work. It definitely made it easier for me to open up to the class also and made me feel more comfortable knowing I wasn't the only one struggling with the fear of speech.
94	it helped that we recorded ourselves and also when my teacher gave me feedback after a speech. it was nice that we could get so much feedback from peers and the teacher.
95	all of the ice breakers that we did in the beginning of the quarter helped me a lot. those helped me be comfortable since everyone else had to do them as well.
96	The breathing activities helped me reduce my communication apprehension. Breathing in and out slowly before my speech made me feel at ease. The impromptu speech helped as well.
97	Doing more impromptu speeches
98	the group activity where we divided male/female and talked about various topics of issues
99	I don't think I have a Communication problem, but more of an organizing and researching issue. I can stand in front of a class and talk about anything, but do I actually know what I am talking about? I need to do factual research to bring good evidence to my statements.
100	The very first speech assignment with the random subject.
101	Impromptu Speeches, answering the question of the day one by one while roll is being taken, telling funny stories to lighten the mood
102	Professor Lee makes my class very relaxed, fright. and comfortable, so I can reduce my anxiety. Also all my classmates participate in the class, and I feel happy when they listen to my speech.

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

<b>Respondent</b>	<b>Response</b>
103	Impromptu speech because it forces me to think on the spot, which happens in a lot of daily conversations. They all tend to be impromptu
104	I think that the small group activities help me communicate better with my classmates.
105	Plenty of chances to speak in front of others, meet new people, and engage in conversation.
106	The group activities helped a lot, particularly the group debate activities.
107	impromptu speeches
108	The assignment this quarter that helped me reduce my communication apprehension was the response papers that we had to do
109	We did a couple of ice breakers in the beginning of the quarter so we would get to know our peers.
110	It would have to be the performance speech, my instructor really helped me by telling me that I should just let it all out and don't go half way.
111	Giving impromptu speeches as well as the minor and major speeches
112	Group discussion
114	Ice Breakers & Group Activities
115	The one minute improve speeches.
116	I feel like the change the story speech was the most significant since it was the first speech taking on a huge topic of social bias and how we apply them as individual. It brought me to get out of my shell which was kinda impressive to see.
117	The small group tables the best>
118	Simply the opportunity to make speeches made me better at speaking, and therefore more confident.
119	Improv speech
120	- do as i do (relaxing activity) -impromptus
121	Persuasive speeches in front of the classes
122	practice speeches were always fun when we got to pick what we wanted to talk about that day
123	The in-class practice and impromptu speeches greatly helped me reduce my communication apprehension.
124	the group activities help me with my speeches and having visual aids as well.
125	While doing group chat and discussion.
126	The impromptu speech really made me more confident in my speaking skills, since it was sort of on the spot and that I think it was a good experience to have. Also the demonstration speech, which I felt was quite difficult, but I did well on.
127	All of the speeches were very well done and absolutely gave me more confidence when giving a public speech.
128	The impromptu, informative, and persuasive speech helped me reduce communication apprehension.
129	All of the activities. They helped me, little by little, to get over the fear I have of getting in front of people and talking.
130	The impromptu speeches helped me reduce my communication apprehensions
131	My Second Speech helped me feel comfortable.
132	SPEX before the actual major speeches helped me get used to my audience and my own speech
133	Off the top of head speech assignments
134	watching ann give her speech



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

<b>Respondent</b>	<b>Response</b>
135	Having a sense of familiarity amongst peers, in the class really helps ease the apprehension. My teacher, Patrick really likes us to have group discussions and I really enjoy that because at the same time I am getting to know the students.
137	Everything
138	power poses
139	impromptu speeches
140	The short speaking exercises and warm-ups really helped me be more comfortable and confident around my classmates.
141	The facilitation one at the end and little ones where we stood up and spoke
142	Speeches
143	Practices on how specifically to reduce tension and stress before presenting.
144	1.Impromptu Speeches 2. Group Speeches
145	class discussions
146	The spex exercises and the relaxing activities before every day of speech.
147	The little activity we would do before giving a speech.
148	I felt that the several impromptu speeches that were assigned as in class activites helped to greatly decrease my communication apprehension. It provided me with practice speaking in front of the class and space I would be performing my longer, graded speeches later on.
149	I think the last speech was the only speech I felt confident in.
151	Short speaking exercises helped me.
152	Persuasive Speech
153	The small group activities
154	Having the class class clap before going up to give my speech made it a lot easier
155	giving one minute speeches
156	doing pre speech exercises
157	The Spexs really helped reduced my communication apprehension.
158	Group speeches or partner speeches helped reduce my communication apprehension
159	I think just constantly giving speech made me practice in front of peers and enhanced my speech skills and reduced anxiety.
160	Having the teacher make us walk up and talk about random things was the most effective thing she did to get us more used to speaking. Also speaking in groups. Planned speeches with serious content and many statistics were the hardest.
161	None of the activities/assignments or speech in the class helped to get rid of my communication apprehension, I honestly cannot see any value in having been forced(or required) to take this class. De Anza please reconsider this as a class students are forced to take it is not beneficial or useful and furthermore there are many skills other than being able to talk at a group of people that today's young adults need but are lacking.
162	By standing and giving speeches in front of the class.
163	The personal persuasive story speech helped me Alot in opening up to everyone in class
164	All the speeches given during this class were helpful. They made me feel more comfortable as time went by .
165	The practice speeches and assignments outside and in class were on target. Further, there were many activities, games and fun exercises that helped to reduce anxiety about speaking.



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

<b>Respondent</b>	<b>Response</b>
166	Class speech games (describe the object, etc.), casual atmosphere
167	I felt that the impromptu speeches that we gave gave me more practice and experience in public speaking.
168	Having the opportunity to discuss current events at the beginning of the class helped break the ice.
169	The final speech helped me reduce my communication apprehension because I knew that topic best.
170	A lot of the group work exercises we did were really helpful! It allowed me to interact with new people in a smaller group setting, which I'm more comfortable with. The various impromptu speech presentation exercises also helped because everyone was in the same boat in terms of amount of time to prepare for the topic, so it just made everything feel more easy-going and light-hearted. The most memorable activity I can remember is when Professor Lim made each of us walk to the front of the class and command attention silently, only using eye contact; it was definitely awkward and a little silly but I think that was what helped me take the first step and realize that giving speeches aren't as scary as I had thought.
171	One activity that helped me was talking more to people.
172	I liked how we did practice speeches and topics just to help get rid of our nervousness. All the practice speeches I felt were fun because we could literally talk about anything we want without fear of being judged.
173	Only the speeches I had memorized and practiced thoroughly myself.
174	In group communication and writing thoughts on catalyst.
175	I thought the more speeches I gave that were interesting to me, the more I enjoyed delivering them.
176	The deviant act activity helped me face my fear of initiating conversation with strangers.
178	Group discussion and one of group member will answer the question
179	Impromptu speeches
180	regularly having to give mini speeches helped
181	The short, on the spot speeches really helped get rid of nerves when it came to presenting major speeches.
182	I don't feel like my communication apprehension reduced by much, but if at all it was just from performing the speeches themselves.
183	The impromptu speeches.
184	The first day when we play the name game, and during some speeches
185	The speeches and talking warm ups
186	There were no activities/assignments/speeches etc. that reduced communication apprehension (presenting specifically)
188	Impromptu Speeches
189	impromptu speeches
190	Group speeches where a big help.
191	speeches
192	hard ones
193	The speeches such as the minor ones "Show & Tell" and even the "Pet Peeve" speech.
194	The impromptu speech helped a lot.
195	SPEX, and warm up activities
196	The random speeches
197	All of the speech assignments during the quarter.

