

## De Anza College Office of Institutional Research and Planning

**To:** Donna Stasio, Instructor  
**From:** Mallory Newell, De Anza Researcher  
Kristina Wong, Student Assistant  
**Date:** 12/15/2016  
**Subject:** PRCA-24 Post-Survey Fall 2016

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The PRCA Post survey was administered at the end of the course in Fall 2016. This resulted in 316 valid responses.

Important highlights include:

- 66% of respondents like to participate in group discussions, 21% are neutral and 12% prefer not to participate in group discussions. (Question 1)
- 62% of respondents disagree/strongly disagree they are tense or nervous while participating in group discussions. (Question 3)
- 24% of respondents agree/strongly agree that engaging in a group discussion with new people makes them tense and nervous. (Question 5)
- 19% of respondents agree/strongly agree they are afraid to express themselves at meetings. (Question 10)
- 20% of respondents agree/strongly agree that while participating in a conversation with a new acquaintance, they often feel very nervous. (Question 13)
- 45% of respondents disagree/strongly disagree they are relaxed while giving a speech. (Question 21)
- 42% of respondents agree/strongly agree that while giving a speech, they often get so nervous that they forget the facts they really know. (Question 24)
- 80% of respondents agree/strongly agree they feel valued and included in their speech class by their instructor and peers. (Question 25)

# Fall 2016 PRCA-Post Report

1. I dislike participating in group discussions.

Mean: 2.26

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	74	23.42	
Disagree	2.00	135	42.72	
Neutral	3.00	67	21.20	
Agree	4.00	27	8.54	
Strongly Agree	5.00	12	3.80	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 3.82

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	12	3.80	
Disagree	2.00	11	3.48	
Neutral	3.00	64	20.25	
Agree	4.00	165	52.22	
Strongly Agree	5.00	64	20.25	
<b>Total Valid</b>		316	100.00	

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

Mean: 2.41

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	49	15.51	
Disagree	2.00	147	46.52	
Neutral	3.00	70	22.15	
Agree	4.00	43	13.61	
Strongly Agree	5.00	7	2.22	
<b>Total Valid</b>		316	100.00	

4. I like to get involved in group discussions.

Mean: 3.72

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	6	1.90	
Disagree	2.00	20	6.33	
Neutral	3.00	89	28.16	
Agree	4.00	144	45.57	
Strongly Agree	5.00	57	18.04	
<b>Total Valid</b>		316	100.00	

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

Mean: 2.66

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	38	12.03	
Disagree	2.00	124	39.24	
Neutral	3.00	78	24.68	
Agree	4.00	57	18.04	
Strongly Agree	5.00	18	5.70	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 3.54

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	9	2.85	
Disagree	2.00	40	12.66	
Neutral	3.00	82	25.95	
Agree	4.00	139	43.99	
Strongly Agree	5.00	45	14.24	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 2.79

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	26	8.23	
Disagree	2.00	117	37.03	
Neutral	3.00	82	25.95	
Agree	4.00	76	24.05	
Strongly Agree	5.00	14	4.43	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 3.34

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	9	2.85	
Disagree	2.00	54	17.09	
Neutral	3.00	98	31.01	
Agree	4.00	129	40.82	
Strongly Agree	5.00	25	7.91	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 3.25

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	14	4.43	
Disagree	2.00	61	19.30	
Neutral	3.00	107	33.86	
Agree	4.00	100	31.65	
Strongly Agree	5.00	34	10.76	
<b>Total Valid</b>		316	100.00	

10. I am afraid to express myself at meetings.

Mean: 2.56

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	39	12.34	
Disagree	2.00	128	40.51	
Neutral	3.00	85	26.90	
Agree	4.00	52	16.46	
Strongly Agree	5.00	8	2.53	
<b>Total Valid</b>		312	98.73	
<b>Missing</b>		4	1.27	
<b>Total</b>		316	100.00	

11. Communicating at meetings usually makes me uncomfortable.

Mean: 2.50

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	43	13.61	
Disagree	2.00	137	43.35	
Neutral	3.00	77	24.37	
Agree	4.00	51	16.14	
Strongly Agree	5.00	7	2.22	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

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

Mean: 3.30

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	9	2.85	
Disagree	2.00	49	15.51	
Neutral	3.00	124	39.24	
Agree	4.00	102	32.28	
Strongly Agree	5.00	30	9.49	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

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

Mean: 2.63

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	27	8.54	
Disagree	2.00	135	42.72	
Neutral	3.00	88	27.85	
Agree	4.00	54	17.09	
Strongly Agree	5.00	10	3.16	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

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

Mean: 3.25

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	14	4.43	
Disagree	2.00	62	19.62	
Neutral	3.00	98	31.01	
Agree	4.00	112	35.44	
Strongly Agree	5.00	28	8.86	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

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

Mean: 2.37

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	44	13.92	
Disagree	2.00	152	48.10	
Neutral	3.00	80	25.32	
Agree	4.00	34	10.76	
Strongly Agree	5.00	4	1.27	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

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

Mean: 3.56

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	1.58	
Disagree	2.00	37	11.71	
Neutral	3.00	85	26.90	
Agree	4.00	149	47.15	
Strongly Agree	5.00	36	11.39	
<b>Total Valid</b>		312	98.73	
<b>Missing</b>		4	1.27	
<b>Total</b>		316	100.00	

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

Mean: 3.40

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	10	3.16	
Disagree	2.00	42	13.29	
Neutral	3.00	107	33.86	
Agree	4.00	123	38.92	
Strongly Agree	5.00	32	10.13	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

18. I am afraid to speak up in conversations.

Mean: 2.46

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	42	13.29	
Disagree	2.00	144	45.57	
Neutral	3.00	75	23.73	
Agree	4.00	42	13.29	
Strongly Agree	5.00	9	2.85	
<b>Total Valid</b>		312	98.73	
<b>Missing</b>		4	1.27	
<b>Total</b>		316	100.00	

19. I have no fear of giving a speech.

Mean: 2.60

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	43	13.61	
Disagree	2.00	112	35.44	
Neutral	3.00	99	31.33	
Agree	4.00	46	14.56	
Strongly Agree	5.00	13	4.11	
<b>Total Valid</b>		313	99.05	
<b>Missing</b>		3	0.95	
<b>Total</b>		316	100.00	

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

Mean: 3.44

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	8	2.53	
Disagree	2.00	55	17.41	
Neutral	3.00	79	25.00	
Agree	4.00	131	41.46	
Strongly Agree	5.00	39	12.34	
<b>Total Valid</b>		312	98.73	
<b>Missing</b>		4	1.27	
<b>Total</b>		316	100.00	

21. I feel relaxed while giving a speech.

Mean: 2.65

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	26	8.23	
Disagree	2.00	117	37.03	
Neutral	3.00	117	37.03	
Agree	4.00	45	14.24	
Strongly Agree	5.00	8	2.53	
<b>Total Valid</b>		313	99.05	
<b>Missing</b>		3	0.95	
<b>Total</b>		316	100.00	

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

Mean: 3.21

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	9	2.85	
Disagree	2.00	76	24.05	
Neutral	3.00	95	30.06	
Agree	4.00	105	33.23	
Strongly Agree	5.00	27	8.54	
<b>Total Valid</b>		312	98.73	
<b>Missing</b>		4	1.27	
<b>Total</b>		316	100.00	

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

Mean: 3.23

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	16	5.06	
Disagree	2.00	46	14.56	
Neutral	3.00	124	39.24	
Agree	4.00	105	33.23	
Strongly Agree	5.00	23	7.28	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

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

Mean: 3.09

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	23	7.28	
Disagree	2.00	92	29.11	
Neutral	3.00	67	21.20	
Agree	4.00	99	31.33	
Strongly Agree	5.00	33	10.44	
<b>Total Valid</b>		314	99.37	
<b>Missing</b>		2	0.63	
<b>Total</b>		316	100.00	

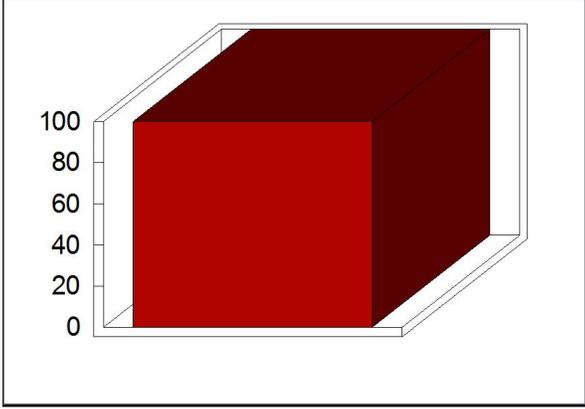
25. I felt valued and included in this speech class by my instructor and peers.

Mean: 4.22

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	4	1.27	
Disagree	2.00	4	1.27	
Neutral	3.00	53	16.77	
Agree	4.00	112	35.44	
Strongly Agree	5.00	142	44.94	
<b>Total Valid</b>		315	99.68	
<b>Missing</b>		1	0.32	
<b>Total</b>		316	100.00	

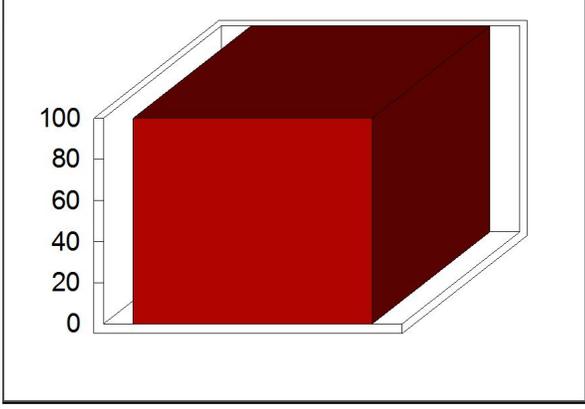
Time

Mean: -

Response	Value	Frequency	Percent	Graph
	-	316	100.00	
<b>Total Valid</b>		316	100.00	

Date

Mean: -

Response	Value	Frequency	Percent	Graph
	-	316	100.00	
<b>Total Valid</b>		316	100.00	

## Fall 2016 PRCA-Post Responses

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

Respondent	Response
1	Group project
2	I believe the exercises which included everyone to copy the actions of the instructor helped me to realize that for every speech, everyone is trying to do the same thing.
3	The ice breakers we practiced and the performance speech, both helped boost my confident level in speaking to the audience.
4	The activities such as getting into a circle and doing warm up that we do after a speech are really hopeful for me. It does reduce my anxiety
5	Class assignments where groups work together, then all converge to share ideas.
6	Any stress relieving activities before we had to speak and practicing with other students/the instructor prior to the real performance.
7	The class assignments, warm-up, and ice breakers helped reduce my communication apprehension. The daily interactions with the teacher and students helped me during my speech presentation. I felt as if I was no longer giving a speech to strangers. Recording and watching myself, I had the opportunity to critique myself.
8	n/a
9	performance speech practice speeches with my table group
10	honestly my communication apprehension was not diminished this quarter. This quarter only served to confirm my beliefs on how I respond to giving public speeches, which is poorly. I get tense, anxious, forget what I want to say, stop making eye contact, and start fidgeting.
11	Group activity
12	Being exposed to people in a group environment has helped me acclimate to working with people I don't know well.
13	All of the assigned speeches assigned really helped me reduce my communication apprehension. The topics for each speech gradually became more challenging and strict, which slowly cracked my apprehension shell.
14	classmates respectfully giving comments
15	Public speech class allowed me to increase organizational, verbal and non-verbal communication, and how to present extemporaneously.
16	The warm-ups that we do before our speech are very helpful as it tries to make relax. All of the speeches that we have to give contributes to the reduction of our communication apprehension. The chapters from the books also helped me by giving me an understanding about fears of public speaking but also by teaching me skills to perform better.
17	speechs
18	just practice at speaking in front of people
19	Speech after speech really pushes you to go above and beyond the next time and so on so I feel that is what really helped me.
20	The first speech which was the demonstration speech also as well as the group activity speech where we discussed world issues.
21	Lots and lots of practice. Since I started taking speech class, the class help me organize my ideas and plans better. In doing so this helped me improve me overall communication skills.
22	the demonstration speech
23	showing pictures to the audience
24	giving speeches, talking to group members.

