

To: Russell Hong, Communications Instructor

From: Ola Sabawi, Research Analyst

Date: 1/13/2020

Subject: PRCA24 Post-Survey- Fall 2019

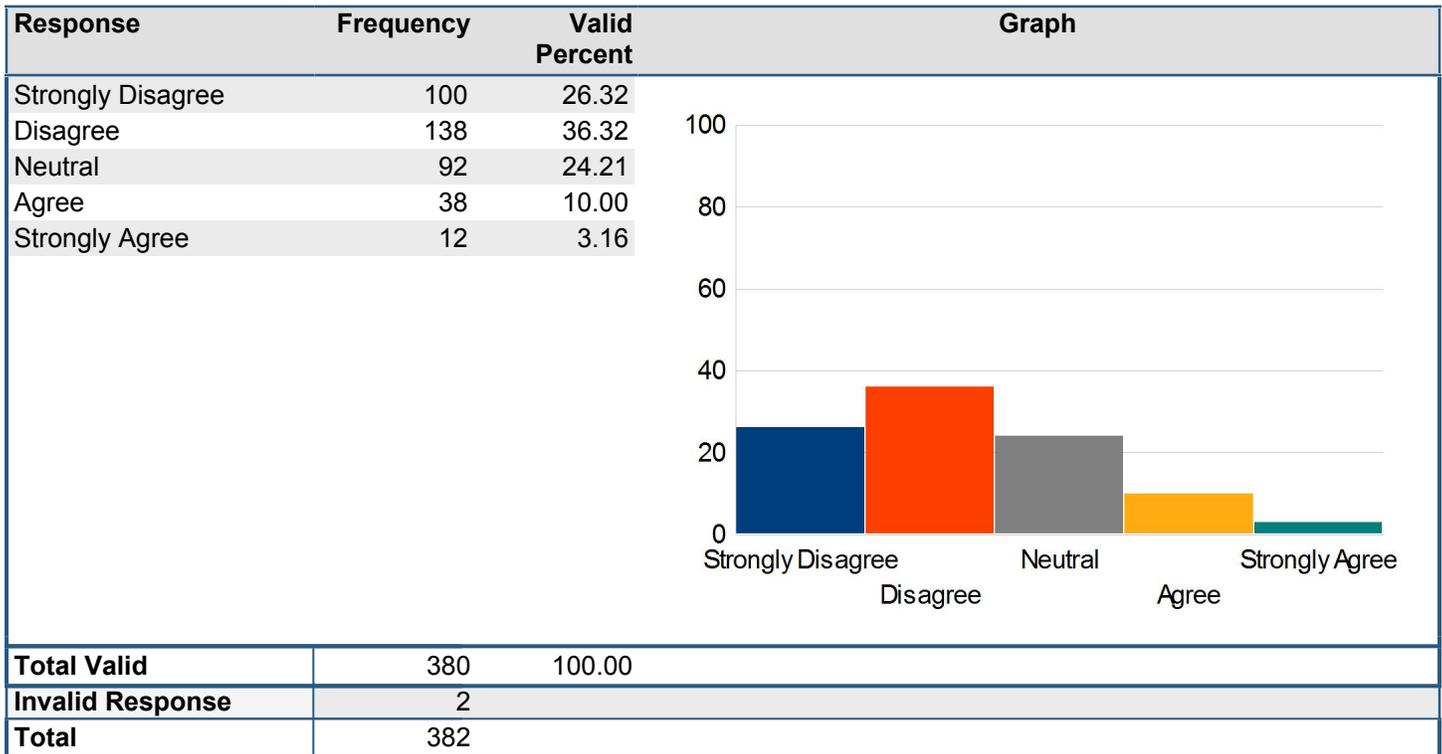
The PRCA post survey was administered at the end of the course in fall 2019. This resulted in 382 total responses.

Important Highlights

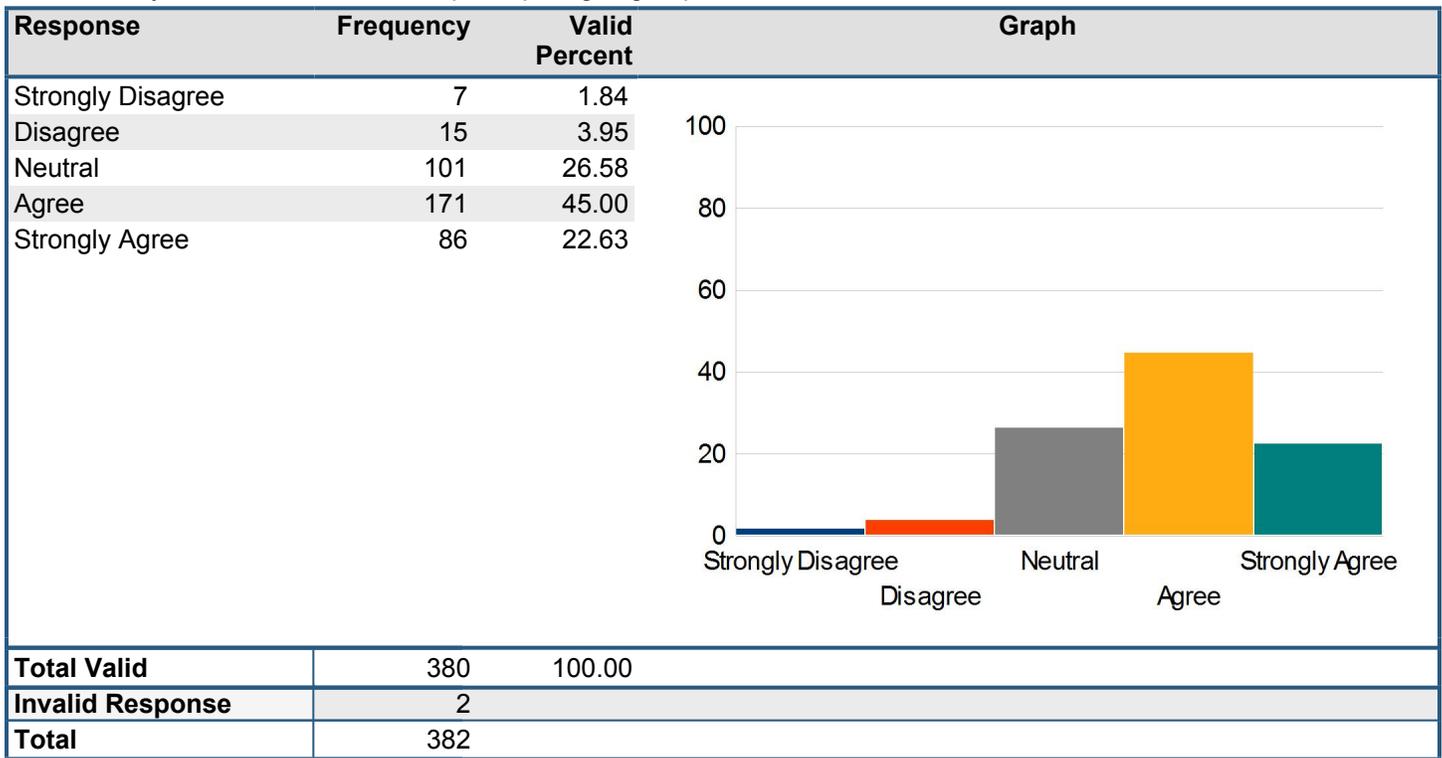
- 68% (257) of respondents “agree” or “strongly agree” that they are generally comfortable while participating in group discussions.
- 20% (75) of respondents “agree” or “strongly agree” that they are tense and nervous while participating in group discussions.
- 35% (132) of respondents “agree” or “strongly agree” that they are generally nervous when they have to participate in a meeting.
- 40% (151) of respondents “agree” or “strongly agree” that they are very calm and relaxed when they are called upon to express an opinion at a meeting.
- 24% (92) of respondents “agree” or “strongly agree” that they are afraid to express themselves at meetings.
- 54% (205) of respondents “agree” or “strongly agree” that certain parts of their body feel very tense and rigid while giving a speech.
- 46% (173) of respondents “agree” or “strongly agree” that their thoughts become confused and jumbled when they are giving a speech.
- 43% (162) of respondents “agree” or “strongly agree” that while giving a speech, they often get so nervous that they forget facts they really know.

PRCA24 Post-Survey - Fall 2019

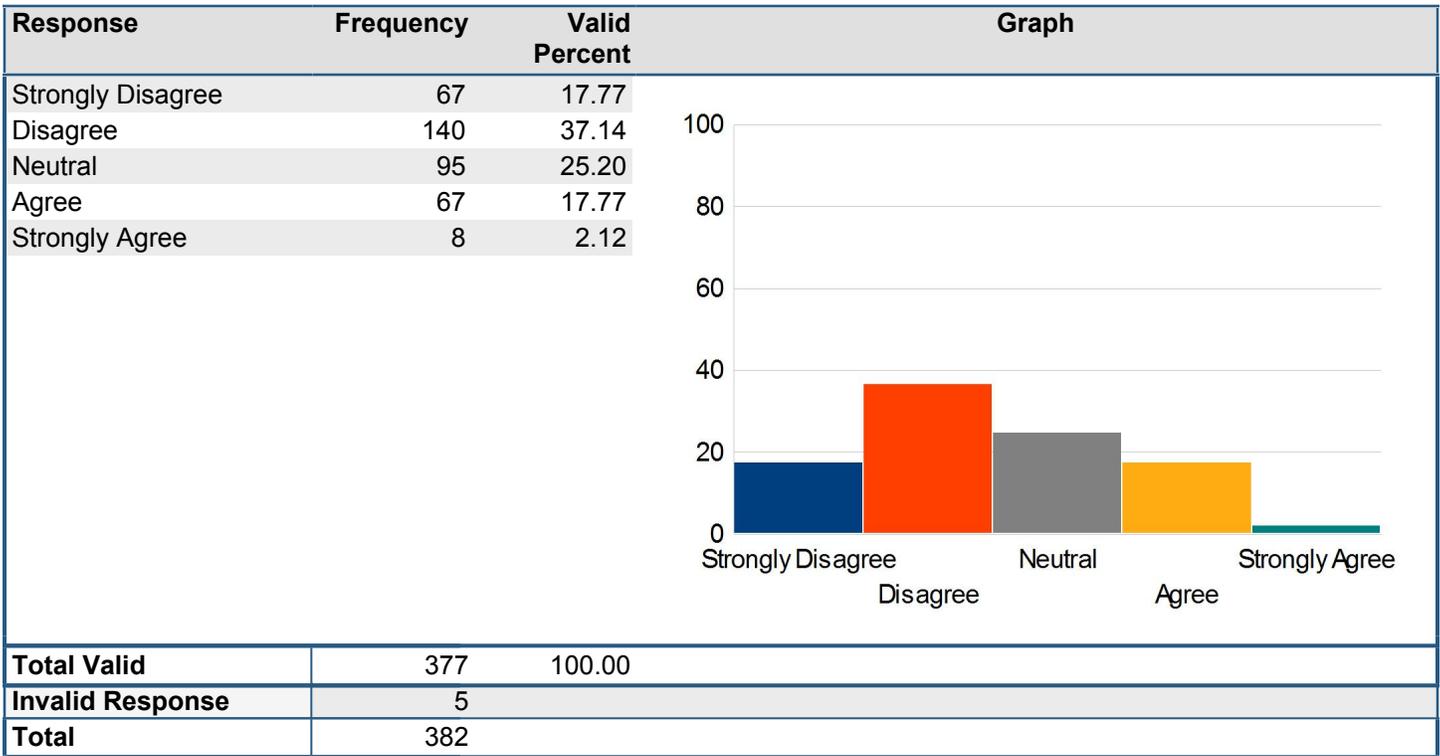
1. I dislike participating in group discussions.



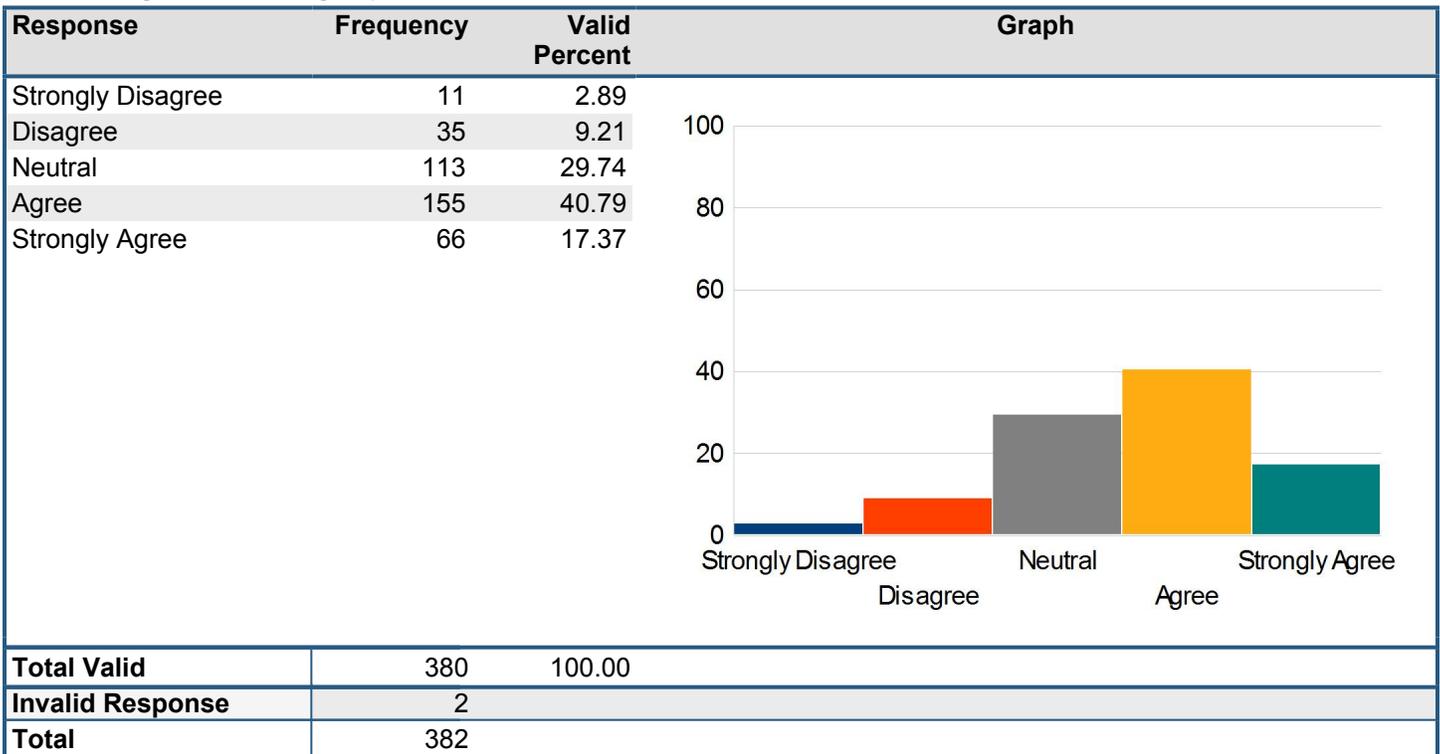
2. Generally, I am comfortable while participating in group discussions.



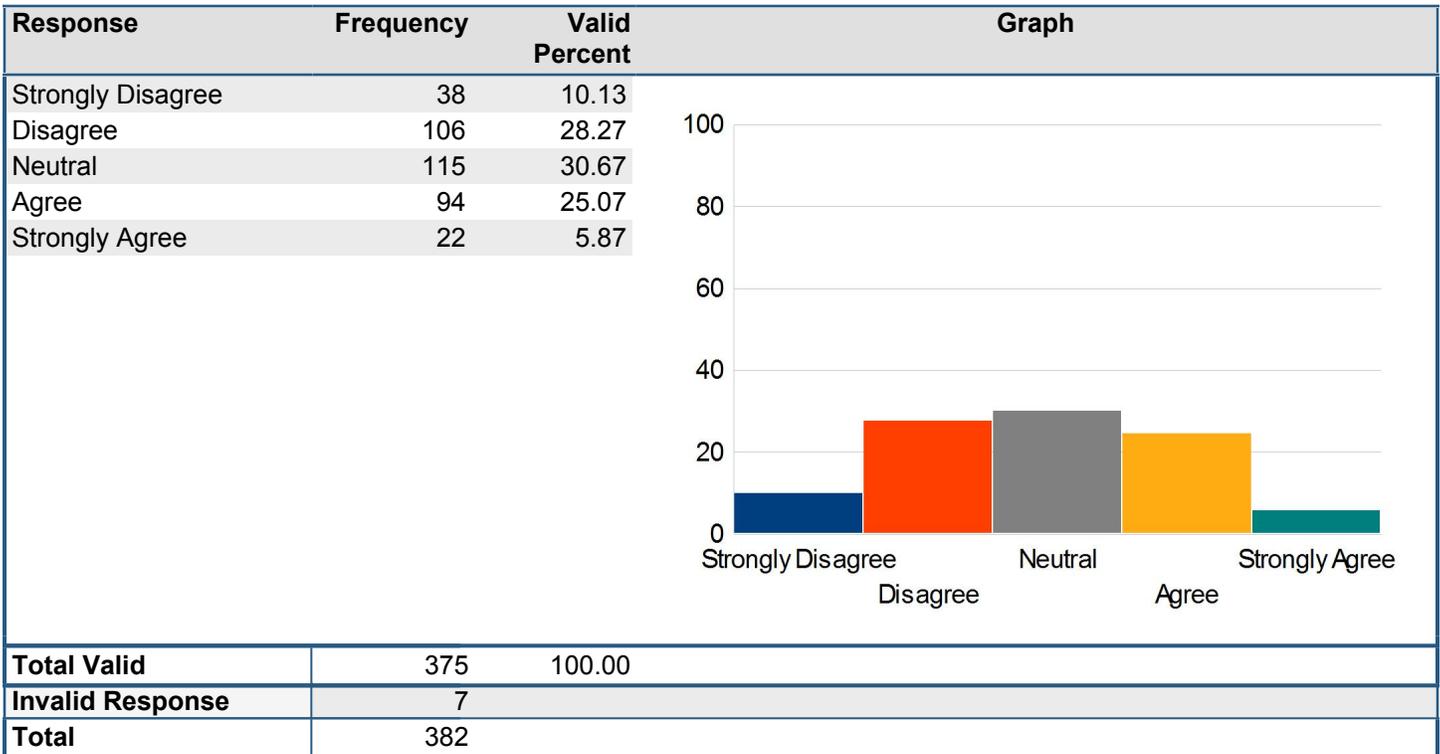
3. I am tense and nervous while participating in group discussions.



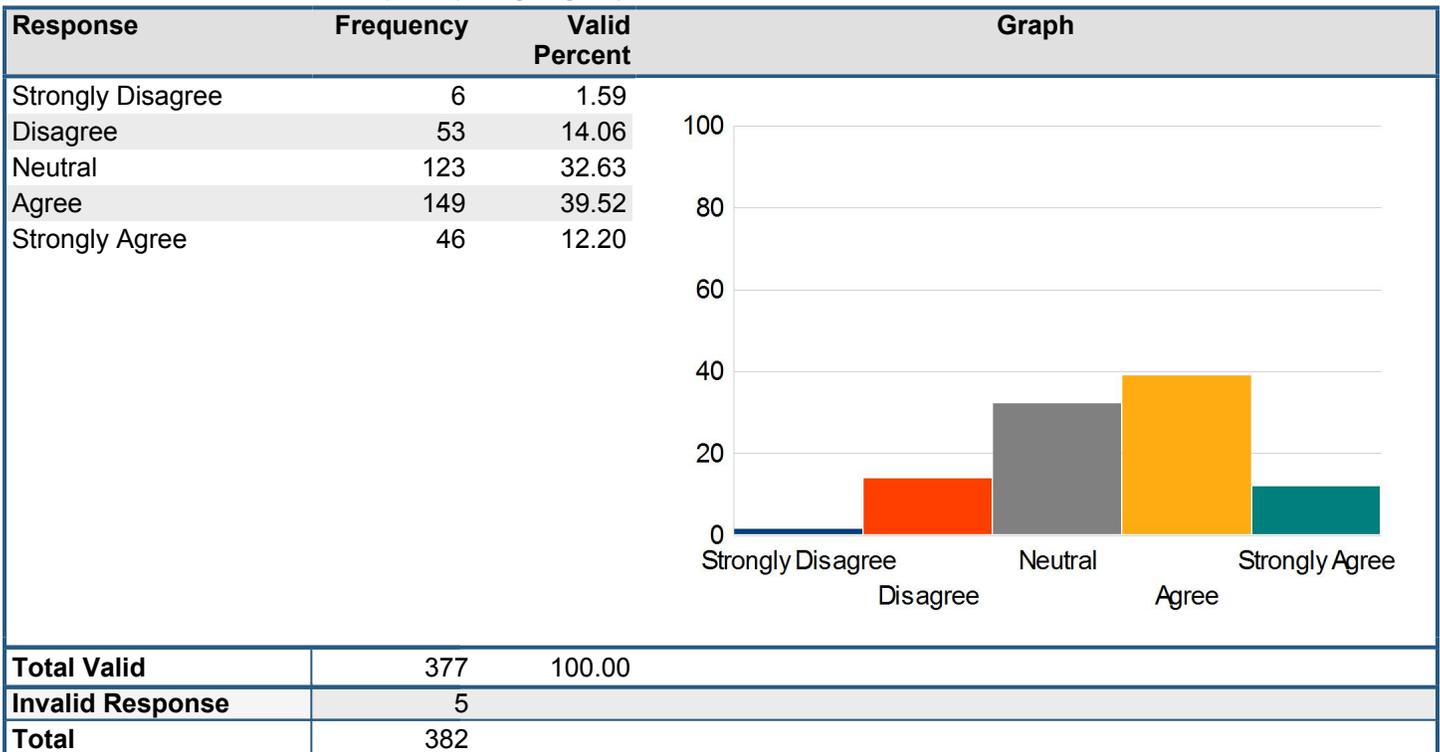
4. I like to get involved in group discussions.



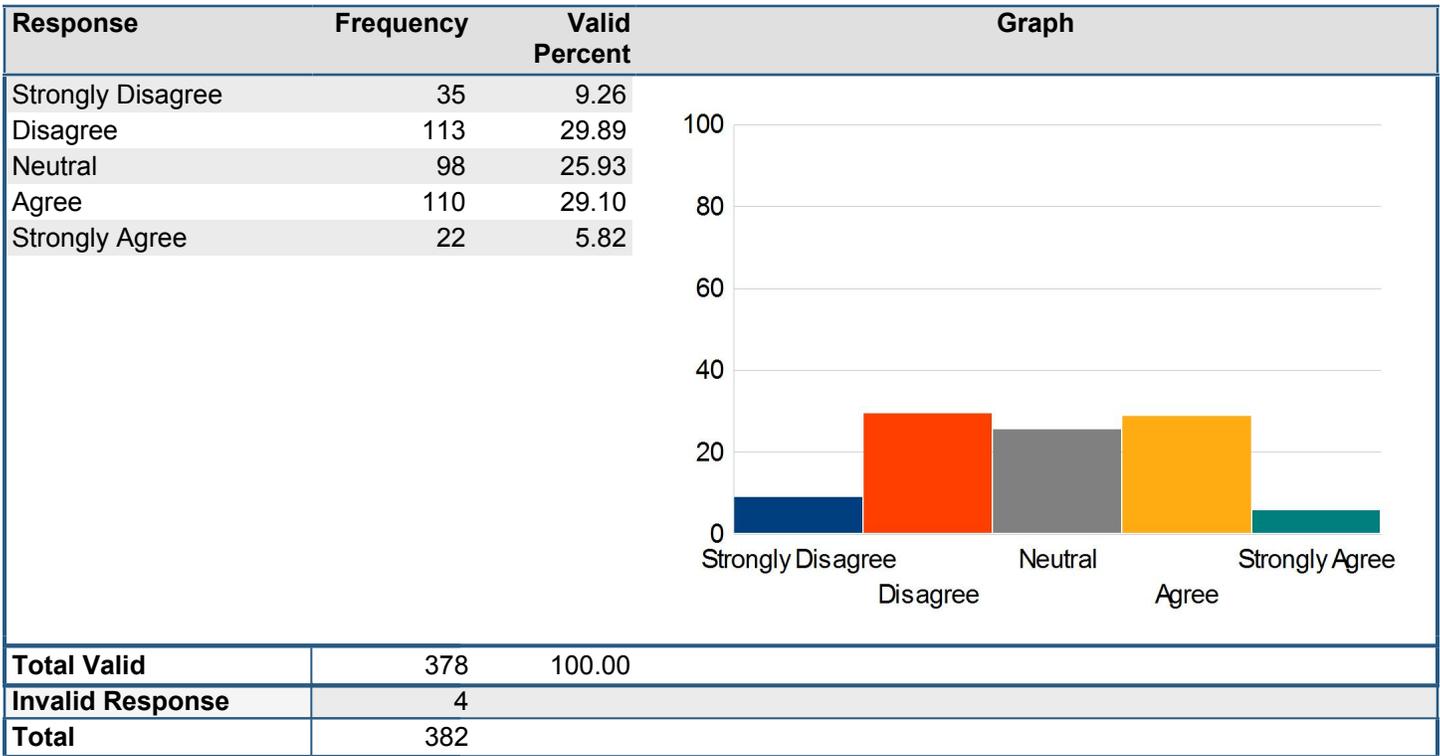
5. Engaging in a group discussion with new people makes me tense and nervous.