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

<b>Respondent</b>	<b>Response</b>
198	The daily minute speeches.
199	Most of the speech assignments, including the impromptu ones.
200	Going around and having everybody speak without having volunteers make me feel less nervous because everyone had an equal chance to speak. Getting into smaller groups and then coming back together as a class was a good exercise.
201	the little speeches that we did daily helped a lot.
202	Impromptu Speeches
203	Impromptu speeches
204	The second and the last speech helped me reduce my communication apprehension.
205	One thing that really helped was our impromptu speeches. It helped refine our quick-thinking and forced us out of our comfort zones to improve everyday spontaneous speaking.
206	speaking talking
207	the fact that many people dropped the class gave me more confidence to talk to the few that we where left plus we hang out before class
208	Making an outline and having soemthing to follow during my speech.
209	I got a lot from the student feedback
210	All of the warmup activities where we had to speak more than just a phrase got me warmed up and woken up since I had a 7:30 class.
211	Demonstrative Speech as well as the Informative Speech.
212	I really enjoyed the impromptu speeches we did in class, they really helped because it allowed me to talk about something that i knew and didn't have to learn about.
213	Some activities that helped were just being involved in class discussion helped me build confidence to speak to the class.
214	In my SOC35 class, I learned of breathing exercises that helped me calm down a bit.
215	1.I enjoyed our icebreakers and doing group works at class 2.I feel everything we did in class help me to improve my public speaking specially the eye contact and getting attention exercise.
216	Most of it would be the speeches. Going up well prepared made me ok if talking.
217	Group speeches and activities.
218	The ridiculous warmups we did before the speeches actually helped a bit:)
219	I think all the classroom activities we did to try to break bad habits and add more meaning to our speech helped me the most and I really enjoyed them. For example, the getting everyone attention, and the physically moving from point to point exercises.
220	THE RANDOM SPEECHES WHERE I DIDNT HAVE ALOT OF TIME TO THINK
221	The activity that helped me reduce my communication apprehension is the one where 5 classmates stood in front of the class, and we had to follow the gestures they did. This helped me to loosen up for a bit, and I did not feel as nervous to present my spex.
222	The little speeches we had to do in between the major speeches help and the little exercises we had to do when our teacher was taking attendance helped.
223	Warming up to a longer solo speech with small groups and group presentations really helped me to warm up to our class and the idea of public speaking.
224	Look at other classmates do spechs and practice with the outlines professor gave at home many times

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

<b>Respondent</b>	<b>Response</b>
225	Informative and Persuasive
226	I believe that the speech that helped me the most was the Impromptu speech because I proved to myself that I could give a speech about a complete random topic without falling apart during the speech. I was nervous and I felt tense, however, I felt like I delivered a good speech with the little time I had to prepare. I also enjoyed the current news or fun facts that the professor would share at the beginning of class. I would always take that information with me and share it with my friends and family.
227	Daily speeches
228	Being able to get feedback on the speeches we have done
229	all the small speeches we did before the bigger speeches.
230	Giving a speech in front of classmates
231	the impromptu speeches
232	speeches.
233	I liked the feedback we received after every speech. I was actually disappointed that we didn't receive more of it. The class was fairly reserved, but I was hoping for more participating by possibly calling upon people for their opinions, if not asking a couple people to fill out a critique form.
234	the every day impromptu speeches were a good way to slowly get over my fear of public speaking
235	The discussions ultimately helped the most. i also loved the activity where we pretended that we were at a cocktail party.
236	Speech outline helped me create my speech how to make precess.
237	the Brain activities make me feel relax
238	presentation
239	The acronym assignment let me pick 3 methods for calming anxiety and focus and remember them which helps build preparedness and confidence for speaking.
240	outline and our speeches in class
242	Impromptu speech was really good,it was good to be called upon randomly with a topic and deliver a speech.
243	Mr. Isacson gave us routine exercises to build confidence and important tips to relax our minds beforehand. One of the most notable ones was shaking hands with audience members, doing the "triumph" pose, and the questions and answers portion helped me almost unwind.
244	I really enjoyed when the teacher gave us an example before we did our own speech, made me feel confident that I can do it.
245	The first few intro and demo speeches really helped me ease into my first real speech.
246	It really was just once i got the idea that everyone is going through this like me in this class, it got way easier!
247	n/a
248	-organizing and outlining your speech -having peer feedback and teacher critiques on your speech
249	Informative and persuasive speeches
250	impromptu speech
251	In group discussions that helps me reduce my communication apprehension
252	my nervousness with speech giving
253	Speech assignments, readings, group discussions, having to give peer critiques.

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

Respondent	Response
254	na
255	All of the group discussions and speeches have helped me greatly. Karl is such a great teacher!
256	Presenting in class with various methods of speech helped me reduce my communication apprehension.
257	information speech
258	the info speech and the persuasive speech because they both made me work hard
259	giving speeches to a large number of audience
260	Mind traps in the beginning of the quarter. Group exercises.
261	Informative speech
262	I really enjoyed the impromptu speech even though I was afraid. Seeing that everyone and even good speakers were nervous made me realize that everyone has their own fears. It's okay to make mistakes.
263	All of them were good excersises.
264	I enjoyed the informative speeches, I liked that I could pick whatever topic I wanted.
265	In class activities that allowed me to open up to my peers. This made me comfortable in speaking to them.
266	the group work helped me a lot. when we talk together or ask some questions, the group members very nicely and patiently to answer me, they are really encourage me and make me more relaxed.
267	Impersonation group activity and social charade act ivory/difficult dialogues.
268	When we had to come out of the conform zone
269	Creating new groups and talking to everybody by the end of the quarter.
270	The circle section.
271	The professor was brilliant at helping us gradually open up with each other, so that we didn't feel like complete strangers when presenting. The assignments that helped to do this were in-class activities and online discussions. The Difficult Dialogues activity was the most powerful.
272	the speech on groups such as the discussions and the speech by myself.
273	Getting to know the people I talked to helped me reduce how nervous I was when giving a speech. Also, being more prepared and knowledgeable about the subject 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	strongly suggested briefly and excited about what they would talk about
2	1. their eye contacts during a presentation. 2. their comments on my speech
3	They're very respectful and encouraging
4	The applause before and after the speeches helps a lot. It's both relieving and exciting to hear. The audience questions was also helping since it shows that the audience was listening and they took interest in my speech.
5	Everyone always looks at me when presenting and engage with my speeches. Having certain classmates tell me they're excited to see my speech gives me an extra boost in my confidence.
6	They included me in group conversations and really listened to what I had to say. They also gave me great feedback when it was asked for.

**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
7	1) Audience members making eye contact 2) Giving appropriate responses (laugh, nod...) I felt like I was heard and they actually paid attention to me when my classmates did these behaviors.
8	Every time I finished my speech my classmates always said I did great and told me my speech topic was very clever and different. Some of my classmates end up giving me a high five at the end of my speech.
9	Attention and participation during speeches. Participation during class discussion.
10	Not being judged and communicating were two behaviors performed by classmates which helped feel valued in speech class community.
11	In performance speech, Isiah was rapping a good song, it contains a lot of meaningful words in the song.
12	being listened to actively and not while someone is fidgeting or on their phone as well as when they offer input on what I am talking about because then I see that they are engaged.
13	great interaction with my group and communicative, friendly.
14	1. Positive Feedback 2. SMiling and eye contact
15	Frindely and supportive behavirs.
16	classmates saying good job to everyone speeches and what we needed help with
17	Everyone in the class was very supportive of one another. Our peer critiques after every speech.
18	I enjoyed that this class helped grow together and get to learn the true values of one another. Also, I found that throughout the class, the respect of opinion was upheld by everybody.
19	the engagement and genuine friendliness during presentations, along with the good feedback and sense of community we all give each other, have helped me feel respected
21	- The feed back I got from my classmates and Professor. - The class showed interest by asking question about my topic.
22	I felt valued, respected, and heard when people asked questions about my informative speech and when everyone applauds before and after.
23	eye contact Not use phone while speech
25	Two things that I really enjoyed about my classmates is that they were all supportive by clapping before speaking and after speaking. And also they were very positive when giving feedback and never laughing .
26	People listen when others are talking, and good eye contact from instructor
27	When i would say something incorrect they would be understanding and the correct me. Everyone was nervous during the speech so it made me feel as if it wasn't just me who was nervous.
28	Question Eye contact
29	Took my ideas into consideration We worked together as a group
30	recognized me and participate in QandAs
31	Applause before and after speeches and attentive listening.
32	I felt supported when a classmate offered their phone number to help me. I enjoyed the feedback that was given to me from my classmates after my speeches.
33	Everyone staring at me while giving a speech provided me with an aspect of having my audiences attention. Secondly would be their clapping at the end making me feel at ease that i didn't completely mess up (positive reinforcement).

