

De Anza College Office of Institutional Research and Planning

To: Russell Hong
From: Mallory Newell, De Anza Researcher
So Yeon Kwon, Student Assistant
Date: 2/25/2019
Subject: PRCA-24 Post Survey, Fall 2018

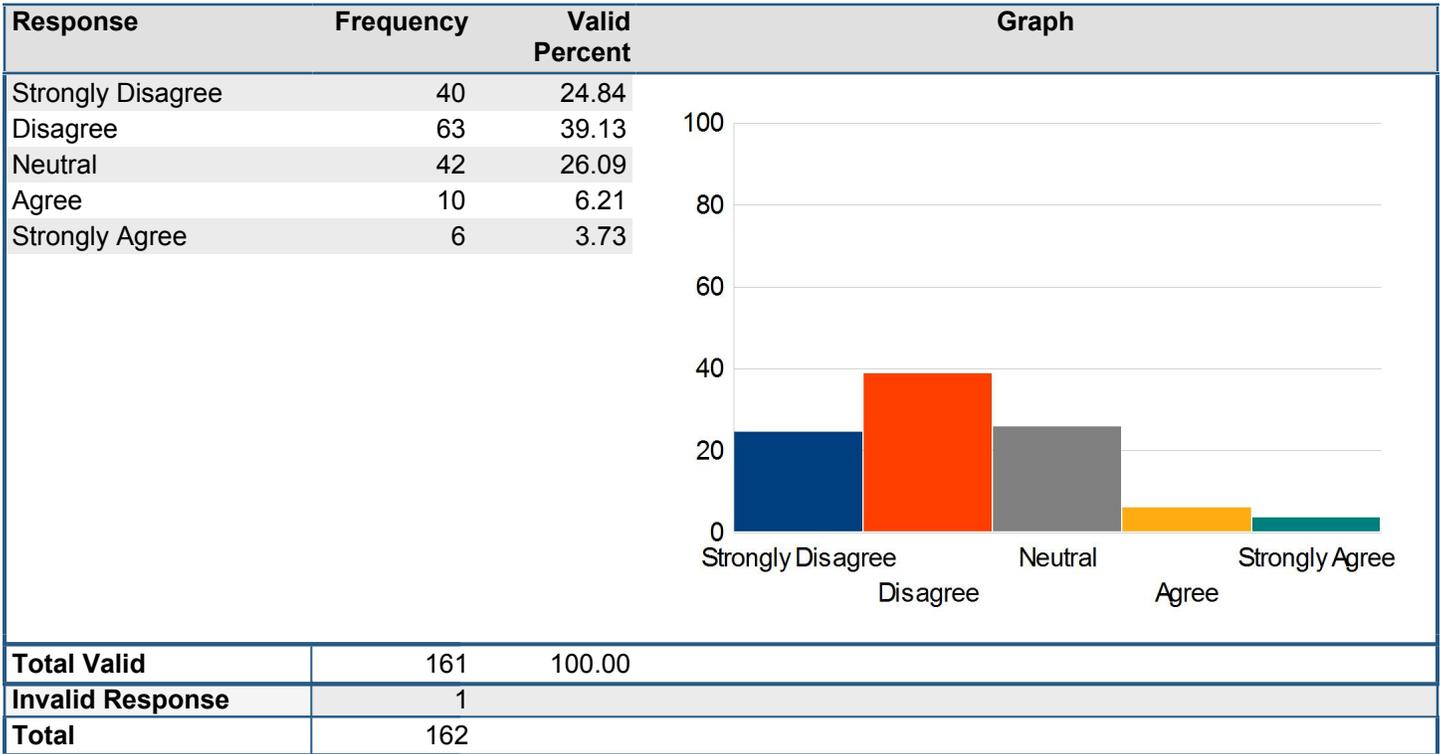
The PRCA-Post survey was conducted in the beginning of the Fall quarter in 2018. It resulted in 162 respondents.

Important Highlights Include:

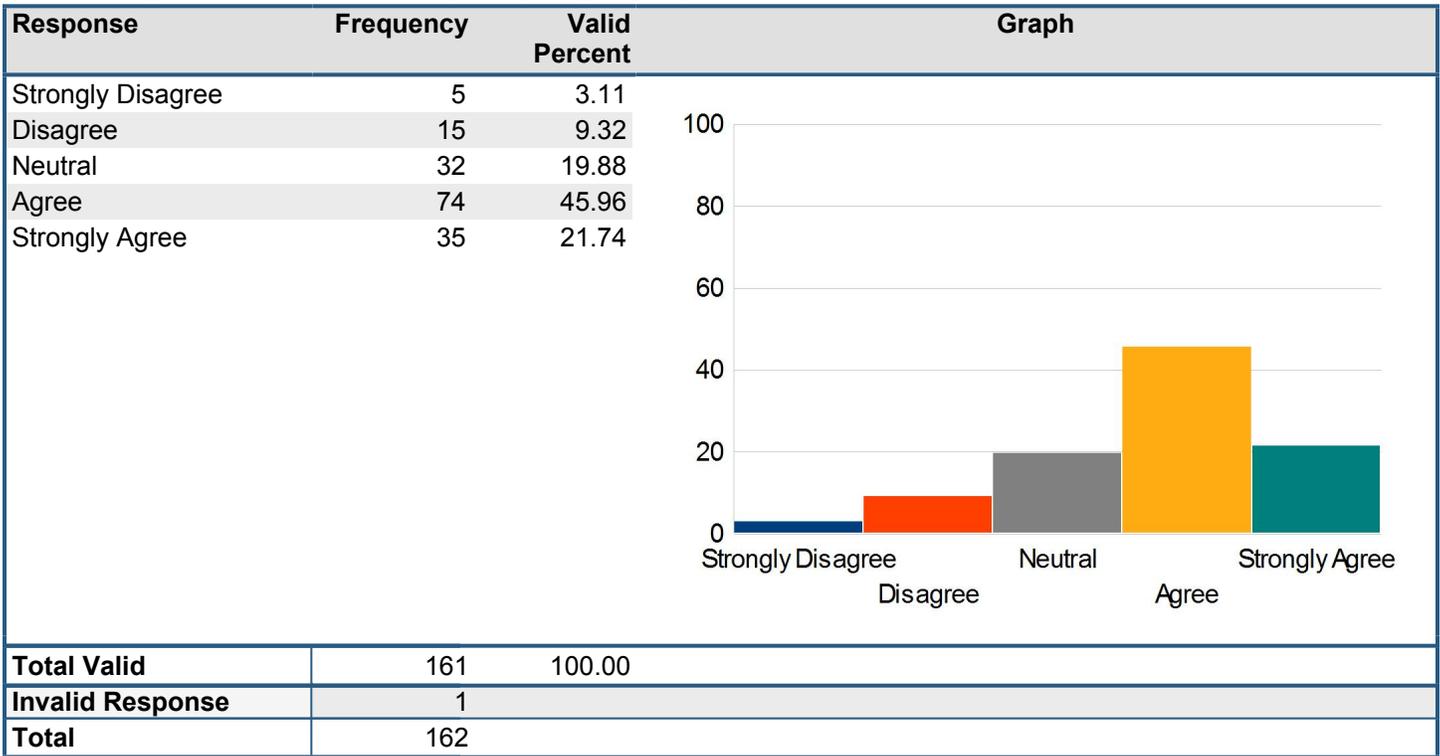
- 63% (103) of respondents “strongly disagree” or “disagree” disliking in participating in group discussions. (Question 1)
- 66% (109) of respondents “strongly agree” or “agree” that they are generally comfortable while participating in group discussions. (Question 2)
- 63% (102) of respondents “strongly agree” or “agree” that they like to get involved in group discussions. (Question 4)
- 56% (91) of respondents “strongly agree” or “agree” that they are calm and relaxed while participating in group discussions. (Question 6)
- 60% (98) of respondents “strongly disagree” or “disagree” that they are ordinarily very tense and nervous during conversations. (Question 15)
- 58% (94) of respondents “strongly agree” or “agree” that they are ordinarily very calm and relaxed during conversations. (Question 16)
- 79% (126) of respondents “strongly agree” or “agree” that they felt valued and included in this speech class by their instructors and peers. (Question 25)