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

<b>Respondent</b>	<b>Response</b>
25	Group activities like the world and gender issues.
26	the first speech helped me a lot because i can just make up the story as i go
27	the introduction speech where you introduce a classmate was helpful because introducing people is generally easy and lighthearted, something anyone can do.
28	Just getting up in front of class and talking in the very beginning of the quarter.
29	Group discussions
30	activities involving participation in groups or as a whole class
31	What really helped my reduce my communication apprehension was the amount of time that we engaged with one another as a whole class, such as having debates about a certain topic and answering questions of my peers after my speech.
33	Divide a speech into several parts and include techniques to motive audiences are very helpful. Also, with more practice and more positive feedback, I am more confident to give a speech now. Improved a lot.
34	Doing the actual speeches got easier after the first two.
35	All of them. My instructor is amazing, he is a man of high moral fiber and he treats everyone with kindness but still pushes us to give our best.
36	all the group activities have truly helped throughout this course.
37	All of the speeches. The more practice the better
38	I believe that the one that made me the most comfortable with reducing my communication apprehension would be the informative speech. This is because I was able to choose a topic that meant something to me so that I may inform my audience.
39	Getting out of my comfort zone and delivering a speech that I would rather not do.
40	Demonstrative speech
41	Having multiple times of group discussion helped.
42	talking breathing writing speeches dressing up saying speeches
43	group discussions
45	Activities that helped me reduce my communication apprehension were the icebreakers. Having to get to know each other and introducing another classmate helped a lot.
46	The pseudo-forced speeches the we had to do to earn our grades. Basically, the chance to talk to an audience on a regular basis.
47	All of them! Ahern's class is well designed. The "Analyzing a Historical Speech" speech was my favorite.
48	I think just practice overall and the fact that many people were learning as well provided a good environment for me to learn.
49	Talking with our classmates and getting to know everyone really helped me to not feel as nervous because I knew people weren't judging me.
50	constantly giving speeches
52	giving speeches and working with group has helped me speak up more openly and I feel more relaxed than i was in the beginning of the quarter.
53	Group discussions and group speeches helped reduced my anxiety because my peers were accepting of everyone's opinions.
54	I loved any group sessions or discussions in class. Any ice breaker before a speech helped reduce tension.
55	all the speeches i have done have helped. having to go in front of the class as being part of the grade gives me that little push.

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

Respondent	Response
56	Group activities, asking how days were
57	Communicating with other people like my group table for example because I'm more confident to interact with them since I sit with them and we made a bond so that helped me a lot.
58	once we did an activity where we sat in a circle where we all spoke on a topic that seem to help.
59	practicing and watching videos
60	all the speeches and games helped
61	The speech helped me a lot, because it was random topics. I got progress than last speeches.
62	I liked giving more than one speech in front of peers so that we had room to try to improve. I liked the feedback process too.
63	Everything helped
64	getting to know classmates
65	The introduction speech really did it for me, not only doing mine but hearing others before me helped boost my confidence that they were all as nervous
66	Engaging in classroom discussions or group discussions
67	group speeches performance speech
68	I enjoyed the tongue twisting worksheet because we ALL engaged genuinely and had a super blast, which made time FLY.
69	My group presentation because i didn't feel alone.
70	Speeches themselves have helped to reduce my communication apprehension. Practice makes perfect and I personally feel less nervous when making speeches consistently.
71	I feel like the Pic Me speech was a great topic/idea to start off in this class because you weren't presenting alone but you also were not yet presenting in a group. Having a partner up with you for your first speech gave me a little more comfort than if I was up there by myself. I will always remember the little activity Shagun did before our first speech where she shouted stuff and we repeated what she said. It was fun to be loud and to always be saying encouraging words to ourselves before we got up to speak. It made me feel more at ease now that I had just screamed.
72	During the quarter, the group and AHA speech helped me become less nervous and reduced my communication apprehension.
73	I liked when students would ask questions after we performed our speeches because it made you feel that no matter how bad you thought you did people still listened. Also I liked how people were really accepting generally of everyone and no one really judged.
74	i would say doing the catalyst assignments which made me know more about people diffrenrt perspectives.
75	informative speech
76	mindtrap
77	I think just practicing over and over again really helped me be less nervous and the whole outline gave me structure to the process which I like.
78	Icebreakers, group activities
79	Having to give many speeches over time helped the anxiety of standing in-front of everyone.
80	Being able to work on a group project with my other classmates made it easier for me to be able to communicate with others.
81	Grou speech and in class group meetings.
82	None of them helped me 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>
83	well... none
84	Ice Breakers
85	I think working in a group for a series of weeks made communicating with people easier because it is easier to talk to people that you have known for a while.
86	Giving so many speeches and group communication
87	Although the group speech delivery didn't go as smoothly as I had hoped, it was still one of my favorite speeches. I thought the class meetings were extremely helpful.
88	I think the AHA speech helped me a lot with feeling less fear because it was something I was familiar with and being able to share it with respectful listening made me feel better about speaking.
89	My life hack speech broke most of the ice, my nervousness went down a lot. And a group speech I did really helped me
90	AHA speech and group project
91	The speeches
92	having the ice breakers at throughout the quarter made me be less anxious.
93	Group games such as ice breakers,like 2 truth 1 lie to get to know our groups and class mates better.Making it an open minded environment where everyone can express there thoughts and opinions.
94	It' a exercise the prof made us do every time before the speech. It helps us a lot in release anxiety.
95	I believe the engagements were crucial to feeling comfortable for our real speeches. I felt that they were great ways to warm up to the people in the class.
96	Working in groups got me to slowly speak more in class. Ice breakers also made me worry less about the activities/assignments/speeches.
97	I loved group/partner discussions and speeches. It made me feel more relaxed.
98	The 1st individual project and the group work presentation helped me a lot to reduce my communication apprehension.
99	All of the small group discussions really helped me, especially ones where we found a spot on campus because it felt more intimate and I felt like as a group we had a better discussion. The responses for the individual speech also helped me because it held me accountable and allowed me to evaluate myself.
100	group discussions, class speeches
101	When we had group assignments really helped me open up and get less nervous.
102	The first individual in class speech made it way easier for the following times. It might be that I saw how supportive the professor and classmate was and so I realized I can express myself without being judged.
103	Group activities has helped me a lot to reduce my communication apprehension.
104	Practice and group discussions / presentation
105	the practice speeches that we had to do. also the preparations that needed to be done for the speech
106	speech
107	The sheer number of speaking assignments helped me greatly to get comfortable with speaking over time.
108	Outlines, Group speech presentations
109	group discussions, group projects, peer work reviews, audience(my classmates) who are very empathetic and respecting.
110	Groups participation

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

<b>Respondent</b>	<b>Response</b>
111	I didn't have much apprehension to begin with, so everything was fun.
112	The speeches in front of the class all helped with my apprehension. Also, watching examples of good speakers--like the TED talks-- i think was very helpful.
113	Dancing as a class prior to giving a speech to reduce anxiety, doing group projects to build better relationships with classmates to feel at ease
114	group conversations help me a lot. I got a chance to engage all my classmate, and get to know them, whihc make me feel more comfortable to give a speech in front of them
115	One of the best activities was when my peers or instructors would give me constructive criticism. This applies both to my working outline and after I finished my speech. The conversations seemed more open and honest.
116	Having to record the life hack speech really helped me see the way I present myself when speaking publicly. I didnt realize how insecure my stage presence was until I saw the video play back. Now that I am more aware of some of my bad habits I hope by working on them I can improve for my final speech.
117	Practice speeches and assignment
118	Group meeting helped me a lot.
119	The performance speech and the Introduction speech.
120	The performance speech really helped take myself less seriously
121	mostly ice breakers, and the broad topic basis for our speech's
122	Personal project speech
123	Small group discussion .
124	The speech of Matt Abrahams--Managing Public Speaking Anxiety available is a very great video for me to reduce my nervous in a presentation. The most useful helping is that my professor told us when I speech, I am a gift giver so I should not feel fear.
125	I really liked the spoken word speeches because they brought out a passionate side of us to present in front of the whole class which helped reduce my communication apprehension.
126	Working in groups mainly helped to reduce my communication apprehension because when we did that group presentation, it takes off the ease of being up in front of class all alone and not having to speak all alone.
127	I often practiced my speech in front of my mirror or I would give my speech to my parents and let them give me feedback.
128	Activities that allow me to express myself and challenge other people's ideas.
129	Personal experience assignment
130	When we had to communicate and talk about our personal experience in life.
131	The performance speech when we had to sing or do slam poetry. That opened me up alot more because never in a million years would I have agreed to do that. But after doing it I felt alot more relieved and confident.
132	Participatin in games and icebreakers helped alot as well as the teacher revealing strong character benefited my speech skills.
133	I think the best thing was learning how to build an outline for my speeches. It helped me get out my thoughts onto paper.
134	the group stop speech and the performance speech
135	The activity where the class gathered in a circle and did something similar to "follow the leader"
136	Doing Icebreakers in the beginning of class made the classroom environment much more easy going.
137	Nothing that I could think of.

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

<b>Respondent</b>	<b>Response</b>
138	Seeing the instructor give demonstration speeches, such as the Santa Cruz or Mayonnaise one.
139	The performance speech and AHA speech do helped me to reduce my fear in giving speeches.
140	Writing the rough drafts of our speeches was the biggest help in speech class because our instructor would be able to gauge if we were on track or if our speeches needed some work before we wrote our final draft.
141	The group speech helped me a lot to communicate with different classmates and know them more then just with the group that I normally sit with.
142	Ice breakers really help me feel comfortable around my audience which then makes me less nervous for my speech.
143	The performance speech and the AHA speech really allowed me to focus on my presentation skills by having the opportunity to talk about and express subjects and piece that were important to me.
144	Honestly our performance speech, I chose to do a rap song that I thought I would never be able to do but once I did it it just made me feel more confident for the rest of my speeches even if they were different.
145	More cultural speeches then research
146	one famous activity that help me before talking in front of the class was stretching my body and those speech games we would play. Also doing an outline narrows down what to practice.
147	We did a couple of speeches in the beginning to warm u towards bigger speeches. Also a lot of the topics and speeches we had to do more or less pertained to us so it was a lot like having a one sided conversation about yourself so it was less pressure.
148	All of the speeches, class discussions, and the instructor telling us to take deep breaths and stretch out before speaking helped my CA.
149	Definitely the pep talked before giving a speech and allowing time to let the idea of giving a speech sink in.
150	Communicating as a small group helped me.
151	The icebreakers.
152	The Identity art project helped me open up and so did the group thing we did outside that showed we all had struggled and it was emotional.
153	group project, others helped encourage speaking well and compareing and contrasting with one another helped
154	I liked the group practice speeches.
155	Seeing everyone else in the class give speeches helped me realize that i should have anxiety when speaking.
156	exposure mainly, towards the end of the quarter i was a lot more comfortable giving my speech.
157	There were a number of different exercises that helped with the apprehension. I think the number one thing that helped the most was the fact that it started off slowly and gradually got more involved which helped to ease the tensions. Another thing that helped tremendously was the repetition of getting in front of a group while speaking.
158	Being honest about first impressions made me confront my own negativity, and how I tend to project it on others. Doing the discussion assignments on Catalyst has made me feel more confident in expressing my opinions online. The AHA speech helped me recognize the importance of having physical control over my body during a speech, thus avoiding walking behind the projector, and the importance of eye contact.