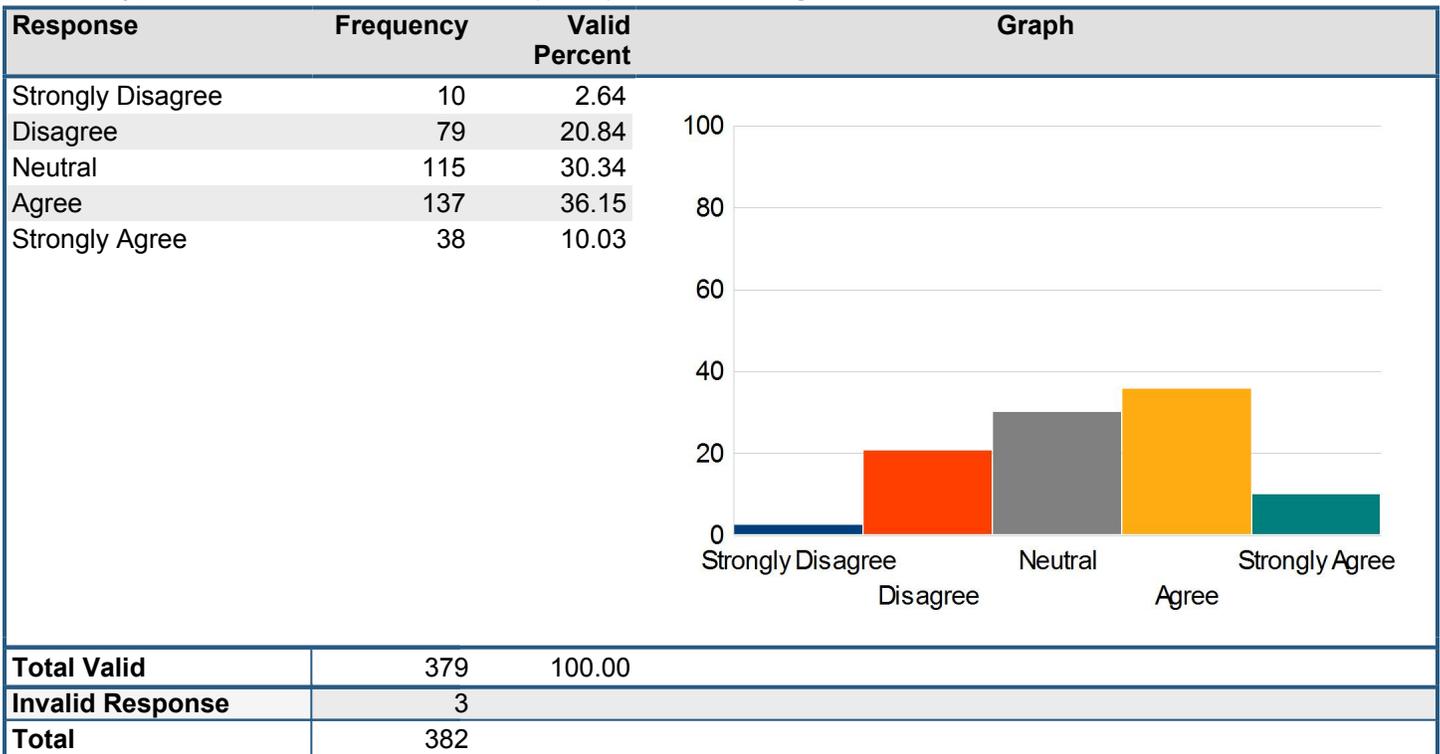
6. I am calm and relaxed while participating in group discussions.



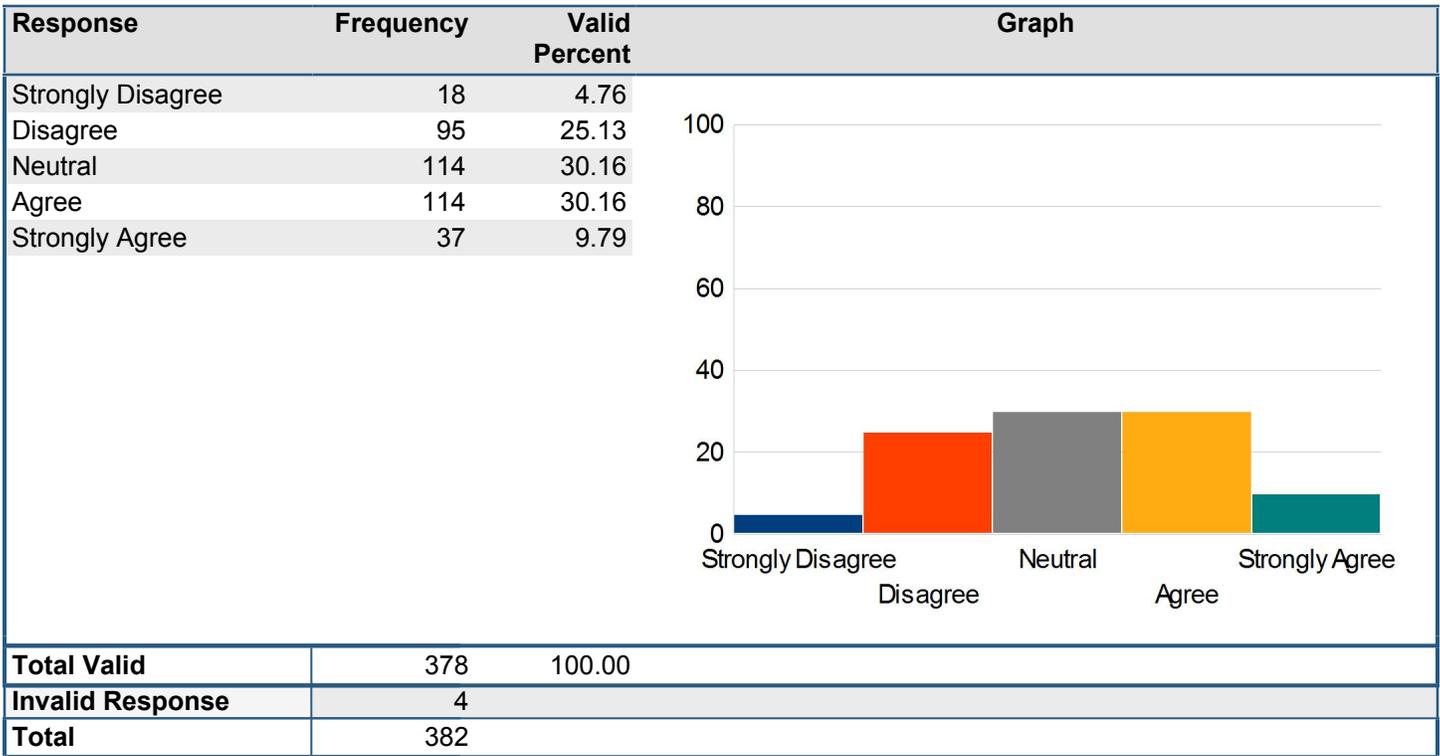
7. Generally, I am nervous when I have to participate in a meeting.



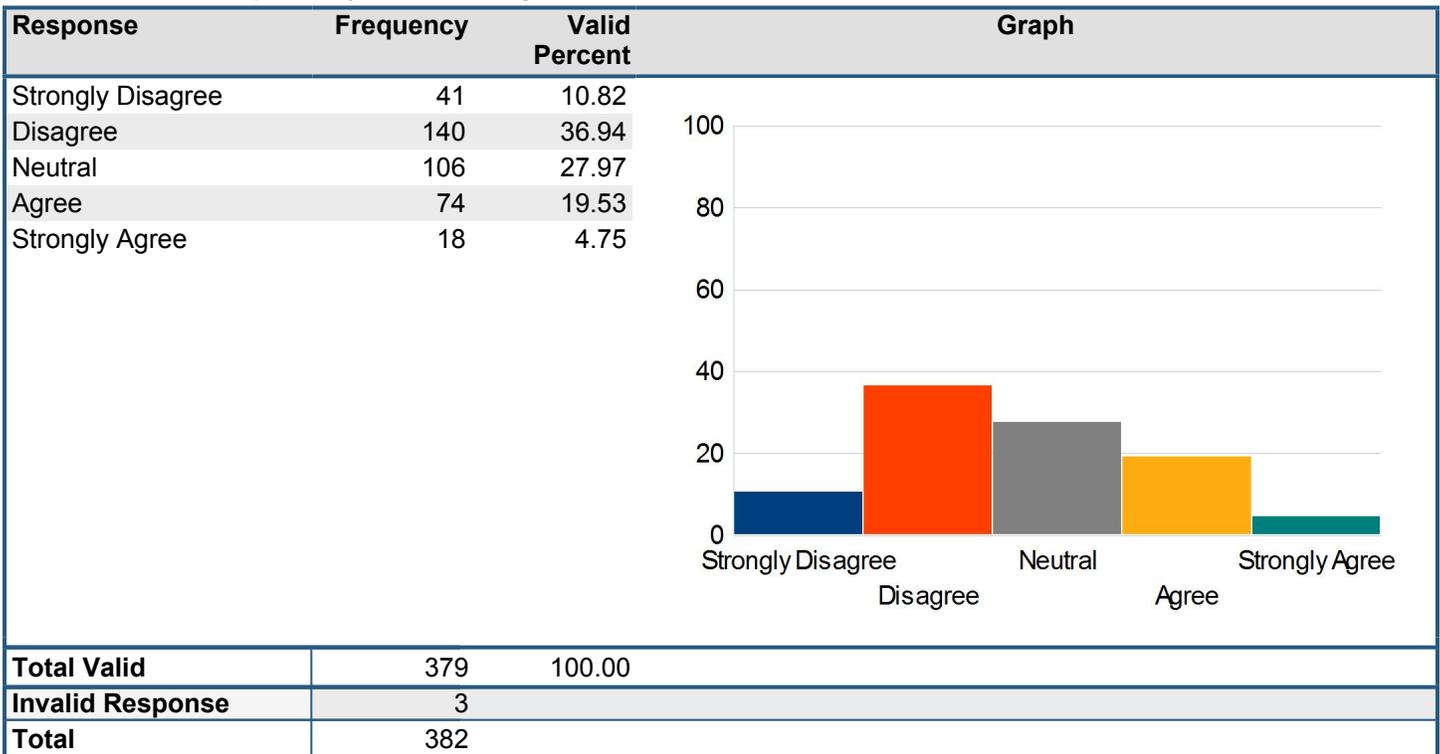
8. Usually, I am comfortable when I have to participate in a meeting.



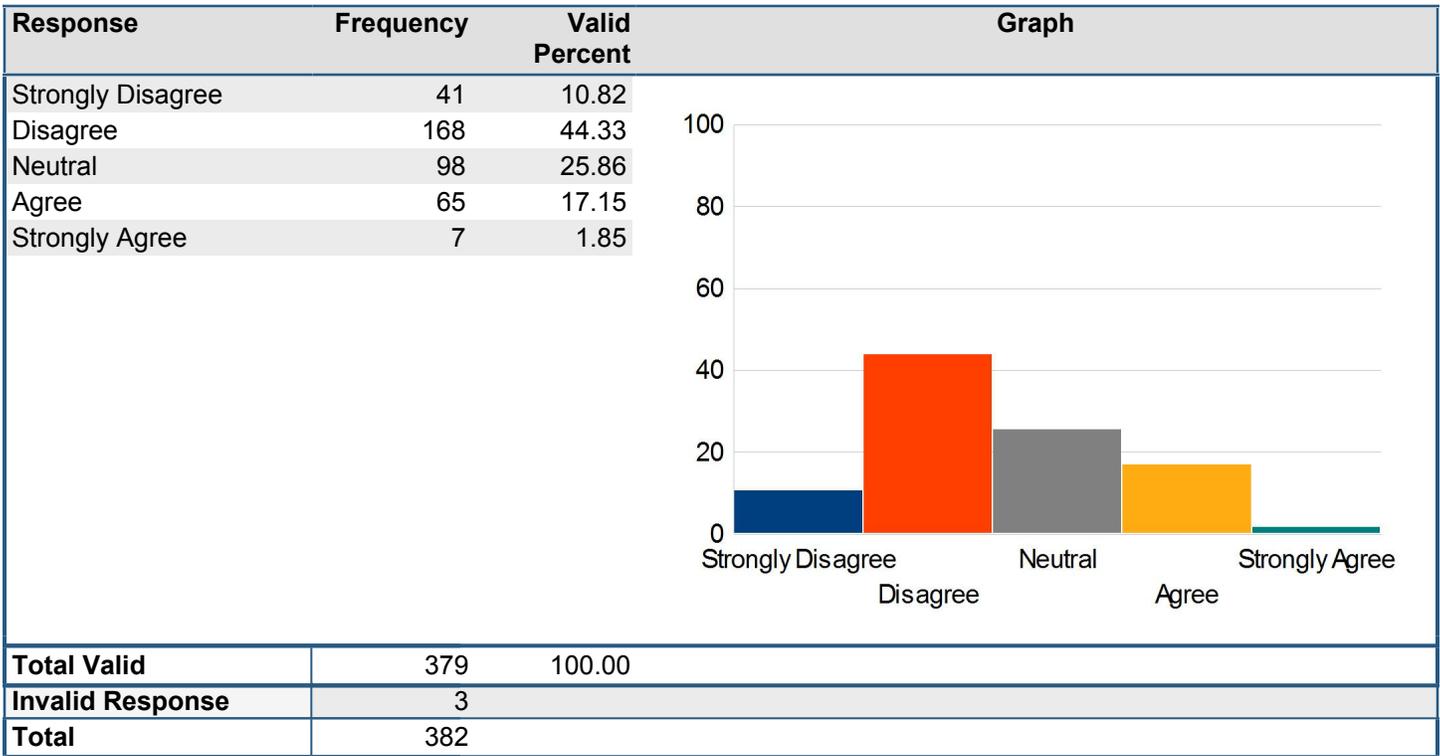
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.



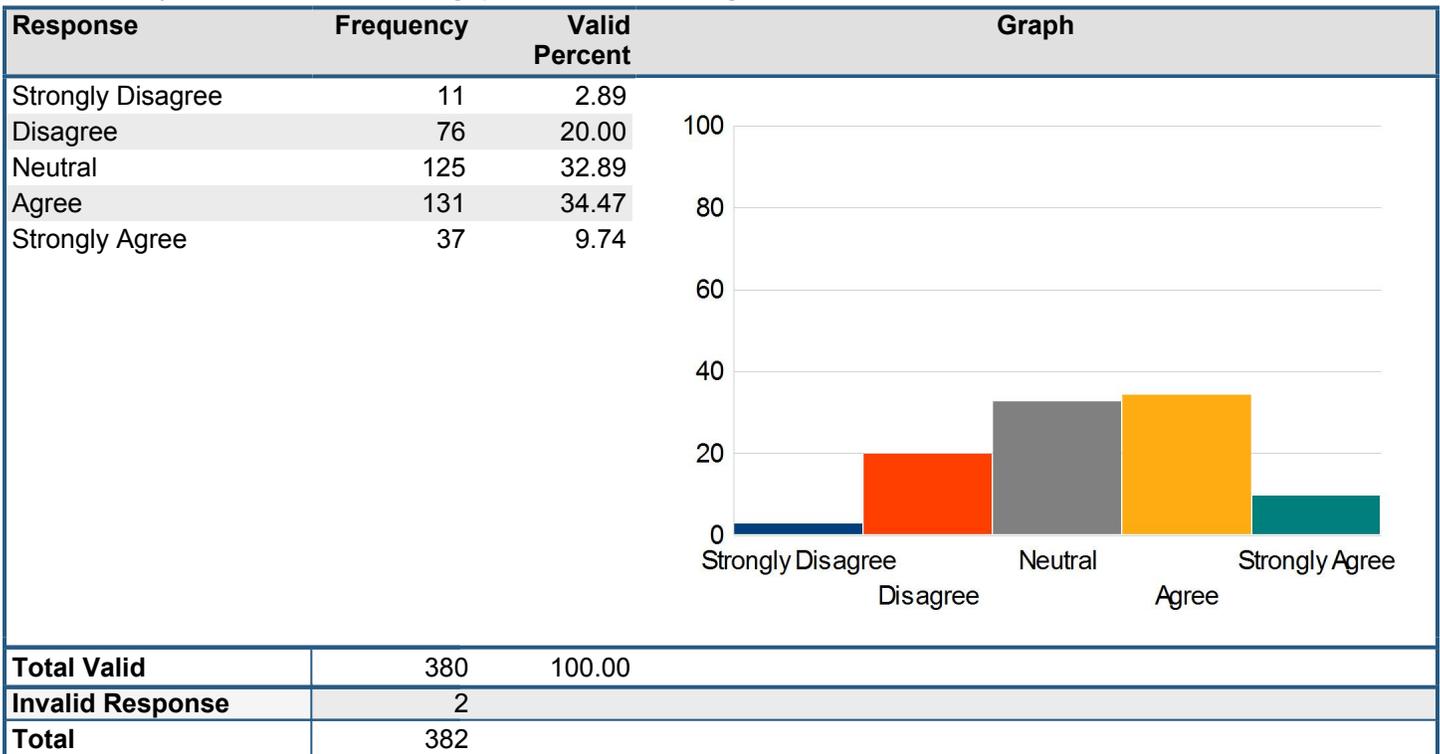
10. I am afraid to express myself at meetings.



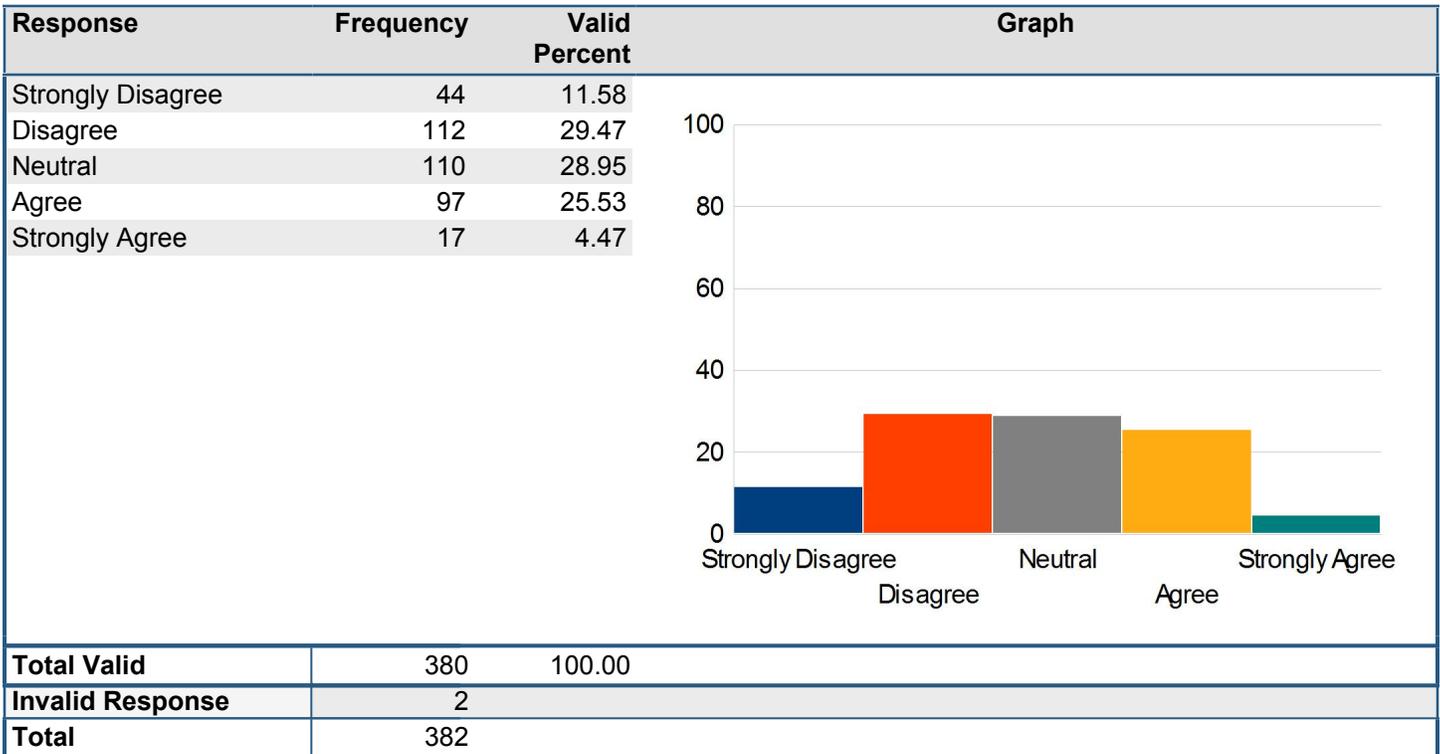
11. Communicating at meetings usually makes me uncomfortable.



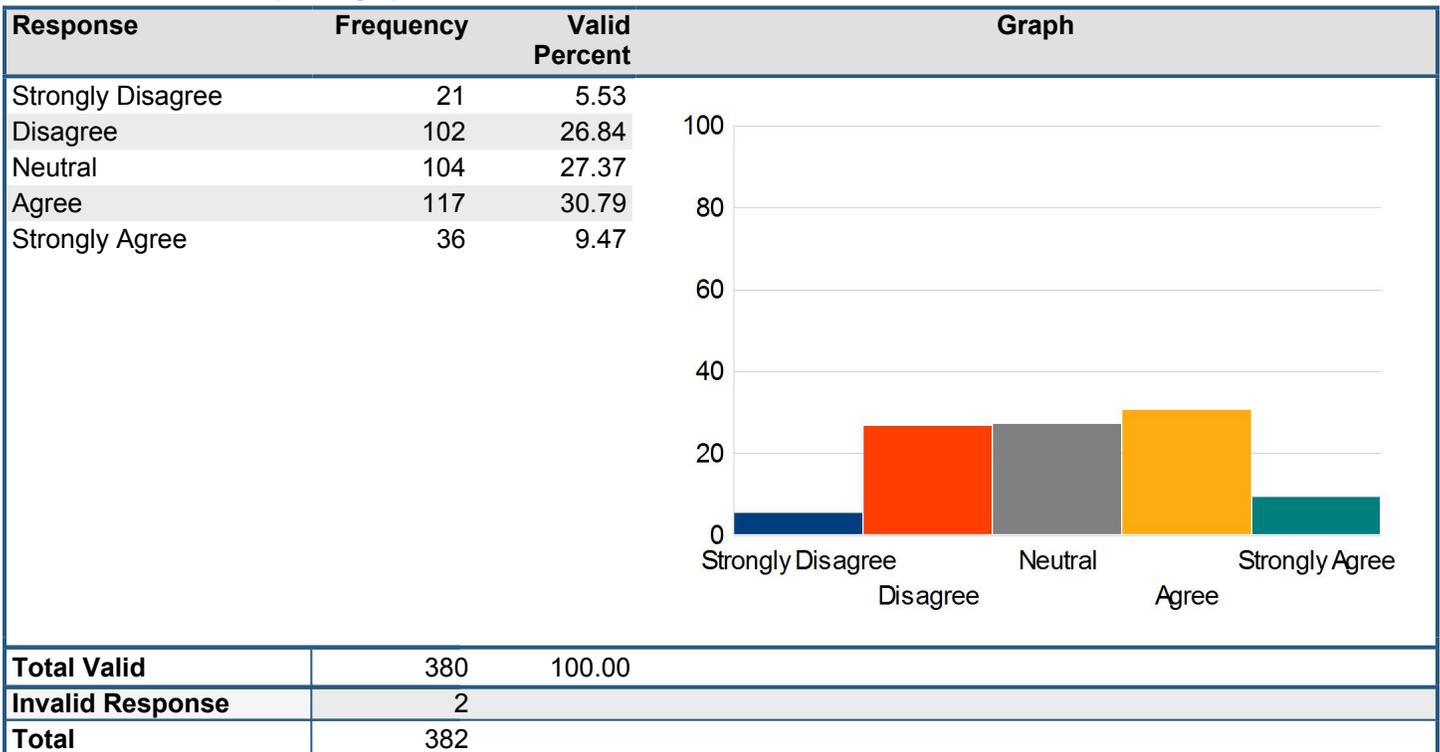
12. I am very relaxed when answering questions at a meeting.