**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
34	Great eye contact, individual feedback from my peers, enthusiasm towards conversations that we have about work in the classroom either coming up or that have passed.
35	Their feedback and support helped me valued and respected.
36	always smile and focus on me when I during a speech
37	When they talk to me with a smile and just being able to say something without looking judgemental.
38	The eye contact during a speech The feedback from people after a speech that made me feel like I did a good job on it.
39	While presenting a speech, when I would look at some of my classmates I barely even got to talk to, I would see him or her smile at me to make me more comfortable presenting my speech. Also, receiving the feedback after my speech from my peers made know feel respected, valued, and heard because they would talk about specific details, which shows that they were listening.
40	After speaking, it was always nice hearing what I did well in my speech when I called on a peer to evaluate me. Also it was really nice when my peers gave little tips of advice on how to improve my speaking. It made me feel like they were really listening to me.
41	1) Their eye contact. 2) Feedback given after a performance.
42	The constructive criticisms and compliments (verbal and written) after giving speeches
43	I really loved that they gave feedback and the end of our speeches. I also felt like during the ice breakers they were honest and attentive.
44	They were able to critique my speech and what to improve on, like speaking up louder. Also during group speech my classmate was able to help me when I would get lost.
45	Eye contact and positive feedback
46	1) Being respectful of my thoughts and ideas, instead of ignoring them 2) Being really nice and helping me get over my anxiety
47	never ridiculed, very respectful, easy to talk to
48	I think the peer feedback I receive after our speeches makes me feel valued and respected because my peers have taken time to notice my strengths and weaknesses.
49	Two things that helped me was my classmates encouraged me even though I was nervous. They also understood how nervous I was I was instead of judging me so it felt very good.
50	clapping for me before and after my speech, they also give you their attention they're not talking and doing other things.
51	After a presentation they clapped after I was done and feedbacks after my speech.
52	Feedback after the speeches, and nodding or a smile when eye contact is made
53	People said I had a lot of knowledge on my topics and I had a good stage presence which in turn made me feel more confident.
54	At the end of each speech we gave, our instructor required us to pick on a classmate and for them to give feedback on our performance of our speech. This feedback was required to be good and bad, so we saw where our positives were but also how we could improve. We also got to challenge each other's speech.
55	1. Reliance on me for a group project as members of the group were absent 2. Listening to peer review



**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
56	We joked, and laughed, and became friends. As always, it is through these things that my comfort with people grows as it no longer becomes a room full of strangers, but a room full of comrades.
58	They were friendly enough to hold a conversation in me and they showed an interest in my speeches.
59	Friendly and socialbale
60	Eye contact. Non-verbal confirmation.
61	they listened to what I had to say, found polite ways to disagree with what I had to say
62	Goofing around with everyone makes me feel more comfortable. Good listening behaviors by everyone
63	Everyone giving the respect to others when giving speeches and everyone simply getting along with one another made me feel more comfortable.
64	Don't know
65	Clapping before every speech, and words of encouragement by my group mates at my table.
66	Classmates were better speakers and had more confidence
67	Great feedback Laughed at my statements
68	When they listen to my opinions, or when they give me feedback and compliment me on things I did well on.
69	pay attention to the speaker give valuable suggestions
71	How nice and friendly they are made me really feel respected and valued.
72	1.after class a few member would tell me I did really well and that helped. 2.when we did reviews on a paper I got a lot of feedback that I enjoyed
73	classmates helped whenever i was in need, like in taking surveys, few words from them like "just say what you know, don't think much, you will do it" helped me a lot
74	Eye contact, smiling and clapping after every speech.
75	I think when my classmates were giving me attention in the speeches helped me feel important and when they laughed if I said something funny it made me feel heard and when they were participating.
76	·When one of my classmates asked me some questions about my speech after the class made me feel valued even though I was dissatisfied with the results. ·My presentation group took a lot of practice to make sure everyone feel comfortable with speaking in front of the audience.
77	Classmates acknowledging my opinion & using it in one activity. Classmate mentioning that he thought I did well in my speech.
78	They concentrate on my speech and do not make any noise
79	Classmates were attentive and provided valuable feedback from listening to my speech. Respectful gestures & body language to show that they are truly paying attention.
81	The two actions that my classmates helped me feel respected when I give my speech are smiling and looking at me instead of their phones.
82	Having my classmates eagerly listen to my speech helped me try the best I can to perform it. Another behavior was how all or most of my classmates did not engage in other activities while I was presenting.
83	My class and instructor all paid attention to me while I spoke and sometimes they would even ask me to speak my mind and hear my opinion. And also when I share my opinions, they don't shut me off halfway, they allow me to finish and then we will discuss what I've just said. These actions make me feel comfortable speaking my mind.

**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
84	silence and clapping at the end
85	Compliments and just eye contact during speeches.
87	The name game in the beginning of the quarter and the pet pev speech.
88	My classmates gave really good critiques on my speeches and help boosted my confidence with there critique letters.
89	My group listens when a person is talking and they also smile and give positive feedback
90	letting me know if they liked my speech and asking questions because that meant my speech was interesting.
91	one of the actions is that I was asked to give a feedback because I thought that my opinion can be important and more valuable over other classmate. Another behavior was when Sandra wrote me an email after group presentation about appriciation of work I done on the outline, helping others and .
92	When they are giving compliments on my speech and helpful constructive criticism.
93	During the speech they were very attentive and smiled at me while I was speaking. It made me feel more comfortable and helped me to be more confident because I know that people are actually listening and actually care about what you have to say.
94	1. one was that they gave me feedback on papers. basically it was them grading us which was refreshing to see from peers. 2. secondly, i like how we had to call on random students to give us feedback after the speech.
95	all of the feedback that we got throughout our speeches helped me and so did the group project. that project helped me feel valued since I was the facilitator.
96	I felt respected when my classmates payed attention to my speeches and gave my good feedback to prepare for the next. Also, before class started we would all talk and it made me feel included.
97	When people complimented and when I got a response from the audience
98	attentiveness, good feedback, and genuinely interested (at least it appeared so) in what i was talking about
99	Classmates did tend to look to me if they didn't know what was due on certain dates or what is due online on the day of class. I felt looked up to a lot in class. Since, I did have input early in classes.
100	respectful and committed behaviors
101	They were respectful and gave me a chance to let my voice be heard.
102	My classmates nodded when I presented my speech. Also they answered my questions. Besides, one of the classmates gave me my speech review, and I could improve my behavior.
103	When they smile and nod their head to show their listening When they talk to you after class to tell you what is you did well and what you could improve
104	They always seem supportive and cheer you on during your speech
105	Nodding during speeches and paying close attention to speakers. Laughing at jokes, no matter how lame.
106	My classmates showed respect during my speeches. They were also supportive of me and helped give excellent feedback.
107	eye contact, constructive criticism
108	My classmates gave me full attention while I was giving a speech and they gave me good feedback on 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
109	Everyone in the participate and communicate with each other. For our speeches we would ask like an attention getter and people would participate and I feel like that helped out;mAde me feel like people were actually paying attention to me.
110	words of encouragement and valued what I had to say in return
111	Watching me during my speech, showing up
112	they were willing to help me out with the difficult concepts that i had trouble understanding.
114	Welcoming, Recognition
115	People did not looked like they were judging me harshly and they laughed when I said something funny.
116	I feel like their attention and eye contact focus on me helped me greatly to feel relaxed and show case my speech. The second would be their feedback that was sincere and which was not disrespectful.
117	Support for the classmates. great listeners
118	No.
119	They were respectfully quiet throughout every speech and the feedback was generally helpful instead of simple.
120	1. everyone had a positive attitude 2. everyone engaged conversation in and out of class which made me feel valued as a classmate.
121	All have eye communications and participating
122	a lot of people responded to my speeches positively and would laugh when i would try to be funny
123	Two behaviors that helped me feel respected, valued, and heard was the fact that they were listening and at the end of the major presentations they gave critical feedback.
124	Eye contact and questions being asked at the end.
125	They smile and lean forward while listening and speaking.
126	I feel respected when my classmates would listen to what I have to say and I felt valued when my classmates would say good job on your speech.
127	The class was very open and friendly throughout the year. Every one was comfortable and supportive when it came to giving speeches and being nervous.
128	When my classmates clapped at the end of my speeches made me feel heard. Also when they reflected on what I had said on when they were asked about what they learned after my speech.
129	The people at my table always gave encouragement. Before talking in front of the entire class, it was good that everyone applauds before and after you give your speech.
130	The class gave me the attention when I gave my speech. The class did not speak when I spoke
131	My classmates were very thoughtful and always agreed with our ideas.
132	smile and nodding at me during my speech which made me reassured
133	N/A
134	eloquent speech and motivational support
135	Being listened too while being able to share my idea. This class is awesome, the people in it are awesome. In other courses I've had students talk over me, which I found to be disrespectful, and I no longer wish to participate in group discussion.
136	The way they listened attentively and with respect.