Fall 2018 PRCA-Post Survey

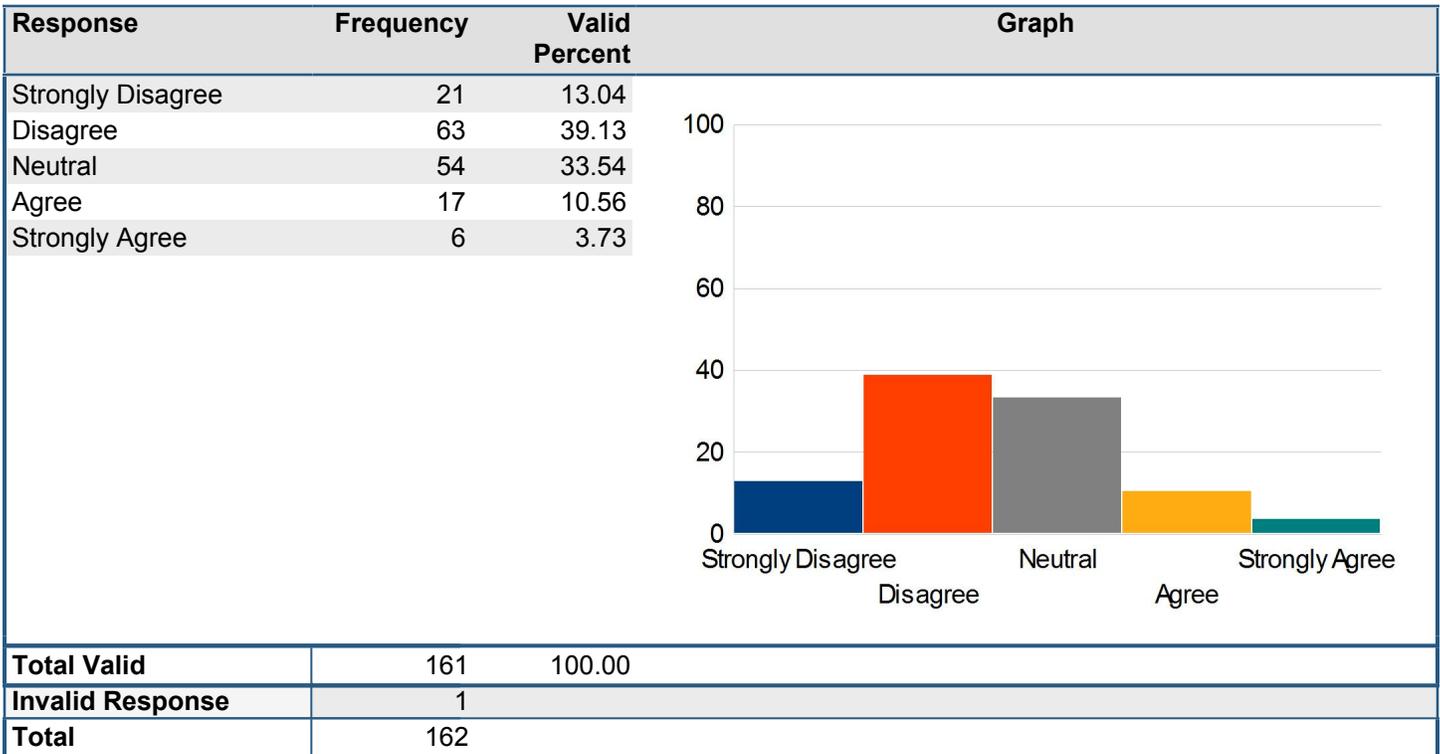
1. I dislike participating in group discussions.



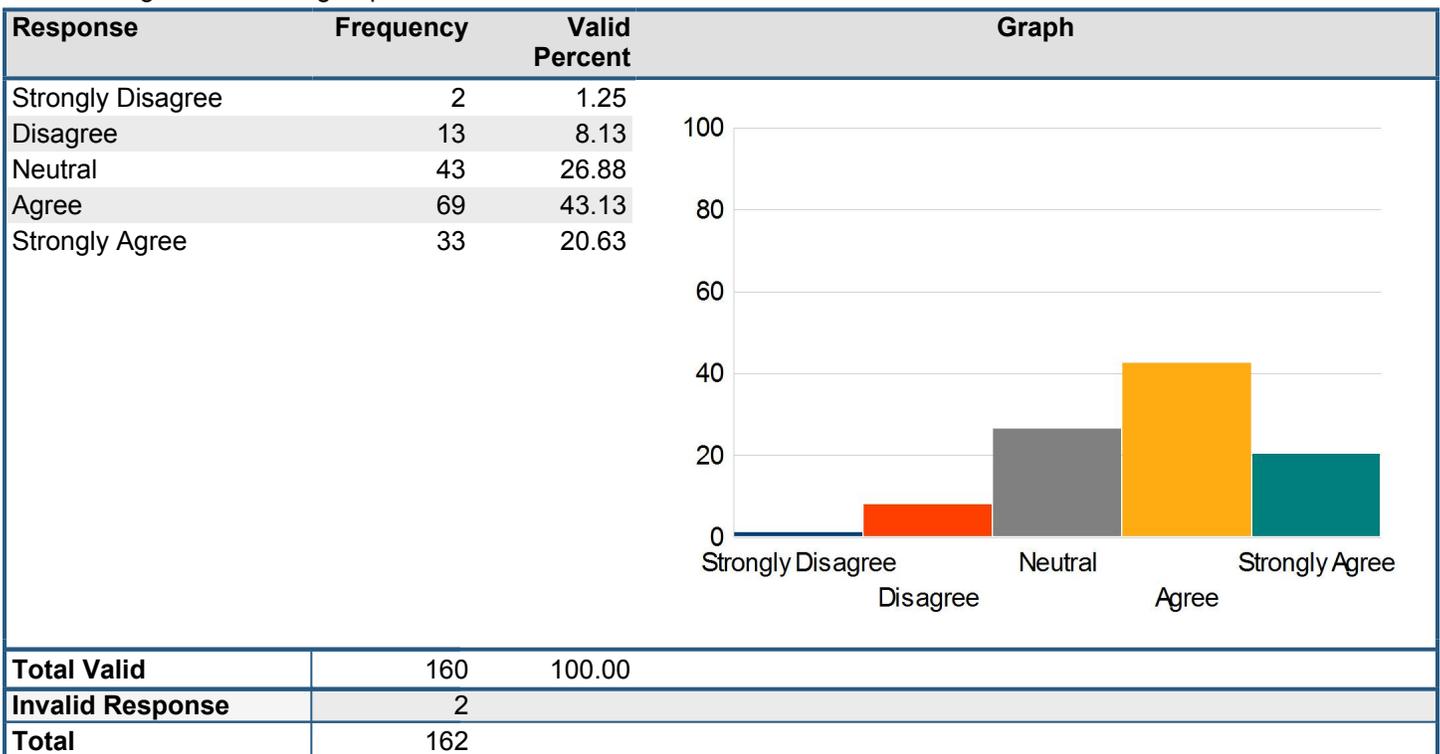
2. Generally, I am comfortable while participating in group discussions.