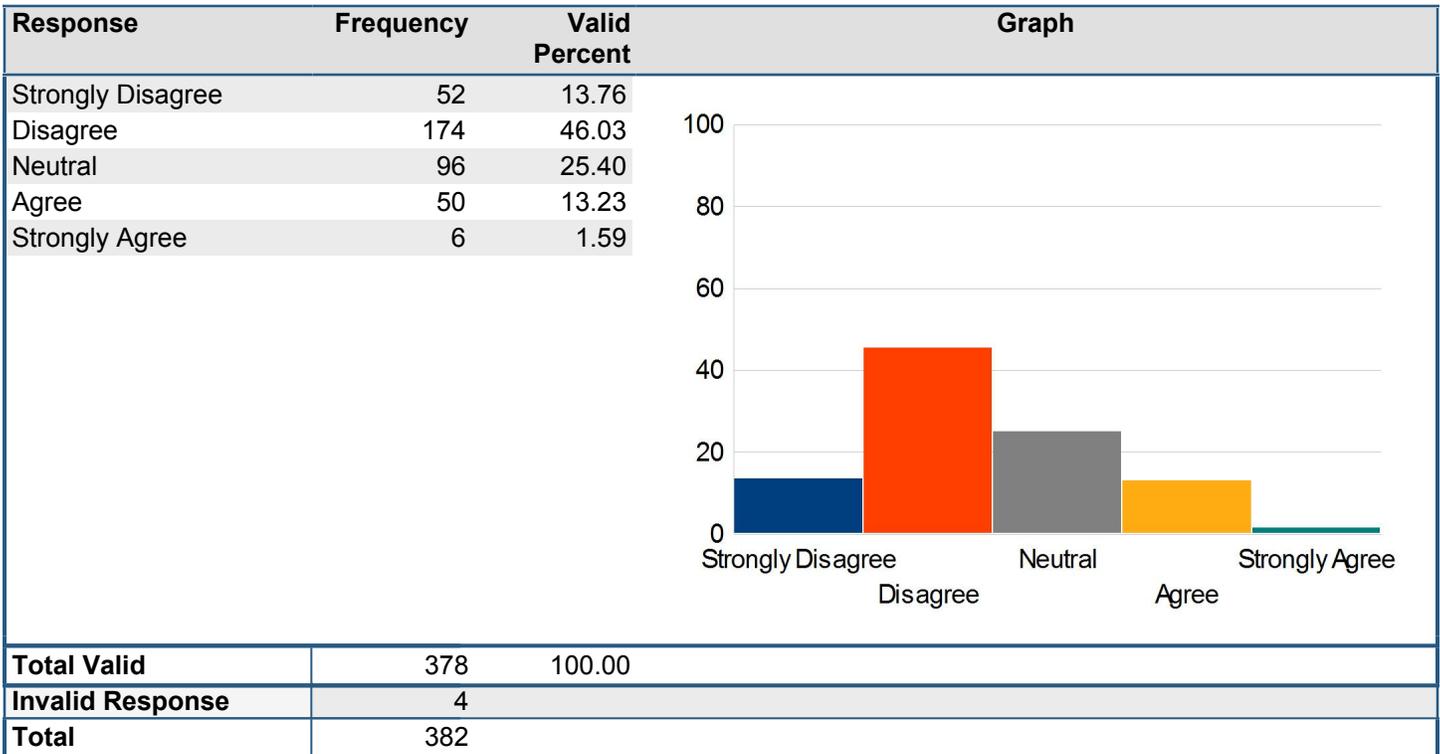
13. While participating in a conversation with a new acquaintance, I feel very nervous.



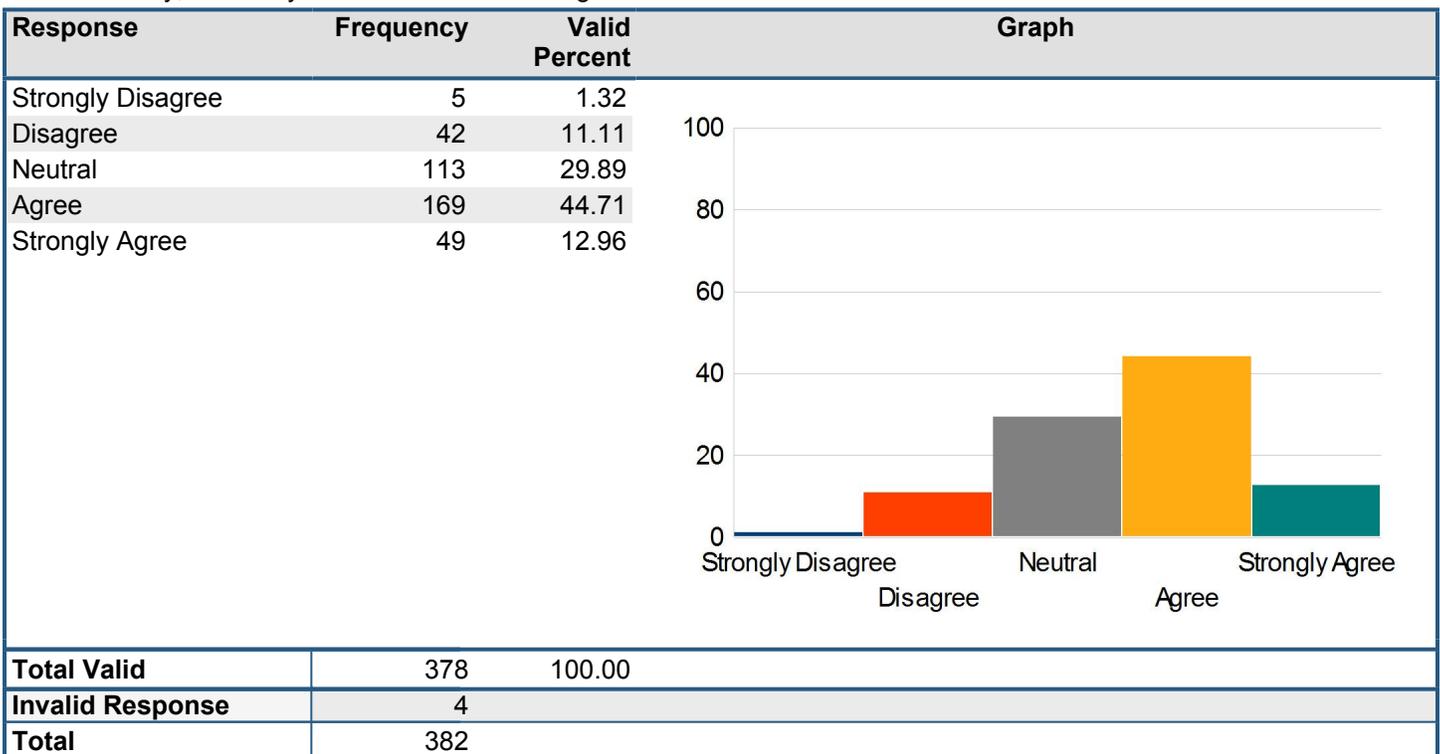
14. I have no fear of speaking up in conversations.



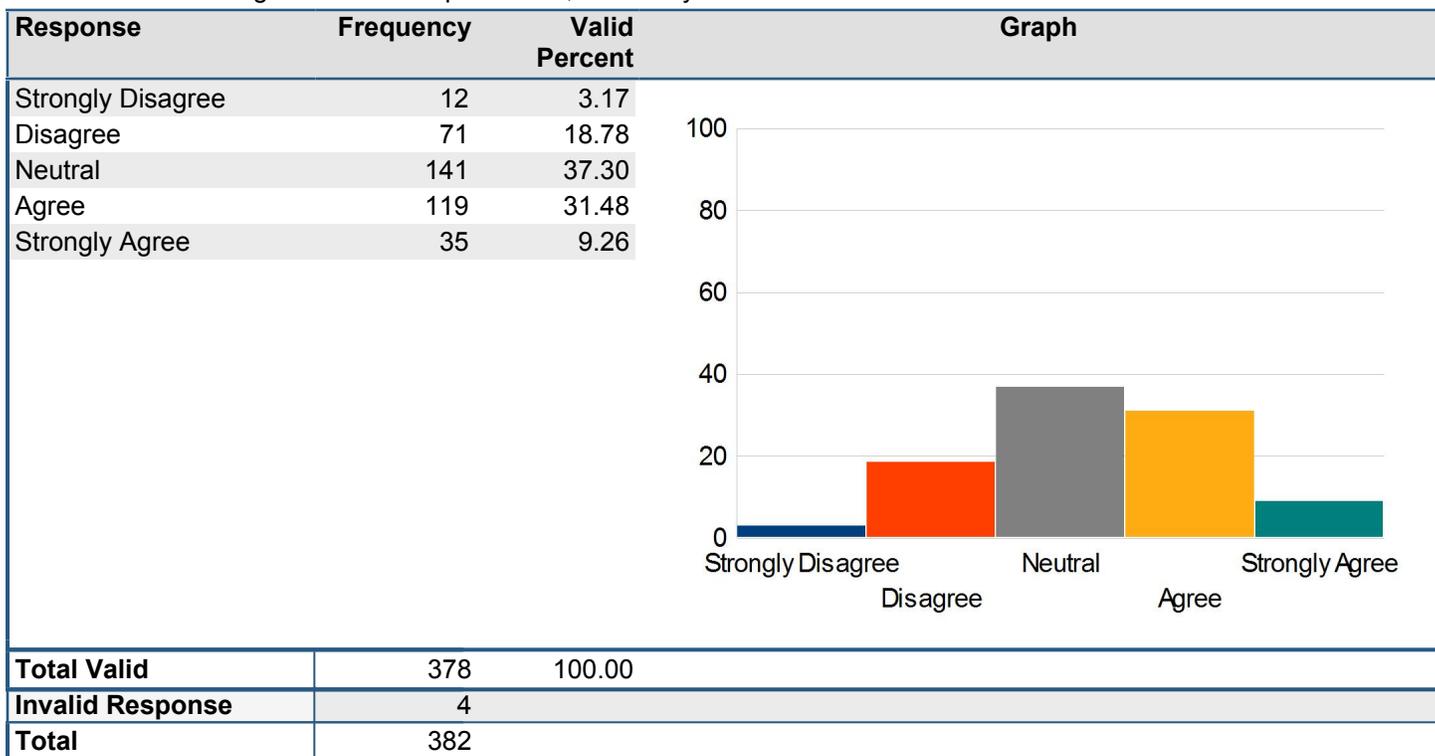
15. Ordinarily, I am very tense and nervous during conversations.



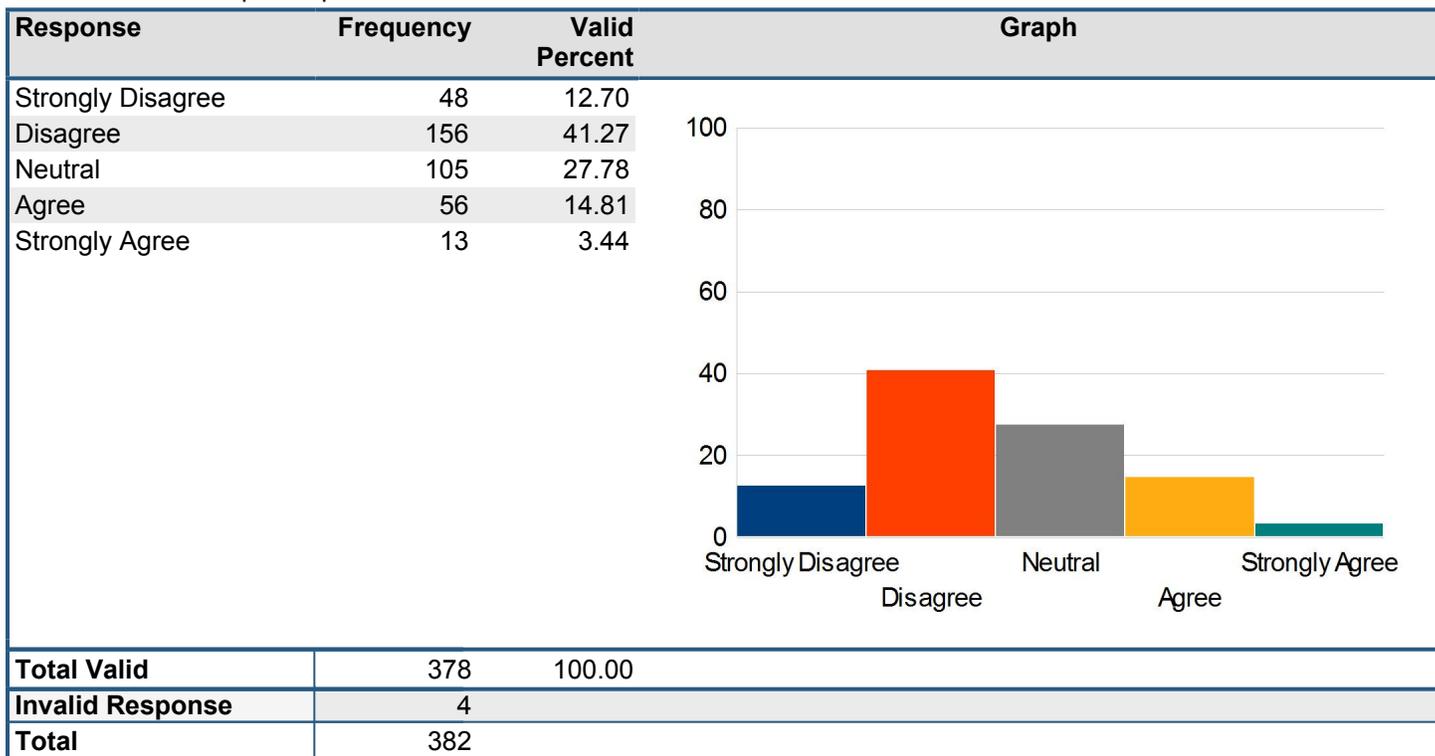
16. Ordinarily, I am very calm and relaxed during conversations.



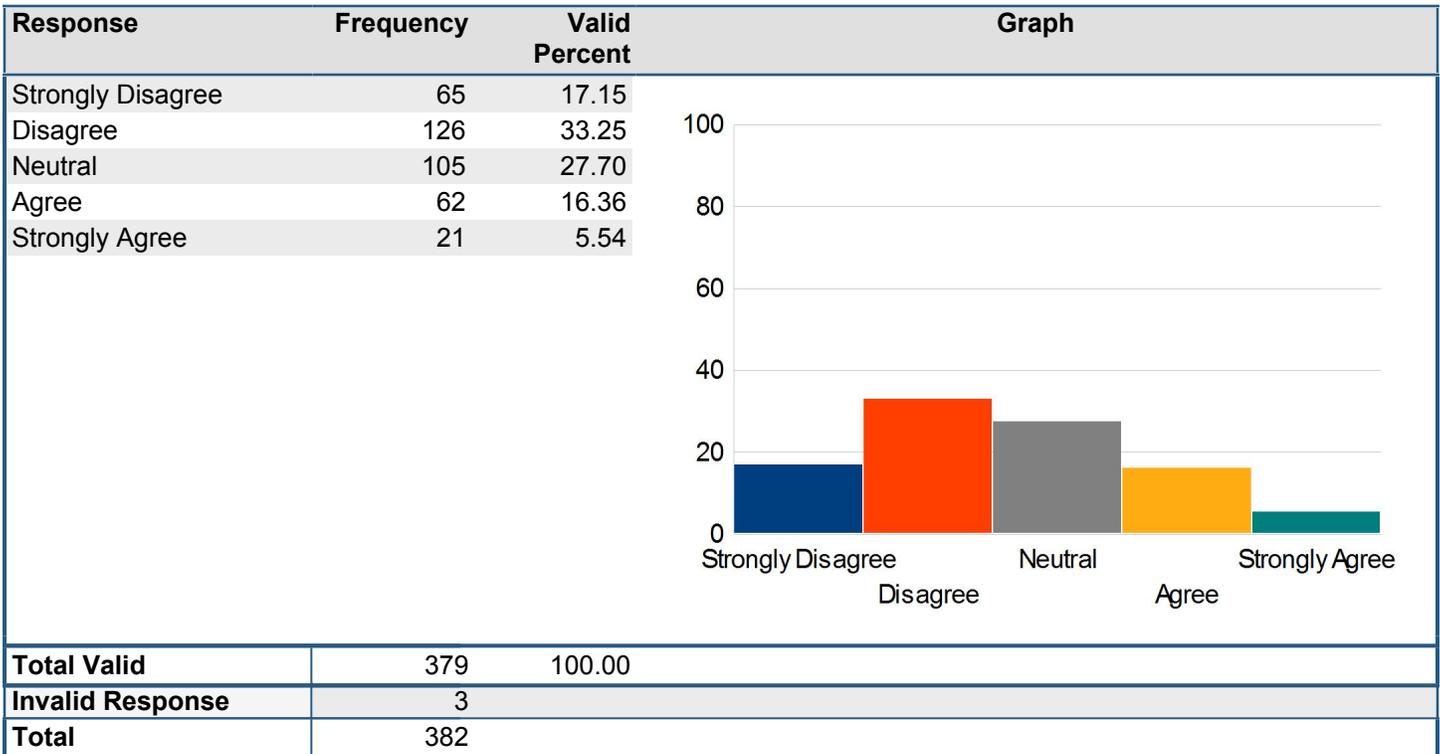
17. While conversing with a new acquaintance, I feel very calm and relaxed.



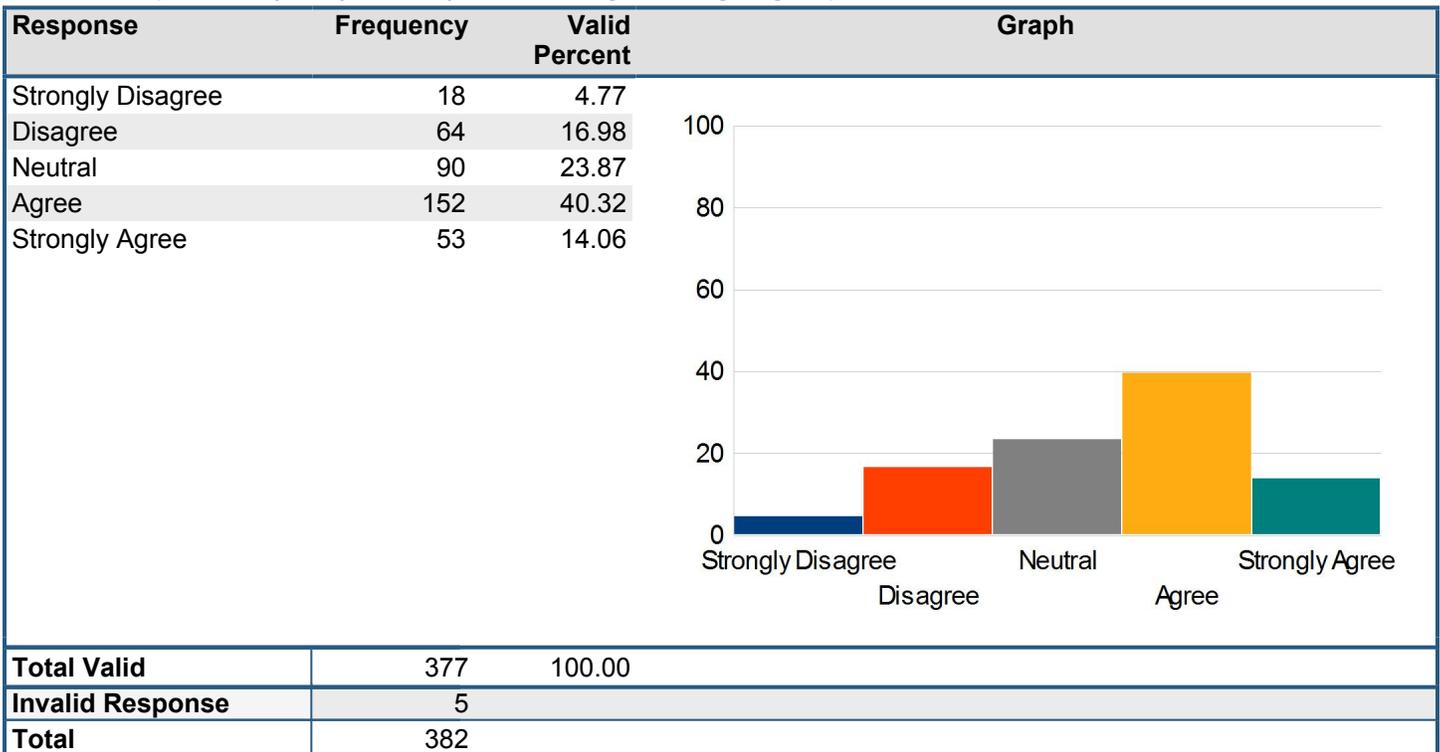
18. I am afraid to speak up in conversations.



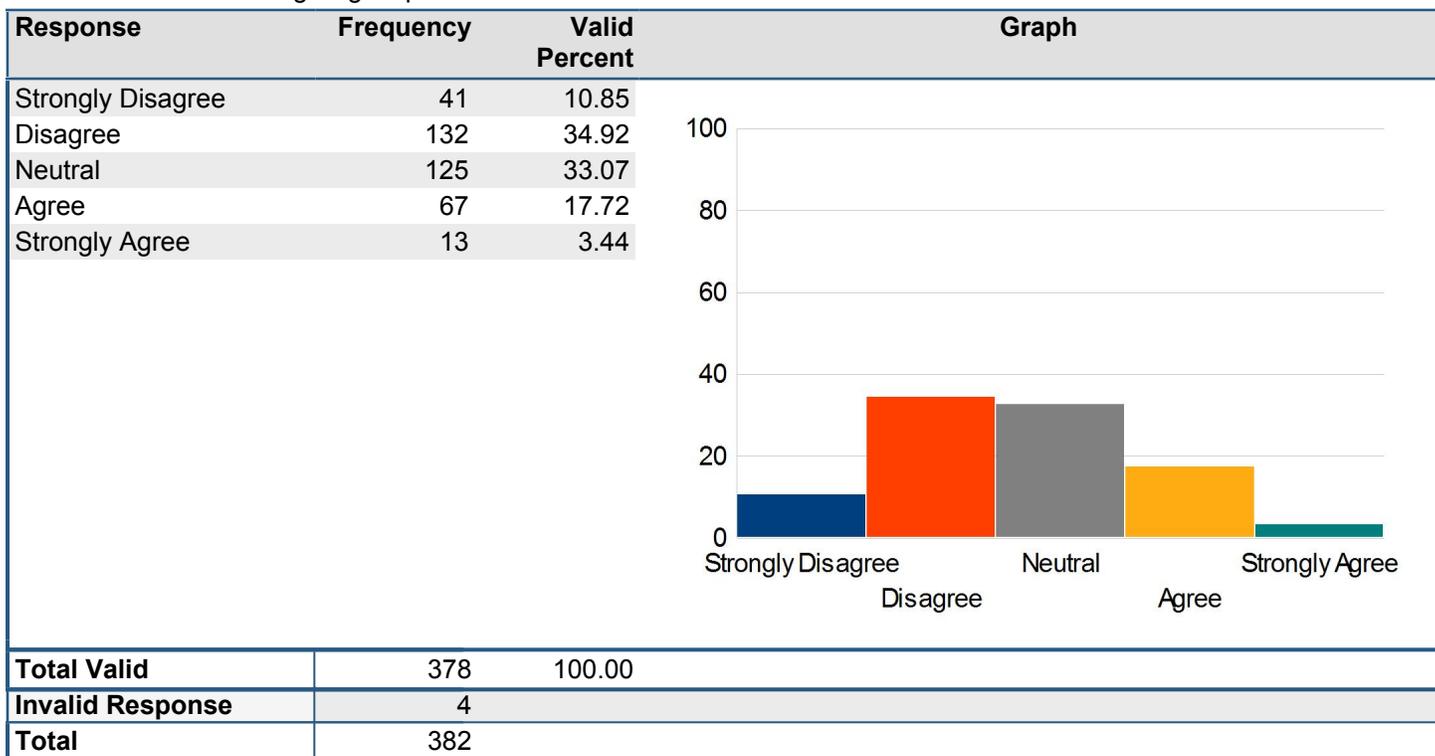
19. I have no fear of giving a speech.