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

Respondent	Response
137	My teammates always praised me a lot after every speech. Some classmates from another team would wink and smile to me before I started speaking.
138	clapped, smiled, gave positive feedback
139	staying quiet while I was giving a speech and being friendly as I was talking.
140	I like that they would smile and nod when I made eye contact during my speeches. Also, the members of my table group were really supportive and encouraging.
141	Eye contact and smiles/head nods
142	confidence and great eye contacts
143	Paraphrasing/recapping each others's ideas. And, no talking while others are talking or presenting.
144	1. Paid Attention 2. Weren't distracted 3. Respect
145	smiles, laughter
146	The supporting looks from my classmates and their way of saying "you can do it!"
147	Smies and eye contact
148	I felt heard and respected when my classmates would make eye contact with me during my speeches because it made me feel that they were engaged. I felt heard when my classmates would ask me questions after my speech was over because it showed me that they were interested and paying attention to my words.
149	A few of my classmates is very nice and they quietly supported me during my speech, which I appreciated. Another classmate complimented my speech outside of class and I was happy to hear they liked t.
151	They seemed interested and paid attention.
152	Feedback from people in class and group activities.
153	They looked at me like they are listening and they replayed to what I said
154	during speeches everyone was off there phones, people looked interested what i had to say, and everyone had there attention focused on me.
155	listening and watching me do my speech
156	clapping and giving advise after speech
157	They applauded and shown respect after every speech.
158	1) physical acknowledgement of interest in the speech 2) when prompted for volunteers, classmates volunteered for the positions
159	compliments after speeches peer reviews
160	Clapping and laughing.
161	This did NOT occur so I am unable to answer. Something that made me feel LESS respected and valued was being told in front of the whole class all the things I did wrong in my speech, very unhelpful and discouraging.
162	The class paying attention to when I am giving a speech and listening to my points. They respected what I put down on the slides and gave good feedback on what to improve on.
163	They paid good attention and heard my story, that helped alot
164	They were very understandable and respectful while I present my specches.
165	Our group discussions were just that, respectful and gave each person a chance to contribute. Our reviews of one another were professionally pointed and gave good feedback.
166	Applause, attention during 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
167	1)They maintained eye contact and always had seemed to be giving me their attention. 2)They clapped for me and some had things to say that related to my speech.
168	Everyone listened to one another's speeches, as well as not begin disrespectful either.
169	When they responded to my speeches with laughter or raised their hand when I asked them a question.
170	Active participation by all my peers was really nice to see, and I think it encouraged lots of people to speak up and not be as apprehensive towards public speaking. Everyone was also very easy-going and enthusiastic which made the class enjoyable!
171	The first behavior is that my group was very supportive when I talked. Another behavior is that the classroom felt very comfortable because everyone was not judgemental.
172	Classmates always seem interested in what you had to say. No one sent bad vibes to the speaker which really helped and it felt like class mates really wanted you to succeed. Classmates also had good things to say about all the speeches even when the speaker did not feel like they did a great job.
173	Nodding, smiling
174	Smile and communication without judgment.
175	Everyone was very respectful at all times and also the class was very encouraging.
176	I like when my classmates nod when i am talking, it makes me feel like they are listening. Also when the class claps, it is encouraging.
178	Giving eye contacts and nodding when I speak. if they disagree, they will express their opinion after i finish.
179	Getting to know another, clapping before I gave a speech
180	eye contact and applauses
181	The audience feedback, for example nodding heads or laughing.
182	At my table, we'd talk sometimes about what we would do our speeches on, and I had one classmate who I hadn't talked to say I did a nice job after seeing him later on campus the day of my speech.
183	We would laugh together at funny stories people told, and would actively give verbal and non-verbal cues that they were engaged with our speeches.
184	always cooperate, smiles back
185	Smiling and eye contact
186	1) When people made eye contact while presenting and taking and interest in what was being said. 2) When people remember what I talked about.
188	No phones were out during my speech time. Everyone was giving me eye contact.
189	they did not look at their phones while I was talking
190	Saying what they liked about my speech and the things that I can improve on.
191	when classmates will participate when asked a question and when classmates were listening.
192	cool calm

**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	A couple of actions that my classmates performed that made me feel heard and valued was that they all had good attention skills. Everybody was respectful when there was a speaker and nobody interrupted anybody during any of the speeches. Another one was everybody in the class is very supportive, even though not everybody talks to each other in the class, but their own people at their tables, everybody is still supportive by clapping, feed back, and sometimes even compliments.
194	round of applauses and smiles
195	compliments, and discussing speech topics
196	Listen and clapped
197	Interest from the audience followed by sincere conversations with my peers.
198	Applauded when I was done giving my speech and were't on their phones when I was speaking.
199	Clapping and engaged listening.
200	When my classmates asked questions after a speech, it made me feel comfortable and welcomed. Bonding over the level of nervousness or confidence we had before giving a speech also made made me feel more connected to my classmates.
201	when they would clap and actually look like they were paying attention.
202	Just keeping in communication with me through group message and laughing when I crack a joke
203	Maintained eye contact for the speaker, interacting and giving reactions for the speaker
204	They listened me and helped me out with some of my assignments.
205	My classmates always supported me with their generous attention, making me feel respected, and their smiles, making me feel value as a speaker.
206	nice respect
207	the fact that we know our names and who we are talking to while given them an answer to an specific question
208	That we did the silence when we spoke before a speech. I feel that class dicussions were really open and I could talk and say what I needed.
209	people mostly kept their eyes on me during my speeches, and all but one were facing the right direction at all times
210	The "no phones during speeches" policy was helpful for me because even if they weren't paying attention to me, it seemed like they were and I didn't have to freak out if I "lost anyone". The peer critiques were positive and useful as well to my own growth
211	Constant audience support via head nodding as well as smiling due to the information I presented. Similarly the support given before a speech and the bonds I made with people in the classroom.
212	The way that everyone was so accepting during all the speeches we did in class. I also really enjoyed the group project we did together.
213	Them paying attention to my speech and giving me feed back.
214	When no one jeered or laughed in a way that would make me feel threatened or terrible about myself. Most laughs and jeers i heard were those "ok, but i dont know about that one" types.
215	1.Clapping, encouraging each other 2.Everyone was respectful of others opinions and thoughts.
216	One would be fully paying attention during the speech and discussion of what could be better without pointing anyone out.

**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
217	Supportive comments before presenting a speech. Positive feedback at the end of my speech.
218	Clapping positive feedback nonverbal active listening
219	Respectful and helpful. Everyone respected each other and wanted everyone to do well. we were all in it together.
220	clapping for me or making eye contact back
221	Whenever I made eye contact with a classmate, he or she would nod and give me a small smile. Having both the eye contact and nod helped me feel valued and heard.
222	When my classmates smiled if and when I made eye contact with them to encourage me during my speech. When my classmates gave some feedback after my speeches were done.
223	Everyone gave really great feedback with speeches and had supportive and helpful advice. The advice was not given in a deconstructive way, but rather to help us improve.
224	Gave me more ideas and advice Told me what I did good and bad in my speech
225	Classmates laughed at my jokes, clapped at the end, smiled at me as I gave the speech, congratulating me personally after the speech and answered my questions during the speech
226	I liked that everyone in my class listened to what I had to say and how some of my classmates would always ask me questions after delivering my speech. It showed that they listened and were interested on my speech.
227	Honest feedback and engaged audience
228	Showing their interest Not doing other things while listening to the speeches
229	In my persuasive speech, Paula helped me change and add many things to my speech in order for my topic to make more sense but she did nothing to change my ideas, which I thought was very respectful. Also, when we would have class discussions, many of my classmates would agree or go along with ideas I gave, which made me feel valued.
230	listening, and making head gestures like they were listening and agreeing, questions asked at the end of speech.
231	clapping before and after my speeches paying attention to me while I speak
232	Being able to hear them speak and also seeing their body language.
233	For the most part, everyone remained positive and complemented each other on their progress.
234	them reacting during my speech and engaging, as well as undivided attention
235	when people engaged or put their input and opinions to whatever i was saying really helped me feel respected and valued.
236	Chenkay presented her speech used any interesting ideas, such as asking audience some questions. Almost all classmates pay attention to adjust their volume and to control room condition before starting speech. I learned these kind consideration
237	1. when I make eye contact they also watch me, and sometimes they 2. every comments after, they usually give me a lot good suggests
238	listening and focus on your presentation
239	Listening, acceptance.
240	they tried to help me to remember to reframe the questions and also they give me good feedback for my speech
242	Their undivided attention, and the way they made eye contact the whole time.