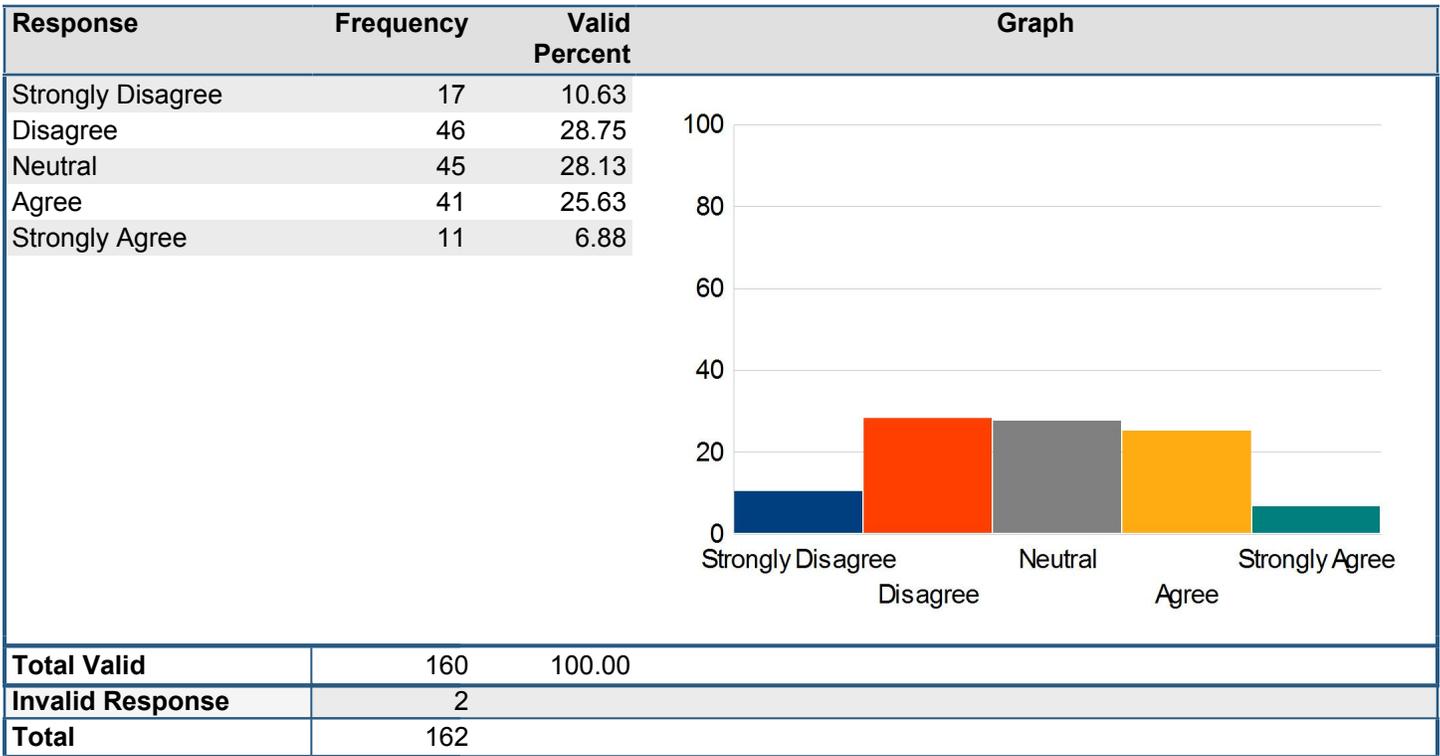
3. I am tense and nervous while participating in group discussions.



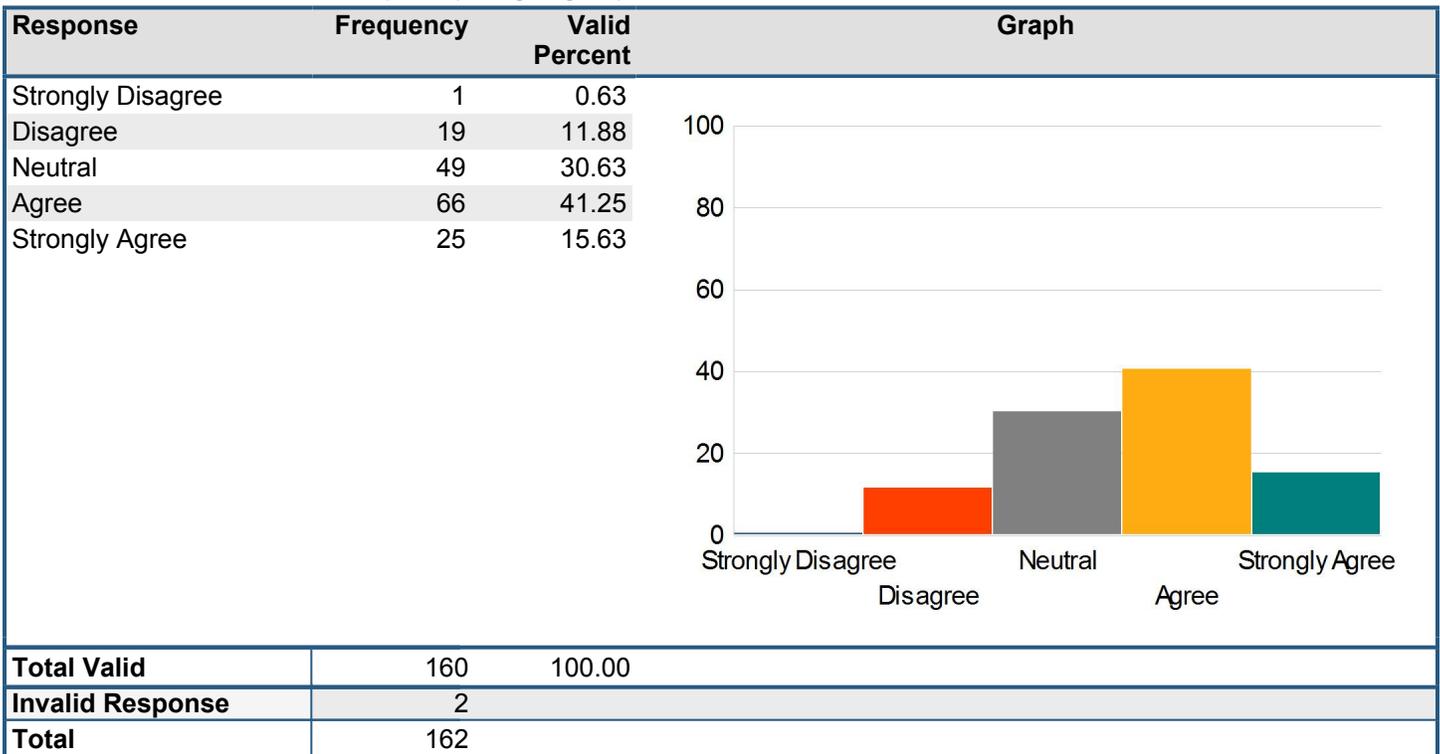
4. I like to get involved in group discussions.