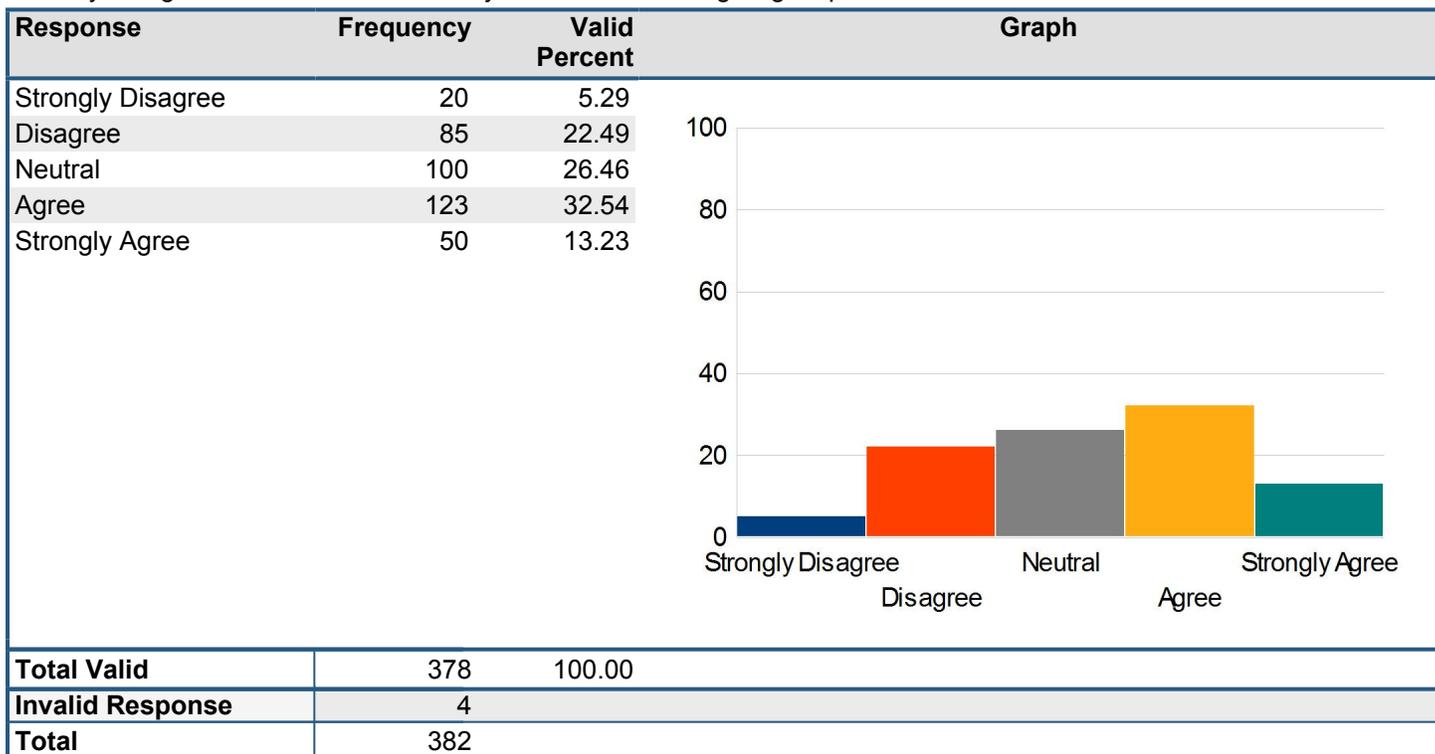
20. Certain parts of my body feel very tense and rigid while giving a speech.



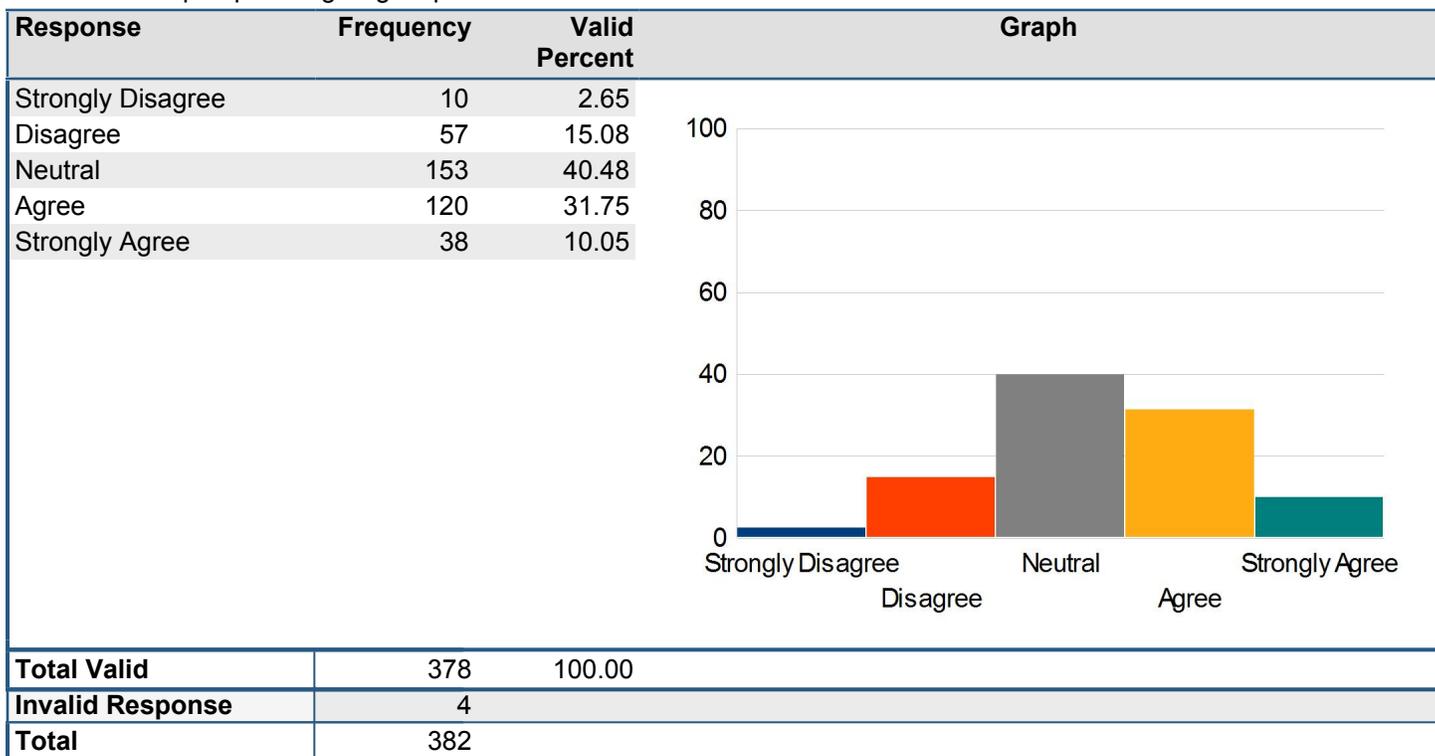
21. I feel relaxed while giving a speech.



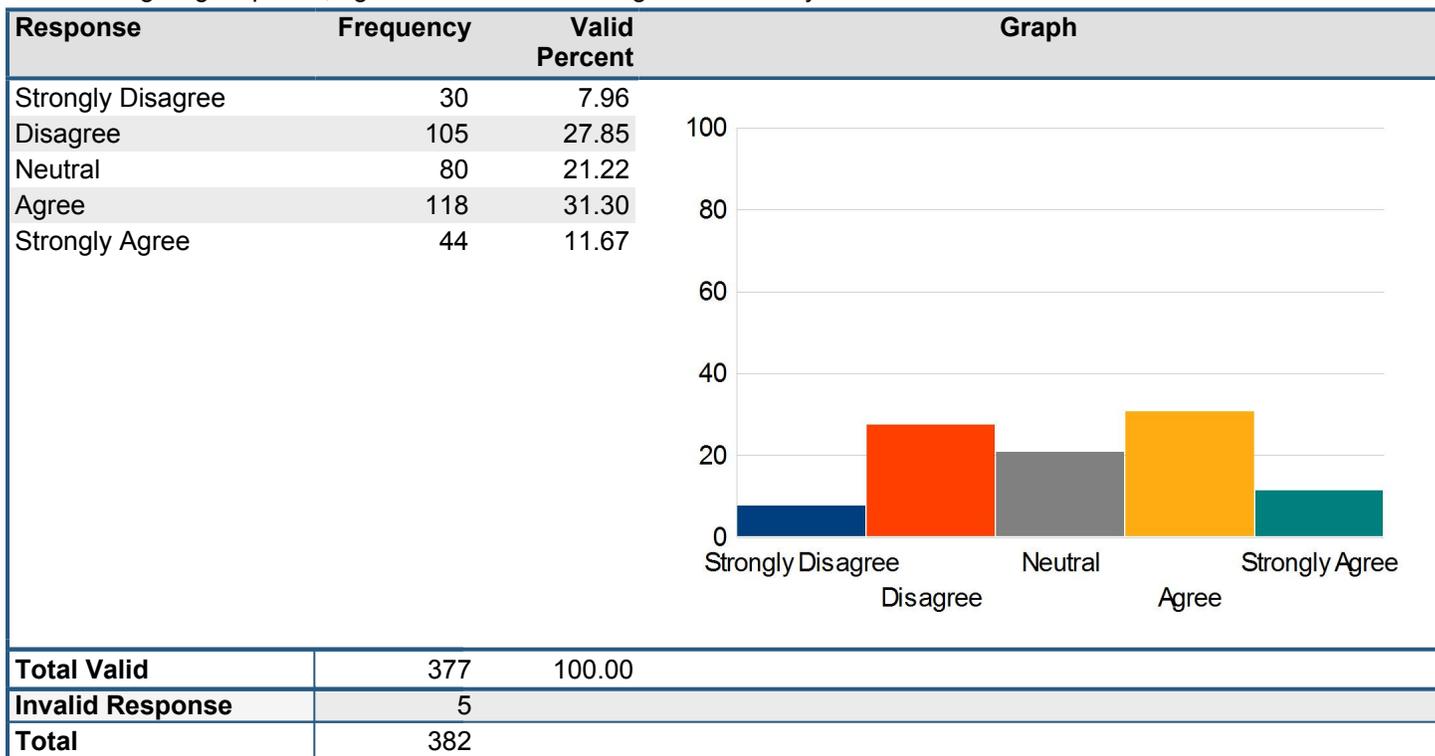
22. My thoughts become confused and jumbled when I am giving a speech.



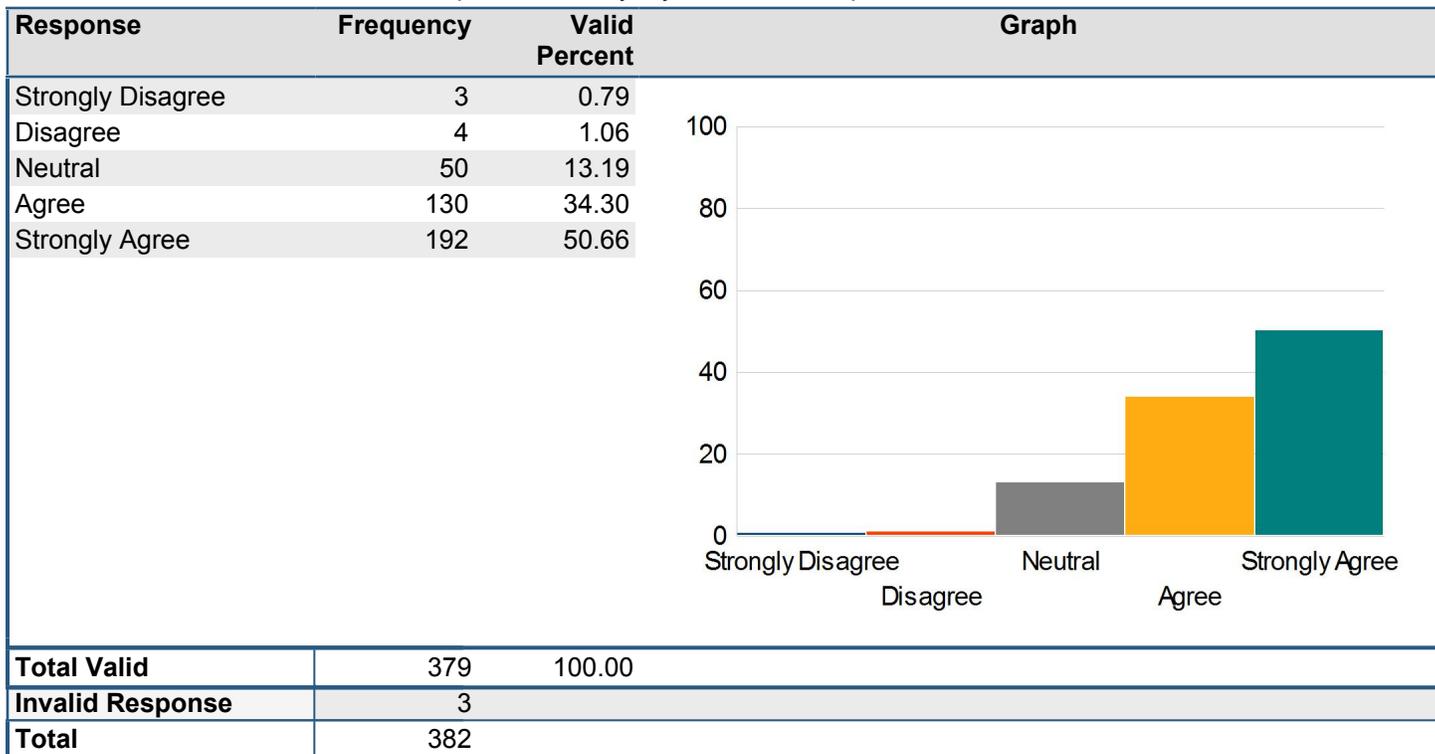
23. I face the prospect of giving a speech with confidence.



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



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



PRCA24 Post-Survey Free Response - Fall 2019

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

Respondent	Response
1	Discussion
2	Class HUM1, we had a lot group discussions in the class. Including exchange ideas.
3	The first assignment when people had to post their thoughts on group discussion. Everyone gave each other their opinions respectfully.
4	So far we have done one speech which was the cultural identity speech
5	I don't know yet
6	Get into a small group and have conversations.
7	The dinner parties that my professor hosts. Those are open ended discussions which interacts with the entire class. I feel as if my opinion is valued and heard.
8	I don't know yet because we just started this quarter for a few weeks now, I get very nervous when speaking in front of everyone.
9	Having discussion on journal topics.
10	Just reading the the textbook
11	Doing the impromptu speech
12	the demo speech and introduction speech.
13	The group activities/discussions were really helpful for the table to get to know one another.
14	I think all of them. You need to try new things, and communicate to your peers in different ways.
15	Learning how to outline and having a structure to follow helped me understand how to give a better presentation.
16	Class discussions would help me
17	Group activities such as coming up with speech topics.
18	group discussions
19	The continuous speeches we have to give throughout the quarter. It has gotten easier, it's all of the same faces and same people so it's easier. Also knowing that everyone has to present
20	I think having us work in groups to come up with topics is really helpful.
21	Constantly giving speeches throughout the quarter helped reducing my communication apprehension.
22	All activities in this class helped me with my communication skills.
23	- Explicit requirements for outlines
24	Group meetings where we were better able to learn about our classmates.
25	i did a speech about something personal and about me which made it easy to talk about and i wasn't nervous
26	Group discussions
27	Group discussions
28	Group discussions and group projects
29	I think the class and Stephanie overall was very responsive while we were doing our speeches and that really helped me speak with more confidence. I felt like the environment this quarter was super supportive.
30	I feel that the group speech really helped me, I felt that I performed best because I was less stressed and I felt that my group really helped me. I was able to relate with them and standing in front of the class made me feel like I wasn't alone and I had the support of my group.

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

Respondent	Response
31	Every speech that I give has helped me feel more comfortable and prepared me for the next one.
32	All the practice before giving a big speech in front of the class really helped
33	Public speeches
34	All of the group presentations because we were not alone and were able to wrk with others to produce or present our best selves
35	Individual Speech and Group Discussions
36	Giving 2-1 minute speeches in class about basic topics.
37	Narrative speech
38	Self Speech Group speech
39	The numerous times we were called to go to the front of the class and speak impromptu. The activities we did to get to know one another
40	the impromptu speech felt the most natural to me.
41	Group projects, peer presentations vs class presentation, ice melters, "support group" activity.
42	I really liked our daily speech activities. The topics were fun and we had a funny group of people, which really helped to break the ice.
43	The group speech (2nd one) and group discussions helped me reduce me communication apprehension.
44	practice speaking in front of the class like improve to speech activities
45	- group speeches (2nd speech) - rotation feedback
46	I feel that the improv speeches help me a lot .
47	The group presentation and starting off with little mini speeches before the first one on front of the whole class
48	Teamwork, my groupmates would help me to improve my English vocab and grammar.
49	Reading the virtual text.
50	Through the quarter we were given assignments to interact and get comfortable sharing conversions with our classmates. After we were assigned big groups speeches and that got me comfortable to not be feeling vulnerable in front of them.
51	I think all of the ungraded assignments, such as the informal or job position speeches, aided in reducing communication apprehension because it reduced the stress of having to hit all the requirements associated with achieving a good grade.
52	The Ted Talk Speech
53	Speeches. In order to become a better speaker you need to practice by giving speeches.
54	Feedback letters after big speeches.
55	Having a few speech to talk about in front of others, and having group speech project makes me more comfortable communicating with others.
56	Just giving frequent speeches in general reduced communication apprehension for me
57	I especially liked the ice-breaker assignments we did in class. It got us to know each other, making it easier for us to present speeches. I also liked the mini-activities as they provided a way for us to feel more comfortable with each other.
58	The solo speeches really helped me, I feel, with getting over that.

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

Respondent	Response
59	All of the major speeches we have done in class have really improved my resistance to CP
60	doing small presentations
61	The small Im pronto speeches
62	Having the opportunity to speak multiple times in front of the class helped me reduce my communication apprehension.
63	In this quarter, the group speech helped me reduce my anxiety during speeches. Mostly because I had other people up there with me and I didn't have to worry about the whole class looking just at me.
64	Impromptu speeches, group speeches.
65	Group discussions as well as the speeches have helped reduce communication apprehension.
66	group activities self evaluations
67	Answering the small trivial questions during attendance.
68	Working with a group really helped me with being able to communicate with people more easily
69	Minor speeches helped me out. Helped me practiced for my major speeches and to prepare for them
70	the main speeches and the small group discussions
71	Almost every group activity familiarized me with interacting with multiple people at once. Speeches having low stakes helped wonders with speaking fear as well.
72	The ted talk speech, since it was longer and more content focused, it helped me get over the general fear of giving speeches.
73	My group was the best thing that happened to me during these class hours. Karl also helped me figure out a lot of my fears.
74	All of the speeches we did in class.
75	Presenting about politcal corectness infront of people
76	Group presentations has slightly helped me improve on my anxiety. I think the lectures helped out as well because I've improved a lot with being able to elaborate my thoughts.
77	Giving speeches on open topics was really engaging and chill for me. It made me feel like speaking didn't have to be so uptight.
79	The activity in which we all acted stupid right before the first speech, learning about my other classmates, seeing other classmates "fail" and seeing it was not the end of the world.
80	Icebreakers and the type of groups activities/projects
81	Over the quarter, I grew more confident and comfortable with giving minor speeches and I grew more comfortable with the audience as well. I am not as nervous giving my major speech now but I still feel a little nervous right before I go up.
82	The everyday group activities has helped me reduce my communication apprehension because we got to communicate with our group mates, getting to know them and making new friends.
83	The engagement speeches
84	Group work
85	After actually doing the class speeches it showed me how it's not as hard as I thought and made me a little more comfortable.
86	Most of the speeches helped. The professor made you feel comfortable and valued during your speeches.