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

<b>Respondent</b>	<b>Response</b>
159	All of them were great! I think that first group project really helped in general and this nice enviroment.
160	Teacher Student one on one interaction
161	I enjoyed the ice breaker activities in the beginning of the quarter because i become more comfortable with people but then they stopped and it was like i didn't know these people anymore.
162	The group work. Especially the group presentation
163	Doing warm-ups before giving a major speech
164	Every morning, one simple question for practicing speech. It makes me confident while practicing every day!
165	The small impromptu speeches helped a lot
166	Almost every speech was a good indicator of what needed to be done for myself. Once the speech was over I felt all nerves release, and the process of giving the speeches caused me to feel apprehensive but when I was prepared and confident I was able to speak well.
167	Drinking water 5 mins before speech and the first activity we did (which was following the speaker aka Ms Kaur).
168	the speaking exercises and speeches
169	the ice breaker activities
170	Group Activity and speeches
171	impromptu speeches really put us on the spot and helped us over come that fear of speaking in crowds. the more you do it the less nervous you get. just takes practice
172	Getting to know my classmates.
173	Just constantly be infront of an audience and watching other people be infront of an audience helped me get used to it
174	I think all the speeches helped reduce my communication apprehension. Each time I stood in front of class to deliver a speech, I felt less apprehensive than the last.
175	Communicating with my classmates and realizing they have similar apprehensions. Any activity where I got to know my classmates helped me.
176	The secret speeches because I didnt think them as speeches
177	The speech exercises and reviewing the videos of our speech was helpful
178	Working in groups and getting feedback was really helpful.
179	I really liked the one minute speeches that we had to give on the daily because we were able to share our personal stories and insights to our classmates. I feel like when you share personal things, you get more comfortable speaking and you get to know your peers. Instead of just giving formal speeches all the time, we were able to participate in fun interesting speeches that brought our class closer and more interesting as a whole. I feel like this method was really affective, and instructor Joel Sakakihara did a great job breaking us out of our shells.
180	interacting with peers
181	Minor and major speeches
182	informative speech
183	I would say the AHA speech helped me the most. Something about it's format eased me into speech better.
184	The warm up before the first class speech. The dancing and music helped get the butterflies out. The constant practice with peers helped. Knowing my audience on a different level than acquaintance helped reduce my nerves.
185	Speech exercises and the emphasis on practicing.

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

<b>Respondent</b>	<b>Response</b>
186	Group activity and speeches
187	learning about what it is and how i could work around it
188	The speech where we talked about our names and the discussion circles we had in our class helped reduce my communication apprehension.
189	Impromptu speeches really helped reduce my communication apprehension.
190	i would say talking to other students in my group made me feel better about this class and talking in front of people
191	The speech all about our selves
192	All of them. Most particularly practicing.
193	The support from classmates
194	Group discussions and practicing my speech to friends/family
195	It stressed me out a bit, but having the speeches so close together helped me improve my pacing as Kaur's poking was still in the frontline of my mind. The persuasive helped a lot.
196	Before the meeting, we usually have some time to "melt the ice". And the group presentation is a good way to build up my confidence.
197	The thing that helped me with my communication apprehension the most was the fact that we did speeches so often, I got used to standing in front of the class and presenting, and it helped me stop being so nervous.
198	Doing engagements often helped me get used to giving speeches.
199	Breathing and stretching activities before our speeches helped me to get loose and confident for my speech.
200	The activity where we got to go up as a group of guys vs girls helped reduce some of my communication apprehension. I liked the fact that there was a group of us and if I got nervous and forgot something, I knew they would be there to help me.
201	Just the overall openness from our instructor and class peers.
202	Proposition speech performance speech
203	Major speeches helped a lot to reduce my communication apprehension.
204	Daily mini speeches
205	All the engagements
206	Having to stand in front of the class and give minor speeches every week.
207	Short Speeches
208	informal speeches, informative speech, group work
209	Group projects helped me build my confidence in this class. Participation is a major key
210	The impromptu speeches
211	Before each person began their speech, Professor Sunny would have us offer a round of applause she called "giving/showing some love to..." It was a very accepting way to ease the tension and lock our attention.
212	Group assignments and strategies discussed in the class really helped me reduce my communication apprehension.
213	Group speeches
214	the informative individual speech really helped me reduce my communication apprehension
215	questions and answers activity doing superpower poses practice at home at least 5 times
216	Persuasive speech once I found my topic. group presentation.
217	Constantly being put into group activities

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

<b>Respondent</b>	<b>Response</b>
218	Thank you very much.
219	The one minute speeches helped relax the speaker in front of the audience.
220	Constantly being exposed to impromptu speeches, and speaking in front of the class. It really helped me reduce my communication apprehension.
221	Group presentation speech, because i get to stand up with some other classmates.
223	presentations and group work!
224	I like the impromptu speeches in classes. It helped me get to know more about my classmates and get to know them better so I would feel less nervous when giving a long speech.
225	Giving a 1 minute speech every week in front of the class really help reduce my communication apprehension
226	The classes in general helped me a lot, I feel more comfortable now, but I still having trouble.
227	Having to give speeches in general made me have to face and reduce my communication apprehension
228	The activites that helped me reduce my communication by being in a circle with new people and communicating with them
230	An assignment that helped me reduce my communication apprehension was the symposia's since I got to talk in smaller groups which helped me get more comfortable with talking to others.
231	The major speeches and dinner parties
232	The activities that helped me reduce my communication apprehensions were usually the ones that had us giving our opinions and stating past experiences that influenced who we are.
233	Clarification on question 25. I felt very valued and included by my instructor but not necessarily by my classmates. 25 should be two separate questions.
234	Giving speeches, getting peer feedbacks, receiving comments from the instructor, and overall just being able to give speeches with a polite audience and watching my classmates also going through the same thing.
235	The dinner parties and Engagement activities helped with my communication apprehension.
236	Everything in this class helped me. The debate helped me to get out of my comfort zone.
237	Taking part in activities that forced me to speak with others, otherwise I would have probably not spoken much at all.
238	In the beginning of the quarter we had many ice breakers to help us get comfortable with everyone in the class. I believed that helped me a lot during this quarter.
239	Group exercises to get to know one another
240	It would have to be the Favorite thing speech.
241	dinner party, tension speech helped me open up a lot
242	The online activities.
243	I had none going in but the tension speech really helped
244	practicing public speaking, team building activities such as building card towers together, building interpersonal relationships with the members of my class so that I felt I was giving a speech to my friends instead of strangers
245	All of the small speeches that we'd do multiple times a week.
246	The activities that help me a lot during the class are the symposia, privilege speech, and dinner party.

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

<b>Respondent</b>	<b>Response</b>
247	small group discussions and the way Professor Sunny structured the issues speech.
248	I really loved our symposiums because I feel it really helped me learn how to communicate well within groups, especially when paired with our reading responses. When I was practicing my second symposia's facilitation, I had a conversation with Fu(sp?) about rape culture and it's effect on men. His approach was purposefully trying to challenge my viewpoints and therefore gave me an opportunity to rethink the values brought forth in my facilitation.
249	group discussions peer reviews identity art project persuasive speech group projects
250	The speech that really benefited me this quarter was my persuasive speech. I had to know my audience and sway them to believe what I had to say.
251	We routinely were tasked with talking in front of the class. Even if it was only for a minute or two it helped over time.
253	Practicing giving speeches.
254	The tension speech. It made me feel more welcomed in class.
255	coming up with random speeches on the spot
256	The activities where we would have to answer 1 out of the following 3 questions our instructor gives. Doing a lot of those made me get more comfortable speaking in front of the class.
257	- going over the speeches in the groups -getting their feed back and hearing their ideas about things that we could add to our speech helped a lot
258	The dinner parties and when we would practice our speech with someone
259	Giving speeches
260	The spontaneous speeches helped a little bit.
261	The partner speeches for the final preparation
262	The breathing techniques, also after the second speech, I became less and less nervous.
263	information speeches and minor daily speeches
264	Overall I learned from every activity.
265	impromptu speeches, minor speeches
266	The dinner parties helped reduce my communication apprehension/
267	Getting to know everyone and speaking in front of the class every other day
268	Doing the dinner party group and the Value Speech were the most easiest for me and I wasn't too nervous during them
269	Group discussions and group activities
270	When we would have class activities, it helped me become comfortable with public speaking
271	Doing continuous speeches helped calm my communication apprehension.
272	daily speeches
273	Diner parties really helped me alot and made giving my opinion alot easier.
274	Just giving more speeches creates a comfort zone.
275	dinner parties
276	The 1-2 minute speeches that were assigned throughout the quarter helped lower my communication apprehension because it made me feel more comfortable going up to the front of the class. Ge really the more you do it the more comfortable you get.
277	The 5 step speech model.
278	The small impromptu speeches.

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

<b>Respondent</b>	<b>Response</b>
279	We had to go up and speak in front of the class everyday, and I got used to speaking in front of a class.
280	I think working with partners helped a lot and having prompts daily helped a lot.
281	The activity where we had to talk to our group members about our upcoming speech topic made me less nervous for my speeches.
282	Small table discussion
283	the short speeches we did with random topics made the major speeches seem less daunting and were a fun way to get to know our audience
284	The actual speeches.
285	Impromptu speeches every week.
286	Student and group get together. Serious talks such as the one with the campaign. Difficult dialogues and opening up to other people with personal problems.
287	regular class discussions that helped me get a feel for the class.
288	All the major speeches. It helped us prepare and get better. When you would go up and speak to the class about a question you would put up for that day.
289	Sitting in a circle and doing practice speeches with the entire class helped me a lot.
290	All the minor speeches made the major speeches less scary.
291	In this speech class, I feel as if the ice breakers we did in class really helped me become comfortable with other people. A speech I thought that helped reduce my communication apprehension, was the demonstration speech. Many of us learned a lot about each other, and it seemed like everyone was interested in knowing what their classmate does outside of class for fun!
292	THE IDENTITY PROJECT
293	We basically had in class impromptu speeches, everyday! And the general environment in the classroom was very comfortable and welcoming.
294	dinner parties
295	Dinner Parties
296	I raised up my confidence and most thing I learned from speech is pattern the way to organize.
297	Speech Outline templates
298	There is a activity that really reduce my communication apprehension is the one when the instructor put a question on a screen, then everyone take turn from left to right in a circle to answer that question in 1-2min
299	group discussion last final discussion when everyone gave his opinion
300	practice
301	Giving my persuasive speech allowed me to reduce communication apprehension because I felt confident about my topic and had more practice from prior speeches.
302	Being forced to speak with the other students helped to make me feel more comfortable.
303	Being around other students who shared their knowledge and gave me a different perspective of how to reduce communication apprehension?
304	Group conversations were always insightful and pleasant.
305	having to talk in front of everyone a couple times a week for only a short amount of time really helped with getting comfortable in front of them.
306	Talking to my peers and discussing the topic before we actually had to, made me feel more comfortable because it made me realize that they felt just as nervous as I did. I also liked how we practice trials for what our final was going to look like.

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

Respondent	Response
307	I felt that talking to my partner last week while preparing for the impromptu speech helped reduce my communication apprehension.
308	mini speeches, comfortability with classmates
309	Impromptu speeches
310	group discussions
312	5 speech
313	Class interaction and comfortable conversations about the topics
314	Group discussions
315	The table topics and the time we had before our speeches
316	The first few speeches helped because I was very familiar with the topics. This allowed me to speak with confidence and not worry too much about the material I was presenting.