**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
243	My classmates kept their eyes and focus on me throughout the speeches. That made me feel like I was getting through to them even when my topics were not as inherently interesting. They asked questions about my speeches which showed me that they too were interested in the topics at hand.
244	Everyone was super nice, included your name with speeches and group work.
245	Audience questions and peer critiques really helped me feel valued. The audience questions were quite thoughtful and often included a critique. The peer critiques were always positive and encouraging.
246	I really liked the encouragement of my table and peers, along with the clapping before and after speeches.
247	n/a
248	-listened to me and paid attention when i spoke -included me in class discussion and talked about interesting topics
249	none
250	smile and clap and questions
251	2 behavior that and action that accrued while performing in classmate speech was everyone was respectful and quite while someone speak and also everyone claps when you finish and when you start your speech
252	feedback and interest in everybody's topics
253	listening to my speech, good feedback.
254	na
255	Everyone is accepting. I like when everyone asks questions after the speech. they seem very interested
256	Being very participated and willing to listen.
257	listen and smile
258	everytime i told a joke during my speeches that was effective in making everybody laugh i felt that. It was a nice detail to see the feedback from lots of fellow students after my speeches
259	their feedback on my performances and mentioning good thing i did right
260	My classmates clapped for me every time I had to do a speech. The questions after every informative and persuasive speech weren't aimed to attack my views.
261	Asking questions after class on the topic I spoke about Been interested in what I do and my experiences
262	Clapping before and after a speech was a great way to boost my confidence. My classmate's attentiveness to my speech also made me feel valued.
263	The welcoming, closing and questions
264	They were quiet and kept eye contact when I spoke. When Professor Haller was there they mentioned things I did well.
265	Receiving feedback after one of our in-class activities. They showed support, which was greatly appreciated. Also, appreciation at the end of the class round table.
266	when we had a discussion, some group member will ask me opinion, they don't want to ignore me. during our project, our group appreciated me printed out the flyers.
267	- Competent behavior and face-to-face communication. - Honest interpersonal behavior and critical listening of speeches.
268	They listen They care
269	People sometimes asked me what I wanted to do for my sections of the work. Also nobody interrupted me. Lastly people did not seem judgemental.



**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
270	I struggled with the sub point format. My group member helped me. I feel I was respected every time when I'm speaking, everyone else is listening.
271	Classmates stayed engaged during my portion of the speeches and many of them thanked me for my effort in helping them.
272	the nervous while speak on the font, my classmates always make signals to clam down on my speech.
273	First, when we were having discussions after my speech we had a good conversation about the topic of my speech. A few of us had different opinions, but I felt my knowledge was respected and valued. A second time was when we told each other personal stories about ourselves. Since others respected what I felt was a hardship even though it wasn't that bad compared to what they had gone through, I felt my opinion was valued.

**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	When considering the individuals' opinions or giving demo/informative speech
2	1. writing comments on peers speech 2. discussion about recent news
3	Group discussions
4	I really enjoyed the group work that we do while preparing for the speeches. It helps bounces ideas around if I'm stuck in an area. I also enjoy and appreciate the fact that Karl does his own speech as a guide for everyone. It lets me know what is expected of me and it lets me know what I should and shouldn't do.
5	The book had questions that I had to fill out that made me realize how I am as a speaker. When I had to review my own speech after watching my video I managed to fix some of my issues. Though I may not seem perfect it feels amazing seeing how much progress I've made.
6	Again, I really liked the informative speech. I also liked the act of kindness project. They both made me feel inclusive as an individual because I got to pick my own topics.
7	1) Impromptu speeches was fun. Instructor gave a topics to choose from and we pick one and talk about it for a minute or two. Seemed like instructor wanted to know about us and I was able to learn quite a lot of information about our class (including instructor). Also, I was able to practice my speech skills in this activity. 2) Self-evaluation assignment of our speeches helped me to be aware of my strength/weaknesses. Allowed me to critically analyze and acknowledge my skills and things I needed to improve on. Also the instructor gave feedback on our speeches which helped me to enhance my communication skills
8	Using a notecard helps a ton and creating a outline was the biggest help.
9	I don't understand the question, but if this is about feeling included in the class, I think 1) the open discussions on current event topics and 2) Informative speech assignment.
10	The change the story and who's story speech made my learning feel more inclusive of who I am as an Individual.
11	Debate and getting 20 points for something I forgot.
12	Working in groups as I have mentioned, and the name tag assignment because that was right off the bat it was not what I would've liked to do but it was a great way to loosen up and take on the rest of the quarter so that helped a whole lot.
13	act of kindness and discussion about uppers and downers of the people that impact us.
14	1. Pushing me to stand my ground 2. Giving constructive criticism

**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
15	1-Demonstration Speech. 2- Explained every speech very well and motive to all students before start the speech.
16	the demo speech made me realize that I really love dancing and the group discussion to help each other out on the speeches
17	After every speech, Karl had written a summary of how well we did our speech and those helped a lot. Karl also gave his own speeches before every assignments as an example which helped a lot.
18	Giving constructive criticism without giving me such a harsh grade. I wasn't afraid to make mistakes because I wasn't as worried about being marked on small errors. Another thing was my teacher's ability to relate to the class with examples, and even presenting examples.
19	doing the outlines and peer reviewing them, along with analyzing behaviors of non verbal communication helped me learn about myself thus yielding in my increased feeling of inclusiveness
21	- The impromptu speech made me realize that I can present speeches even at times I am not ready. - The feed backs helped me to see my weaknesses and strengths.
22	The impromptu speech was helpful because it sort of humbled everyone and made speaking in front of the class seem much easier. Also, all of the group discussions we have make me feel really included.
23	Example speeches Brainstorm
25	I really like that my instructor was straight up because sometimes you need someone to tell you how it is or else you don't necessarily learn. And I also enjoyed that she was very helpful when you didn't know or understand something .
26	act of kindness project as well as my informative speech
27	The performance speech was really good. One of the lectures was really good, It was the first or second week... we talked about handshakes and body language.
28	Speech preparation Speech self-critique
29	All
30	I didn't realize I could talk about the America's history. After many speeches significantly reduce fear of stage
31	The "right" game/listening assignment and the personal experience presentation.
32	I've enjoyed all of the icebreaker activities we have done and I've also enjoyed the speeches we've presented.
33	I feel that the performance speech define us as speaker and during that speech we let go and were truly ourselves. Secondly would be the stereotype speech where we define what we done to other and how others view us and how we can take a negative aspect of society and change it to a positive aspect of who we are.
34	breathing exercises are extremely useful and we do it as a class even if were not speaking so I definitely feel included. The fact that she calls me by my name makes me feel extremely included and appreciated. Her openness to discuss any topic without bias opinion has helped encourage me to exercise free speech in the classroom academically.
35	Impromptu speech and personal project made me learning feel more inclusive of me.
36	information speech and impromptu speech
37	Even though my team for the group project did not communicate very well, it helped me become a better facilitator in keeping everyone in check.