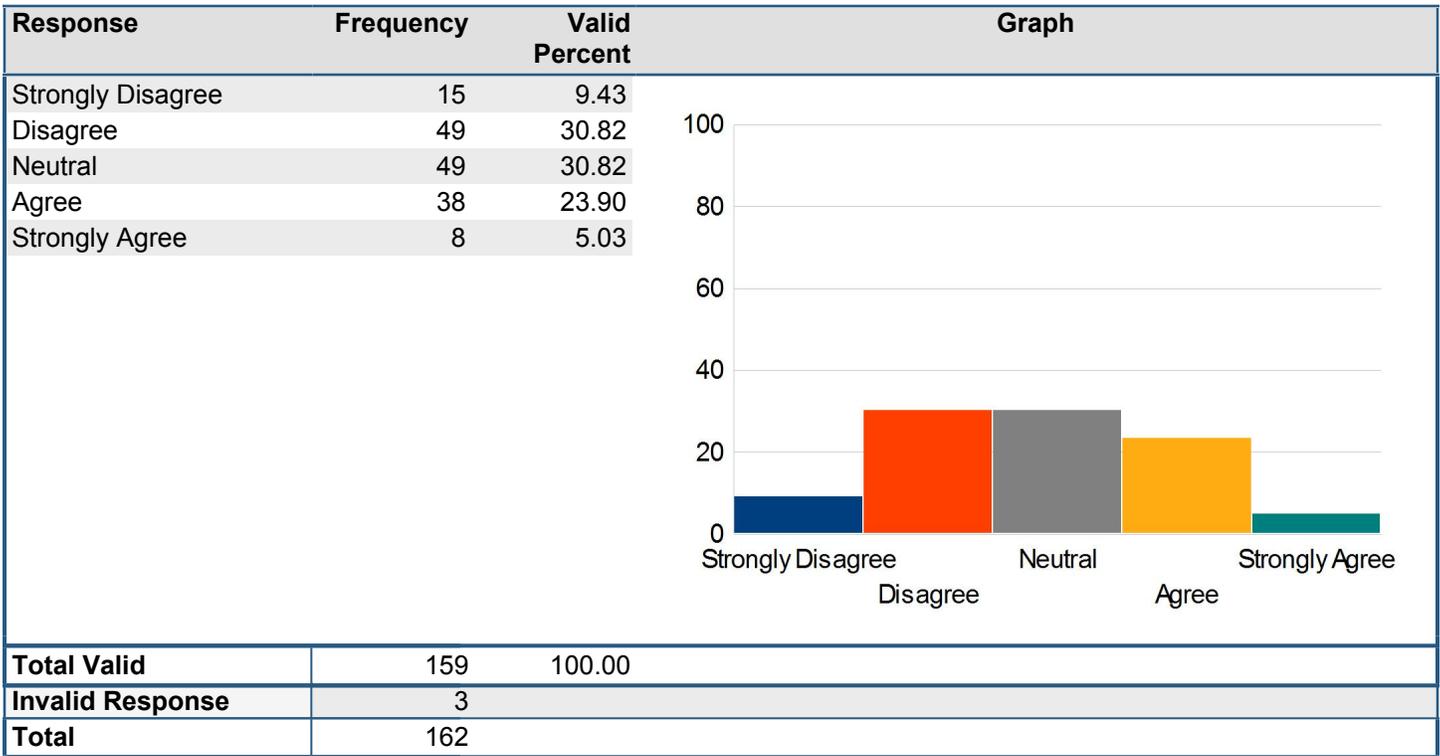
5. Engaging in a group discussion with new people makes me tense and nervous.



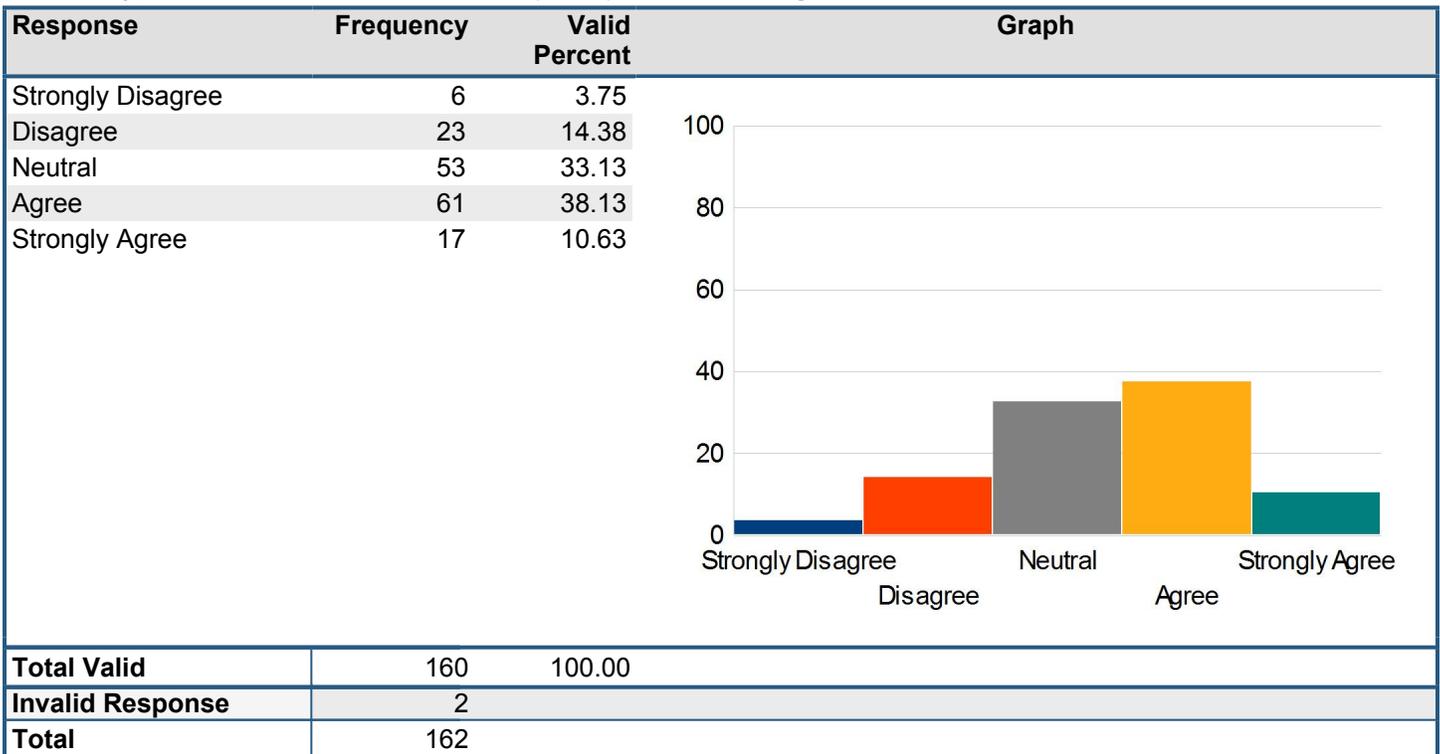
6. I am calm and relaxed while participating in group discussions.