**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	They listen to my viewpoints and agree with my ideas. They give me positive feedbacks in order to improve my speech.
2	I believe the clapping before and after my speech really encouraged and helped weaken my speech anxiety. Also, the feedback given by my classmates help me realize the errors in my speech that I could not have figured out on my own.
3	listening with open ears and mind, giving good feedback.
4	One of my speeches I was super nervous that I forgot my lyrics and I had made eye contact with one of the students and they looked back with a smile saying i could this . That really helped me
5	Peers and the professor would listen respectfully and give thoughtful response to how we performed.
6	They were very open when it comes to ideas and didn't judge anyone. My classmates were encouraging whenever people seemed nervous while giving a speech.
7	The positive and negative feedback received after each presentation. The feedback helped me prepare for the next presentation.
8	n/a
9	My classmates were very supportive of me every time I had to stand in front of room. They also provided their honest and constructive opinions of what I needed to do better.
10	When my classmates actively listened to my speech is helped make me feel respected in class. Also when my classmates gave honest and useful feedback I felt like they really heard what I was saying.
11	Look at me while I was giving speech. Ask me questions after i gave speech.
12	I can't think of any.
13	To have my classmates give me constructive criticism and ask me questions because they are honestly curious prior to my speech really helped me.
14	comments and recommendations after speech.
15	2 actions my peers have provided me are valuable criticisms and support.
16	1. Receiving feedback from my peers helped me but also showed me that they listened (verbally and hand-written). 2. Their non-verbal signs indicates that many of them are paying attention to me.
17	listening other students spechs saying my opinions are helpful to me.
18	Not interrupting during speeches, good feedback

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

Respondent	Response
19	When my peers agreed with opinions I expressed as well as giving me the chance to speak while they listened helped me feel valued.
20	I like how they give us feedback at the end of every speech to give us a overview how well the performance was and what can be improved for the next time. I respect those who actually listen to our speeches.
21	Open discussion generally help me. It is not always about hearing the positives about an idea but also hearing the negatives as well. This is important to becoming a better person, speaker, and more confident.
22	the gifts and smiles
23	-when my classmates smile at me, i feel more comfortable and respected while giving my speech. -when my classmates ask me questions, it makes me feel that they do listen to what i say.
24	their feedback, and listening to their speeches.
25	They commented positive criticism and they were very encouraging in getting me to improve.
26	My classmates are really respectful and they listened to what i have to say.
27	Everyone was very attentive and responsive and no one tried to say unnecessary negative comment, only critiques on the speech itself.
28	people giving me a smile during my speech, because it made me feel like I was just talking to friends rather than just a class of people and just being generally supportive, because it helped me feel like I wasn't alone in my anxiety and nervousness.
29	Being polite and supportive
31	When my classmates asked me questions about my speech after I was finished delivering it, I felt that they were paying attention and that they were interested with what I had to say and cared enough to know more about it which made me feel really comfortable afterwards and helped me become less nervous for my next speech. The other time was when I would look around the whole room during my speech and see that their facial expressions wasn't telling me that they would rather be else where and instead that they were really listening to me by having eye contact with me and nodding their heads to let me know they agree and such.
33	Warm welcome and eye contact. Positive feedback with showing interest in my topic.
34	My table was very open, and we all listen to each other. They also encourage each other before speeches.
35	I felt I was valued from day 1 with Mr.Aherns group exercises to learn each others name and the initial speech about our classmates. I really feel bonded with this group, we are all facing our fears together and supporting and rooting for each other. The feedback after the speeches is always heartfelt and I believe the majority of the class is really paying attention to each other.
36	Open-minded, and caring.
37	They listened to my speech They laughed at my jokes
38	I really enjoyed the constructive criticism that was given in class. I enjoyed being able to realize my mistakes so that I may improve on them. There were many times though that I was told I did good with no general room for improvement. I also enjoyed the friendliness of the room as well. Certain students always made sure that others voice would be heard before theirs.
39	The criticism and improvement suggestions.
40	walking into the main points. Having clear voice during speech
41	Paying attention while I was giving a speech helped. Asking questions also 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
42	Be respectful. Listen to whoever is talking. Don't talk when someone is talking.
43	listening to my opinion
45	Two actions performed by my classmates that helped out were the comments made and applauding before and after my speech.
46	Classmates knew me by name throughout the whole duration of the class which makes a huge difference because of a participative "icebreaker" activity. Peer-to-peer criticisms were blunt and terse, showing that there was a high level of mutual comfort and respect.
47	Everyone in my class is friendly and kind. They're genuine people who care about what they say. An example of this is demonstrating that they are listening, such as by maintaining eye contact and laughing at my jokes >:) Another example is not interrupting me when I speak, such as by entering or leaving the classroom.
48	People in general are encouraging even if you mess up. When people give advice, I know they are being honest and if anything are holding back a little to avoid embarrassing you so I appreciate the things they do point out.
49	I liked when they gave honest feedback, for my demonstration speech one of my classmates kept asking me for cookies because they were so good. And after class one time, a student told me in person that my speech was awesome.
50	watching me/paying attention when i spoke, and giving good feedback
51	practice, feedback
52	my classmates always gives me chance to have my opinion and listens and gives feedback to it so that makes me respected, valued, and heard.
53	My classmate gave me good advices before and after my speech which helped boost up my confidence and at the same time improve my speech. They are also respectful of every time I express my opinion.
54	My peers were always so supportive and always clapped for us when we felt nervous. Getting outline peer reviews from other people really helped me feel respected as a speaker since they helped put their advice in.
55	always clapped before and after a speech, they asked questions that showed they payed attention during the speech.
56	Encouragement and jokes
57	My classmates are very supportive especially my group table because they always say, "oh,you got this" which helps me boost self confidence every time i go up and do my speeches and the fact that all the people in my class are not judgmental towards others.
58	During giving a speech my classmate gave me respect my paying attention and listening closely. Also i felt respected getting applauded.
59	They gave me feedback and told me they liked my subject
60	applause and criticism/compliments
61	I can see my classmates looked at me. I feel we have expression in our eyes.
62	It seemed like people paid attention when I spoke and genuinely cared what I would say when I'm speaking.
63	Applauses Questions after my speech
64	remembered each other's names always greeted one another
65	When they clapped for me at the end and then the questions at the end during the informative speech
66	They were always open and welcoming. Never put anyone down, they were always encouraging
67	including each other talking to each other

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

Respondent	Response
68	hmm,one thing that was performed was the eye contact by classmates which valued to let me know they were listening.
69	1. The feedback they gave me. 2. Focusing on me when i was speaking.
70	I felt respected when my classmates listened to what I had to say and gave my attention and eye contact. I also felt respected and heard when my classmates gave me feedback.
71	I really liked when our classmates were able to give us feedback after our speeches. It was nice that they went off of the phrase "I liked how you...I need you too.." It made me feel like they were paying attention to me as a person rather than just the words I was saying. I also appreciate the surveys and the two free response questions that were included at the end. It's nice to hear that individual feedback.
72	2 behaviors that helped me feel respected is working together and agreeing on things which helped with out group project. Another is helping with ideas.
73	People would not laugh at the end of a speech, stutter, or mistake Being attentive and maintaining eye contact
74	by talking to them and also knowing who they were which made me more comfortable to speak in from them
75	they listened and were respectful listeners.
76	peer critique after every speech
77	Our instructor did a really good job of creating an environment where I was able to express myself in speeches without being afraid. I also think that the feedback from people helped highlight things I might have otherwise overlooked.
78	When they recognized who I am, listened when I spoke
79	Eye contact while I spoke made me feel like at least they are listening and positive feedback and constructive criticism
80	Clapping after everyone's speech and having people give me both positive and negative feedback.
81	Giving specific jobs to each group member, and texting back on time.
82	I liked that everyone clapped after each speaker so that everyone feels respected, regardless of the performance of the presentation.
83	all my class mates were relaxed, open to ideas and respectful of other view points.
84	Most of them listened well and gave great feedback. They supported me alot.
85	When I had an opinion or an idea they listened and would expand off of it, or when we we were working in groups we all had jobs we worked on which made me feel a part of the group.
86	Asked my opinion, listened to me and gave positive feedback
87	Everyone made was quiet and respectful during my speeches and they gave good, helpful feedback.
88	Being attentive during my speeches & being honest in peer evaluations.
89	I realized that we were all in the same boat we were all afraid of the same thing and that helped me get more comfortable in a way. Everyone clapping and not laughing at any mistakes really helped my confidence.
90	help and gudiness
91	Speech Acts and discussions
92	i felt heard by steven. we would hang out after class and work on our homework together. the second was shagun would sit down and listen and answer my question clearly and guide me on the right direction.

**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
93	The Class is very attentive while we give our speeches making it easy to present if were prepared. One of my class mates made food for the whole class for her speech which show her warm heart and joy she brought to the classroom.
94	_ They listened to me . _ They never judged.
95	Their attention (eye contact and facial expressions). These helped me realize they were actually listening to what I was saying.
96	Everybody respected me as a speaker and gave me their full attention.
97	I noticed some of my classmates smiled at me during my speech which helped a lot and another behavior is the undivided attention while I am giving a speech.
98	They ask and listen to my view points. Also, they show the appreciation for my work.
99	My support team was always willing to help and always gave me constructive feedback when needed which I really liked. Also, my class itself was very encouraging when it was an individuals turn to give a speech.
100	including each other asking stuff
101	When they would give me great feedback aswell aswell as things I need to work on.
102	- They listened; not all of them though, but even some is already plenty. - They gave advice and comment which made me realize they were there to help, and not to judge.
103	My classmates are very good people they do make me feel respected and value when performing a speech.
104	Questions and delightful expressions
105	their attention when i am talking in front of the class. their feedback after the speech is given.
106	a person said "good", "not bad" or "Interesting" to me after I gave a presneation
107	A couple people at my table said good job to me after my first presentation, and During the engagement #3 some people laughed at a couple of my jokes.
108	When I present my speech my classmates look engaged and ask questions after that show they were listening.
109	my classmates are very understanding, encouraging, caring and very co-operative during the class time and activities.
110	Encourage, kind
111	They were polite, and critiques weren't harsh.
112	We had debriefing after the speeches where classmates give feedback. I think that showed that people were really listening and cared about making each other better. Also, the in-class discussions were respectful and productive.
113	Classmates showing the ability to actually listen to you rather than on phones or other distractions. Also giving genuine feedback
114	listen and ask question
115	I felt respected and encouraged by my classmates when after my speech, they gave me positive feedback but also gave some things that I can improve on that were not generic to everyone. Doing the performance speech, I felt like people connected with my spoken-word poem and were not just listening to another student giving a boring speech. (Not saying the other speeches you assigned were boring.)
116	The feedback on the pier evaluated forms were all very encouraging and kind. The entire class was also very good about being silent and attentive during speeches, more than most other classes I've been in.
117	pay attention to listen give feedback

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

Respondent	Response
118	In AHA speech I was really nervous and tense, the delivery was not good but classmates still encourage me and made me felt respected and valued. In the group meetings, my group members shows their respected to each other, that made me feel valued in the group.
119	They clapped and would say "you got this"
120	I liked how we met at the same table every week and talked about small stuff; i also liked how we offered constructive criticism after each speech
121	Constructive criticism, and feedback from peers
122	Words of encouragement and paying attention.
123	Smiles, Clap hands and positive feedbacks.
124	My classmate paid attention to listen to me and gave me an answer with smile face. After I spoke, they gave applause to me. The applause also made me feel confident.
125	To help me feel respected, valued, and heard in my speech class community no one was allowed to leave or enter the class as i was giving a speech which showed that everyone was paying attention and not being rude. In addition, everyone would clap and cheer for everyone including myself as they walk themselves up to the front of the class to give their speech.
126	When I gave my speech, when people applaud for me before and after my speech, I feel less tense. When people look at me or smile during my speech, I know that the audience is listening to what I was saying unless they were daydreaming, but otherwise I felt respected by being listened to.
127	They doyen nodded their heads which tells me they are engaged and also they are sitting up and have good posture sitting down.
128	The type of questions asked and also the response by classmates.
129	Eye contact and listening
130	Eye contact and connecting .
131	I like when at the beginning and end of the speech when the classmates clap it made me feel better about my speech and myself. As well as the eye contact really like it.
132	My peers were glad to critique my speech with constructive feedback. They were very supportive as well.
133	They were great listeners and I didn't feel judged.
134	listened respectfully, clapped and cheered when i felt down
135	head nodding when making eye contact during a speech smiles and looking attentive and not bored
136	everyone payed attention when we all presented and everyone clapped for everyone after their presentations.
137	supportive/ hearing good feedback
138	When we have class or group discussions.
139	The peer review of my outlines and feedback after speech helped me to feel respected.
140	I respected that everyone had good things to say about each other when giving criticism, and I enjoyed that we were all pretty open to each other and we shared some pretty deep thoughts with one another because the professor made it that much fun to be in class.
141	I like how they are always looking at you when you give your speech and respectful when presenting. I feel value when they clap before starting the speech and after it too it helps being a bit less nervous.
142	Nodding and eye contact help me feel as if my audience is engaged in my speech.