**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
38	The impromptu we did that we had five minutes to look it up and come up with a short speech really made me open up. The other is the going around in a circle and saying out loud the names of each other to get to know each other.
39	Shagun made me feel more comfortable speaking in front of my peers by doing an activity with the whole class to make us shout and do weird actions in a circle with the whole class. Also, reviewing all my feedback and watching the video of myself presenting made me feel more confident as a speaker.
40	As I mentioned before, the Impromptu Speech was extremely helpful for me, although it was the scariest speech of the entire class! Also, the peer evaluation form activities were very helpful in letting me know what I really needed to work on for next time because I was able to compare notes from my Professor, along with all of my peers.
41	1) During group meetings--having cooperative group mates helped. 2) Personal Speech Project.
42	The personal project speech and the very first ice breaker
43	I liked the improv speech and the group story activity.
44	The ice breakers and the first speech we did about our own life.
45	I think being able to choose our own topics for both the persuasive and personal speeches helped us be able to express ourselves
46	1) I enjoyed (again) the group project because, even though I don't typically LIKE group projects because I'm afraid of other people being in charge of my grade: I was put with a group of intelligent and hard working people so it made me feel happy and included in the whole assignment. 2) The introduction speech was fun because I got to meet new people and hear their backgrounds. Talking about our fears of presenting made me feel calmer.
47	being called upon only when asked to, included group discussion and activities
48	The evaluations always help me learn more about myself. I also appreciate specific feedback from Shagun about how I could improve because I realized how right she was and that it was a pattern.
49	Two things that made me less nervous was when the teacher did a PowerPoint and talked about how everyone gets nervous even famous people and how before they performed they also made mistakes so I felt relieved didn't feel as alone. And also the teacher giving me feedback on what to work on made me realize how my nervousness was affecting the way I gave a speech so that helped also.
50	N/A
51	Group projects and when we made a circle and threw the ball around and say what we hate.
52	I don't know. Each speech felt pretty personal, especially the AHA speech, and I felt that it was always about the individual, as well as the topic.
53	Being called on frequently by the instructor had me break out of my shell more and I also felt more confident when the instructor helped me realize that everyone is in the same shoes as me.
54	We had response papers which allowed us to be inclusive as an individual. Throughout the quarter we were given a group project and after the group project we were asked to write on our experience in the group project as these projects always seem to be unique in their own ways. We were also asked to give a response on each group mate and how you felt they performed and contributed to the project, which was very reassuring.
55	1. Required to give feedback on speeches given by other students 2. Impromptu 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
56	OH MY GOODNESS I LOVED the AHA speech and having a chance to examine my culture! Furthermore, I thought that the Change the Story speech was an incredibly unique and interesting way to look at myself in an introspective manner and share those thoughts with the class, thus allowing me to feel more included. It was one of those "Huh...ok I can share these details with people and they still see me as a person...wow" moments.
58	The AHA and Performance speech
59	Dear Abby, interviewing about how to keep the relationship
60	Show and tell activity and the assignment about relationships.
61	made discussions relatable to our own personal events that may or may not be happening in our lives but could happen, when we do group discussions or activities to build our knowledge on a subject
62	group discussions intro speech
63	Honestly, a lot of the reading was quite informative to improve my speech skills. As I said in a previous answer, group discussions allowed me and everyone else to be and feel more included.
64	Trying out the different types of listening in groups.
65	My keto speech, and my speech on how to take care of my cat Molly.
66	Individual assignments and personal reflection. Show and tell
67	-Her overall method of teaching. Well respected for it. -Patience with students.
68	The group presentation, and just being able to react with others during any activity.
69	When talking about being allowed to be nervous He made comments to everyone's speech
71	The performance speech made me more inclusive because I got to be loud. And the warm ups before the speeches were really helpful!
72	1.the informative speech was a speech I gave that was personal. I learned that I do have courage to talk about personal things but that I also get very very nervous when talking about it. 2. The demonstration speech I did very well on and it made me realize I am really good at my job since I had such an easy time demonstrating it.
73	Relaxing activities, sharing own experience on particular task, right feedback on the speeches, making sure of students involvement in class activities and many. I have started to speak with classmates by the end of the quarter. thanks a lot
74	I like how the instructor Peter Lee starts the class with current events and how he would ask us on conversate on current events.
75	Honestly, every class meeting with Mr. Lee I have left the class feeling like I have learned something because he always had so much to talk about and he would also express his feelings on what he said about the topic as well and not just talk about it.
76	·Discussion of possible topics for informative speech with classmates was a good opportunity to exchange opinions as well as to know what type of topics they are curious about. ·Name Tag was a good introduction of this class to introduce myself to classmates, especially someone like me who easy to get nervous while doing a speech.
77	Professor coming to me before class to explain to me what he meant by projection, in order to help improve my speeches. Informative speech allowed me to choose a topic that has influenced my life.
78	Introduce myself with everyone in the class and get to know my classmate more in order to give a speech about he or she

**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
79	The response paper assignments (due after giving a speech) allow us to personally see the feedback given by our audience as well as the instructor's own feedback, to allow us to grow further and learn from the experience. The persuasive speech is challenging but needed to develop myself even further, and it makes me learn more about myself also.
81	The two activities that my instructor has done that made me feel more like an individual are giving me the freedom of choosing a topic that I am interesting in doing for a speech and making impromptu speech topics relating to my personal life.
82	The introduction speech and the performance speech helped me the most within the class.
83	My instructor Matt called me out for one of my assignments and gave me a compliment that I think would stick with me for a very long time, he complimented that my writing was excellent and asked that I continue to write, inside and out of class. The little notes that he leaves on our graded work also makes me feel that my work has been evaluated and thoroughly read, which makes me very happy, knowing my hard work was appreciated.
84	the group assignments and discussions
85	All the speeches and icebreakers we did.
87	Informative speech and demonstration speech.
88	Discussion as class helped interact more with the class as well as understand more about speech. And see others present there speech gave me good examples on what a goo speech is like
89	Keeping groups small made me feel much more inclusive and I thought the Fight Naked discussion was interesting and added comedy to a serious situation. I also enjoyed learning on facilitation since it's very practical to use for our future and important to becoming a leader.
90	i really liked the persuasive speech because i got to express my opinion and thoughts in front of peers for the first time, i also liked group discussions.
91	I learned a lot about myself while doing a personal speech in beginning of the quarter when I received feedback from instructor and decided to face my personal judgment and share an examples. Another assignment is group project where I learned that even that I assigned as reporter I also can be a good leader
92	The group project speech and the attendance speeches.
93	Definitely all the feedback that you gave us only made me want to be better because I know that before I was not fully confident in myself and I knew what I was doing it was just difficult for me to fix what I had to do considering I don't really have much time to practice. But it made me aware of how I am when I present and how I present myself, it showed me that I need to be more confident in myself.
94	i like how we had class activities and also she made us stretch before speeches.
95	our introduction speech and the personal project speech helped me reflect on who I am as an individual.
96	Working in a group project to explore our full potential overcoming personal challenges and obstacles within our group to grow. The speech topics were free to choose so I was able to express myself more then ever before.
97	When there was a debate of passion and small group activities
98	the interviewing/introducing a fellow classmate speech, and the pet peeves speech was helpful in letting everyone know who i am as well as learning who everyone else was. also the name game was fun

**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
99	I remember you pointed out that I would typically have a one liner to add to the discussion, calling me out on my input. I also remember the first day of class you explained to me that I was going to be the "leader" of the class, that people will probably look to me for guidance and help.
100	The group presentation and the very first speech assignment
101	Impromptu speeches & minor speech assignments.
102	Before the class Professor Lee, usually talks about News, and it helps me to learn more things happen in the world. Also, online discussion let me know what other students are interested in.
103	The instructor always asks questions to the class He also talks about a lot of topics in general, so at least everyone can answer
104	I think that the performance speech helped me build more confidence and the 2 truths one 1 lie made me feel more comfortable with my classmates.
105	Very specific feedback was useful. Showing concern for mistakes made.
106	I felt the Change the Story speech helped me feel more inclusive as a person, as well as the ice breaker we did where we stood in a circle and took a step forward if something applied to us.
107	each of the major speeches
108	The speech that made me feel this way was the Performance Speech and the Change the Story Speech
109	We did an ice breaker in the beginning of the quarter where we had to think of something that nobody's ever done and we had to memorize each persons name as we went down. Also we did another activity where we had a couple of minutes to think of an object to use for a speech and make a speech out of it.
110	Any of the ice breakers my instructor used helped me feel inclusive along with the AHA speech outlines which let me know the structure that is expected of all speeches, which was important to me.
111	1) That I got to choose the topic I wrote about for my speeches. That allowed me to choose a topic I like and am interested in 2) my instructor took time to look over my outlines when I needed him to which was really nice and helpful
112	Deception assignment and Deer abby
114	Ice Breakers, Adding humor
115	All of our speeches were from the topics of our choosing and our instuctor made a good connection with us from his own stories about his life.
116	The group debate in class made me feel more inclusive as a member of the class. Also Shagun knowing my name it made me feel important and not just like another student.
117	love giving speeches all of them
118	There were no such assignments that made learning feel more inclusive of who I am as an individual, in fact, at several times I felt the assignments forced me into representing a viewpoint that I vehemently disagree with.
119	One activity we did when describing an event we had an emotion for (Ex. Green- happy thought, blue- sad thought, red- anger thought, etc.) and when talking about Anxiety a fitting ourselves into which category ours was.
120	1. the impromptu speeches made me feel like I could get up and speak about a topic. 2. the reflection essays really helped me.
121	Persuasive and informative speeches
122	as hard as the persuasive speech was, it helped me learn a new form of speech. and the informational speeches helped me become more knowledgable of topics i thought i already knew about.