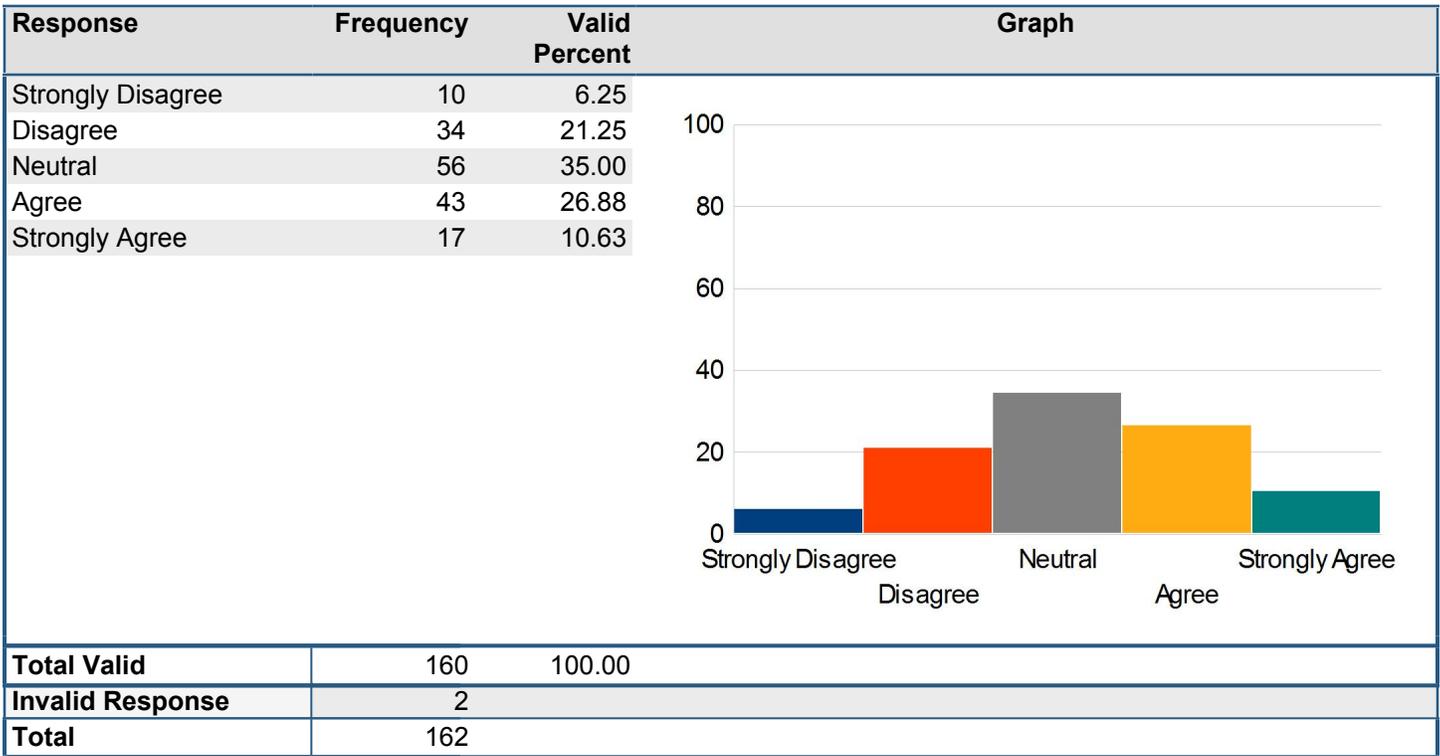
7. Generally, I am nervous when I have to participate in a meeting.



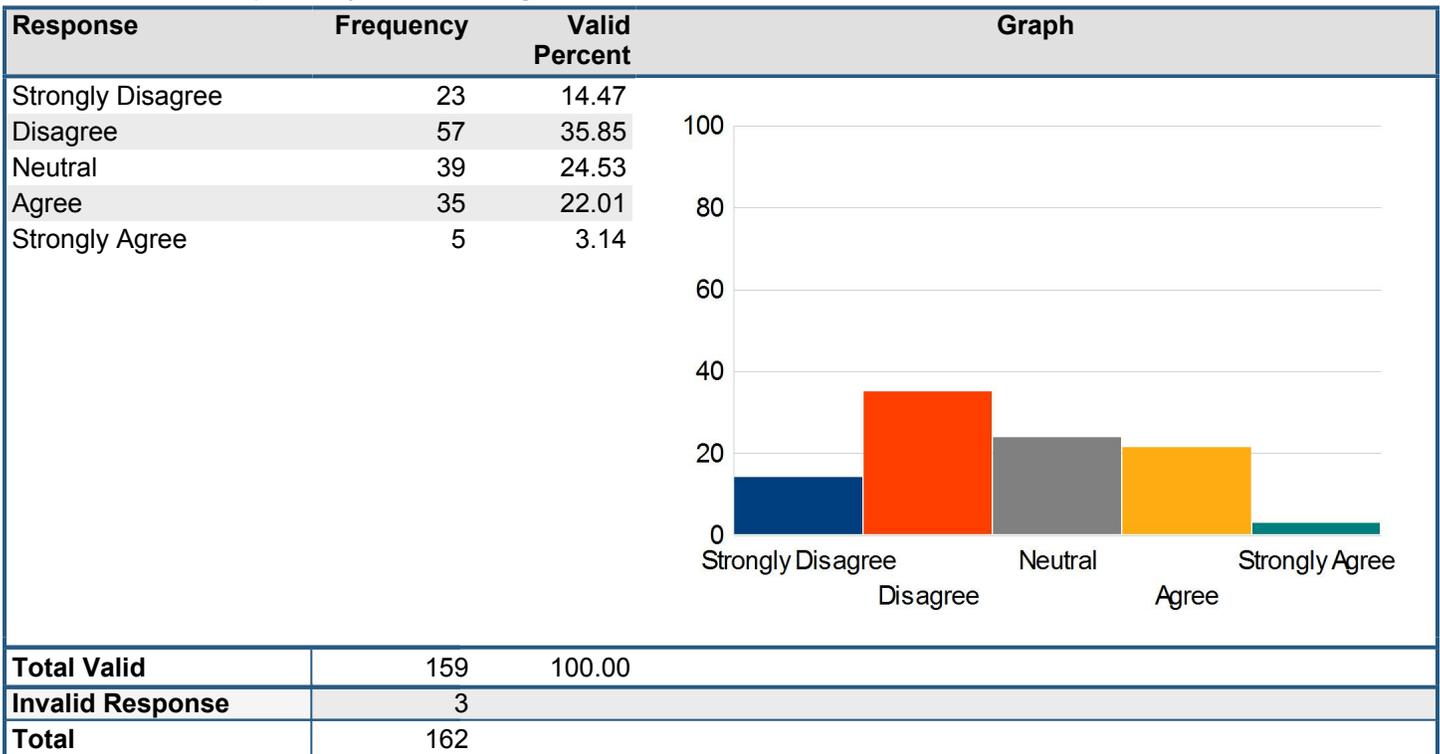
8. Usually, I am comfortable when I have to participate in a meeting.