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

Respondent	Response
143	Getting feedback from my classmates really allowed me to feel valued and respected, being that it felt that they truly were listening to what I had to say. As well as participating in peer evaluations.
144	When speaking all my classmates are usually looking at me and if they are not they're taking notes on what I had said. I did receive a lot of good honest feedback from both my instructor and classmates.
145	Feel comfortable Cheer me up
146	fist behavior that help me feel valued is hearing my classmates Apollos at the end of my speech. Another behavior that helps me is when i see my classmate nodding to what i am delivering it helps me know that they are interesting and i am doing a good job.
147	All my classmates seemed alert and attentive to what i had to say. no one was outright on their phone, and whenever i threw out questions for the audience to respond, i got a response.
148	Having classmates participate, tell me what they liked about my speech and what I could work on, helped me feel included and valued.
149	Providing insight at the end of each speech letting me know what I did well and what I needed to work on. Doing a lot of group work and getting to communicate with everyone and having your ideas validated helped.
150	feedback kindness
151	The positive and negative feedback. Listening with an open mind.
152	My classmates were very understanding and had open arms. They did not judge or criticize. This made this class so awesome. Main person was Gilda! I can not even explain what a wonderful person let a lone teacher she is!!!!
153	Interest in my topic is also the interest of others in my class. Also feedback was helpful and did point out errors.
154	People respect the person talking when speeches are being performed, and the professor is very good at listening to new ideas and such.
155	Positive feedback and attention during my speeches.
156	i really enjoyed it when people looked at me when i was talking it made me feel more secure about what i was saying, also everyone taking notes made me feel like what i was saying was important
157	Two of the biggest thing that helped were the fact that all of the criticism is constructive and everyone participates. And the fact that everyone in the class pays attention to what you are saying while you are in front of the class.
158	I was frequently called on for feedback after speeches. It made me feel valued as a student, helping to validate the confidence I have in making critique. The other was being offered to study together with Carlos and Steven, helping me to realize that classmates can be a great resource.
159	They apologized for something they shouldn't apologize for, which I didn't know why but I assumed it was because they're really nice people/worried about how I felt/my feelings. When they consider what I say by listening and commenting on it.
160	Active listening and verbal feedback
161	1. everyone messes up and was nervous just like myself that help me relax more knowing that i wasn't alone 2. They were very nice when giving feedback about something i did wrong on my speech
162	listening when i spoke and making eye contact while i spoke.
163	It always made giving speeches much more comfortable when the class applauds and encourages you.
164	Listening carefully and giving positive action such as thumbs up and smile and laugh.

**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
165	Feedback, and peer editing
166	The hooks of my speeches were often successful at either getting a laugh or a good response from the audience, which immediately helped me to relieve stress because I felt a connection to the group listening to me.
167	Listening and critiquing speech
168	they laughed at my jokes and knew my name
169	they listened and gave feedback
170	Giving an example that is associated with me Being good audeince
171	applauding and clapping before and after helped boost our confidence.having everyone pay attention felt good aswell.
173	They make lots of vocal responses like ooh and ahhh, it reminds me they are listening well. Also the peer critiques are always respectful
174	All of my classmates did a great job being an attentive audience while i was presenting my speeches. They laughed at my bad jokes. No one acted judgmental towards anything I said. Some people even asked questions or engaged me in conversation after my speeches.
175	Every time an individual spoke, people would quite down and listen to the speaker. People left good responses for feedback.
176	Listened and trusted me
177	The classmates listened to my opinions. There were occasions when they openly applauded and expressed agreement with my opinion
178	Not interrupting me while I spoke and being open-minded to my ideas.
179	Something that I really appreciated from my calssmates as an audience was the undivided attention that they gave me when I was speaking. It just showed the respect that they had for me, and how willing they were to be opened about what they were hearing. I also enjoyed the feedback that they gave me during my speeches, whether it was a verbal agreement, or a nod or smile or even clapping when heading up or heading off.
180	feed back
181	they laughed when I told a funny story. They ooked at me when I was speaking.
182	talk and smile
183	1) The feedback provided by any student after a speech. 2) The constant free flow of an open atmosphere. Tables/groups don't feel closed, I feel I can express myself better towards the whole class rather than just a table/group.
184	They gave valuable input to show that they listened. I was told how I performed with no sugar coating as I don't believe that helps.
185	Classmates asked to give respect to speaker, and engaging in group discussions included in the speech.
186	They were friendly and understanding
187	they smiled, and genuinely seemed interested in my work
188	When they like to hear from you and get to know you so that you feel more at ease. When they smile at you too and that they show you respect the way they want to be respected too.
189	I was involved in group projects I was involved in group discussions
190	By being friendly and by understanding how speech affects all of us students
191	eye contact, and physical motion that showed agreement
192	They were able to correspond parts of my speeches to me at a later date. Doors were opened for other conversations by my speeches, comments.
193	Supportive and feedback

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

Respondent	Response
194	They gave constructive criticism. They actually listened to my speech and not simply tuned out.
195	Having people I could run my speech with before presenting was really good and helped me relax. The feedback after a speech was always helpful and reassuring.
196	When I give a speech, my classmates nod their heads to show understanding. When I talk about my ideas, my teammates appreciate it.
197	One thing was that they laughed at my jokes. It made me realize that they actually were paying attention to the things I was saying. Another thing was all the feedback I got from the class, they actually seemed interested in what I was saying.
198	I saw classmates listening to me & making eye contact.
199	Having a close relationship with my classmates at my table helped me to be confident and whenever I needed reinforcement I could look over to them for support. Positive feedback after my speeches also helped me gain confidence for my next speeches.
200	When my classmates asked me questions after my presentation it made me feel respected, valued, and heard because it meant they were paying attention and genuinely curious about what I was talking about. Also when my classmates paid attention to my presentation by looking me in the eyes, I also felt respected and valued.
201	Listening and respectfulness.
202	My classmates did not judge me when I would blank out during a speech. They would also provide constructive criticism about my speeches.
203	Eye contact, smiling in a kind way during my funny speeches or their applause helped me to feel valued, respected and heard in this class.
204	Eye contact and good body posture
205	Listening during speeches and cooperative
206	Having my class mates interacting while I was giving my speech. Also hearing them clapping in the start and end of my speech.
207	Attentive and Kind
208	clapping and making eye contact while I was presenting
209	Gave me constructive criticism, and told me what I did good during my speech.
210	I loved that they would laugh at my jokes, and that they were very responsive
211	Our class assignments were key to our growth as we worked together, by teaching us to listen to one another and pay attention to what is not being said as well. We disclosed personal things in our class discussions because Professor Sunny provided a safe place for us to do so. This is how I felt respected, valued, and heard in my speech class.
212	They all seemed interested in what I was trying to present and they gave me their full attention.
213	Classmates talking about their personal story Giving speeches when know get their nervous
214	engagement when i was speaking and they were very responsive/supportive
215	-when classmates ask me a question, it makes me feel like they are listening to what i am saying - when i make eye contact with my friends, they smile at me, which help me feel more confident doing my speech
216	1. good response times in the group project 2. not totally shooting me down on the presentations
217	absolute attention while speaking and how listened to everything
218	confident well prepare

**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
219	When people nodded their head or reacted to what the speaker said and when class mates interacted with each other with in the class.
220	1. Respectfully watching and listening to my speech 2. Attentive body language, and participating in my major informative speech with visuals.
221	they help me edit my paper before submitting it and giving an eye contact during speech
223	listening to me and agreeing with me.
224	They keep silent when I talk and they applaud both before and after my speech, which made me feel very valued.
225	My classmates always looked like they were paying attention to me, and they either laughed or reacted in some way to what I was saying
226	Everybody there was in the same situation, so all of us could help each other. Ones more than others.
227	Getting constructive peer criticism and support such as applause
228	Two behaviors that my classmates helped me to feel respected is by clapping their hands after my speech and before going up they gave me confidence.
230	I felt respected and valued when my classmates listened to me and helped me when I talked about my problems or when I was talking to a group.
231	Whenever we had a large group discussion, no one gave a negative reaction. I think everyone in the class was scared to perform a speech, so we were all on the same boat making everyone generally nice to each other.
232	My classmates made me feel respected, valued and heard when they cheered for me as I volunteered to speak in class and they were attentive when I would give my speeches.
233	One classmate seemed to actually want to engage in a conversation but, maybe it was the assignment which was listening to another classmate. Another classmate asked me where my group was when I didn't have one and that made me feel valued.
234	Being polite in their gaze/attention and reacting kindly/appropriately to jokes or other parts meant to be reacted to in the speech.
235	When giving speeches or debates, the rest of the class was always quiet and respectful of the the speaker. Also, during the dinner parties other students who were speaking always listened and respected each others opinions/viewpoints.
236	My classmates listened and my classmates showed respect for each other.
237	When people relate their own information to something I've previously mentioned, it lets me know that the others are listening to me. When people give some sort of reaction or feedback to what I've said, such as agreeing with me.
238	There's this one girl named Jannah who'd provide us with food at times which was very nice. I've also met really good friend named Camylle. She pretty much helped me throughout this entire quarter. She always gave me confidence when I'd get to worried about a speech.
239	Being asked to contribute to conversations and not being talked over when discussing ideas
240	The fact that they paid attention to what I had to say, also that they respected me.
241	when my groupmates stood up to support my opinion and give a pep talk before and after the speech
242	Being quite during speech. Clapping after speech presentations.
243	THE Class listened and encouraged me

**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
244	On the last day of class, everyone gave an impromptu speech, and every single person thanked the class for creating such a welcoming and caring environment. Everyone took risks and committed to the activities, and worked to form relationships and to trust one another. No one acted like the activity was "too stupid" or anything. I usually feel too shy to participate and so feel left out when everyone make friends and groups in class, but I feel just as important and like people will miss me too. It was really a special experience and I'll never forget this class.
245	They would engage in my speech and react to what I was saying.
246	Two behaviors performed by my classmates which helped me feel respected, valued and heard in your speech class community are understanding and listening.
247	their verbal and nonverbal cues when listening to me as well as the fact that when I don't speak much someone asks for my opinion.
248	I really appreciated when my classmates would reiterate what I've said with the intent of clarification. It made me feel like they really wanted to understand what I was putting forth. I also really appreciated when eye contact was made with me when I was presenting for our symposiums. This made me feel like they respected me enough to pay their full attention to me.
249	my classmates are very friendly, co-operative, flexible and, empathetic listeners. I get to learn a lot about my classmates, their different thought process, different backgrounds, etc.
250	-Some students in the class had confidence which inspired me. -Most students agreed with what I had to say which boosted up my confidence and they made me feel valuable. Very thankful for that
251	They laughed and responded to what I was saying. It told me they were engaged in my speech.
253	Clapping after a speech, listening attentively.
254	They were very welcoming and they did not judge one another.
255	daughter and adapters
256	A few behaviors and actions performed by my classmates that made me feel valued and respected are when they clap before and after I present a speech and when I ask a question as an attention getter for my speeches and they give a response such as answering or raising their hands. I feel like they are paying attention and listening to me and that makes me feel heard.
257	- getting feed back after giving out the speech (this showed that they were actually paying attention) - people respected each others opinions (even if they disagreed or had different point of views on a topic they respected each other and wouldn't fight about who was right or wrong)
258	When the would give feedback after my speech and when I was giving my speech I would look up and see them smiling and nodding.
259	Encouragement from others and their open mind
260	They were all very nice and kind.
261	They listened and also were respectful.
262	Eye contact, head nod
263	verbal feedback and physical gestures
264	My classmates made me feel respected when they said my speech was intresting or had something in common.
265	knowledgeable, experienced, respectable
266	They were very attentive and polite.
267	When we have mini discussions after someone talks about a topic and when they listen and give me feed back to 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
268	They didn't talk while I was speaking, and they were just listening and giving me their attention
269	1. Classmates telling me I did well on certain assignments helped me. 2. Our Professor seemed to actually care about us, which gave me confidence.
270	They listened, they respected me
271	Their responses to either jokes or questions helped validate myself and also their non judgement when it came to other classmates crying, giving personal speeches, etc.
272	eye contact attention
273	When i am giving a speech all my peers actually listen amd look interested which helps me alot. Another thing is when we are all asking questions about the speech actualy lets me know they were listening
274	The audience was mostly respectful. And they were not rude and intrusive
275	1. looking at me while i was giving a speech. 2. Encouraging me before I give speeches.
276	Teaching the class about being good, active listener and enforcing it while I was giving a speech and having the class (audience) applaud before and after the speech helped me feel respected, valued, and heard in my speech.
277	They laughed when I was trying to be funny with my speech. They acknowledge the work I did.
278	Eye contact and when they laughed at my lowkey jokes.
279	All my classmates were listening every time someone was speaking in the front. Also, they are very supportive when someone makes a mistake.
280	When my classmates laughed at my jokes, or smiled at me.
281	The 2 behaviors my classmates helped me in this speech class is they'd tell me how I did right after, or at least my group did. They would always give me good feedback, which made me more confident.
282	Nodding / looking interested
283	- attentive during speeches - given feedback after my speech
284	They gave me feedback and told I did well.
285	Some came to me after class and asked me about my topic and one included me in his speech.
286	They try to influence the conversation of the topics that I have. They respond in manners that are less business-like and more informally sound manners.
287	good feed back in and out of class, and goo reviews by the teacher. built my confidence.
288	Eyes were on me. The attention that people gave you made it feel like you were respected.
289	1. Getting questions at the end of my speech from my peers made me feel respected 2. Reading nice comments on the evaluation sheet from my peers
290	1. When they looked like they were paying attention. 2. When they gave me feedback at the end.
291	The in-class peer critiques made me feel like I was heard by my classmates. Receiving positive and helpful feedback on my speeches made me feel like they liked what I had to say. Another action was our Q&A portion of our last two speeches, because I was glad to see each other asking questions about our speech.
292	SUPER HERO STANCES. AND ALL THE TED TALKS
293	Always clapping is really helpful. Always encouraging, laughing at jokes.
294	smiled eye contact
295	Telling me to speak up Asking questions