**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
123	When we went up to practice eye contact and the transition movements. Those in-class activities seemed silly at first, but it greatly helped and improved the way I present.
124	Making our personal life present in our speeches also doing little spexs
125	Online assignment watch videos and group discussions.
126	I think that the group discussions made me feel more inclusive to who I am because I can express my opinions and ideas, also the persuasive speech as well.
127	The first speech that we had, a impromptu speech about our names, was amazing. It was great because it made the class much more comfortable and approachable when it came to the bigger speeches.
128	The introduction speech was definitely an activity that made me feel inclusive. Also the informative speech was good because the topic I chose was something I was passionate about.
129	Spex 3, and getting to know everyone activities.
130	The impromptu speeches and the two truths and one lie in the beginning of the quarter
131	The first and last speech were really entertaining.
132	ice-breaker game and just talking to my class about how they felt about my persuasive topic
133	N/A
134	Making friends assignment and getting to know who I'm in class with
135	The speeches give me a platform to speak, which sometimes even talking amongst your friends, you don't get much air time. The group discussions help me know that I am accepted by my peers, that we can talk, share ideas and listen.
136	The impromptu speeches were really helpful with this.
137	all the 3 speeches "Would You Rather" questions
138	emailed me personally when i felt anxious about personal problems with speech. showed the class a video on this personal problem
139	being able to choose whatever topic I wanted for the speeches and discussing current events.
140	I liked the tribute speech because it allowed our classmates to see the traits and values that are important to us.
141	The johari window and bringing in something that has value(show and tell)
142	Respect ideas of students
143	Discussions of what we thought about videos/readings. As well as class discussions were he allowed all of us to give our opinions openly.
144	1. Impromptu Speeches (allows me to tell stories) 2. Major Speeches (allows me to share my knowledge of a topic)
145	informative speech. fun facts from professor
146	The little game of remembering people's name. And the activity when we ask and answer the "would you rather..." questions with a partner.
147	Made everyone complement each other and making sure we were prepared
148	I enjoyed it when my professor would ask us about our weekend and inform us about the events going on around us. The fact that she would allow us to share our opinions without judgement made me feel included as a person. The impromptu speeches where we would get to choose our own topics helped me use my own style of learning in order to best express myself as an individual so I appreciated that.

**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
149	Despite some of the warm-ups being uncomfortable, I like the one where we had to say a sentence but expressing different emotions. I enjoyed working on the Fake News assignments because it helped me become more cautious when researching a topic.
151	Short speaking exercises and the speeches
152	AHA speech & Performance.
153	The assignment where we had to find one object that is important to us and share it with the class.
154	The instructor was every involved with the lessons made it fun and interesting to learn the topics she was also very passionate about the topics
155	Again with any type of speech because we had the freedom to speech about whatever we want which made me express about myself. My two favorite speeches are the show and tell and the deviant for a day.
156	we did 2 truth and a lie and tossing a ball around and saying things we like about each other
157	Major speech 3 and Spex 4 was the two activities that made me feel inclusive of who I am.
158	Mike had classmates give pros and cons at the end of each speech Joel allowed all speeches to be about any topics we wanted
159	spex, which is like a preview of our major speeches really helped me prepare for my speeches.
160	When she had us market a vacuum from a magazine and analyze our favorite movies
161	Honestly this class made me feel even more anxiety and frustration about the idea of giving a speech than ever before, and I have been speaking in front of my classed usually every year as far back as fourth grade. This class made me feel LESS capably and LESS confident in my abilities. Reconsider this class being mandatory for students please people shouldn't have to be subjected to what this class demands.
162	The two speeches of when you had to talk about yourself in front of the class and why you are who you are. This opened up to see how I feel as a person and feel confident about it.
163	Information and impromptu speech
164	The two assignments that were helpfull to and made feel inclusive was thw persuasive and the imformative spechees, because we chose our topic and made feel very valued as a student
165	The persuasive speech format gave us a chance to personalize a topic, and the freedom to express our opinions supported by facts.
166	Identity art project and speech reflections
167	1) I felt like the social experiments were very beneficial to the speech learning experience. It opens up your mind and breaks the illusion that people want to be left alone. 2)The show and tell was quite interesting because it made us show a part of our lives to the entire class.
168	Talking about current events during the beginning of the class was very inclusive, as many people could relate. Having speeches where we could have a variety of topics to choose from also made it much easier to be inclusive.
169	Group speeches, and show and tell.



**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
170	There was one exercise where each of us were assigned a random word and asked to form a sentence out of it. We were then asked to form into groups and use transitions to bridge all our random sentences together. It was challenging to do as most of the sentences were unrelated, but it gave me such a good sense of teamwork among my classmates and made me feel like I was contributing my ideas well.
171	The group speeches made my learning feel more inclusive to who I am. Another activity that I thought that made me feel more inclusive was the informative speech.
172	I admired how Joel did not judge students for their past mistakes or short comings. I felt like Joel only wanted to help students improve public speaking rather than forming negative opinions of students. I also liked how Joel liked for students to keep him updated with their extracurricular activities aside from school.
173	The mini 2-minute speeches where we could talk about personal experiences
174	The teacher ask question and let you express your thoughts. The teacher always reviews and support group work.
175	Both the informative and the persuasive speech and their Q&A's made it feel very inclusive. However, I wished there were a bit more controversial topics that we could've gotten into a little more.
176	I like how my instructor talked a bit about cultural differences in class. Low-context and high context. Polychronic and monochronic. Not one of them was valued over another. Also when the instructor told us to be patient with students who didnt speak English as their first language, it showed how he values what we all have to say
178	Relationship Newspaper and Deception Journal
179	Impromptu speech & persuasive speech
180	speeches that did it for me were the social experiment speech and the show & tell speech
181	The impromptu speeches were great because everyone had to participate and share their opinions. More importantly they were a great tool to practice for actual graded speeches.
182	We were all given a lot of freedom with our topic selections. The thoughts from students on what was good and what could be improved. Nothing in the class felt exclusive.
183	The persuasive speech helped me find a topic that I was passionate about enough to give a speech on. Some of the impromptu speeches helped me realize topics or people that I felt strongly about.
184	when we were in group and ask random question, and public policy
185	persuasive speech and the pig got stuck in the mud activity
186	I enjoyed the assignments where I didn't have to work with a group because they usually don't do any work. I felt better individually knowing that I didn't have to do someone's work on top of my own.
188	The impromptu speech topics sometimes allow us to share things about ourselves. Giving us feedback after every speech really helped me find my weaknesses and strengths.
189	the persuasive speeches ans show and tell
190	The persuasive speech and show and tell speech made me feel a bit more individualistic.
191	Major speech 4 and visual aids with this activities make me have for confidence about my self and learn what is a speech
192	the persuasive speech and the informative

**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
193	One activity that made me feel more of an individual was the speeches we would do every so often at the beginning of class. Being able to answer/come up with a speech on the spot like that is always hard, but it was nice to be able to express who I really was. Another thing is that you made the classroom a nice environment to learn and have fun which made it easier to be the person I really am.
194	The persuasive speech got me to try to persuade classmates to do something I do. Also the professor would ask mates to give personal experiences during his lectures and that made me others feel comfortable with each other and ourselves.
195	For the persuasive speech preparation, when we got feedback from our peers and what their views were, it was very helpful.
196	Minor speeches and major speeches
197	Personal connections and discussing serious relevant topics.
198	I don't have any.
199	Learning about differing cultures and how communication differs between them (i.e. high/low context communication and mono/polychronic time)
200	The online assignments were helpful because watching the clips were informative and interesting. There were little tips and tricks I learned from the videos that I tried to incorporate into my speeches. The demonstration speech was my favorite because it reflected each individual's personality and personal interests.
201	the little speeches and the show and tell
202	The time we talked about a time that changed our lives and my show and tell speech
203	Speech topics that everyone has experienced, like "where did you get a scar" or "what was the best day of your life", were always great and made me less discouraged to give a speech. The show and tell speech was also great because it gave everyone a chance to showcase something personal to them.
204	I think the group discussions and giving feedbacks made my learning feel more inclusive.
205	Many speeches throughout talked about coming to the US and foreign exchange, providing me with the context of the spectrum and journey that is learning to speak in English. Another activity I treasured was when we were told to report on current news in a post on our online forum. It was nice to be able to see people speaking up about issues and topics that affect them.
206	discussing conversate
207	the persuasive speech because I learned the importance of preserving something that we all should appreciate. The other one would be the exercise where we got to meet everyone in the classroom.
208	I liked that we did the last minute speech of the song and it made it cool to make it up the speech. Also it made it simpler to find a thing to write on last minute.
209	I was able to give an informative speech on something that I was personally interested in; and I also liked the time that we got to just talk and catch up before the speeches or lecture started
210	Wish there were some I could think of off the top of my head, because inclusion and intersectionality and sharing experiences is important to me
211	All speeches allowed me to express myself, but definitely the Informative Speech, because I was able to inform the audience on a topic I felt very strongly about. Additionally, some of the on the fly speeches allowed me to showcase my love of writing.