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

Respondent	Response
87	The in class speeches helped me overcome my nerves of performing speeches in front of people.
88	Despite the nerve-wracking aspect, the mini-speeches students gave each class period was very helpful in reducing my communication apprehension. I am a perfectionist and usually want ample time to prepare my speeches, but those mini-speeches showed that no speech is perfect and that's perfectly fine.
89	My instructor provided tips and also the text required provided tips but I have always been scared of speaking publicly so the tips didn't help.
90	In class, we did activity where learned other students names and their background. I was helpful because it made me comfortable.
91	small speeches
93	Giving mini speeches during roll call allowed me to practice giving speeches to the class so that come speech day, I wasn't at my normal level of nervousness.
94	doing speeches
95	I loved to give speeches before the start of the quarter. at the beginning I began to dread it, but now I love it again.I think learning about CA made me aware of it and generated fear of it.
96	Short 1 minute presentations helped.
97	The group discussions.
98	I think the class discussions helped the most with my communication apprehension.
99	Probably group discussions because usually most of my classes tend to focus on work only instead of sharing our opinions.
100	Group assignments.
101	Physical therapy by Professor before speech
102	Our small get to know speeches helped alot
103	All the minor speeches and the informal attendance topics made speaking in front of others easier, because of the conversational feel. I think the personal practice speech topics were especially helpful in reducing my communication apprehension because it made it easier to connect with my classmates and to practice speaking publicly without the stress of necessarily being graded on what I was saying.
104	I really liked when we would go into random groups and do stuff like play monopoly or talk about the value of items in space. I tend to be less nervous when I know more people in a class so that helped with getting to know a few more people.
105	improv speeches helped "break the ice".
106	the weekly random speeches
107	The informative and demonstrative speech
108	One assignment I would say that helped me was the perspective speech.
109	When my professor takes roll call and asks us questions we have to answer for the day, I feel like it's made me more comfortable to talk and it's helped me gain confidence in my big speeches.
110	Working in group settings helped me to reduce my communication apprehension. It helped me to understand topics and allowed me to better understand through examples and speaking aloud.
111	I liked the informative speech it was easy to spit facts
112	Group speeches

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

Respondent	Response
113	One thing that worked really well were the relaxing and quick speeches we did everyday. With topics that were less tense, I was able to develop speeches easier.
114	Being able to speak up for my thoughts and be heard.
115	When we were forced to give impromptu speeches in front of the class.
116	I think for what my classmate is going to say about our activities, before I don't like that but know I kept checking and looking for the comments and considering their suggestion.
117	Brainstorming
118	Group projects were fun and engaging!! The presentation part made me nervous but everything else was good!
119	The practice speeches that were given to us on the spot.
120	Sharing personal story.
121	group final project
122	The speech that has helped me reduce my communication apprehension is the speech about who I am and how other people see me.
123	In-class activities with those at your table
124	none. nothing could reduce my nervousness.
125	I think the one that made me feel a lot more comfortable was the persuasive speech.
126	The group speech really helped me bond with my classmates, which in turn boosted my confidence in class.
127	I think doing a speech on helping or could society was a great topic speech because it get you more involved and have to talk in unknown environment depending on the topic.
128	I did multiple speeches which improved me having more confidence and also we did group projects which made things easier
129	More of the impromptu speeches. The shorter and more quick speeches helped me get rid of that stage fright.
130	Seeing the feedback from the instructor, also knowing everyone has a speech to give during the session.
131	Group project. Having multiple assignments.
132	introduction speech. because that is the first speech and once I finished the speech, I knew that it was not that hard to speak in front of people. activities: interview other classmate
133	The cultural artifact speech and engagements
134	The engagements and cultural artifact speech
135	Merely the act of giving a speech in general did it for me.
136	I appreciate that my instructor provides a question (or two) for everyone to answer in a minute in front of the class. Since the questions are usually low-key, I feel more relaxed speaking to my class.
137	interaction with my other classmates
139	Doing major informative speeches and interaction with groups
140	Ice breaker activities from day one and throughout the quarter that allow us to open up with each other and really relax and be comfortable. The classroom was always an environment of support and overall safe zone to express opinions.
141	-the group informative speech -the perspectives speech

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

Respondent	Response
142	The topics for the speeches were very accommodating and as I prepared for each speech I was able to gain a personal interest to my topic which allowed me to present something that was interesting to me.
143	Speech, all in class activities. Online assignments.
144	The activities during this quarter helped me to reduced my communication apprehension is by practicing a lot before giving out a speech. The assignments helped me by understanding the speeches as well.
145	Introduction Speech
146	the triangle
147	Every speeches of this class help me improve gradually presenting skills and reduce communication apprehension significantly
148	Just doing speeches really gave me the practice I needed to feel more comfortable.
149	All
150	Getting feedback from my classmates on the good things and improvements that should be made. By then telling me made me that I was encouraged and supported by them.
151	Answering questions or stating opinions and the group speech
152	The thing that helped me reduce my communication apprehension during this quarter is when our teacher made us do the perspective speech. Yes it's hard to do perspective speeches, but it gave us the freedom to share our thoughts to other people and somewhat boost our confidence to ourselves.
153	The mini-speech exercises we did
154	Culture speak
155	On the group speech presentation, I was not that nervous because I have someone with me in the front.
156	all the speeches
157	I would say the fourth speech - soapbox was the one that made me feel better about how I presented and I also it was short so the things that I practice would be easier to applied to the speech.
158	Giving speeches definitely reduced my communication apprehension, also participating made me confident since the classmates makes me comfortable by giving an opinion
159	Definitely not the textbook. Just experience expereencing yourself during class/ group discussions.
160	Speeches does help me alot on improving my presentation skill.
161	All of them!
162	I feel like all the speeches in general helped me be more confident... just a little.
163	Speeches we have been through helped me to reduce my communication apprehension because i feel like I am used to it and it feels like speeches is not now new to me the fact that we always do speech so i noticed that i am not really nervous in the front.
165	Hearing compliments from the professor really helped me feel better about myself and improve on my part.
166	I think the very first speech on our ted talks helped open me up more
167	Even though I hate listening to my own voice, I appreciated the reflection paper where we had to watch our speeches. Seeing myself in front of the class from that perspective really helped me to see outside my own insecurities and see the bigger picture.
168	music

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

Respondent	Response
169	I would say after our 1st speech and 2nd speech, the fear I usually experience before giving a presentation/speech was reduced. Those 2 speeches helped me reflect on my performances and my speeches' structure.
170	The activity that helps reduce my communication apprehension was having to talk in front of the class several times. It helps the more practice and opportunity i got talking in front of class. Also having us move around and sit in a new place so that we can get comfortable helped.
171	I just think that everyone is feeling the same like nervous and just want to get over with their speech and the group speech help me to get over my anxiety too.
172	The group projects 100% made me feel good about communicating better than what I originally was.
173	team speech
174	The group project and the perspective speech helped with reduce my communication apprehension.
175	Giving many speeches helped me improve my confidence.
176	group discussions after freewrites
177	All the speeches in general gave me more confidence in my public speaking ability.
178	The Ted Talk Speech really helped me reduce my communication apprehension in the way that I was able to choose another person speech and learn from it and gather information that then i was able to share with the rest of the class with my own speech.
179	The amount of impromptu speeches we did in class was ver helpful. It makes you less nervous for the big speeches.
180	Speeches that were worth full points as long as we showed up and gave a valid speech. Really took the edge off of the grade and gave me an opportunity to practice without worrying about the grade.
181	The partner or group assignment we had really helped reduce my communication apprehension, because I had a really solid group of friend in the class. Working with my friends never really made speech class hard, nerve wrecking, or difficult.
182	All of those little speeches that we did between our big speech weeks were SUPER helpful. They definitely helped me get more comfortable on stage.
183	working as a group
184	Honestly I have to learn my audience how the mood is going on.
185	the final
186	The lectures were very engaging and she is actually a very good teacher!
187	The engagement speeches
188	I felt that when I finally chose a topic that I am quite passionate about, it helped me reduce my communication apprehension.
189	I took Comm10 in this quarter and this help me a lot.
192	The small speeches where everyday we would pick from a list of topics and make a small speech out of one. These speeches helped me break out of my shell a little, and were best because everyone had the same amount of time to prepare for theirs.
193	The multiple impromptu speeches and kind audience in my speech class helped to reduce my comprehension apprehension. I felt as though I was in an environment which promoted my growth as a speaker in a non-pressurized environment.
194	Practice speeches, impromptu speeches we have once a week

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

Respondent	Response
195	doing a speech in front of all the classmates
196	The practice speeches
197	What really helped reduce my communication apprehension was speaking in front of the class about personal stories, our opinions and thoughts, or whatever question was up on the board. This helped me get comfortable just being in front of people and learning how to communicate in front of a big group of people, without feeling too much pressure.
198	What helped me reduce my communication apprehension was being prepared with notes before a speech. The outline really helps with me to draw out my information so I can explain it to my audience clear and easy to understand. The group project was nice because working with others on a speech makes you feel less tense and nervous. You're not alone in this.
199	everything in the class was fine for me. I understood everything well.
200	The first speech to find what identify you
201	informalities. Jokes. Humor,
202	I would say the group speech assignment helped the most, as I was able to see how other people wrote and performed, and notice that it was ultimately pretty similar to my own.
203	Day in day out activities were al helpful in reducing anxiety levels.
204	i feel nervous and frozen while giving speeches but i try to give them well
205	Answering simple questions during roll call helped me reduce my communication apprehension this quarter.
206	I think getting to know my classmates a bit more really helped with my communication skills. I also think it is just overall practice and the amount of time we have to prepare for a speech allows me to get better at my skills.
207	Personally, the cultural commitments speech defiantly helped me reduce my communication apprehension and stage freight. This speech allowed me to introduce myself to the class and learn about my classmates, which overall made me more comfortable in the class.
208	I would say just the fact that we sit in groups everyday and our communicating, it helps speaking.
209	I think that the speeches in general helped me be less nervous about giving speeches. The group speech in particular made me a lot less nervous about the speech after because my group members were very supportive and encouraging. I thought about them when I was giving my speech.
210	being in new groups and doing a group activity together as well as group presentation preparation.
211	Impromptu speeches helped reduce my communication apprehension.
212	Doing the daily 1 minute speeches we do helped me greatly because it was on topics that were personal experiences, so i had no trouble talking about them.
213	Many speeches
214	I liked that he had all of us come up and answer a question that he used as a role call
215	-talking to my group before working on our speech
216	I think my favorite was Speech #4. It being very casual and laid back made me feel so much more comfortable. It was easier to participate in the discussions after speeches were over and enhanced overall comfortability.
217	The almost daily impromptus helped me reduce my communication apprehension.
218	I would say every single speech did help me and also the exercised we did leading up to the first speech to the last one.

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

Respondent	Response
219	The Impromptu Speech
220	More daily 1-minute speeches
221	Minor speeches helped a little to prepare for major speeches.
222	Facilitation
223	Just giving more and more speeches throughout the quarter.
224	Ted Talk Speech, Group Informative Speech, Perspectives Speech
225	the first individual speech help me a lot.
227	I think the frequent impromptu speeches helped me reduce some of my communication apprehension because it forced me to think on my feet. Because they were also very low-stakes speeches, I felt less pressured and more relaxed during the speech.
228	random speeches everyday
229	Rehearsing
230	N/a
232	Outlines.
233	Short speeches, making outlines, and practicing constantly in front of my peers helped my communication apprehension.
234	The every week speeches where we have three prompts to choose from and are put on the spot have honestly have helped me so much. I always try to be the first one to fave my fears spot on and I have seen so much improvement in myself.
235	group activities, and my informative speech.
236	The random speeches
237	Self assessment!!!!
238	Probably the one where I talked about biases
239	The first group project helped reduce the fears and prompted me to take leadership.
240	I believe the in class activities where we needed to improv on some subjects were the best. It helped break the ice as everyone was put in a relatable and awkward position.
241	The speech that helped me the most was the individual speech. It gave me more confidence to speak to a big audience.
242	Just class discussions in general helped a lot. It made me feel kore at ease with my peers.
243	The practice, just standing up and speaking, might have improved my speeches a bit, but it hasn't made me less nervous.
244	Ted Talk Speech & 3 Cultures Speech
245	When I have to give a speech about a topic that people can learn from it
246	Dinner party activity when we acted out skits cultural artifact speech
248	All the speech
249	Individual speech
250	Group presentation Ted talks watching them talk about the topics
252	Having peer reviews helped me feel confident, also sharing about our culture helped me feel comfortable with the class early on. Also daily discussions with our "squad" helped because I was able to bounce off ideas.
253	By learning the about the types of group roles and and how some roles are disruptive, I was able to better communicate and be productive with classmates during group activities.

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

Respondent	Response
254	Artifact speech, impromptu speech, acting activity, group discussions, listening activity with partner. I do not really have a fear of communicating in front of an audience or group, so essentially every activity helped me get better.
255	The breathing exercises we would do
256	rehearsing cooperation between group's memmbers
257	just by practicing and preparing
258	Small 1 minute speeches about random topics
259	solo speeches
260	When doing our Speech Engagements it helped reduce my communication apprehension.
261	Moving table
262	I think all of the speeches and activities help! They are all wonderful and beneficial
263	The ted talk speech was veyr helpful at creting a proper outline, and taught me how to put togteher an effective speech.
264	Class lectures/ discussions were really great.
265	THEEE SKIIIIIT
266	The group speech really helped me reduce my communication apprehension. With a team behind my back I felt more confortable delievering my speech
267	The informative and persuasive speech really helped me with improving as a speaker.
268	Group speeches, outlines, and feedback
269	- group speech - monopoly - perspective speech
270	Getting to know my classmates, skit, group projects
271	Group Speech
272	The required outlines definitely helped as I felt more prepared for communication
273	N.A
274	Group speeches and self in a bag speech really helped break the ice for me.
276	The nonlistening lecture was very interesting. It was insightful on how there are different types of pseudolistening. It was also intriguing in the sense how we might do it unconsciously even. The activity we got to do after helped me learn how to distinguish my listening skills for the better.
277	Brainstorming
278	The outline for speeches helped me with the organising my speeches. While doing the speech, I may become nervous and forget several points which was what I found scariest standing in front of the class but after learning the outline, I would still be able to remember it which helps me keep my speech on track.
279	During this quarter being able to do speeches and learning ways to improve my next speech by being able to learn what I may or may not do wring, which helps me reduce my communication apprehension.
280	Doing group project/speech really help me reduce my communication apprehension.
281	The group speech helped reduce my communication apprehension
282	Group topic discussions.
284	Group projects or individual speeches
285	getting in front of the class and presenting really helped. Also the improv speech really helped overcome my fear of giving a speech.

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

Respondent	Response
286	I think the discussion with the videos help because I feel more open to let other people see me talk and it help me prepare for the anxiety during the speech.
287	I think it was a combination of everything for me. The Flip Grid assignments made me ready for the Zoom conferences. After my second speech I felt very confident for the rest of my zoom conferences.
288	being able to work with a group about topics and brainstorm really helped me. Also the professor always responded via email or text which helped a lot too.
289	All of the speech choices helped reduce my communication apprehension because I was given the choice to pick speeches that I was interested in, versus being told what to talk about. Having a speech topic that you care about and have passion for makes all the difference in the world when it comes to coping with speech anxiety.
290	I really love all the discussions especially the flipgrid assignments. It felt really weird to be on camera at first but after the first speech it felt natural.
291	Demonstration Speech because I did not prepared for it well enough.
292	I think doing multiple speeches in 3 months helped me with my communication apprehension (repetition of the same task)
293	The story telling speech helped me reduce my fear of speech a little.
294	I really liked working with a group for one of the speeches, it took the pressure off of all of us when we all had to do just one simple part. I also feel like working in a group made it easier to connect with fellow classmates and get to know them better. I'm always looking for a way to make new friends but I'm always nervous to approach people. So, being placed in a group setting really helped me open up but also do my best for the whole group.
295	All of the major and minor speeches, including the impromptu speeches.
296	The 2 "biggest speeches", advocacy and informative, were where I saw most improvements.
297	Listen to various peers's speech
298	The regular small in class speech exercises.
299	All of the group activities and discussions were very engaging.
300	group activities that encouraged class participation
301	The demonstration speech was nice because it gave us the freedom of choosing a topic we were very comfortable and familiar with.
302	Having to do our speeches.
303	Having to do a presentation on something that I valued definitely helped the most with speaking in front of crowds.
304	impromptu speech
305	To be honest I would say all the speeches I gave really helped me reduce my communication apprehension. And other activities too but mostly all the speeches.
306	just being forced to do the speeches helps a lot
307	Mainly while taking attendance and talking about something was fun.
308	engagements with the class, our partner introduction speech was a great ice breaker
309	Breathing exercises, friends
310	When we did impromptu speeches it felt like I didn't have a chance to get nervous
311	all the speeches
312	all the speeches

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

Respondent	Response
313	I thought speech 4 was helpful because we didn't have to follow an outline. Also the discussions was helpful to get insight from other students.
314	Practicing being in front of class with different activities Opening myself up to judgement with a peer review and learning how to improve on it.
315	the group activities helped a lot. It made me comfortable with talking to the people around me.
316	Group activities and discussion
317	The fact that we were able to build a community in the class helped make the speeches less scary.
318	Just doing it
319	I loved the class overall. Daily speaking activities that required us to choose any topic, and allowed us to be creative were my favorite activities.
320	Many icebreaking speeches were very helpful, or anything with no real negative consequence to my grade.
321	Engagement 4 The reader sample speeches
322	The speeches that I really enjoyed throughout this quarter were the ones I did about two non-profit organizations. It helps a lot when you feel so passionate about a topic or the organization and what they are doing, that it was really easy for me to give a speech about it.
323	Personally the 90 Second speeches really helped me gain confidence and prepare for our big speeches. I think it was a great idea to do the small speeches a week before the actual speech as a way of preparing.
324	the mini speeches we did every class.
325	In class discussions usually; these permit us to speak in class and give our opinions and such on whatever topics we are provided to discuss. The best part about these discussions is that if we finish early we can just talk about whatever, allowing for a more personal relationship to be developed between classmates.
326	Activities that really helped me were the icebreakers. I also enjoyed the engagements especially the impromptu speech because it really helped me step out of my comfort zone and realize that everyone was like me.
327	I think the circle activities where we walk in and out if we have experienced something was a great way to open up to the class without saying much. It made us all vulnerable and more comfortable and trusting of each other.
328	all the speeches
329	All of them. The instructor was awesome at making us feel better about giving speeches in front of people by repetition and confidence building.
330	all of them
331	The consistent in-class speeches
332	All of it helps!
333	One thing that I liked about the group work was about the "agreement" where the group makes agreements about scenarios of what if this happens and promises. This made me think how better of a world we would live in if people followed the good deeds and laws.
334	group activities which we were told to do before a speech.
335	the tongue twister activities and introduction speech
336	All the engagement speeches and group table assignments
337	Speeched 3-5
338	All the peer critiques done after each speech and learning about the ways to gain confidence.

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

Respondent	Response
339	Having to get up in front almost every class help me get used to being up there.
341	The interpersonal conflict essay I had to write was very hard to open up but it helped myself learn how to improve in different ways if I face another similar conflict. Writing the essay gave me a lesson myself.
344	Giving many speeches, going through the motions, and practicing a lot helped me get over my speech anxiety.
345	group performance, final
346	The earlier short speaking exercises
347	Demonstration, informative, persuasive, about me, impromptu speeches
348	both speeches
349	Talking in table groups definitely helped but nothing specifically reduced it. I just have really bad anxiety though. Stephanie is a great instructor.
350	All speeches that were done but the community engagement speech helped our class work on our. communication in an out of class environment.
351	group discussions
352	our personal artifact speech and group activities where we talk to our group members
353	Group activities in class helped me get to know my classmates better and that helped me to give my speech more calm.
354	I didn't have any apprehension towards communication originally.
355	I never had communication apprehension.
356	Speaking in groups and in-class actives, meeting new people
357	I enjoyed interviewing a couple and posting it to see what our peers said as well.
358	Speaking in groups and presenting a lot of speech types.
359	I feel more confident and I communicated with others better.
360	Constant warmups and icebreaker group Activities that helped everyone get to know each other. Moving seats every class also helped.
361	Discussions during class
362	The engagement speeches helped because they were very quick and easy and were good communication exercises.
363	The practice of giving speeches
364	- Informative Speech - Persuasive Speech - Engagement Speeches
365	The activities that really helped me the most was speaking to my classmates and getting to know them better. The encouragement to sit somewhere different every day was well needed.
366	Informative and Persuasive
367	informative speech persuasive speech
368	All of them. I felt like this whole class helped me get over my fear of public speaking. It relieved my anxiety from talking in front of the class and it also willed me get over my fear of talking to new people and making friends. By the end of this class I feel like I could talk to anyone in my class and I can't do that in any of my other classes
369	Group Speeches
370	The speeches that we performed really helped me open up
371	Ice breaker activities, group speeches
372	small in group discussions really help make the class more close and less awkward in conversation
373	engagements

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

Respondent	Response
374	group discussions and introduction speech
375	Speech #1!
376	I have to say I learned a lot from this class. The topics of the speeches were practical and with the tools and strategize that Stephen Hinerman went over very simply and understandable.
377	The engagement helps a lot
378	I feel as though all of the assigned speeches helped me to organize my information and present in a more professional manner.
379	I felt just the small speeches we had in the beginning of the quarter so everyone can feel more comfortable within each other
380	Activities leading up to our speeches such as silly activities and speaking in front of a smaller audience helped in reducing my fear of communication.
381	Just the little things we did to get to know each other. It really opened up the class, made it feel warm and welcoming, like everyone was on one team and we were all in this together.

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 communication class community.

Respondent	Response
1	Ask me go to lunch with them after I give them a gift Carefully listen to what I am talking
2	1.When they respond to my questions or ever ask question about it. 2. Shareing their stories with me.
3	When your classmates give you their full attention and ask you questions. They discuss with you a lot.
4	listen to me when I think, and try to be more respectful.
5	friendly helpful
6	1. give friendly smiles. 2. give positive attitude while giving a speech in the class.
7	My classmates give my direct eye contact when I give my speech. This makes me feel like they care about what I am talking about. Another example of an action performed by my classmates is their enthusiasm to hear what I have to say during group discussions.
8	1. They knew I can do it but I knew I can't. 2. Maybe they were boosting my confidence.
9	active participation like show that they are listening me having eye contact that feel me they are paying attention .
10	They always seem to listen and respect my opinions on the topics we go over in class
11	They clapped at the end and I noticed they were serious about listening
12	clapping and laughter
13	My classmates have been very supportive during this quarter. The office valuable insight into my topic, and even try to help me relax during my speech.
14	The Peer feedback is a great idea, you can get constructive criticism and that help you to improve. See that your classmates are listening to your speech and they are there to ask more about it.
15	Eye contact, applause, laughter are all things that reinforce that they are paying attention to what I'm saying.
16	A smile from anybody and giving me a little motivation before 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 communication class community.

Respondent	Response
17	Questions after my speech and "what stood to you from your classmate's speech?"
18	collaboration with my peers in group discussion and peer feedback
19	When they laugh during my jokes or references during my speech, the feedback critique letters, and the applause afterwards
20	getting an applause and audience questions
21	The 2 behaviors and/or actions of my classmates that helped me feel respected, valued, and heard in my speech class are making eye-contacts, and participating in asking questions.
22	They were interested in my subjects and they were supportive.
23	- follow-up questions and discussions about topics presented - other classmates' attention to details that apply to the entire class
24	Listening to my speech and making eye contact. Also round of applause for everyone.
25	my classmates supported and applauded for me and another thing, they can relate to what i talked about
26	-Listening when talking -Clapping after speeches
27	Respectful and funny
28	Respect and humor
29	We always did collaborative activities that required communication and listening to each other speak really helped me feel like my opinion was important. Also, non-verbal feedback during speeches was also key to helping me feel more confident and at ease while I was speaking.
30	After I would finish giving my speech a couple of my classmates would give a high five and tell me a good job even when I didn't feel that I did a good job. Before I would present my speech I would express how nervous and my classmates would assure me that I would be just fine this helped because I felt more comfortable and supported.
31	Listening to my speech with attention makes me feel respected. When people come and talk to me about the speech I gave that day, I feel heard and want to help out people more.
32	They listened to me and did what they said they were going to do(for group project).
33	Not being mean Nice people overall
34	Being attentive to the speech whether boring or not. Matching the mood of the speaker (i.e happy melancholy, joking, etc)
35	Active listener & Respect
36	My classmates are respectful and supportive of everyone presenting.
37	They are very kind and listen very carefully when someone is speaking
38	They contribute ideas They listen
39	Classmates were friendly in non-speech situations and listened respectfully when I gave speeches.
40	eye contact and questions after my speech really let me feel respected, valued, and heard.
41	Knowing that everyone was as nervous as i was before a speech such as body language and speaking up about our nerves together. Reminding me to breath through out my speech, by body language and mouth moving.

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 communication class community.

Respondent	Response
42	People seemed very into my speeches. I could tell they were all very supportive. And I think the most helpful thing is seeing the visual feedback and smiles during a speech from my peers, because it always gave me that last little boost to make it awesome.
43	- clapped before and after the presentation - gave constructive criticism or comments about my speech, it shows that they listened and were present.
44	eye contact and a few nods
45	- clapping before and after my presentation because it validates me. - giving comments or feedback because its how's that they were listening and present.
46	1. My peers asked questions. 2. Some spoke up when they disagreed.
47	When I was done with my group speech the members told me I did better then my first speech and told me I had better eye contact.
48	Eye contact while performing. Hand clap when finishing the speech. Josh gave me a high five when I finished my individual speech.
49	Daily greeting and transparent grading.
50	The positive energy classmates give before a speech and how interested they're in when the speech is given.
51	One behavior that my classmates helped to connect to the class and community itself was discussing how each speech went after class was over. A second action that my classmates did that helped make me feel valued was just to be friendly, during all stages of the speech being given.
52	Taking my ideas into consideration Being focused during my presentations
53	1.- they didn't use their phones or computers when I was speaking 2.- Some small talk of encouragement before each speech.
54	Feedback on what topics they'd like to hear in presentations and respect during a presentation no matter how controversial the topic was.
55	-They Listen - They Understand
56	1. When my peers gave compliments on my speeches 2. When other peers did well on their speeches or seemed confident while giving them
57	Two behaviors were asking questions and listening intently. By asking questions, I felt the audience really resonated with my speech and wanted to talk about it more. Also, listening without distractions made me feel less nervous and more confident to explain my stance.
58	Applause and eye contact were the two major boons for me while I was up on the stage.
59	My classmates have congratulated me when I finish up a speech after being so nervous. Also just getting feedback from the class in general really helped.
60	people were attentively listening no bad comments or judgmental looks were brought in class
61	They would nod and the applause
62	Clapping before giving my speech, and looking at me when I give my speech.
63	One of the main actions performed by my classmates would be their attention. Looking around the room, I always see them giving me the respect and listening to what I say. They may not be actually listening, but just the fact that they aren't speaking or doing anything else definitely helps. Another action performed by my classmates would be the questions they ask after. It makes me feel as if they were listening in to what my speech was about.
64	Comments regarding speeches after they were conducted. Audience maintaining eye contact.
65	Eye contact as well as attentiveness among various other things but focus generally being the key component.

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 communication class community.