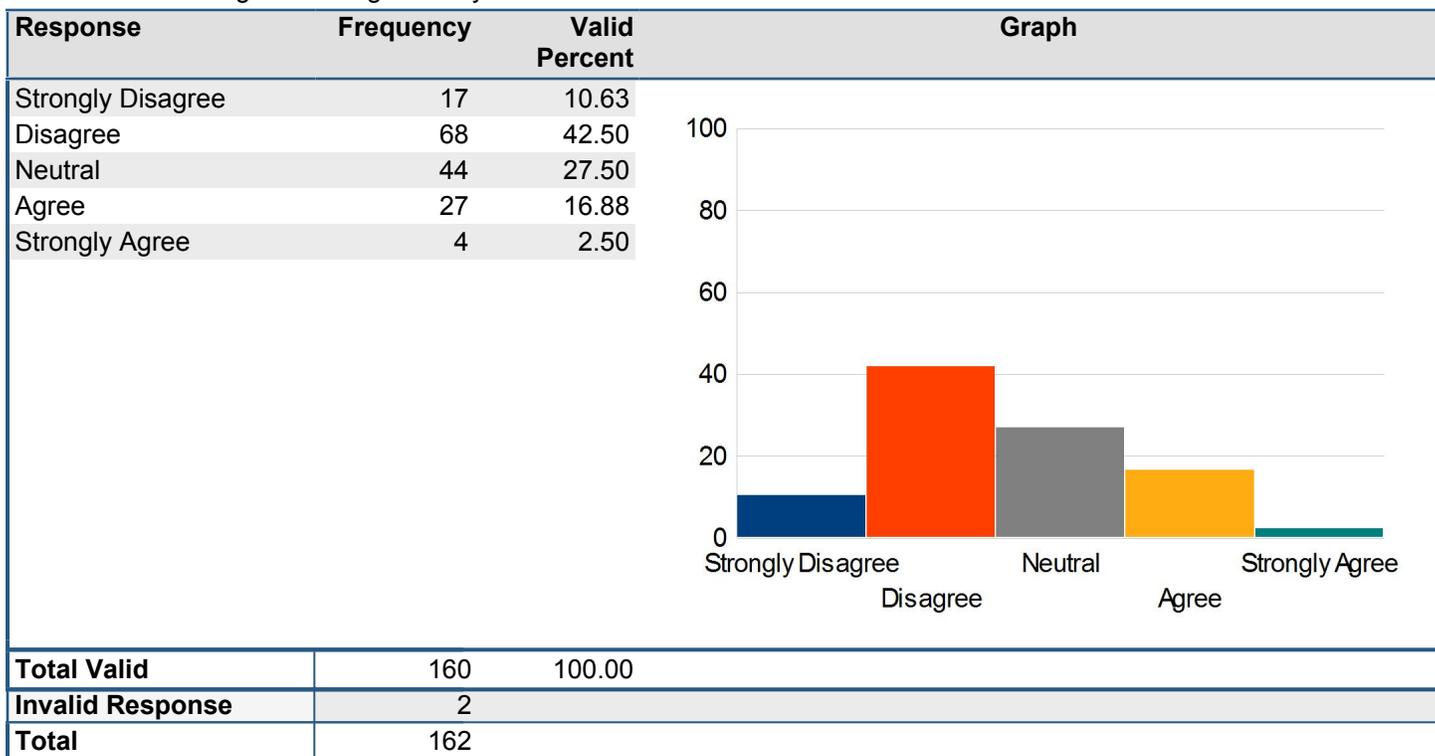
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.



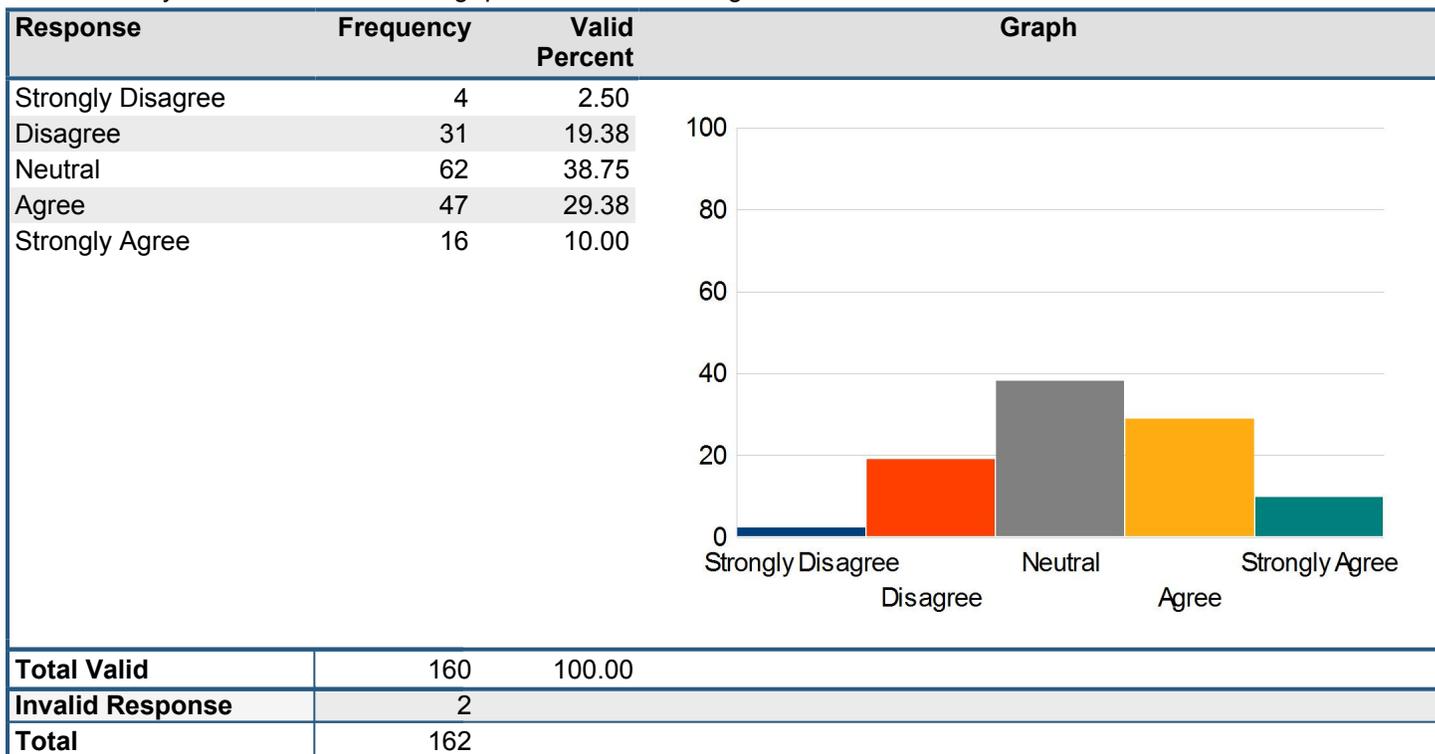
10. I am afraid to express myself at meetings.