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

Respondent	Response
296	Before the speech Audience clapping and Note card.
297	Complimenting my speech outlines Listening to my ideas during group activities
298	Everyone is quiet and pay attention when I am giving a speech. Also, no one go out of class or make loud noise when I am giving a speech
299	the behavior I appreciate is whenever I get stuck and unable to be creative in any areas and after I ask for help from my classmates, they show compassion and cooperation.
300	Kept their eyes on me during a speech, and asked questions to show they were listening
301	I felt most respected when my peers started laughing out of humor. I find it comforting when my peers are laughing because I find that Im amusing them even though I might just be making an A** out of myself.
302	Them being attentive and respectful
303	Being good listeners and asking questions Group talks where we compare our ideas
304	They all smile and give support.
305	the sense of humor they had when i talked or others talked made feel like they were all my friends just having a good time, and the respect they gave while your talking by paying attention.
306	There was this one instance where someone complimented me on the fact that I did not use bias and my own personal belief when talking about a very controversial topic that was solely based to be informative. I also like how they asked questions that made it seem like if they were actually interested in my topic.
307	One thing that my classmates did to help me feel as though my speech was heard is when they asked questions at the end of the speech. The second thing is when I receive my classmates' opinion on my speeches. (Ex. Peer reviews)
308	eye contacts, laughing (mostly), and smiles
309	Laughs and smiles
310	the questions after the speeches the honest evaluations
312	ask question nodding head when I speak
313	eye contact verbal feedback clapping
314	Eye Contact, applaud
315	Listening and asking a lot of questions after
316	The clapping before each speech boost my confidence, and the constant eye contact from my peers showed me they were paying attention.

**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	My instructor asked me to write an outline before the speech. She helped to fix it and showed me how to revise it better. It made me feel well prepared. Before the presentation, my class usually has some activities to release stress. It's very helpful, so that I feel less anxious, no more nervous.
2	The performance speech really made me feel inclusive since I was able to share a piece that meant a lot to me. I felt as if it was a show-and-tell, but the topic being a bit of who I was. Another activity that made me feel inclusive was the working outline revision, where I was able to get positive and viable feedback on better ways to write an outline.

**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
3	2 truth and one lie, help us as a class to get to know a few facts about our classmates. Then the performance speech let us use our creative side and express ourselves.
4	I enjoy doing the discussions and after replying to two of my classmates because I get feedback of what they like and makes me feel comfortable with them .
5	The questions would ask things personal of us, and there were many opportunities for us to share things that are personal to us.
6	My instructor was really kind to everyone and always allowed us to have choices. She did circle activities in the room where we had to be in a circle together so each activity was all inclusive. She also made us work with other people so it wouldn't always be the same groups.
7	Preparing the outline I struggled with the format. After receiving positive feedback on the outline I was able to focus more on the presentation. Being a returning student I'm much older than majority of the students and she managed to use examples that would relate to me as well as the other students.
8	n/a
9	Performance Speech AHA speech
10	The speech assignment called the AHA speech was nice because it felt like I could personalize it however I wanted to. I also like the discussions where we get to write about what we learned after giving a speech.
11	Speaking up during group discussion. Writing my own opinion in my journal.
12	There were none.
13	When the professor split the class by gender to talk about gender and global issues, as well as the analyzing a famous speech were the two assignments that i valued most as a student.
14	the first speech about introducing your partner to the classmates and where all the classmates had to talk about the gender and world issues.
15	2 activities the instructor made me feel more inclusive as an individual was allowing me to engage in group discussions which showed my leadership skills and had me speak out my own opinions on certain topics given to discuss.
16	When our professor was talking about designing the survey, we talked about being inclusive. For an example, many people think that male and female are the only genders when actually, there are more. What may seem fair to you may not be fair to someone else.
17	using of libary method and citation are useful for me
19	When my teacher showed us the video of Charlie Chaplan's monologue as well as his consistent use of diagrams really brought out the lectures and deepened my knowledge of the material.
20	I really value Mr. Ahern alot, he is a very good professor and thank you for helping to overcome my fear of speaking in front of millions! I enjoy the group discussions that got the class to get together. I also like that the demonstrative speech, it was nice to know one other's hobby or interests.
21	Quite honestly, I can't say my instructor has done so. I feel like in class I am just another body.
22	the mind trap and his speeches
23	- asking questions helps a lot. -group discussions help to enhance our speeches.
24	group activities, giving us individual feedback after speeches. Helpful.
25	He included everyone into the class discussion whenever we had class and he gave us the group activity to talk in a bigger group.

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

Respondent	Response
26	i like how Mr. Z make us do a lot of group discussions and talk in front of the class in a group. That helped me feel less pressure.
27	I enjoyed the group project on male vs. female views because everyone got a chance to give their opinion. I also liked the impromptu speech because it was short and on pet peeves, another natural topic to speak on.
28	The informative speech, because we all got to talk about something that we were really passionate/interested in. In the beginning of each class Karl would ask us about how we feel about what is going on in the news, because it made us feel like our opinions matter.
29	Self-critiques and answering individual questions
31	The main activity is basically doing a speech of my own in front of the class. It had made me realize that no matter how friendly of a person I am, I am still a human being who get a tiny anxiety when speaking in front of a group of people. Another activity that he had assigned was answering a certain question about ourselves for a few minutes and basically try to say it without filler words, this has made me realize that it is in my norm to say filler words and that by eliminating this habit, I found myself more of a sophisticated adult during my conversations with people without saying filler words.
33	mind trap activity at the beginning of the class. Brainstorm with group members about the topic of the speech.
34	I like the instructor a lot. He pays attention and respects opinions.
35	Oh gosh it is really hard to name just two, every activity and assignment accomplished this goal. Mr.Ahern is very inclusive of everyone and encourages open discussion and values individuality, culture and different opinions. I have to say I am really enjoying this class and I don't want it to end.
36	Both the Demo speech and Informative speech have been fun and have helped teach me more about myself.
37	Group Discussions Group Presentation
38	I believe that after my informative speech, it was nice to speak to the professor about how the speech went and what my general thoughts were when I would speak. I also enjoyed the conversations I would have with Professor Ahern before class. It would give me the time to practice my speaking to an individual that I don't speak to often. It would also help me with learning how to relax more when speaking.
39	Answering questions the students have.
40	specifying the list how we can get an A
41	Giving me detailed comments about every speech I did. Doing several speech helped.
42	Choose a topic to demonstrate how to perform. Choose a topic to inform the class more in depth.
43	example speeches, group discussions
45	One activity that made me feel more inclusive of who I am as an individual were the issues both genders face in our society. Another speech that made my learning feel more inclusive of who I am was analyzing a famous speech.
46	Demonstration speeches exemplified what each of us personally would've like to demonstrate as well as the informative speech which has the same affect.
47	Ahern is big on being considerate. He makes sure nobody interrupts each other, and also that everyone has a chance to speak. He makes sure nobody monopolizes the conversation. He always vocalizes that he appreciates what you have to say. He says please and thank you. He affirms you. :')
48	I loved the assignment where you talk about what you like, it helped me get out of my shell. The first speech was nice as I was able to get to know my peers.

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

Respondent	Response
49	I liked the introduction speeches where we had to speak about each other and really remember what the other person was saying in their conversation.
50	the informative speech allowed people to express themselves through what they chose to talk about, and allowing classmates to give feedback helped to understand how you did
51	Speech #2 & Speech #3
52	the recommended videos and clear guides of each group or individual project in catalyst is very helpful for me because if i forget something I can logon to it anywhere anytime and watch it.
53	The demonstration speech and the analyzing a famous speech really brought out the real person in me as I was able to fully express myself in those two speeches.
54	The performance speech was a fun and expressive assignment. It gave everybody his or her own way to include themselves. Discussions online are very inclusive and provide everyone his or her own voice.
55	we sat at a table of 6 people who we all had to talk to and have discussions with along with presenting
56	Encouragement post speech, group activities
57	group discussions in class and responding to other people's forum posts on Catalyst.
58	The activity in the beginnings on the quarter where we worked with a partner and made us remember things about use. Also the first speech we did.
59	the informative speech and the self evaluation
60	1. informative speech 2. persuasive speech i got to choose my own topic and i made it personal
62	I liked the name game, and I like talking to the class about social issues.
63	Informative speech. Impromptu speech
64	pet peeves partner speech "getting to know one another"
65	When he asked for the 2 minute essay thing where he asked what we found difficult and when he grades back our speech with a response
66	The informative speech and the introductory speech
67	aha speech persuasive
68	whenever there was flash cards while giving speeches to let us know the remaining time.
69	1. Discussion number 7 because I can see how good my classmates do and it makes me feel more confident. 2. My group project.
70	I felt that the AHA speech made me as an individual feel more included in my education because I got to talk about things I had personal experience with. I also felt that the group presentation helped me to feel more included because I had the chance to speak about what I was passionate about.
71	When we played the game two truths one lie as a "mini" speech. I thought it was really fun to be able to get a hint about what kind of person the speaker is in such a short amount of time. It made me feel inclusive of who I am because I got to share a little bit about myself. The artifact speech (those who chose it) was also another example of when I felt more inclusive of who I am as an individual because I got to share a part of my life that I felt was important. It was nice to hear other peoples culture that they identify with.
72	The group projected helped me learn who i am as an individual because i realized that i am a hard worker when no one in my group members helped. Another is the AHA speech that helped me look into my culture more.