Respondent	Response
66	After my speech one of my classmates said very positive message like "you do good" but also gave me feedback. teammate helped eachother out with spech
67	1. Some classmates would nod their heads if I looked their way when giving a speech. 2. They made eye contact with me and didn't get distracted by others/things.
68	They agreed with what I was saying, and when they connected to what I was saying.
69	Listened and Participated
70	the questions we did for two of our speeches
71	Calmly assessing my words and then responding with acknowledgement first helped me feel like my ideas were valuable to the discussion. Responding without aggression also helped a lot.
72	When my classmates are attentive and then all clap at the end of my speech, it makes the whole process worth it.
73	-Attentiveness. -Resemblance.
74	Listen without judgment if we needed help on something we would try to help each other.
75	they were compassionate and courageous
76	My classmates are facing towards me while I'm speaking and they applaud me before and after my presentation.
77	- eye contact - nodding - smiling
79	When they listened, agree or asked questions at the end, when their sight was at me and they were nodding back.
80	compliments by classmates and being able to ask my classmates questions when I didn't understand something
81	My classmates pay attention as well as participate whenever I ask a question or ask them to participate in an activity.
82	When we do group activities, one would talk and the rest of us would listen, nobody would talk over each other and that made me feel respected, valued and heard in my communication class community.
83	Giving feedback/acknowledgement
84	They gave their attention and showed respect when it was my time to talk.
85	I felt respected when I'm doing a speech and everyone is silent and giving me the attention I need for my speech. The applause before and after speeches also helps.
86	My classmates paid attention during my speeches and acted like an audience. They also made sure to ask questions after my speech
87	They gave their full attention during my speech and made eye contact with me.
88	My classmates and I applauded each other before speeches and would whisper encouragement before a fellow student presented. Another valuable action was checking up with each other on how far our progress was in practicing.
89	- everyone listened and smiled while I spoke. - everyone stayed engaged in my speech and clapped at the end of it.
90	The class was friendly and concern about me which made we feel that the class cares.
91	not judging and smiling

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 communication class community.

Respondent	Response
93	When giving minor speeches, classmates often talked about their lives. This made me feel as though I was in a community. Secondly, the group speeches were very collaborative. My group members made sure to ask me for my opinion which further made me feel valued.
94	1. Having people to talk to in general 2. People telling me if I did bad or not
95	listening during my speech and positive feedback in the form of attention and positive body Language
96	Clapping after a presentation is warm reception that helps you feel respected.
97	1)Further discussions after class about our topics. 2)The capability to critique each other in positive ways.
98	When one of my classmates says "I agree" & just participating in discussions with me
99	Classmates are very open minded and respect my opinion. They also very active in listening and focusing whenever I speak.
100	give me feedbacks. laugh.
101	1-Their integrity and honesty in their work 2-Bringing new views
102	When classmates would enthusiastically ask questions about my speech and making sure to give me eye contact during my speech as well
103	A lot of my tablemates were very supportive before and after my speeches by saying good job and good luck. During my speeches, everyone seemed to be paying attention and sometimes even smiling. These actions made me feel valued and respected as a speaker.
104	When I was giving my most recent speech about perspective, I was reading a lengthy quote that even I didn't fully understand. One classmate raised his eyebrow while I was giving the quote as it was a verbose statement. I thought it was funny and showed that he was listening. Another time, someone asked me about my favorite character from the Percy Jackson book series after I gave a speech and mentioned the series. I thought it was an interesting question and showed that he had put some thought into what I was talking about.
105	paying attention. not talking though my speech.
106	they smile while I am speaking and they also show a act of kindness.
107	Applause when I am speaking and after I am speaking, also gave me good questions after speaking.
108	They gave me their attention which made me feel like they cared about what I had to say Another thing I can say is no one every said anything crazy about my performances.
109	I like when I talk about something and the classmates are nodding at what I say, and the applause I get before I go up to give a big speech.
110	My classmates giving me their full undivided attention helped me feel more respected and valued in my communication class. My classmates laughing and asking me questions helped me and my thoughts feel more validated.
111	Clapping before we present, and being polite to one another. They were very encouraging.
112	Everyone gives you their full attention, and everyone claps when you're done.
113	One action is the questions at the end of every speech. Another action is the round of applause before a speech and after the speech.
114	They were able to communicate with me with full of respect and try to understand my opinion without arguing about what they think.
115	1. Clapping before and after people gave their speech 2. Group discussions

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 communication class community.

Respondent	Response
116	behaviors is that when they going to submit our evaluation about the speech I felt respected and valued for the comments and suggestion from them and helping me to be a better speaker.
117	Full attention and respect
118	We never talked over one another, and used each idea as value to everything we did.
119	The humor and respect that was felt throughout the classroom.
120	Always greet me when I arrive. Ask my ideas in discussions.
121	listen to my opinion, give me encourages after i finish my speech.
122	The first behavior is looking at the speaker. It lets the speaker know that the audience is listening. The second behavior is asking questions about the presentation because it shows the audience caring about the information that is being informed.
123	Remembering what I've discussed in past speeches, having an open mind
124	encouragement and kindness
125	Two things my classmates did to make me feel respected was nod their heads and laugh when I say something funny.
126	asking questions after speeches, smiling
127	I feel like that worked and didn't work in out group was a great was to see what we can improve on or next speech and work on those corrections
128	After presentations that gave comments or asked questions that were respectful and were respectful in general
129	They listen when people speak and they show the most respect to the speaker. That's why I appreciate them so much.
130	My classmates accept and agree with my ideas, also they give feedback on things I need to improve upon.
131	Honesty. Willingness to listen.
132	1. show hand or answer every time I ask question 2. look at me while I am giving speech instead of doing something else
133	Including me in conversations by asking for my input/opinion, remaining quiet while I spoke
134	Including me in group discussions by asking for my input/opinion, staying quiet while I spoke
135	They paid attention during my speech and gave insightful questions afterwards.
136	During one of my speeches, as I made eye contact with my classmates, I noticed some looked intrigued with what I was presenting, and sometimes people would nod along. Little things like this that tell me I am being heard gave me a boost of good energy.
137	called me by my name made me feel comfortable
139	Made a lot of friends and everyone was very personable. People are always accepting of you.
140	When one person was speaking, the classroom was respectful and not speak over presenter. Acknowledging speaker by proving undivided attention such as media away and providing eye contact and verbal cues.
141	-when i get asked questions after -when they look like they are listening to me
142	Everyone respected the time given to present, everyone payed very well attention with little to no distractions. We all gave each other constructive criticism rather than just stating negative remarks about a speech.
143	Peer review of the aasignments as well as reply post under online discussions.

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 communication class community.

Respondent	Response
144	The two behaviors that the actions performed by my classmates is by they respect me and they listen to my speeches as well.
145	They give comments after i give a speech which means they listen to my speech. Ask qustion after speech.
146	eye contact, responses/reaction.
147	- Listening to my speech with all attention - Making question after my speech - Create a discussion after my speech
148	Giving feedback at the end of speeches and being quiet during the speech.
149	asking questions, giving opinions
150	Two behaviors have to be that my classmates would applaud before a speech and after a speech is done. Another one is that my classmates are interested in the topic which made speeches easier to give out.
151	Body completely facing towards me and asking questions after speech
152	Most of my peers give respect to me whenever I'm giving my speech, they were carefully listening and at the end of discussion they would talk towards me and ask questions regarding my speech, which indicates that they're paying attention while I was giving my speech.
153	smile & clap
154	- Listening - applause
155	First one is they actually listen to me while I'm giving my speech respectfully , even though it's not making sense sometimes. Secondly some of them cheered me up and tell me i did great.
156	paying attention and listening
157	The responds on the discussion and the feedback on the peer review made me feed heard in my class.
158	thoughtful and honest
159	They asked me questions at the end of my speech. Reaffirmed their interest. They made eye contact
160	They listen during my speech and clap after I finished.
161	By paying attention visually or physically by nodding their heads etc
162	I liked how my peers were engaged in my speeches and asked questions because it shows that they were listening. And during the group project, my group respected my ideas even if we didn't incorporate it into our speech.
163	Most of the students are really good speaking at the front, they are kindly giving their information about their experience and the perspective about it. They are sincere to what they listening about and they gonna respect who you are.
165	I got to hear the classmates asked questions about my speech. It gave me new insights and a lot of them were very interesting. It made me feel like my speech was well heard by them. And them giving me nice audience attention.
166	Them showing that they were engaged and also asking questions
167	The open dialogue we had in class and the way we all supported each other (attentive listening/clapping) really helped me feel like we all respected each other and made the class more comfortable to be in.
168	asking questions, nodding their heads
169	-When someone is giving a speech they listened and looked genuinely interested. - Where the class discuss their opinions after someone's 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 communication class community.

Respondent	Response
170	Their discussions about themselves and their problems. They were comfortable with opening up about their problems which i think also helps them get it out of their system and helps them heal as well. They were quiet and attentive when i gave my speeches and the class was well controlled and the instructor made sure everyone paid attention.
171	They actually respect and give appraisal to me that is very overwhelming. The questions they asked after my speech makes me feel that they are interested and they have listened to my speech.
172	My classmates would listen and answer respectfully, ask questions, and wouldn't interrupt anyone when someone was talking.
173	smiling and paying attention
174	When my classmates would ask me questions after my speech and them paying attention to my speech helped me feel respected in my class community.
175	Everyone listened and cared for what I had to say. They would always ask me questions at the end.
176	encouragement to extend my knowledge on communication positive feedback on speeches as well as productive criticism
177	I was told by some students that they liked some of my speeches and found them informative. During speeches people nodding their heads along to my speech made me feel validated/understood.
178	The way that i felt my classmates valued,respected, and heard what I had to say in the classroom was by the questions that they had asked after every speech and that indicated that they payed attention to my presentation.Another behavior was how many of my classmates were super attentive during my presentations and that was a respectful action that they had shown.
179	My peers were very good at making eye contact and showing interest in my topics. They laughed when i made jokes, and nodded along with a lot of my information, which made me feel like what i was saying was valued.
180	I liked when they asked questions and when they responded to my posts.
181	I appreciated when my classmates would acknowledge me in class for either just walking through the door or something I said. I also appreciated when they would ask for my opinion or check up on me during my sick days.
182	We all knew each other pretty well, which made it feel like we were all friends. It was nice that we all clapped and laughed for each other too :)
183	they listened to my opinions and made me feel included.
184	1. When the audience asked question 2. When the audience was paying attention
185	valued my ideas and asked for my input on things
186	My classmates were very supportive and I even made friends with them. It was a very positive environment and everyone had good energy, especially for the time we were all awake at.
187	jokes and getting to know them
188	1) I felt more relieved to see my peers clapping after every speech, no matter if it was good or not. 2) When my peers start asking questions about each other's topics lets me know that they're actually listening.
189	They listen to me and eye contact when I give a speech.
191	Listen actively to others Show maturity
192	Almost everyone in the class would stay silent and give me eye contact while I was performing my speech. Also, no one was outlandish or judgmental, which made it easy to express myself more.

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 communication class community.

Respondent	Response
193	My peers and instructor helped me feel very valued throughout my speech class. By listening carefully to my speeches and asking me questions during the discussion section I felt encouraged to do more speeches.
194	Some form of non-verbal communication (eye contact, nodding, etc.) and clapping.
195	- be relaxed - do not be afraid to make mistakes
196	Lots of clapping & lots of interaction
197	There were a few people in class that always held eye contact with me when I was up giving a speech, and it really made me feel heard and like they were interested in what I had to say. Besides eye contact, some people would even smile at my when making eye contact during a speech. Just a simple warm gesture like that made me feel respected and gave me more confidence because my audience seemed to be content.
198	My classmates helped me feel respected by giving their full attention on me without any disruption. They also asked a lot of questions which makes me feel more valued.
199	When we did the group speech I felt that my classmates respecting my ideas and respected my views. When I gave my speeches they also supported me a lot.
200	1. Paying attention 2. Asking question and laughing
201	Strong attention and responsiveness
202	Paying attention to my speeches, and asking questions about its content.
203	They listened and were respectful.
204	participating in the speech
205	When my classmates would clap before and after I gave a speech, that really made me reel valued and respected in my communications class.
206	The times I feel most respected and valued is when people ask questions after my speech. This makes me feel confident that my message was reached by people. However, this did not happen much. Another behavior is when people nod when I look at them when I make eye contact with them during my speech.
207	One behavior performed by my classmates and especially group/table mates was that of inclusion. The class was defiantly inclusive which made me feel more a part of it and overall valued. My group mates especially made me feel valued and respected by treating me as an equal and including me in their conversations. I knew Charlie and Francis were already really good friends before this class and had at first thought they would probably stick to each other however, they were defiantly really open and inclusive of both me and the other group mates, causing all of us to become friends. Another behavior that the entire class preformed was that of compassion. I know I messed up many times throughout my speeches but the class overall was very understanding with nobody ever laughing or making fun of my performance. This definatly made me feel respected and valued and kind of made a community as all of us were in the same boat and therefore really understanding of each other.
208	Just seeing my classmates clapping after I spoke and looking engaged made me feel better honestly. Also just the support from the teachers from the students made me feel blessed as well.
209	In a group meeting for a group speech, my team made sure that I understood what direction we were headed in and verbally asked me if I understood. A member of my group verbally asking me created a moment for me to ask for clarification. I would be quiet in group activities so, the people around me made me feel more comfortable by asking weird questions. One of them asked "what is your favorite type of pen?"

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 communication class community.

Respondent	Response
210	Acknowledging my ideas or asking for my feedback
211	When my classmates give me nonverbal feedback and pay attention to my speeches, I felt respected, valued, and heard in my communication class community.
212	The biggest one was laughter and another was head nods in when they agreed with something.
213	-speak smoothly -look others while speaking
214	1. everyone always clapped after I finished speaking 2. Everyone was very nice and understanding when someone got nervous
215	-advice for improvement -questions on what I'm talking about
216	1) I liked when classmates asked questions after I presented because it made me feel like they were actually paying attention and cared about what I was talking about. 2) This is completely unrelated to the class but right before it was my turn to speak in I think Speech #4, the professor asked if I had dyed my hair recently (which I did) and complimented me. Another student then followed up and complimented me too. I was very nervous before speaking but this small minute act right before speaking changed my mood and made me feel very relaxed.
217	I felt respected by my peers when I would present and they would give me their undivided attention. I also felt respected when my peers put their time and effort into their own presentations.
218	1. when my peers asked me questions or if they have feedback. 2. when my peers gave me their attention.
219	Eyes on me as a speaker and clapping after I was finished.
220	Always support me by nodding their heads when I say something engaging. Always looking at me whenever I talk.
221	People seemed interested in some of my speech topics. Being in groups helps to create a connection with people in the class.
222	cooperative and interactive
223	They looked attentive and would ask questions.
224	I really appreciate when my classmates, ask me some questions after I conclude my speech. That is how I know that my speech was important for them and also, it gives me more confidence that I wasn't too boring for them. Another key thing that my classmates did that make me feel valued was when I see some shaking heads or concentrated stares, that make me thing that they agreed with me or feel related to what I was talking about. Also, I really enjoyed when I heard my classmated laugh about something I said, that makes me feel more calm and relaxed during my speech.
225	they quiet and listen to me. they have good eye contact and share me what they thought
227	I think I felt respected, valued, and heard, when my classmates showed their attention through eye contact during my speeches and applauded afterward.
228	They sat there and listened to my speeches and acknowledged what I was saying by nodding. They also were also attentive.
229	No cell phones No side talk
230	High five, encourage
232	The peer response assignment and classmates being on time to speech calls.
233	Nonverbal communication, like nodding and being attentive during my speeches and engaging feedback helped me feel more heard and valued in my class.

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

Respondent	Response
234	The clapping before and after a speech really helps and the genuine smiles and the engagement in the speech.
235	they listened to my ideas and made me feel included.
236	eye contact and silence
237	Critical listening and asking questions.
238	Said I gave good speeches and told me what I could do better
239	Being respectful at all times and a feeling of mutual understanding all around.
240	Everyone was very supportive with their eye contacts and felt very understanding when our points were acknowledged during their speech as well.
241	2 behaviors performed by my classmates that helped me was courageous and flexibility. They helped me feel very courageous about what I should work on the most in terms of structure and dialogue. They also made me feel more flexible in terms of having better ideas for all the assignments I have to do.
242	They paid attention when I was talking and they asked questions about what I had to say.
243	I don't know if this is a result of my brain just not working like it is supposed to, but "feeling respected, valued, and heard in [my] ... community" is not a thing. I have never in my life thought "I feel respected right now" or "I feel heard right now"
244	Attentiveness & Open Mindedness
245	Initiative and comfortable
246	when I shared my opinion they were quite and allowed me to speak. eye contact
248	Active involvement and eagerness to listen
249	Laughing my jokes Waiting for my sentences when I got stuck
250	The group presentation how my group members heard my ideas what to do for the project Speeches heard in class how some were agreed on and wanted to know more of
252	When people asked questions after the culture speech I was less nervous. Also getting results from peer review was helpful.
253	By hearing Monica say that she liked how I gave out ideas and supported the group made me feel valued. Also when we had the time to pick the interesting topics we gave for our individual speech, I was happy and thankful that some of my classmates mentioned my speech.
254	My classmates acknowledged my artifact speech and picked up on things I said during it and asked me about it in proceeding classes. This made me feel valued because they respected what I had to say and took interest in my passions and interests. Also, I made friends with some people and became close with two specific people, and I felt they respect and value me because they put an effort to talk to me and create a friendship.
255	My classmates would help everyone feel inclusive by speaking on topics we all relate to and including people's names in speeches.
256	listening interaction
257	Active listeners and supportive
258	Silent and eye contact
259	kindness and respect
260	1. Clapping before and after speech 2. Not being on their phone when giving my speech
261	talk to me share their opinion

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 communication class community.

Respondent	Response
262	I love how they attentively listen to my speech and applause before and after my speech. I love how they comment on the valuation sheets. The two valuation sheets I received have lovely comments like "Inspiring speeches" or "You are always well-prepared" which made me feel my effort was recognized.
263	My classmates were sure to always greet me with kindness and respect which made me feel valued in the classroom. I feel that this was key to helping me get over my fear of public speaking.
264	eye contact, and question/ comments
265	laughed at my jokes
266	When my classmates ask me questions on my topic after my speech, I feel valued. It made me happy that people care about what I have to say. Also when Professor Chivers give positive feedback after my speech, it makes me feel like I did okay and what I researched on had meaning and purpose.
267	I've had people come to me after my speeches and tell me how great or well I did and it made m realize how much of an impact I've made. I even changed my major because of this class because I felt a sense of belonging.
268	They asked questions at the end and looked engaged during my speeches
269	they nodded to make it seem like they either understand or are paying attention They stay quiet and aren't looking the complete opposite way
270	Being respectful and supportive
271	Attentive listening Supportive comments
272	They stopped talking while I gave speeches and asked alot of good follow up questions
273	N.A
274	They listened and gave me feedback.
276	The immediacy in gestures and genuine responses made me feel valued and respected. People in this class often gave eye contact when appropriate and always were respectful in the discussions we had online and in class.
277	Given full attention and respect
278	Whenever we had discussions, my classmates would ask for my opinion which helped me feel respected. After doing a speech, some would tell me, "Good job" which helped me to feel heard and valued.
279	2 behaviors performed by my classmates that helped me focus was that their body shape looked like they are ready to listen and having their eyes in front was really helpful.
280	Facing towards me and eye contact are two behaviors my peers did that made me feel respected and heard.
281	1) My classmates asked me engaging questions to let me know that they were actually listening to my speech 2) I saw my classmates nod in agreement to let me know that they were engaged in my speech
282	Paying attention (eye contact) and asking questions.
284	Attentive listening and engaging comments.
285	Everyone was really welcoming and supportive when I made my speeches.
286	I feel that since its a live call from home, everyone is at home or somewhat and it makes the environment more comfortable to give the speech. Another thing is that theyre not staring directly at me so I am not that scared to give the speech.
287	I got a lot of replies from the discussions. Even though only 2 reply was necessary, I often got more and it made me feel that people are actually interested in what I'm talking about.

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 communication class community.

Respondent	Response
288	peer reviews and giving hand signals if I forgot to repeat a question given to me.
289	My classmates were extremely supportive and respectful during everyones speeches. I really enjoyed my classmates and their kind hearts.
290	I like the peer-feedback, even though it was a mandatory assignment I felt like the feedback was genuine and it helped me to improve my delivery.
291	-When they have their full attention when you are giving your speech. -Good feedback on your speech.
292	- they clapped after my presentation - they gave me feedback and acknowledged my speech during discussion
293	After giving a speech, my classmates gave me a hand. It made me feel accepted in the class. When other group member showed appreciation to me, I was glad because I hadn't thought I was able to help other group members.
294	Good commentary about speeches really helped me. I normally don't appreciate feedback but all the feedback I got was so encouraging. That's one but another thing that helped was the audience skills we learned on how to be respectful for the speakers in front of class; knowing that I had their attention made it easier to speak.
295	Clapping before and after speeches. Group speeches also make everyone feel included and valued.
296	I can only think of 1: 50% of the peer responses I got, I feel had some thoughts put into them.
297	1.They tried to focus on my speech content despite my poor accent and low voice. 2.They gave a lot of comments and encouragement on my speech feedback papers.
298	We discuss the speech topics together and help each other with surveys.
299	They all gave genuine productive feedback. They listened and participated when speeches were given.
300	making small conversations making sure everyone was included during discussions
301	The audience questions reassured me they were paying attention and when they would remind me to repeat the questions it made me feel like they cared for my grade.
302	Them asking questions after my speeches and them paying attention during my presentations.
303	- Never yelling or showing aggression towards others opinions or points. - Never belittling others, in or out of the classroom and being very welcoming to others.
304	friendliness and amicability
305	I felt like it was mostly all of the speeches, but I'ma have to go with when people talked about thier lives which changed my point of view and felt respected.
306	People reacting with a laugh of conformation, albeit few really helps. Also they listen with an open mind, you don't feel judged at all.
307	Kind and confident
308	lots of support when sharing to the class also the few group activates we had really made me feel better about my classmates
309	Nodding, listening. Fist bumps
310	Listened to and just basic communication.
311	smile, notes on peer critique
312	smile, audience help

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 communication class community.

Respondent	Response
313	They were encouraging when I gave my speech and gave motivating opinion about the topics of my speech.
314	Everyone had nothing in front of them like laptops or phones. calming neye contact really helped
315	this quarter, we were lucky to have classmates that encouraged each other when we did not feel comfortable getting up. also when someone did not feel comfortable our classmates gave us good feedback that made us feel both valued and respected.
316	Listening while I speak, asking questions about my essay
317	Paying attention during the speeches and being supportive when we got stuck.
318	Honest and giving confidence
319	Everyone was super cool which created a positive atmosphere for me to strive in. Another aspect was the positivity provided to us by the teacher Mrs.Tina Lim she kept the class super positive, and always supported us during speeches.
320	Making sure to make eyecontact with me during my speech and also making sure to ask questions after my speeches
321	Good attitude, respect
322	One was that people would ask questions either after my speech or email be about how they can get involved with the particular organizations. Another thing that I really liked was how most of my peers would smile or laugh when I made a funny or memorable comment in my speech.
323	For the most part staying off their phones while I was giving a speech and giving me honest feed back when I asked them to.
324	Applauding after my speech was over, and talking to me about what I did good plus what I could improve on.
325	Cracking jokes - my one true weakness. Class stops being a requirement and starts becoming a fun opportunity to enjoy when comedy comes into play. Making people smile makes everyone feel good, so why not bring some smiles? Being asked for my opinion - While it is a small and very commonplace action, being asked for my opinion on any topic makes me feel like people actually care.
326	Some behaviors performed by my classmates which helped me feel respected was when they had their full attention on me during speeches and when they all encouraged everyone. I also liked how engaged everyone was.
327	When people gave me positive feedback on my artwork which I publicly showcased for the first time. Another action was the appreciation cards we did on the last day.
328	mentioning me in their speech
329	1. People were generally interested and respectful when someone would give a public speech. We were all going through it together so it created a bond of sorts. 2. People would tell you with critiques how you did, wheat you did well and what could be improved. It was a nice way to get constructive feedback.
330	deep breath and smile
331	(1) When people seem engaged in your material (2) When classmates approach you after class and give you feedback on a speech
332	Listening and getting great feedback on the projects
333	My group members made it easier for me to be able to give my opinion or what I think about a certain topic. So I guess not being afraid of what I'm going to say something dumb.
334	1. classmates were friendly and they never made fun or insulted anyone in anyform. 2.They showed enthusiasm which helped me push forward.

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 communication class community.