**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
212	I feel as if the teacher allowed us to be ourselves in the class, there was no judgement from his part and he was very interactive throughout the course. The impromptu speeches were my favorite.
213	His examples of speeches were very helpful to learn from. The impromptu speech was also very helpful.
214	I guess each speech made me feel a bit more inclusive because it made me dig pretty deep down onto what I actually like
215	1. The professor gave us the freedom to choose our subject. 2. The professor she is very flexible and helpful. Also she don't mind to give the feedback more than one time.
216	The first day introducing myself and then further on with the activities of made up stuff. Such as talking about an object.
217	Informative speech and demonstrative speech since we were able to choose the topics and reveal more of who we are as individuals.
218	she was always very supportive with our speech topics regardless of where she stood on a particular issue (which we never knew) The online feedback was also very helpful and encouraging...
219	I think the persuasive speech was something that made my learning feel more inclusive of who I am. Also, all of the activities and speeches in the beginning that let us learn a little bit about each other was really cool.
220	persuasive speech made me go a little more into research , and the group speech with the magazines
221	One of the assignments that allowed my learning to feel more inclusive of who I am as an individual are the self-critiques we did in class. Those self-critiques helped me see how I was like as a public speaker. By doing the self-critique, it pointed out things I did not know I was capable of as well as flaws. Another assignment was the ceremonial speech. It was easier for me to do this speech because it was personal to me.
222	When our instructor had us participate in the name game at the beginning of the quarter so we would know the people around us names. When our instructor had us compliment or say two truths and a lie when taking attendance.
223	Even though I tend to dislike ice breaking activities, some of the conversations we had through them really inspired. Like discussing what holds us back and what motivates us. Being vulnerable like that helped me to eventually feel more comfortable sharing more with my peers. Additionally, the speeches themselves not being worth a lot of points compared to the amount of writing has helped me feel less pressure while delivering my speeches.
224	All of chapters that the professor showed on PowerPoint to teach me that helped me a lot All of his examples for all speeches are helpful
225	Mr. Lee's persuasive speech and any of the discussions he talked about in class because it almost always pertained to us as a class.
226	I feel like the very first speech we did in class when we talked about ourselves and our persuasive speech showed who we were as an individual. In our first speech, we got to share to the class a little about ourselves and in our persuasive speech, we shared what we were passionate about and it reflected on what we care about.
227	He talked about behaviors of people and that the physiological effects before a speech is natural
228	I liked the idea of having each student critique a speech and sending each other feedback

**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
229	One activity that made me feel included was the "who's story" speech. We all said a story and chose the best one to say. Also, the group project, although it was not a very good experience for me, whenever my group would ask for my opinion it felt good that they wanted me to say something about the speech.
230	All speeches, and especially the impromptu speech.
231	Telling his own personal stories to make us feel more comfortable Establishing an understanding that we may share whatever we feel without being judged
232	When we did all of our speeches. Being able to share information that we know or even doing the improvs speech. It was all an experience and made me feel more inclusive.
233	Something I enjoyed was watching the speech videos online. While I would have liked a little more feedback from the professor about his thoughts on the speeches, they helped me understand the concepts behind what he was teaching. Also, our instructor was fairly fluid. I think he understood that the class was pretty shy so he didn't push anyone too hard, but he was always open to hear everyone's thoughts. He was able to change his methods on a weekly basis.
234	impromptu and major speeches
235	the final activity we did where we discussed facilitating helped me feel inclusive. as well as the group quizzes.
236	Karl asked all classmates individually to confirm their making sense. He also posted many useful data to make speech construction, such as his made outlines
237	1. I really like the presentation about our library database, it's so useful, and also help me on other class. 2. I also like the example on the informative speech, teacher's example make me feel speech is not nervus, it's interesting thing.
238	communication
239	The bring an item and describe it activity and others.
240	self critique assignment and quizzes help me to understand speeches
242	The ice breaker challenges and the news of the day, it was good to have something to talk about in the first couple of minutes each day instead of getting right to work.
243	He began the course with a quick, 2-3 minute speech assignment geared towards introducing ourselves and talking about things we liked, disliked, or hated. Mr. Isacson also began the classes with riddles and current news conversations that made the class talk about their opinions or experiences. That trick certainly made this 2 hour night class seem like hanging out while learning at the same time.
244	When 7 people went up and was asked random questions on a topic, as well as group assignments and saying our answers to the class.
245	Before a speech, when we introduced to our group members, I asked my peers how I should open up my speech concerning lactose intolerance. I may have not been able to come up with my creative farting intro. I guess the fact that my peers and instructor were so willing to help me develop my speech made me feel included. Another moment was when I forgot to repeat the audience question and a couple people politely reminded me. I felt like they really cared and had my best interest at heart.
246	The persuasive speech and the question and answer after. It felt like i was passionately giving my all and my personal experiences during that speech.
247	n/a
248	-the beginning of class where we discuss current news as a class -we get to choose a topic that we like and what we want to present on.

**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
249	Informative and persuasive speeches gave a chance for everyone and each individual to speak out on what they know and reflect upon the different ideas others might have and to really understand the topic
250	questions and discussions
251	2 assignment were the informative speech and persuasive speech this assignment made me feel more inclusive of me because I was speaking about something I was interested.
252	the demonstrative and informative speeches
253	that we were able to choose our topics ourselves and were able to pick something that we liked, self-critiques for the speeches.
254	na
255	The informative speech and all of the group discussion
256	Persuasion speech and demo speech
257	clear handout package always reply email, friendly and helpful.
258	ht e support of Prof. Isacson was great and it did help me to achieve good results throughout the quarter i found real funny how the little smart thinking activity at the beginning of each class helped everyone to bond in class including myself
259	not that i recall
260	I felt that the informative speech made learning feel more inclusive for me because my professor was also effected by the speech that I gave. I also liked reading the book for the class, it gave real life examples of how to give speeches.
261	Persasuive speech and introduction speech
262	I loved all speeches because they allowed us to share our passion. It's hard nowadays to have a whole group of people listen to you about what you want to talk about. My second point is not related to a specific activity but Karl tends to call on people for their opinions and I think that is great. Not everyone is brave enough to raise their hands. On top of that, he demonstrates that he values our opinions.
263	Demo speech and persuasive.
264	The persuasive speech made me think about what really bothers me, the show and tell made me think about whats important to me.
265	Sharing a personal experience of tension and feeling like I was heard. Being able to voice out my opinions and thoughts about certain controversial issues during our various in-class discussions.
266	1. on the first two presentation, I feel terrible, but my instructor in order to encourage me she gave 85 out 100 percent. 2.the learning style make the class as a whole, we are more like friends than classmates, I feel not lonely and helplessness.
267	- The impersonation activity made me feel more confident afterwards, because of the unexpected people/animals we had to personify to the class. - The instructor allowed us to co-mingle with other peers through the classroom so that way we would all feel included; and thus, the whole class became a macro group in itself. This is good because it builds interconnectedness, and communication competency.
268	Impersonation Storytelling
269	The difficult dialogues activity especially since my instructor related to me. Also the final speech because I got to talk about something I had not previously planned which made me feel more natural during the presentation itself.

**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?**

<b>Respondent</b>	<b>Response</b>
270	I'm afraid to communicate with others, as I think that people would fall apart as long as the class ends. There was a reflection assignment that require us to write under the assignment, and other classmates would comment on it. I can't do it. It made me frustrating.
271	"Difficult dialogues" and "Dinner Party" allowed me to come out of my comfort zone and express myself in a safe environment. This is one of my favorite classes I've ever taken-- I never thought that it would be a speech class!
272	i think that the speech on group helped me lots of things to improve myself, and the speech on circle to share my experiences on class with classmates.
273	One specific activity that mad me feel included as an individual was one I mentioned previously: sharing a personal story I wasn't originally comfortable with sharing. This activity helped us see each other as individuals instead of random classmates. The second activity that made me feel involved individually was a discussion forum where we all had to voice our opinion about a random question concerning feminism in the United States. I felt this activity helped me break out of my shell a bit as I was forced to talk in front of people about my opinions even though I don't like public speaking.