**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
73	The critique that he would give at the end of every speech about how our performance went Not judging or turning down any topics but letting the students explore different topics they find interesting and would like to speak about
74	doing group activities where we each shared our own perspective.
75	one activity that helped was the group presentations, and also ice breakers at the beginning of the year.
76	2 truths 1 lie
77	Getting to know the instructor on the first day was great because it gave me context as to who she was. As well as the conversations about politics after trump won were very engaging .
78	none
79	Choosing a topic for a persuasive speech and also having a plethora of speeches to choose from for our analyzing a famous speech presentation.
80	Most of the discussions really made me put my opinion out there. In addition the cultural artifact AHA speech really made me learn about what I am actually doing in my life and what worth it has to me.
81	Individual outline and meeting after class for feedback.
82	I enjoyed the speech about informing the audience about an assigned proposition to vote on. I also enjoyed the introduction speeches so that I can learn more about my classmates.
83	I can't do that, finding one would be a stretch.
84	Pic Me Speech and AHA Speech
85	I liked that the AHA speech was towards the beginning of the quarter, it made me get a better feel of my classmates.
86	Let me talk in front of the class and be included and have a role in a group
87	I really enjoyed many of the assigned TED Talk videos. They help introduce other perspectives to seemingly ordinary subjects. I thought having our first speech delivered to only a few people, opposed to the whole class was helpful.
88	I think the group project helped me a lot with bringing out my inner leader since I volunteered to be the group facilitator & it helped bring out the leader in me to make sure everybody did what they were supposed to.
89	During all speeches we were required to make an outline and the professor had the time to individually talk to us and tell us what to do to improve our work. One specific speech would have to be the pic me speech, my professor gave me a lot of advice.
90	indival speech and the games we would play in class
91	Speech Acts and discussions
92	having to meet once a quarter really broke the ice between the instructor and me. which helped me be more comfortable to ask for help. the second was to do small speeches and then move toward the bigger speeches.
93	The Aha speech made me real I should really connect to my roots because I really do love my culture and hometown. Another one is the assignment with the group surveys for our group speech, it gave us time to bond. We got our results and also meet new people who I surveyed.
94	Exercise and The group activity when everyone had to fake a lie.
95	1. The first speech. They were all more personal. People demonstrated some amazing abilities, you can tell they were passionate of what they were presenting. 2. I also enjoyed the small time of sharing at the beginning of the class. Including all the stories from the teacher because they were funny and welcomed others to share as well. It is a long class and this made it more 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
96	The pic me speech really got us to feel comfortable with one another. Also, as we were all forced to give feedback at least once, I felt that everybody was listening once I gave a speech.
97	My favorite activity during the speech class was the 2 truths, 1 lie. It was a unique way of opening up and learning about my peers. I also enjoyed the performance speech because it was a topic that I got to choose. It gave me freedom to talk about what I wanted to talk about and express myself in whatever way I chose to.
98	Individual work presentation, group work presentation, S.A.T, and writing assignments relating to my experiences.
99	The S.A.T's definitely made my learning feel more inclusive because we made personal connections while also learning new material. Also, the individual speeches made my learning more inclusive because it allowed me to pick a topic I wanted to talk about and it helped me discover new things about myself as a communicator and then share with my classmates.
100	aha speech, 2 truths 1 lie
101	Her always pushing us to go our own way and not be be scared of opening up. Also giving great feedback
102	- I would say it was her comments on the assignment and the reflect papers. I have never seen any professor who type a response to my paper for a page long. That really shows that she cared about all of us; and her response is in depth, so it was very useful. - Elaine always has her own way of motivating people. She would encourage us to ask question and show that we really matter. At the beginning of class, she would bring up quotes that always remind me of how life should be lived.
103	The discussion that we do every week are helpful because I got to know my classmates more. An other one is the activities that we do before our speeches that as well is very helpful .
104	Personal voluntary story-telling and group discussions
105	The performance speech and the persuasive speech
106	reflections
107	Engagement #2 allowed me to be creative and was an overall good experience. Engagement #3 was also an opportunity for me to tailor the assignment to who I am.
108	The outline assignment was a reality check that was needed by Professor Kaur. another is how she makes sure that we are engaged and that we all leave with an understanding of what was presented that day in class.
109	my instructor always presented us with examples for speech assignments to help us do our work effectively. The group discussions in class help me to learn a lot about my classmates and my instructor. Now I am more comfortable giving speech and learn a lot about public speaking during the course.
110	5th unit and speech acts
111	The gender issue group discussion was interesting, as was the persuasive speech as it gave me a chance to express myself.
112	One paper asking us to evaluate how we are seen by others and the 'who am I' presentations both allowed everyone to open up with the class and our teacher.
113	When the instructor gave everyone the opportunity to choose what role they would play in their group assignment such as Facilitator, researcher etc. Also by giving greatly detailed feedback after speeches
114	personal project and group project help me explore the aspects in me that I don't even know it exist.

**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
115	One of the speeches that made me feel very inclusive in this class was the one where five students had to present a story that happened to only one of the speakers, where they divide up the story evenly among themselves. It was something that happened to us, and even though it wasn't my story, I felt as if it was because I was able to internalize it. Another activity I really enjoyed was the one where we were in a giant circle with the instructor at the front. She asked us a bunch of personal questions about relevant things in our lives, and if they applied we would take a step forward. Also, it was a judgement-free circle. I felt like everyone's feelings and backgrounds had value, and I felt more connected as a class.
116	The artifact/culture/life-hack speech was very open ended which was really nice as it allowed students to express themselves. I also like the persuasive speech as it gives us the opportunity to share with others topics that hold urgency and meaning to us.
117	feedback after speech assignments
118	I met instructor during her office hour, she gave me a lot of suggestions about my speech. Also she always gives feedbacks when I give speech to improve my presentation.
119	Gave feedback that helped me improve and would make sure everyone got their voice heard
120	The performance speech; the AHA Speech both helped
121	Hen the instructor ask us our opinion on certain issues and asking us what our thoughts were about our speech after we gave it
122	Personal project speech 1 and 2.
123	Individual speech, sharing your thought with group members.
124	When I speak in a short time, I feel more confident and relaxed. we watched a video to write a respond, I feel this is a great idea to practice to express personal opinions.
125	i liked the one group presentation we gave in class because it made my learning feel more inclusive due to the fact i like working in groups. I also like working alone at times and this learning style was also met by doing weekly discussions by ourselves online.
126	I think those times when we read from the textbook and did group discussions, I learned alot about communication and expanding on those ideas with others. I also think working in groups also helped in learning to work together and listen to one another to complete a task as a team.
127	2 truths 1 lie is an activity that we all did as a group and it definitely revealed some personal information. Another one was our intro speeches because it gave us all an idea of who we are and what we want to accomplish in this class.
128	Ideas that were challenged by the professor and also constructive feedback on what was done well and what needs improvement.
129	The random act of kindness project and love languages assignment
130	Act of kindness & love languages made me more comfortable to communicate and discuss with classmates.
131	The last assignment where we had to write a speech and present it to someone really makes me feel that its not just a class. It makes me realize that speech opens up alot of doors and has helped me with my personal life as well.
132	The Sel-intro speech and AHA speech proved to benefit me character wise because I was able to look back at my values and beliefs.
133	Being able to speak about whatever topic I wanted made me feel comfortable. I also enjoyed working with classmates to come up with a a type of co-speech.
134	spoke the truth about how i did, told me where i needed to improve and what to do

**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
135	ice breakers and group activities
136	Assignments that are more of a personal level make it easier to present because its coming from me not something i have to look up and maybe know everything about it.
137	one was when we did our group kindness project. second learning the 5 love language assesstment
138	Santa Cruz and Mayonnaise Speech.
139	The AHA speech gave me a great experience for giving speech with help of visual aid, which get myself prepared for selling a product or idea in the future. The warm up activity before speech helped me to cope with stress before speech.
140	I enjoyed the aha speech, and the pic me speech. Both of these speeches I felt allowed me to share a part of me in the classroom and I felt safe sharing my ideas with the class.
141	The AHA speech helped me learned more in who I am and the culture of myself what I need to fix in all myspeeches and helps me view myself as what kind of person I am and what I need to fix.
142	I feel that each speech we performed that required audience feedback was very involving for everyone
143	Again the performance and AHA speech really allowed me to show who I am as an individual by allowing me to present about a topic that has meant a lot to me for a long time. Some of the Ted talks sent for weekly videos also allowed me to learn a lot about different perspectives to have on life and communication.
144	The performance speech and the persuasive speech made me feel apart of the learning objective.
145	Cultural assignments and personal stories
146	one speech that seeded in my head was when the teacher gave a speech on how every day you should learning something different if you do not do nothing to help your self learn something new you are not advancing in live you are at the same level. Another activity that helps me is those videos that the instructor puts for us to watch and take advice.
147	step to the line, and my partner speech
148	Having the instructor tell us to talk about a artifact, such as a culture or hobby, allowed me to learn and realize a little more about who I am as a person.
149	The many speeches we had to do and the peer editing and sharing of ideas when it came to our speech outlines.
150	group project 2 truths one lie
151	The performance speech was a great activity to express each of us individually. The powerpoints she sent out to help us.
152	The presuasive speech and the group chapter.
153	Group project really showed who i am versus some of my other group mates, as well as the aha speech showed kind of the intial stepping stones and position we are when given a speech some prepared, some didnt, and it really showed.
154	The body language work was nice and the group speeches were also nice.
155	Speaking about a culture that I am included in and also performing in front of the class.
156	The performance speech, and the 2 truths 1 lie were my favorite ones. i felt most comfortable doing those.

**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
157	Two of the speeches that made me feel really inclusive was the Who's Story? exercise that we did in class because it was part of a group project as well as the final persuasive speech because we got to pick the topic and could try to persuade the class about anything that we were willing to write a speech about.
158	The discussion about releasing your anger on someone after withholding it is relevant to my current living situation. One of my room mates has done this to me several times, and it can leave me anxious for days. Both the deep breathing and dancing activities have helped me with reducing physical tension and everyday stress.
159	I liked the energy in general the instructor gave, it made me feel nice and safe; happy; she was very understanding. The discussions were very clear and easy to follow especially early in the morning. Although sometimes we didn't feel like listening or speaking up, her friendly smile/demeanor made it easier to do it.
160	Both of the shorter speeches. I like the instant feedback
161	I liked the discussion assignments online because classmates could give feedback and i enjoyed the intro speech because i was able to talk about myself.
162	group project, and identity project
164	Group discussion. our group went out side and did something social experimentation such as holing hand, yelling, and no eye contact. It was very happy group project. Thank you very much.
165	Aha speech where we got to choose an artifact and explained why we belonged to the culture. and the about me speech where we had to write a speech about ourselves
166	The group presentation helped me to evaluate my overall work ethic and my ability to work with the group to coordinate a final piece to present to the class. Another thing that helped was to give the small speeches that were more personal and they helped me feel more comfortable sharing who I was and I was able to feel less nervous when speaking in front of the class.
167	The activity we did with our partners in which we asked "would you rather" questions to one another and then elaborated why we chose that answer
168	The public policy persuasive speech helped me show the class who I am, and one of the speaking exercises allowed me to make jokes
169	the AHA speech and Pic me Speech
170	How am I seen paper and Identity art project
171	when we talked about pet peeves made me really realize what made me tick and how i can alter those thoughts. I liked doing the deviant speeches for a day. This was a fun way to remind us we are all human and patience is golden. Helped me more patient and accepting
173	the first intro speech and the informative speech because we can choose about topics we like
174	Early on, the identity project made the class feel more inclusive. It was an opportunity to talk about who we were without judgement. The persuasive storytelling speech also gave us great leeway in choosing a topic that meant something to us, giving us a platform to express ourselves.
175	The first discussion we did were we discussed our speech apprehension, helped me feel more included in the overall environment of the classroom. All of the speeches I have given, have made me feel listened to and respected.
176	Describing myself and group speeches
177	The freedom to choose any topic of interest and provide arguments was valuable. This helped me talk about issues that were important to me. The discussions in class were quite open and

**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
178	Getting us into groups and hearing what I had to say after class when I felt uncomfortable was really helpful. Changing up groups was also really helpful during the quarter.
179	I feel like my instructor really did a great job in giving us such a diversity on what to talk about. Sure we had to stay within the guidelines and the style of the speech, but we pretty much were able to talk about any topic which gave us the opportunity to venture out our comprehension. I also like how he required everyone to participate in many aspects, because we were all really involved as a class.
180	aha speech and persuasive speech
181	working with classmates during the 5-minute group speech, minor speech with a partner about deviant acts.
182	ice breaker, in class discussion
183	1) The AHA speech allowed me to express a little bit of myself while simultaneously doing an assignment. 2) In general, all the activities where everyone inputted their own statement or thoughts such as the "What do you say to yourself before a speech to pump you up?" helped me a lot.
184	Two truths and a lie. Definitely a good ice breaker. It gave me an idea of who people are and who I am. The Aha speech for the same reason. The group projects helped develop my interpersonal skills.
185	The identity art project brought focus to my individuality, as well as all my classmates. Our post-election group discussion helped the class grieve as we all felt disturbed by the outcome. Another favorite activity was the "my favorite thing" speech, another example of an individuality speech.
186	Spot the lie activity and prduaddivr speech
187	deviant speech and special item speech
188	The videos that we watched where we can relate or learn in order to get a better idea and understanding communication concepts. As well as life concepts.
189	I did a speech on how to build a computer. I did impromptu speeches.
190	i would say sharing idea with class mates and also hearing what class mates had to say in their speech.
191	the activity where 1 person would pass the message to the following person and so on was interesting. also the informative speech.
192	the accepting environment as a whole the instructor created within the class. the openness of the instructor to share herself.
193	Performance speech and going over outlines of speech
194	Group collaborations and whole class anxiety exercises.
195	The aha speech and performance were a lot of fun and interesting to do and watch.
196	the group project and the small group presentation.
197	I feel like the group projects helped me be an individual by giving me the ability to make my voice stand out even while I was in a group, so it gave me a feeling of individuality and allowed me to see who I was as a public speaker. Another thing that allowed me to be an individual were all the different impromptu speeches that allowed me to speak about myself as an individual.
199	Early in the year doing activities to take us out of our comfort zone helped to simulate the feeling we would have when we had to do an actual speech and helped to think of what techniques to use to calm your nerves.