Respondent	Response
335	nod and smile when they listen to me make me feel that they're listen and font of what i'm talking about
336	Other student remembered both things I spoke about and facts I discussed during the course of class.
337	- Giving me good feedback - Telling me I did a great job
338	The amount of support and positive feedback from other students were encouraging. The peer critiques and jokes made in the classroom made it lively and warm.
339	1. Cheering and clapping when people go up to speak. 2. Being overall friendly and comfortable with joking around.
341	Friendly and understanding
343	1:Not talking during speech 2:Respectful
344	A classmate complemented my speaking styles which boosted my confidence A classmate gave me a thumbs up before a speech
345	closure speech, class discussions
346	Clapping Questions being asked Mind trap at the beginning
347	Everyone else was also presenting and know how it feels.
348	checking up on one another
349	Everyone listens when you're talking, as well as giving feedback.
350	Everyone was listening and nodding their head which shows engagement. Also many had feedback which shows they they were actually paying attention.
351	calm and relaxed
352	my classmates were enthusiastic and supportive when I gave my speech, and my group members were always great listeners and confidantes.
353	-After my last speech, one of my classmates came up and told me that my speech was good. For him to came to me and tell me in person made me feel great. -When I was giving my speech, I could see my classmates' faces and eyes. I was happy because everyone seemed to be interested in my speech.
354	1) mindful listening 2) good eye contact
355	I don't know. I'm really high tbh.
356	Eye contact and them respecting my personal space
357	They listened and responded with understanding
358	They were respectful when i presented. Also they pay attention and asked intelligent questions
359	The positive behavior's and kind to each other
360	1. People would come up to me after a speech and personally tell me they enjoyed it. 2. I like that everyone clapped for each speaker and it was clear everyone gave their full attention during each speech.
361	Just getting to know the people around me and knowing we're all in the same boat
362	Active listening, group discussions
363	Being attentive during speech; congratulations/appraisal after
364	- By listening to what I have to say. - By caring a conversation.
365	One behavior that would make me feel heard is when I'm not being spoken over, and peers listen intently until I'm finished, and then give a response relating to what I said. Another behavior that would help me feel heard would be when someone asks what it is that I said when I was being talked over (asking me to repeat myself because it shows they're interested).

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 communication class community.

Respondent	Response
366	Nodding their head during my speech as well as agreeing or speaking up when asking a question
367	They commented on my performance. They paid attention.
368	When Daniel welcomed me when I moved tables for the first time When Jamari welcomes me on the first day to come sit at the same table as him and Penelope.
369	Clapping before and after a speech, giving me their full attention
370	They all clapped when I go up. And everyone payed attention
371	Smiling, positive reinforcements, just being awesome people all around
372	Approval, agreement
373	awards and recognitions
374	clapped every time, always listened even though i made mistakes
375	Eye contact and looking interested when I gave speeches
376	Well when I put forth the effort on my presentation speech, if how im paralyzed but still able to surf the waves. The class response was good to hear. Also people gave good feed back responses.
377	Deadly confident Be funny
378	I was asked general questions. I slightly started getting more comfortable throughout further group speeches we did.
379	They always let me speak and want to know what happened in my day. They would give me support and advice on giving a speech
380	Eye contact and head nodding.
381	How we would help each other with speech topics and my table mates would calm me down before and after my speeches.

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

Respondent	Response
2	1. The book that we used for class HUM1 it really helped me to understand some of my struggles. It's called" Element". 2. Being asked to experiment in really life base on different topics.
3	When the professor want everyone to have respect for each other when giving a speech. He was very serious. Respect is important. He ask a lot of questions and likes to hear student's ideas and opinions.
4	So far we have done one speech which was the cultural identity speech. This helped me learn to feel more inclusive of who I am what i am capable of doing?
5	outdoor activities I have not done any speech yet so I'm not sure
6	1. Major speech 1 is about personal values and sharing personal stories. 2. encourage to speak out different cultures and perspectives for students from different countries.
7	Our first speech was about our values and who have shaped them in our lives. I felt welcomed to talk about personal information. I also felt comfortable enough to share my religious values. Another specific activity are the weekly free-writes. This allows me to share the struggles I had while completing the week's task. This makes me feel as if I am not alone.
8	1. Maybe a survey of our likes and dislikes. 2. A game of our choice...I don't know.
9	dinner party discussion

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
10	The instructor really wants us to get more comfortable speaking in front of other people. sometimes he makes us do a little uncomfortable things like stand up when we share our opinion. This is a way to train the mind ti be more comfortable.
11	The very first speech introduction it wraps simple and about yourself so there wasn't anything to prepare and the impromptu speech where you were given 5 min to prepare a random topic which helped talking with little preparation
12	the information speech and class discussions on mind trivia's.
13	Going over the mind trap and news. Opening up the floor or questions often. These are just 2 of the ways I felt valued in my class.
14	I believe that all the activities in this class makes you grow and improve. For example, in the demo speech, Karl was giving extra points if we move our arms upon our head, that makes you get out of your comfort zone. Also, in the info speech, one of the suggestions, was using some people from the class as an example or to get more credibility, I think that makes you feel less stress and gain more confidence.
15	Professor Lee made a strong effort to make everyone in the class feel included by learning all of our names and a little bit about all of us and there was lots of open discussion and interaction
16	During class discussions and group activites catches my attention most
17	Before the class starts, we give our opinions on the news we hear in the media. Also, the informative speech shows our interests in the chosen topic.
18	Telling the class that everyone is there for help and support not to judge. Giving good feedback
19	I feel this survey before this class and after this class helps me as an individual. Also just the constant speeches having to present helped me get over the all the anxiety I would get just thinking of standing up in front of the class
20	ever speech is an opportunity like the impromptu speech and informative speech
21	The 2 specific activities, assignments, speeches, or discussions by the instructor that made my learning feel more inclusive are short group activities, and question-and-answer activity at the end of informative speech.
22	By having us record ourself during a presentation and having us critique our past speeches.
23	- specific supplementary readings that further break down public speaking methodology - allowing audience members to engage post speech
24	Doing the demonstration speech was a good first speech because I was familiar with the topic and doing the demonstration distracted me from the audience. Also the narrative speech was very personal and therefore and assignment that was more fun to do.
25	best or worst i ever ate/random word speeches
26	-Activities when we were asked to describe our classmates. -Essays/speeches about ourselves
27	Research and works
28	Group project , and personal response papers
29	I loved the dinner party! It was super good because Stephanie just sat off to the side and let us express ourselves. I also think that she is really good about checking in after we have done a discussion to hear everyone's different opinions and building on them.

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
30	I feel that on my group speech was a great learning experience and changed how I looked at group work and when my instructor introduced to it a new light it left a positive impact on me. I felt when I gave my TED talk speech the constructive criticism really helped and I was able to improve my skills.
31	I can only remember one which we had to improvise in about 15 minutes it was the job interview.
32	Giving my first individual speech and getting the feedback on how well I did really helped me be easier on myself and helped me be a better me. And the group project, I was scared of it at first, but it really helped me see that i am a good leader when it comes to being apart of a group.
33	Public speeches Freedom of topics
34	Coming together as a group and creating an advertisement for a demographic Speech on "Most Important Person"
35	Response papers & Discussion about people's experiences.
36	The activity where we had to choose a storyteller made me realize that I am not a storyteller at all.
37	impromptu speech and group speech
38	N/A
39	The activities we did to get to know one another. Instructor was courteous and respectful to everyone at all times.
40	The activity where we had to list problems in the world and the impromptu speech assignment made the class environment feel more inclusive.
41	When we had "support groups" to help us through our speech, who would basically listen to our worries, practice together, and make sure we're on track. I also liked how when we had mini presentations/speeches we would present in small groups rather than in front of the whole class to prepare ourselves for when we did present in front of the whole class.
42	One time, I gave a speech detailing why George Kittle (49ers TE) is the most important person. People laughed, and rightly so, but as a continuation of the joke, I (jokingly) called them on it, saying "you laugh but this is no joke my friend." Tina, who is also a big 49er fan, was right there to back me up, saying "Hey let's go Jack I'm right there with you." She will encourage you no matter what, even though everyone knew it was a silly speech. I think by letting a lot of silly speeches and "hot takes" fly by, she made our class very comfortable talking in front of each other. Instead of worrying about what we were going to say to fly under the radar, people usually looked forward to going up and adding another outrageous take. A great example of this was our Random Word assignment, where everyone wrote a random noun on a scrap of paper, and then we shuffled them up and drew so you had someone else's random word. Then you had to make a persuasive "problem-solution" speech on the fly about your topic, like "koalas" or "buckets." People got very creative with the problems and solutions here.
43	- group discussions and activities - being approachable in general through her words and demeanor.
44	improve to speech and self critiques
45	- offering time in class to work on speeches and assignments which helped us ask questions when writing. - inserting simulations when it related to the notes was helpful way of understanding
46	1. improv speeches. 2. Instructor allowed questions.
47	We always get to choose the topic we want to talk about, it's something that always helps and interest me.
48	Final Project Johari Window Reflection

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	Reading activities and practices speech.
50	At the begging of the quarter my professor discussed how everyone has a percentage of public speaking and people who feel like it are not the information not the only ones.
51	One speech that definitely made me reflect back on myself as an individual was the job position informal speech activity, as it made me really sit and think about what I'm capable of. Another activity that made me feel inclusive as an individual was the discussion about world issues, as it compared what I knew to the world and how my peers were affected.
52	Ted Talk Speech About Me Speech
53	1.- The cultural commitment speech was amazing because I had to talk about myself in front of people I didn't knew. 2.- The Ted Talk speech because we were able to choose a topic we care about and talk to our classmates.
54	The second speech we did where we told a story, everyone got to share about something they thought was important. Discussions about current events made me grow as a person because I learned about topics that are not usually talked about.
55	The Cultural Commitments Speech and Informative Speech, and every discussion by the instructor made me feel that I learn a lot from the class. And, I believe myself much better unlike in the past.
56	1. When he gave us paper feedback on our speeches 2. When he talked to us right after our speech on what he thought about our speaking
57	One specific activity I really liked was the "I can't live without" speech. It made me express more of my own personality to others by showcasing something I am interested in. Also, I found the group marketing speech to be a lot of fun. It made me break out of my comfort zone and feel more connected with my classmates. It gave us the chance to work together to solve a common problem.
58	All our group discussions in class, group assignments, solo assignments, hw, in class activities all felt pretty inclusive and a lot of them were fun to boot.
59	We did little practice speeches while doing roll call. Answering questions about things like, "What is the best prank you've ever pulled on someone?" We also did a bunch of group activities to give a speech together.
60	individually choosing the topics you want to write a speech about Choosing topics for yourself during activities
61	The importo speech about your memories and experiences. Also the major speeches how we chose topics that appealed to us.
62	Worksheet on emotion vocabulary I use, and the NASA worksheet.
63	The 3 groups that I identify with speech made me feel more inclusive of who I am as an individual. I never really put myself into groups so that speech made me realize. Another one would be the TED Talk speech. Going through the TED talk site, I had to pick one that I believed was the most interesting and what I deeply believed in. Which puts me to a realization that that specific topic is important to me and my life.
64	Suggestions for the persuasive speech and feelings of value from comments on it's content. Lectures reviewing content from the book, particularly on the format for Monroe's Motivational Sequence.
65	Well being able to choose what to discuss and give speeches about made me feel like I can interject myself in the classroom environment on a more personal level.
66	name tag activites 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
67	1. The "Show and Tell" speech allowed me to share something that's important to me and reveal a different side of me to my classmates. 2. The persuasive speech allowed me to express my views on a certain topic.
68	I really liked how in the beginning of the quarter we got to present our names and connect it to things that we like or that helped define who we were. My second assignment is the one we are working on right now where we get to present a pitch of a product we invented to the class. Similar to shark tank.
69	Major speeches, when I receive a bad score I tend to do better on the next one. Minor speeches, helped me remember the things I did and shared to the class
70	the main speeches
71	In particular I enjoyed the speeches that honed in on my sense of self (introductory, TED, perspectives) where I could safely analyze and present aspects of my personality while also allowing others to share theirs. It made me feel more inclusive while also helped with getting to know others as well.
72	The cultural commitments speech allowed me to reflect on who I am and what I really value in this life. The gender identity reflection paper gave me a larger perspective on how I can be expressive and the types of ways I already am without even knowing it. That assignment made me more aware of my decisions and the why behind them.
73	-Introductory speech -Group discussions
74	All the speeches we did except the group informative speech.
75	self reflection and the informative speech
76	During our lectures, my instructor has involved us by asking questions that are relatable to the topics. My instructor also lets us engage with other classmates, so that it isn't the same 4 people we'd be talking to throughout the quarter.
77	- open speeches where you could pick your topic - speeches where we went down the roll sheet to give our opinion on one topic
79	Our teacher is very inclusive and aware of different perspectives, identities, cultures, etc... this makes it feel like it is a safe environment to tell an experience or an idea, because we know that we won't be talking about something that its "weird" or "not important" . The fact that the teacher takes a few minutes after our speech to talk about the topic that we chose, gives us an opportunity to fully expand our opinion and perspective without the pressure of being in front of the class. Also it makes us feel like our topic decision was important and worth it.
80	self-in-a-bag project, the skit group project
81	I enjoyed the show and tell speech because it allowed us to express ourselves with the visual aid that we choose to bring in. I also enjoyed the minor speech in the beginning where we introduced our friend, it was a nice time to meet the audience and have the chance to tell them about my friend.
82	The paper clip activity we did at the beginning of school made me learned that this activity wouldn't be complete if we weren't to communicate with my group mates to get multiples answers. I also learned that everything in this world has a purpose, their own reasons, and their own catch like the assignment we did on Persuasive Sales Pitch.
83	1.) Engagement speeches 2.) First speech
84	Group discussions and individual speech performance assignments.
85	The ice-breaker in the beginning of the quarter helped relieve some of the tension I felt. Getting to know everyone was a good way to feel more included.
86	The first speech, introduction was enjoyable and I had to explore myself. Another is the Persuasive Speech as I had to find something I am passionate about.

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

Respondent	Response
87	The persuasive and informative speech brought out individual pieces of me.
88	All the major speeches in this class (demonstrative, informative, persuasive) gave me a chance to express myself as an individual since I was able to choose my own speech topics. I also appreciated that the professor would occasionally facilitate discussion or give commentary after speeches -the class could express their own thoughts. For example, after my speech on the pay gap, the professor and class talked a little bit about ways to tackle the issue.
89	- Preparation for each speech - Going over good feedback and constructive criticism
90	The self critique really helped me learn better. talking to the class mates about our mistakes also helped me.
93	Writing self evaluations after the speech really enhanced my learning. I was able to identify and resolve some issues in my speeches, rather than having someone else criticize me. Secondly, having lectures where the professor asked for examples of how the content we learned applied to our own lives enhanced my learning because I was able to retain the content learned in class by identifying how the content affected my life.
94	1. The speech about yourself 2. Group Activities
95	The high and low context about him and his wife, really helped me not only in the class but in my current relationship. I don't remember which was the most important aside from the one above but overall all the speeches made by the professor helped, none felt TMI, and generally demonstrated what he was trying to teach 10/10.
96	Nothing particularly was done to make me feel welcomed.
97	1)The narrative speech was the best one for me. 2)The simple 2-3 minute speeches.
98	the discussion about the word bitch, I really enjoyed that discussion and everyone's opinions & when we played systemic oppression monopoly
99	The individual speech for we was very significant to me because it helped me gain back my confidence after not doing speeches for the past 5 years. Also the first group project really impressed me because I got to step out of my comfort zone and work with new teammates. Turns out, it was a wonderful and memorable experience.
100	individual speech. final speech.
101	His Ted talk His personality and experiences
102	My professor would include specific things that would happen throughout the lecture and also the getting to know you speeches are very good as well
103	My professor commented on all my speeches and always seemed interested in my topics and those of my classmates, which made for an inclusive environment. I also think that the wide range of practice speech topics and the flexibility with our major speech topics made it seem like he wanted the class to know who we are as people rather than follow the examples of someone else. He liked to share his own stories and joke around with the class and made it so that others would too, furthering the inclusivity.
104	The first discussion board about ethics was very useful to me. I liked reading the responses because there were a lot of different perspectives that I hadn't considered. The discussion about power was also important to me. Previously, I had struggled with coming up with reasoning for why I didn't like people using certain language and this discussion made everything a lot clearer to me.
105	N/A
106	The practice of the triangle movement, and weekly 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
107	Make everybody speak and give everybody an individual verbal feedback after speech
108	One was the Cultural Commitment Speech because he let us talk to the class about who we are and what we like. Another assignment that made me feel more inclusive of who I am was the perspective speech
109	I liked answering a question about what had the biggest impact on my life and I also enjoyed the stories my professor gave when teaching about a new concept from the textbook, which helped me associate to the new key terms.
110	Allowing us to work more in dyads helped to lead discussions in the right direction and lower the chances of distractions from a third party. All the speech assignments, from intro, impromptu, demonstrative, informative, and persuasive speeches made learning feel more inclusive to me as an individual.
111	The first impromptu speech and the short speech about my life.
112	The group presentation made me feel that way, as well as the first introduction speech assignment.
113	One activity was the speech about something I didn't like, I was able to really express myself and make everyone laugh. Another speech that made me feel more inclusive was the last persuasive speech, I love arguing a position on controversial topics and this gave me the perfect opportunity to do so
114	I like how Chivers let us talk about ourselves, specifically our culture since we all have different beliefs and culture and the cultural commitment speech made us really diverse and accepted for who we are. Also, I like the persuasive speech because I am able to use my voice for people to know about my opinion on what I firmly believed in.
115	1. When our professor played the Steve Job's commencement speech for Stanford 2. The flexibility for choosing our topics for our speeches
116	I think for the comments after I submitted my assignment, my instructor is helping me out for what the best topic or what I can do more about my speech and encourage me to expand the knowledge that I'm going to share.
117	Got to know everyone's name always asked questions
118	The name tag assignment showed a little of our interest and we got to connect to one another. Also the random act of kindness bonded people together in class.
119	The group assignment that was assigned and any of the practice speeches that we did.
120	Ask us separate into two groups by genders and discuss what we would prepare before dating. Role play and argue who deserve the only heart transplant.
121	group discussion, individual presentation.
122	The first activity is making sure everyone has the option to talk. Calling on every person to say their opinion on how to lead in interviews and etc. The second activity is that sometimes we need to sit in different tables to meet new people. It helps us to social with more people.
123	Informative and persuasive speech
124	comments and questions after we gave the speeches were helpful in the learning process. The instructor showed video examples of what was expected of us and what she wanted us to avoid doing.
125	The persuasive speech was one since you had to find a topic you were confident about, and the deviant acts/random acts of kindness speech since it pushed my peers and I out of our comfort zone.
126	discussions after speeches and group speech

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

Respondent	Response
127	I feel like doing a skit in our speech helped a lot to try to get out of comfort zone it is really hard to do a skit when trying to not being nervous in front of strangers.
128	We would meet up with random people from our class and talk about a certain topic and we also had groups made with people I never knew.
129	The persuasive and informative speeches because we got to speak on topics that we truly cared about.
130	The instructor would comment on my upcoming speech and would ask questions regarding it, plus stating his excitement to hear it. It made me feel like I was supported and making improvements.
131	Conversing after class. Class participation.
132	1. the halloween. He is smart and very confident to talk about one immediate topic. 2. He told us that do not call him "professor" instead, just call his name. 3. vocal warm up exercise.
133	The discussion posts based on the chapters and interpersonal conflict papers
134	The discussion assignments based off what we read and the interpersonal conflict papers
135	There was this activity that involved a nasa worksheet that showed the importance of working in groups. The group speech also made me feel that way.
136	The questions my class gives mini speeches on allow me (and others) to speak about things that matter to me, or give insight to my character/interests. E.g. Describe a funny childhood memory; What do you think is the most important problem facing our society today; Cats or dogs? Another activity: Teaming up with a buddy and introducing each other to the class during the first week of class.
137	The cultural artifact speech and interpersonal conflict
139	I did my major informative speech on mental health and I felt the freedom he gave us for that speech gave me the courage to speak about my own issues. We also did minor speeches which helped a lot since it was just constant speech giving and I got used to it overtime
140	I really enjoyed the free-writes to start the day by reflecting and sharing with our peers. It set the tone for the lecture and allowed us to get personal with ourselves and our table squad. The community engagement project also provided an opportunity to light a spark on a topic that is truly important.
141	-group informatives speech -monopoly
142	Discussions allowed us to brainstorm prior to any speech. I enjoyed sharing my thoughts and comparing them to the ideas that my classmates had in regards to a topic. In addition, I enjoyed that the speeches were all set up with a guideline in which we had to follow, but the topic was freely open for us to give our own personal theme to present our idea or object.
143	Cultural Artifact Speech. Investigating Interpersonal Conflict, part 1 and 2 Impromptu Speech.
144	One discussion by from my instructor is that he talked about the communication that helps me to understand it. and the speeches too. these two helped me to learn more inclusive of who I am as an individual.
145	Introduction Speech allowed me feel closer and more confident among classmates. Also, I feel more relaxed after Engagement 4.
146	nothing really
147	The instructor gives a lot of good comments and advises. He is knowledgeable that he can answer academically every questions or ideas.

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
148	Our advocacy speech and our soapbox speech.
149	informative, persuasive
150	The first activity has to be at the begging of the quarter our professor made us be in groups and we had to tell a story after present it to the class and the class had to guess from which classmates was the story. Another one that every time there was a speech the students were able to express their opinion or ask questions about the topic.
151	The group speech and the first speech we presented
152	The discussion where he talks about gender identity, this discussion made me all in to who am I. By learning what I'm capable of doing or something my role on this society. Also the very first speech that we made in which we discussed about our lives, for example our hobbies, where we came from, our beliefs, and the culture that we have.
153	demonstrative speech & important/special object activity
154	-discussion board number 3 -when we talk about the power in public speaking
155	when I had my cultural speech, I was very nervous because I didn't know anybody except my friends. But later on I feel not that nervous because I know what kind of person they are and they are very respectful
157	I would say the third speech would be one because it was when I started to be more understanding of the class and how I would like to do my speeches. Another one would be the discussion of yelp reviews because it was what I like or would like to go eat and I got to share that with everyone and got feedback on it as well.
158	discussion board where you can express your own opinion while my fellow peers gives honest comments and the first speech (the three things you are commitment to)
159	nein
160	Speeches, where I have 2 evaluators who gives me feedback and that helped me improve throughout the quarter. The discussion also helped to learn more about my classmates opinion on a topic, and their comments on my post also helped me to get a better grade.
161	The first and second speech idr what order they were
162	The very first speech and our perspective/persuasive speech made me more aware of who I am.
163	In my group informative speech, i learned that teamwork and good communication is need to finish the work clearly and informative. In discussion, these three modes of persuasion (Logos, Ethos, Pathos) are important, it allows me to what i should identify with, believe in, and trust. This motivates me and encourage my behavior.
165	Perspectives speech about my belief made me feel inclusive of myself. And the identity speech we had in the beginning of the quarter is also very good. It was a good speech that everyone get to know about each other. I felt like my learning on giving speeches improved because I was confident talking about the topic I like or the topic of myself.
166	I can't think of a specific one but I think the every speech assignment we had helped me be more inclusive

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

Respondent	Response
167	The culture speech was very inclusive as it made us analyze our own interests in a way that I wouldn't have categorized them before. Instead of seeing our passions or hobbies as just things, we recognized that they are part of our own personal culture. The freedom we had with our persuasive speech topics was also really empowering because we were able to speak to an issue/subject we are passionate about. It makes it easier to get excited about performing a speech when we care about the topic in such a deep and meaningful way.
168	Talk about my culture commitments
169	- Mr. Chivers' feedbacks after some speeches helped me see mistakes that I wouldn't have been able to notice. - His stance and talk on grades made me realized that grades are a byproduct of learning and it changed my mindset to if I learn something the grades will reflect that.
170	He uses word exercises and tongue twisters to help us talk better by reading them outloud and to the class. He also gave us an assignment to talk about what we're interested in so that we can feel more comfortable and possibly passionate about what we had to give a speech about.
171	The TED talk speech and the Persuasive speech.
172	The note tag assignment made me feel open about who I am, and just having the teacher acknowledge each individual classmate was really inspiring.
173	group assignments
174	The ted talks speech, the perspective speech and the discussion about grades helped me learn a lot about the world and especially myself. Also the ethos, pathos, logos assignment also help me learn how to communicate more efficiently.
175	Oppression monopoly was a an eye opening game. The group speech reinforcement of us working as a team helped me reduce group hate.
176	Online discussions love language test
177	The first speech about introducing our culture and by allowing us to generally choose our topics for speeches helped me to be able to embrace y individuality.
178	I feel as if the lectures that were taken place in the classroom were very informative and inclusive for most in the classroom including myself. The activity that will definitely will be memorable for the rest of my academic career was the Monopoly activity ,it was very eye opening.
179	I would say that my instructor was really good at paying attention as well, and I really liked the feedback that i would get after a speech. Every score sheet would come back with a compliment which is really nice.
180	I liked that for the speeches we could generally choose whatever topic we wanted so that made it super personalized. I also liked the personal feedback he gave to me.
181	I'm very grateful that our instructor had us give a persuasive speech in front of the class. I had never really been a persuasive person, and this speech was very challenging for me. By performing this speech for the class, I was able to really work on those skills. Another activity that helped me feel more included in class was the improv questions our instructor would ask us on a somewhat daily basis. I liked these speeches, because I'm really good at making something up on the spot. Because I was confident on my answers, I would usually volunteer to go before he called on names, which made me feel good about myself.
182	The first speech we did about our achievement actually felt very personal in my opinion. The fact that we had so many activities where we would literally just tell a story about ourselves was super comforting in class!