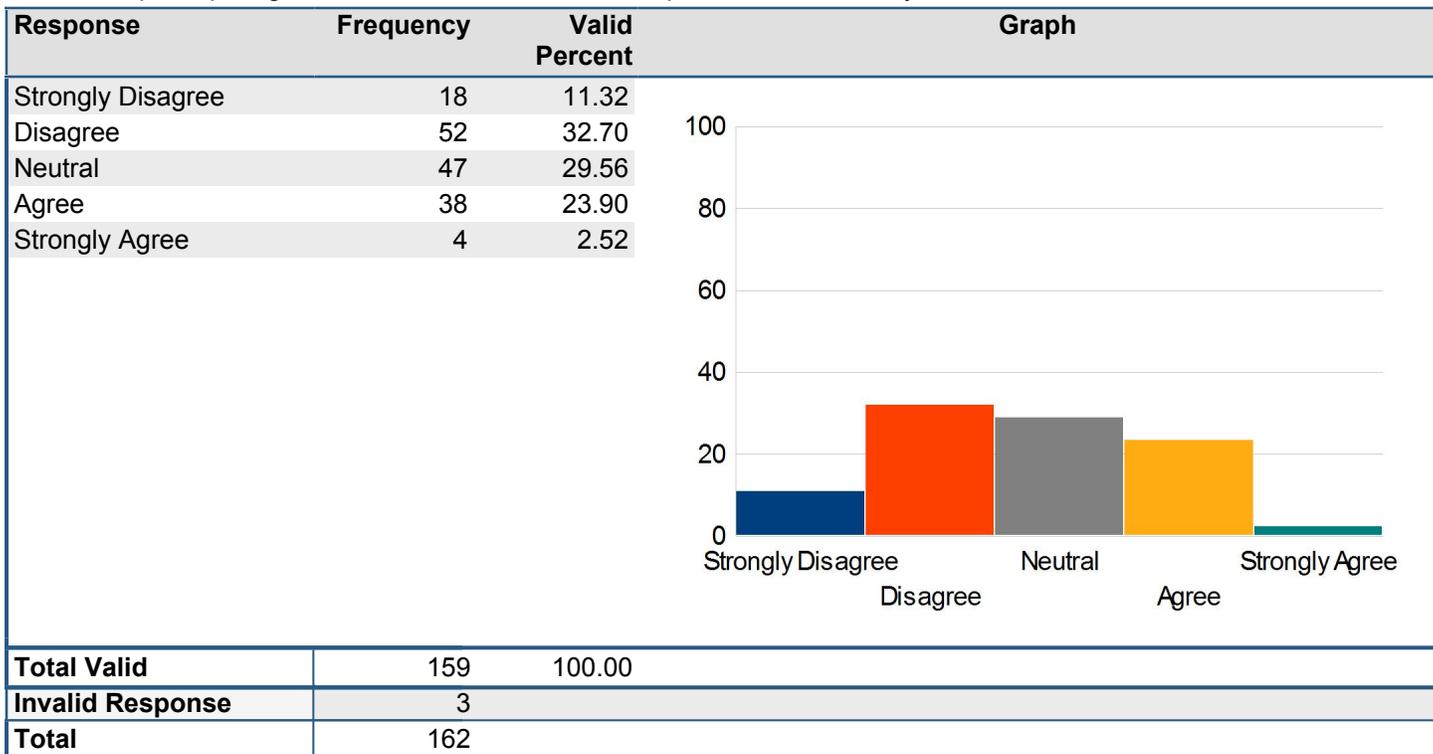
11. Communicating at meetings usually makes me uncomfortable.



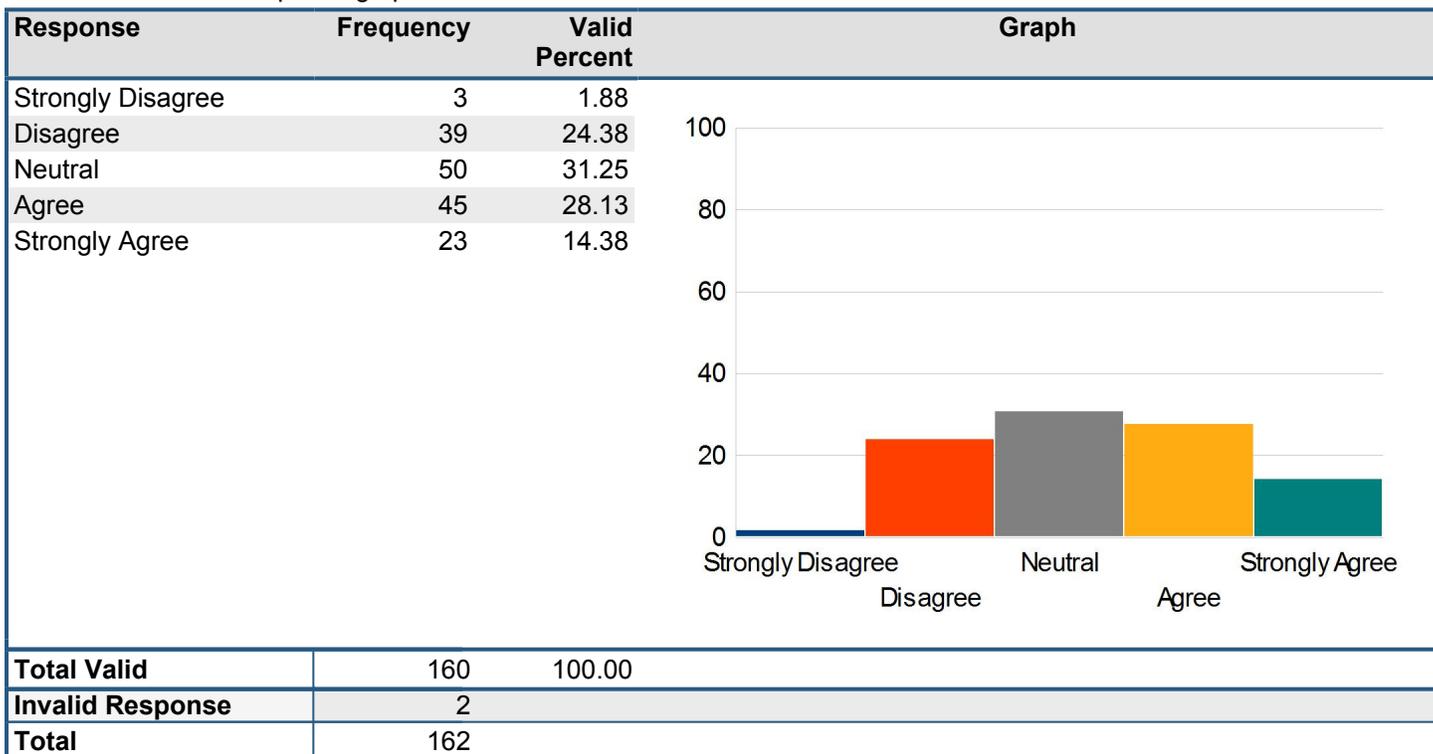
12. I am very relaxed when answering questions at a meeting.