**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
200	I really liked the demonstration speech because there was a lot of room for us to simply express who we were as an individual. We got to share a hobby or something personal to us with the rest of the class. Also the persuasive speech again I think allowed people to express some of their beliefs as individuals and the professor was very receptive of everyone, never being critical about the topic chosen.
201	Group(circle) discussion, self-disclosure, and the issue speech.
202	I really liked the performance speech because it allowed me to discover some hidden feelings of mine. I additionally liked the activity where we described one type of speech outline. I thought it was fun and entertaining.
203	impromptu speeches and major speech one
204	Informative speeches and all minor speeches
205	Talking about personal experiences and willingness to discuss solutions to problems.
206	1. The self evaluation that we would do at the end of every major speech because it helped me see what I was doing right and what I was doing wrong. 2. One minor speech that gave me the opportunity to talk about the hardest challenge that I had to over come in my life. This help me understand that I'm capable of doing anything.
207	Group Presentations and Short speeches about topics that we got to pick
208	I enjoyed the name tag practice speech because I was able to express my true self in a speech. I also like the Act of random kindness group project, I was able to share my ideas with others and collaborate.
209	The AHA speech and the persuasive speech helped me feel more inclusive about my self.
210	I liked the online quizzes because it helped me put my knowledge to the test and I liked doing the speeches as well
211	A speech that turned out well was the history about our name; it was interesting to hear the different stories of how every one got their name. The other activity was our group discussions that brought us together like a family. I felt heard and respected for my point of view. There was no judgement, only inclusion and acceptance for my individuality.
212	The My Favorite Thing Speech and the Identity Art Project really helped me explore aspects of myself as an individual.
213	Famous speech Persuasive speech
214	I really enjoyed the informative speech because i was allowed to choose the subject of it
215	-asking questions helps me feel that I'm participating and interacting with the class
216	persuasive speech and aha speech.
217	assigning group positions and getting to know everyone's faces
218	group project group presntation
219	The prompts of the mini speeches appealed to me especially when there was more than one prompt to choose from. The instructor did a good job at discussing the speech styles and cultural norms of different cultures in different parts of the globe.
220	1. Friendly atmosphere. The vibe i got in that class was super chill, and it felt like a community. 2. Interesting lectures, but they weren't heavy lectures which helped.
221	Interpersonal speech and Who I am paper.
223	the personal speech we did, and it gave me creative freedom to chose my topic and to also be personal.

**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
224	I think the first introduction speech and the first major speech are 2 activities that help me best in this class. The first one helped me know about other mates while the second one challenge me to give an actual long speech.
225	The first major informative and various 1 minute personal speeches made my learning feel more inclusive of who I am
226	Dinner party discussions.
228	Two activites that the instructure made me feel more inclusive as an individual are the speeches who we value and activities of making a photo and changing the meaning of it.
230	All the group speeches we did forced all of us in a group to work together to communicate with each other. Another activity we did was a speech where we talked about our tensions and it helped everyone get to know about the others better.
231	Definitely when we had the election discussion, I felt that my opinion was valued by everyone. Also, Mrs. Anderson is an amazing teacher, she truly cares for her students and her class which made me even more comfortable.
232	One activity that helped learning feel more inclusive was a speech that had us describe our tensions to the class. I usually do not let myself feel that vulnerable. After that day, I felt that the class had broken barriers that other classes don't usually bother with. Another assignment that made learning feel inclusive was when we were discussing issues such as fat shaming and homelessness.
233	The group activities in general and specifically the activity on privilege and the discussion after the election.
234	The first Value speech really got me to think about what I valued and how I want other to learn about it. The introductions on the first day was also quite interesting.
235	The first dinner party where we discussed different identities/categories that people associate with When we discussed the results and reactions to the election
236	The dinner parties. The entitlement walk. Best Instructor ever!
237	Inside our issue speech, we disclosed some form of personal information which helped me to understand others and vice versa. Within our group discussions, we can talk about our ideas to one another and let others know about our opinions, letting each of us stand out and feel like an individual.
238	In the beginning my instructor taught us about communication and how it can be rebuilt throughout time. I've been using those guidelines to better my relationships with people. He also taught me that the topic of the speech isn't always what makes a good speech. What makes a good speech and speaker is the ability to engage the audience.
239	The listening activity near the start of the course and the dinner party engagement
240	it would have to be the partner intro speeches and the self identity speech.
241	privilege activity and difficult dialogue/tension speech made me reflect upon myself and helped me be myself in front of the class
242	None.
243	Well every group speech we did and the dinner party
244	We did a "privilege walk" and learned how incredibly diverse our classroom is. I think it made everyone feel like they fit in, because no two people are alike, and we are all unique. We also gave short speeches to talk about personal tensions in our lives, and everyone opened up about the struggles they are going through. Everyone was really respectful of one another and we all really bonded as a group.

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

Respondent	Response
245	When calling roll we'd have to answer questions and the mini speeches we gave every day.
246	2 activities are changing groups and motivated me to speak.
247	her positive feedback and understanding/approachable demeanor when I need to talk with her.
248	The exercise we did at the beginning of the quarter where we stood in a line and we were told to step forward based of our personal experiences made me feel included as an individual.
249	She is very flexible and understanding. I like the previews she gives for all the assignments, she is very empathetic. I like the peer reviews, group projects, online discussions with classmates on topics and activities we do in the classroom which made me feel very inclusive.
250	I liked it when I did my extemporaneous speech, because I felt that the class got to know me more and gotten comfortable with. I described what type of person I was and shared an experience with them that I cherish. When most people see me all they see a Muslim girl that wears a scarf who probably is very strict. The assignment in class that I most enjoyed was if you had to save someone you loved or a bus filled with children, which would you choose? This assignment taught me many new perspectives that other shared that I wouldn't have thought of. It was nice hearing what others opinions were.
251	One activity was the major speeches. They were generally up to you to choose your subject so it let me learn more about I what I am comfortable talking about. The other activities was the daily speeches because I found out that I am not completely comfortable coming up with stuff on the spot.
253	Dinner parties and getting to pick speech topics.
254	Tension speech and the second symposium8
255	self reviews and chapter readings
256	Two activities we did that made me feel more inclusive of who I am as an individual were the Deviant Acts activity/speech and the show and tell speech.
257	- I definitely felt like I was being myself in the class because we were able to choose the topic of out speeches. I gave out my speeches based on my culture or the things the people with my ethnicity go through and that really made me feel comfortable because I wasn't forced to speak about something I didn't like.
258	The last dinner party that we did and the online assignment about our values.
259	Choice of speech and ability to re do a speech
261	The group presentation and the final preparation partner activity
262	I've realized the way I speak, effects the way which others see me. Also, it made me understand why, that often times, others can't understand me, because I am not speakin on the same level as they are
263	when the professor helped me think of ideas for my information speech and when he would laugh and make comments during our daily speeches.
264	The first speech about my values and the picture assignment where I had come up with a story, I reflected on my creativity.
265	impromptu speeches, self-evaluation
266	The dinner parties and the second speech (informative) made my learning feel more inclusive of who I am as an individual.
267	Doing the major persuasive speech helped express our selves. Along with the show and tell, those two activities showed a side of each and one of us.
268	The Value Speech in the beginning of the quarter and when we had to stand up in the beginning to introduce ourselves
269	1. Our informative speech made me reflect on myself and my experiences. 2. Group speeches

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

Respondent	Response
270	Show and tell Persuasive
271	The major 1 and major 3 speech helped me feel more inclusive of who I am.
272	personal questions pet peeve speech
273	Dinner parties really helped because we were able to guide the conversation were we wanted it to go.
274	Asking questions before role definitely engaged us as a class a lot more. The instructor allowed creativity with speeches which made it much more comfortable
275	1. The value speech. 2. Dinner parties
276	The deviant for a day activity and all the random 1-2 speeches throughout the quarter made my learning feel more inclusive as an individual.
277	The Informative Speech assignment because I made me realize what I really like and am interested in. The Personal Experience assignment, because I made me realize who I am as a person when deciding way to say or if I had anything in my life I could use.
278	All of the impromptu speeches.
279	We did a group project, wherein we went up to random people and we had to record their reactions. I like group projects because you get to interact with people. Also in our last speech, he made us choose any topic we wanted to make a speech about.
280	I think the introduction speech and the last one with visual aids really helped me express to the class who I am .
281	The persuasive speech assigned by the instructor was by far my favorite because I got to talk in confidence about a topic I had passion about. The assignment in which we had to think about 30 possible topics also, made me think about all the possibilities for my speeches.
283	- the speech topics were broad and allowed us to pick something of interest - class always allowed to chime in discussions
284	It helped doing group activities and talking to the professor after the speech.
285	He gave very good, specific feedback for my major speeches and he would also share how could relate to us.
286	The personal speech activity and the differing privilege activity.
287	the feed back he gave me on my papers. he allowed me to express my own feelings and didn't limit anyone in the class.
288	Show and tell because we showed something that we valued. Also our speeches on what we thought helped because we gave our meaning towards concepts.
289	1. My instructor always asked if we were okay and ready before giving a speech and that was very reassuring. 2. My instructor also gave us one on one feedback at the end of our speeches which showed that he really cared about how we did in the class. :)
290	1. The option to choose the minor speech topics on most days made it so I could fit my answer to whatever fit me most. 2. ??
291	The demonstration speech, and the informative speech were two things that made my learning feel more inclusive of who I am as an individual. I feel this way because we were able to do both speeches on any topic we wanted. Karl even suggested we do something that we feel strongly about and actually know, so I feel like it helped me implement what we learned in class even greater because I would enjoy .
292	WHEN WE WENT OUTSIDE AND HAD TO STEP IN THE MIDDLE AND GROUP PROJECT

**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
293	Speaking in front big groups of people, in general, is something very personal and makes me feel vulnerable. We were allowed to pick any topic we wanted for any speech, which made it easier and more personable.
294	dinner parties value speech
295	Informal speeches Dinner Party 2
296	First i want to mention that Peer critic help to organize speech and Speech with project and practically make me learn more and ease to elaborates my words.
297	Dinner Parties Speech 1: Values
298	When we have a practice of brainstorm before the persuasive speech. Somehow I find that practice make me feel more confident to stand up of class and speak up my opinion
299	group discussion was very helpful.
301	Showing up to class, taking notes, following up with my teacher and checking catalyst has helped me obtain my knowledge in speech.
302	Giving a speech and also the research behind the speech.
303	Tongue twisting worksheet because it gave us some class humor All assignments were inclusive because it helped me better up my speaking and learned from each of them
304	The issue speech.
305	Again the speeches my professor picked out weekly were very interesting and allowed us to share personal embarrassing sad and fun experiences with each other. And the informative speech was super fun since we were able to choose our topic and talk about something super fun to us personally.
306	I liked how he made us feel comfortable in class and treated us as a united whole as opposed to individuals. It made me fee more comfortable working in groups. I also like how he waited until the end of class to give us feedback on how to improve and not right after we were done presenting.
307	One thing the instructor does which improved my learning is when he would keep us in after our speeches and tell us what we can improve on and just his opinion on our speech. Second would be the lectures. It helped me really understand what we were learning.
308	how we got to choose whatever topic we wanted for our speeches, and his positive feed back when giving speeches (commentary)
309	Partner speeches and impromptu speeches
310	how he was able to discuss the main points of my speech the first speech because we were able to express ourselves and be yourself
312	after speech critique and peer critique
313	after presentations, he would sometimes list the good things about our individual speeches and address the issues needing adjustment with open respect and positive enforcement
314	Demonstrative and Persuasive speeches
315	i think all the assigments specificlally the ones in catalyst
316	The informative speech and persuasive speech are definitely on this list as they were about topics that related to my faith and my personal life, respectively.