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

Respondent	Response
183	doing my informative speech really made me aware of my interests and inspired me to continue investigating. Also the listening actiity made me aware of how much I need to pay attention!
184	1. The first speech of the quater was really looking at your past and how you are now as an indivial 2. The ted talk was made me fined myself learn Im a seeker for knowledge.
185	none
186	I liked working on my speech alone because group work makes me feel like I have to rely on certain people to do things correctly, but I feel like it made me open up to talking to other people which I usually don't do. There are a lot of group discussions but you don't have to feel obligated to stick with them and it's a generally fun class with a lot of interactive activities.
187	introduction speech and the sell it engagement speech
188	I thought that the last speech that we did made me realize that I am quite passionate about taking care of the environment. I didn't know that I cared for the environment that much after doing some research on pollution. Another activity was the Q and A after each speech because there are questions that I didn't think of before.
189	Divided group work makes me feel more inclusive and the professor remember my name also make me feel more inclusive
191	group disscussion group presentation
192	The group project where we went out and violated social norms made me feel more inclusive because my group was very open and welcoming of different opinions, and I think that most attributed to our success. Furthermore, the discussions we had about communication apprehension in general made it easy to feel leveled out with all my classmates, and I feel gave each of us an opportunity to recognize one another truly as an individual.
193	A majority of the speech activities we performed throughout class, including the narrative speech and demonstration speech were opportunities for us to share our background and personal stories. Following those speeches, my class and instructor were very supportive and kind.
194	Visual Aid speech, Show and Tell speech
195	- individual speech - sharing answer with members sitting in the same table
196	Informative speech with visuals & the breaking social norms activity
197	I liked having to answer a question and having to talk about it for about 1-2 minutes, because I felt like I was really able to answer those questions however I wanted to, and I was not limited to answering something I did not want to. Another activity I enjoyed doing was the random acts of kindness. This is something I really enjoyed doing and it felt very comfortable to do good deeds because that is something I love doing for others.
198	My most favorite speech was the perspective speech because I got to tell people what I thought. I really liked the discussion board #3 because Aristotelian is an important skill for me to learn, practice, and apply it. And the first speech, cultural commitment. I was able to tell my audience who I was and what is important to me.
199	The speech of my Cultural Commitments Speech and the assignments of reflection were tasks that I think the teacher wanted to know how we were as individuals.
200	1. The first speech help me find myself 2. The group and Im really a person who is listner
201	minor speeches and freedom to choose topics
202	The cultural commitment speech, and just the in class discussions in general.

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

Respondent	Response
203	Dinner Parties and Speech outline template reviews.
204	bar tending speech help margarita taster listening bike speech
205	Informative and minor speeches where we could pick the topic and speak about anything helped me feel more included.
206	I really appreciated when we all told the class how and why we were taking the class as it made a sense of community with learning how to give a speech. Another activity that made me feel inclusive was the impromptu speech about our pet peeves as it showed more character to the audience rather than just being students.
207	Almost all of the activities and assignments in this class made me learn more about myself and who I am as a person. One activity that especially did this was the perspectives speech. For this speech, I had to think hard of a topic I was interested in, causing me to reflect upon what I find important, and I learned I find problems surrounding immigrants and people of color important. Another activity was the discussion boards. Specifically the most recent discussion of ethos logos and pathos. This discussion allowed me to learn more of and form a stance on the topic of feminism, a topic that I had before not really cared about or thought of an issue.
208	Sitting beside people everyday understanding what it's like to listen and understand people. Also having the class respect each other made it so much easier for me to be okay.
209	We talked about the power of the B-word and we discussed common anxieties that many of us shared. The first discussion made me think about the impact and history of words and how the words that I say can hit harder for people than I expect them to. Discussion boards also made me feel like I could stay firm in my beliefs, but still understand other peoples' views as well.
210	One example was the group activity where we had to come up with a place to take a vacation/trip to, estimate the trip's cost, the activity we're doing, and the name of the trip. The second example is the activity where we went outside and formed a circle. Russell would say a sentence and if the sentence was true for someone, they would step into the circle and then back out.
211	Two activities that made my learning feel more inclusive of who I am as an individual were the persuasive speech since we were able to pick a topic we were interested on, as well as the Show and Tell speech, which allowed me to share a piece of my life with the class.
212	One of the activities was giving your opinion on things and another was the show and tell activity.
213	-speeches -discussion board
214	1. I liked the Questions he gave because it seemed like a lot of people and myself were able to build off and connect to stories and ideas others had. 2.And I liked the assignment when we had to introduce someone in the beginning of the quarter because it allowed me to get to know her.
215	-group speech -NASA activity
216	1) As mentioned before, I really enjoyed Speech #4. I spoke about a more controversial issue and I was happy about the response I got 2) I also liked Discussion #4. I liked receiving feedback from my peers. I've always been nervous when it came to sharing my work with others, just fear of judgment I think, but I got a lot of positive and helpful feedback which made me feel very inclusive.
217	I liked that every one of the major speeches (and minor speeches) was open to any topic that we wanted, this made the class more inclusive to me as an individual.

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

Respondent	Response
218	1.Having some choice when it comes to speech topics. 2. Having group conversations.
219	Going over speech outlines before speech days and feedback after the speech.
220	One-minute speeches everyday, and the minor speeches.
221	the show and tell minor speech was a nice way to find out more about others, their life experiences and goals. I like that the professor sometimes adds their own experiences that relate to the students' speeches.
222	marshmallow and in the circle
223	the first speech & the reflection paper
224	I really appreciate both our TED Talk reflection paper and the Informative Speech reflection paper. I could analyze myself performing and give myself feedback for my next speech. It was very constructive for me because I analyze carefully how to do better in my next speech and be a better person. Another activity that make me feel more inclusive as an individual it was the roles monopoly that we played in class. That made me realize that I shouldn't complain about my life because the world could be more unfair for other people. I also enjoyed it playing it as a group.
225	the first individual and the last group speech. You made me speak my speech confidently for the first time. And a memorable group speech. It 's fun, my team members are very excellent. This class is very helpful to me. I was a very shy girl, and afraid to talk with others. but Mr. Hong make this class very easy. he don't force his student to talk, he make us relax. I don't feel nervous or scared when I was talk to him or look at his eyes. he knows his students well. you make me interested to be a teacher as good as you. I am honored to meet you and thank you so much! Mr.Hong :)
227	I think the topics for minor and impromptu speeches allowed us to share personal aspect of our lives to the class, so I was able to learn, share, and relate with others in my class.
228	He made us do random speeches to take attendance and he ensured that he was listening to the speeches by inputting similar events that may have happened to him.
229	Impromptu speeches at least once a week
230	N/a
232	This past speech about persuasive speeches and the weekly questions.
233	Our short personal speech assignments really helped me realize our class focuses on our individual strengths and was inclusive. Also, the in-class discussions on how speech relates to all of us, including learning about the intercultural struggles speakers may have helped me feel more included.
234	The prompt speeches that are on the board that get a little deep, When talking about ourselves and family
235	I really like the listening assignment, and my informative speech.
236	the persuasive speech and the demonstrative speech
237	Opening up on a deeper level than other classes. Self assessment assignment.
238	The group speech and the persuasive speeches
239	The one on one feedback was very insightful. Russell pushes to work as a team as well as taking on leadership roles. This would be emphasized through the final presentation.
240	The triagle walking activity was very awkward but was very helpful and all the speeches were topics which we could choose. That helped me relax as I knew my topic well enough to talk 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
241	The two speeches that made my learning feel more inclusive of who I am is self in a bag and individual speech. Self in a bag helped me identify with myself better as a person. The individual speech made me feel better about speaking to a large audience.
242	I liked the fact that Russel shared his own personal stories. Everyone was very honest and not afraid to share their own personal stories. There was no judgement.
243	Sorry about another non-answer, but I'm going with honesty over BSing. This whole class could not have been better designed to be less accommodating of my difficulties. Speeches stress me out to the point that I can't focus on anything productive for a for a few days before the speech. So, in response to the question: nothing, because the assignments had me too stressed out to even notice anything that might have actually fit what you're looking for.
244	One was working with a group to see if we would survive on the moon and the other was the discussions we had as a class throughout the quarter.
245	The self in a bag where I have two things that people see me on the outside while there's two things in the bag that describe what I think of myself.
246	she encouraged questions and gave us examples to clarify Stephanie went over upcoming assignments that were very helpful
248	1. Cultural value speech 2. Perspective speech
249	Johari windows Self in a bag speech
250	The group presentation The 3rd discussion board
252	I loved the activity of writing verbs about our classmates. It was a great way to get to know students and how people perceive me. Also the dinner party was a cool safe space to vocalize opinions.
253	I felt inclusive when we did an activity where we went outside and stood in a circle. The self in a bag was also an activity I enjoyed where we got to learn about our classmates better.
254	The artifact speech was my favorite activity in class because I got to express who I am to a group of people and they were able to identify with me and understand who I am. I also enjoyed the listening activity we did with a partner because I got a chance to get personal with someone in class and tell them a problem I've had for a long time and it felt really good to tell someone about it. It made me feel accepted even though I struggle with it on the inside without telling anyone.
255	My instructor would inform us that being ourselves, being prepared, and being imperfect was good enough. They also would provide examples of topics that related to us in various ways.
256	encouraging listening
257	self in a bag and individual speech
258	Small group projects and speeches about someones self
259	group presentation and group discussions
260	1. Informative Speech due to it being on something that I am affected by and sharing things with the class. 2. Introduction Speech since someone else was introducing me to the class and talking about me instead of me having to talk about myself.
261	persuasive sales picth speech self evaluation

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
262	I love how Russel gives uplifting and personalized comments to each and every speeches. It amazed me how much attention he pays to the details in each speech. I also love the topics that he assigned. We get to know one another through the Informative speeches, then learn something new through the Informative and Persuasive speeches.
263	The monopoly game was very fun and introduced me to many of my classmates, another positive activity was doing the group speech. I feel it taught me the differences in working together as a group to get a speech done opposed to just performing one on your own.
264	We participated in activities such as: monopoly, the nasa survival game, listening game.
265	group checkins
266	The monopoly game with my classmates helped me connect with my peers and really get to know them. Another thing that helped me learn about myself is the group speech. I did not know that I had the ability to take a leadership role in my group.
267	I think all my speeches as a whole helped me improve as a speaker, though I do it outside of class I got some critique that wanted me to do better each time I gave a speech.
268	I liked how we had some freedom with the topics we could talk about and were given feedback after each one.
269	- perspective speech: allowed us to choose a topic we are interested in - good feedback was given
270	Talking to our instructor about how we did in our presentation Giving us time to relax in front before presenting
271	Chiver's TED Talk Group Speech
272	He gave his personal insight after I gave my speech and also asked questions about the topic which showed he was really paying attention
273	N.A
274	Breathing exercises before a speech, and giving us extra time to practice with our groups.
276	The nonlistening lecture and activity showed me that I was often listening defensively and always monopolizing the conversation. It's a common habit of trying to bring something to relate with in a conversation, but it can also be classified as monopolizing.
277	Intro and improtu speech
278	The Best Speeches assignment helped me feel more inclusive. Regardless of being mentioned for doing a best speech or not, I think the assignment helps to include everybody. The world news discussions at the beginning of each class also helped because the news are happening in real time and around us, so learning through these discussions brings a sense of relevance to me.
279	I can't exactly tell what the 2 specific activities we have done, but I think just being able to discuss and have a conversation about a specific topic and being able to voice my opinion made me really feel inclusive. Since it was a time where everyone has an open mind and ears.
280	The first speech assignment that was given which was cultural identities really made me think who I am as a person. Also the discussion about love and the term "bitch" made me realize we actually are all very different and made me realize where I stand as a person.

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
281	1) The activity with learning about working in groups was helpful to me because I do not really like working in groups but now I am okay with it. 2) The activity with choosing your own topic or preference helped me feel more inclusive because I was comfortable talking about something I have an opinion about.
282	Informative and Persuasive speeches.
284	Cultural commitment speech and impromptu speeches.
285	The two activities were when I did my informative speech and persuasive speech and the teacher really seemed genuinely interested in the topics.
286	I think the speech topic are good because I have a broad idea which I can express what I want to talk about and also the discussion before the speech so I can get other people's opinion before I continue with my topic
287	Some chapters of the text book helped me out a lot. But most importantly the part of the class that we were all online at a Zoom Conference and giving our speeches was really helpful. I also enjoyed the discussions that we had every week. The issues we talked about and the advertising methods we all analyzed together. I enjoyed the couple hours that we had together. Having people listening to my speech and asking questions about it really boosted my self confidence. Sometime I was given comments right after my speech by Brandon or my classmates and it was a great feeling to know that people are caring about my speech.
288	In the demonstration and Persuasive speech, these were two that we could say what we wanted, our topic was completely what we wanted and he always encouraged us to be our own person
289	Being able to choosetopics close to the heart and what our interests/passions are really helps ease anxiety. I also am grateful that we had such an encouraging, supportive, and FUN teacher who challenged us to think and grow and have faith in ourselves with public speaking. Karl Isacson was a fantastic teacher who really supports his students.
290	I really enjoyed the topics for the speeches and how broad they were. It made me feel more confident in selecting topics that I'm familiar with and felt comfortable speaking extemporaneously about.
291	-Persuasive Speech because I was passionate about presenting it. -Group Discussions because if you know the person its easier to talk.
292	- discussion forums - feedback from instructor
293	When we asked our professor about the answers of the quiz before taking it, everybody seemed to be on the same boat. So, I felt more inclusive in the class. I usually afraid of joining a group assignment because my English is not good, but my group members helped me a lot in this class. This was the almost first time feeling involved in a group activity
294	The very first speech, the identity speech really made me uncomfortable at first, I didn't want to talk about myself so I was a bit nervous but I never knew how comforting it was to just openly talk about myself to classmates until the speech happened. I was pleasantly surprised by how comfortable I was but it was a good feeling. Also, I enjoyed the online tasks, it gave me the ability to work alone which I enjoy a lot, but it also taught me more responsibility in a way. Having more work that's not in a class setting makes you really concentrate and get things done.
295	I think that depends on the individual, giving speeches that illustrate who you are or your background experience.
296	The ability to choose our specific topics on most of our speeches helps with inclusivity
297	1.out of class speaker critique. 2.visual aid requirement on speech

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

Respondent	Response
298	The instructor gave detailed feed back and suggestions when I was stuck and we have class discussions about current events in our lives.
299	My instructor answered all of my many questions thoroughly. Be able to interact with the my peers at our individual tables really helped build moral and made it easier to stand up in front of them and give a speech
300	1 minute life speech-everyone gave a 1 minute speech about something interesting about their life which made the class have a more friendly atmosphere making the highest construction using marshmallow and spaghetti sticks-made everyone very involved (mentally and physically)
301	The introduction speech was cool because I had to really think of what few things I wanted to say to introduce myself to a group of strangers. The feedback he gave me on my speeches was very helpful because he was specific on what i did well and what I could improve on.
302	Having us record ourself and critic how we did. Having peer critics also helped.
303	- The Interpersonal Conflict Essay greatly helped me reexamine my outlook on a conflict I had years ago. - The online assignments helped me realize that some of my behaviors were negative and not helpful in discussions.
304	speeches and group activities
305	I would have to go with the speech on my uncle that really changed me. I never knew that I would have a chance to go up there and talk about my dad and my uncle two of the most important people in my life and my aunty.
306	I'm not sure how to answer that, but the most of the assignments let you talk about whatever you want and i really like that.
307	Giving a speech for a min about any topic etc
308	the artistic response (I chose monologue) another activity was our speeches and personal achievements speech
309	Always asking for volunteers, no favorites
310	The narative speech assignment was a good one that let me express myself to the class. The Informative speech was also a good one that gave the students a good way to communicate with the class.
311	notes and comments in the grading sheet
312	notes and comments on grading sheet
313	The first two speeches the instructor gave us good grade as he didn't look for specifics fault in our speech. This motivated me to do better because we didn't get punish, point wise, for weakness delivering our speech. He encouraged us to make better preparation on future speeches. I also like the making the survey activity because it was fun to tailored your questions to get people response so we can gauge their reactions.
314	I would have to say when the professor had us do citations at the beginning of the semester, and how she made us do two different organizational outlines.
315	Karl made this class very comfortable for all of us. during his discussions he respected our questions and answers. during group activities he also went around the room helping and giving us his input.
316	getting to know each other activity, personal speech about us
317	The demonstrative and persuasive speeches allowed me to express my personality and opinions in the class.
318	You know those "talk about yourself" and like the group interview things at the beginning

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
319	The final speech that Mrs. Tina Lim was amazing. Truly a phenomenal speech the differentiated a theory, versus an idea. Another activity was the walking in circles, which allowed me to identify the problem, solution, and transitions in a speech.
320	The demonstrative and informative speech
321	The mini speeches
322	The advocacy speech taught me a lot about myself and how much organizations like those mean to me. Due to the fact that it meant so much to my I feel it was easy for me to deliver my speech. Another activity that I really enjoyed was the very first speech that we gave, the job interview. I feel it was a very good and fun way to not only see where we are with speeches but also a fun way for everyone to get to know each other.
323	The two speeches that made my learning more inclusive were the introduction speech and the Persuasive speech. With the Intro speech being pur first big speech, I was able to get comfort speaking infront of my classmates and at the same time, I got to connect with Vitor since we did the speech together. With the last speech which was our persuasive speech, I felt like I was very confident and was able to engage the audience.
324	Informative speech really allowed me to talk about something I liked and could share with the class. Also the most important person speech allowed me to prepare for the persuasive speech.
325	Informative speech - It was a lot of fun speaking to the class about the topic of bees. Many people seemed very interested and I even had students ask me more questions outside of class. I felt really great being able to teach everyone something and bring joy to the class. I liked hearing my instructor give daily news updates sometimes and then ask for our opinions.
326	I really liked when my instructor would talk about how well we improved on our speeches after each speech; it helped me learn a lot about myself and how I was improving on my speeches. I also liked how my instructor would go over our speech outlines with us and tell us how we could improve on them so I was not always so reliant on my outline.
327	The Circle activity, once again! Also the mental health conversations he's had with us truly helped me feel better about myself. When he found out I wasn't doing so well, instead of ignoring it, he offered his assistance and also sent me recommendation for the help I need! :)
328	no assignment
329	Honestly all the speeches achieved that. I felt that our instructor would let us know on how to make the speech easier for us. For me, it was to discuss a topic that I had some passion over. So I looked at it as a way to give some information to people since I have their attention in that setting.
330	introduction speech persuasive speech
331	(1) I liked that our instructor would verbalize their connection to our topic or write down positive feedback when grading our rubrics (2) In addition, I respect the amount of free will we were given, especially for speech topics, since we could elaborate on interests or topics we personally valued or understand
332	When we first had to create our team names and when we had to perform! Honestly my favorite part! hahah
333	The circle where talked about a certain NFL topic that was really controversial; people were saying their opinions and it made me think larger from the spectrum of just kneeling. The second was 3 things about ourselves that we are good at and how it's easier to think of things that we don't like about ourselves.

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
334	1. Professor always encouraged all of us to have fun while giving the speech, which helped me a lot. 2. Demonstrative speech made me feel more inclusive.
335	I like the introduction speech because it can really show how I understand and feel about my partner
336	The performance engagement and the informative speech.
337	Speech number #4 and #5
338	Every speech we did was based on topics we felt strongly about and were interested in. We got to talk in group discussions that helped us express our interests meanwhile about speeches.
339	1. Beginning of the quarter having to repeat everyone's name helped me feel more connected with the class 2. Kahoot helped me feel like I'm participating in the class without having to raise my hand.
341	A speech talking about myself which made me confident that I could just say what I truly am without really being judged.
343	1: Speaking in groups brainstorming topics to speak about 2: Canvas assignments
344	All the comments the professor made to make sure everyone was included or heard The first speech where we talked about who we were
345	self in a bag, one on one feedback
346	The wide variety of topics discussed/spoken about Enthusiasm on class subject
347	The informative and persuasive speeches
348	love languages, cultural artifact speech
349	When we had group discussions within our table groups. Also the "What's your problem" classroom activity.
350	All the feedback the professor gave us was a good start for reflection because she noticed things that were very minor but could get fixed, also she motivated the class and gave tips/tricks for our speeches.
351	speeches and discussions
352	johari window and cultural artifact speech
353	-I loved it when my professor gives up little mind challenge every class. I was excited to come to the class. - I remembered my professor's demonstration(mayonnaise) speech. That speech was very natural and to see an actual speech before I give my first speech helped me build my own speech.
354	1) the johari window activity where classmates filled in the "blind" section with how they view us 2) discussing conflict styles
355	Well throughout the whole course we constantly reflected on our own thought. There was a high amount of introspection going on.
356	Cultural artifact where we had the opportunity to share 1 special object that was important to our own culture. Dinner table where we all had the opportunity to share our own opinion.
357	posting on the online forum helped me feel heard and how we were divided in groups and sometimes different groups helped.
358	The instructor is a great speaker and very helpful.
359	working with others and by communicating and understanding each other.
360	I don't understand this obtusely worded question
361	Allowing us to pick our own topics and having group discussions
362	Reflection at the end of our speeches where we are praised for something good about our speech. Self-reflection where he asked us what we did well and we could improve on

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

Respondent	Response
363	Commentary/advice after speech; remembering individual speech topics
364	- Introduction Speech - Engagement 4 - Sell it!
365	Having the ability to choose our topics for the informative and the persuasive speech helped me personalize my speeches and make them on topics that I could easily speak on. The personal comments that would be written on my rubrics were always greatly appreciated!
366	Giving feedback afterwards as well as commenting on the speech and asking questions
367	Acheivment speech introduction speech
368	The 2 assignments that made it feel for inclusive for me was the informative speech and the persuasive speech
369	Sell It! was a fun activity, as well as that activity where we drew the house (I don't remember what it was for)
370	The introduction speech and the way he always cared for me
371	Attentive listening, insightful feedback, supportive attitude
372	I really enjoyed the Sell it engagement, I like humor based activities so that one was fun for me, and I really liked the drawing a house activity too
373	the first introduction speech and overall environment
374	group discussions, introduction speech. the introduction speech helped us get to know others better so we wouldn't have to tell it ourselves
375	Dinner Party Dance Party
376	Well one topic that comes up was my first speech on Luciano Pavarotti. The start of my speech was flowing but it was eventually made apparent after the speech. I was told to come at it more like a story line. I kept this lesson in mind and the next 2 speeches i was very happy with.
377	When the instructor give his opinion after the speech helps
378	Toward the beginning of the quarter we participated in an activity in which your in a group and you have a number of stories/information to share an idea upon, whether is be controversial or informational, and the goal is to establish whether is ethical or non ethical. I found this to be very helpful such that it allowed me to really think out and argue a point.
379	I think the informative and persuasive speech gave me the ability to express the way I am to people and got me to open up a lot more then what I already am
380	Dinner party which is a form of socratic seminar where we expressed our opinions and dance party where we presented to our classmates our rough draft of our speech one on one.
381	The tongue twisters with everyone was a blast and the engagements that we did, how we got to know everyone. It didn't feel like a normal de anza class, people actually became friends and talked with one another. It was a breath of fresh air. I truly loved this class and LOVED Russell Hong!