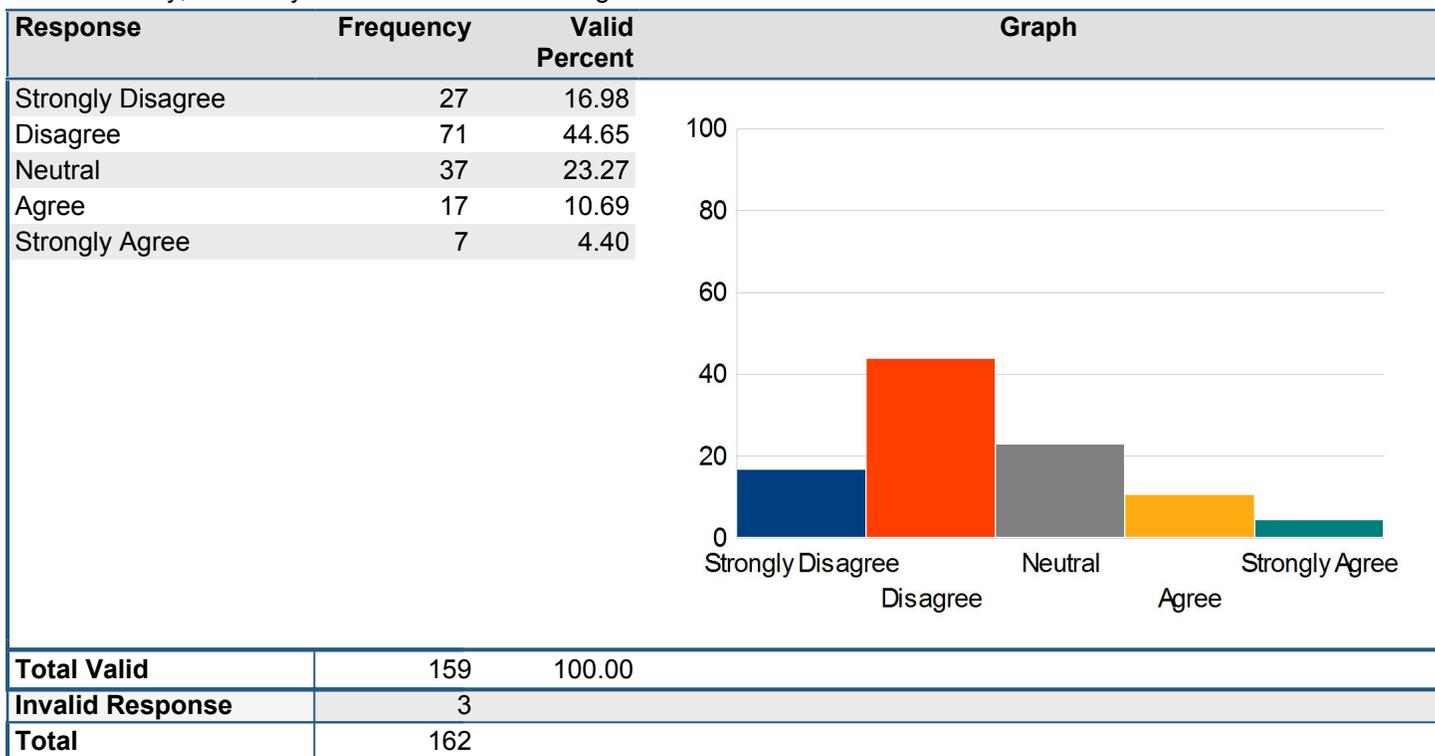
13. While participating in a conversation with a new acquaintance, I feel very nervous.



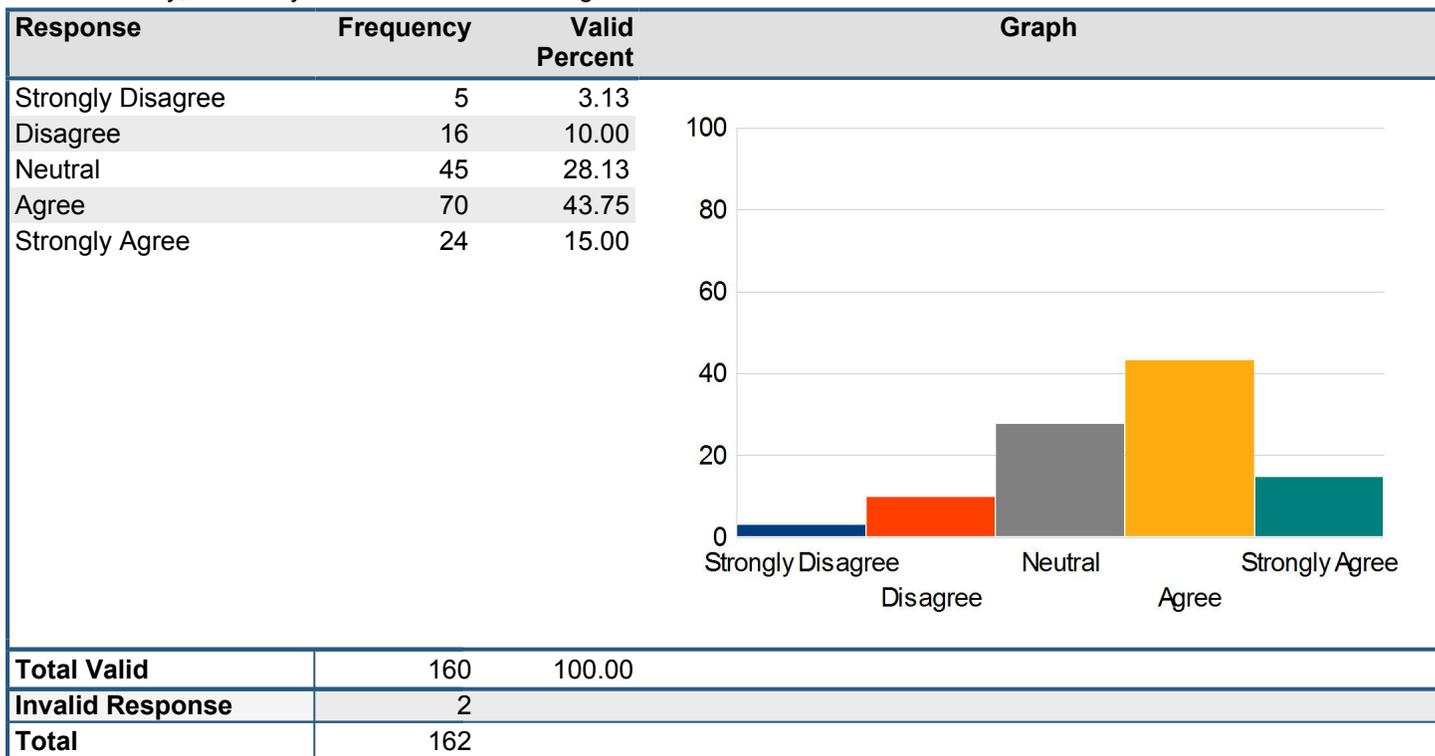
14. I have no fear of speaking up in conversations.



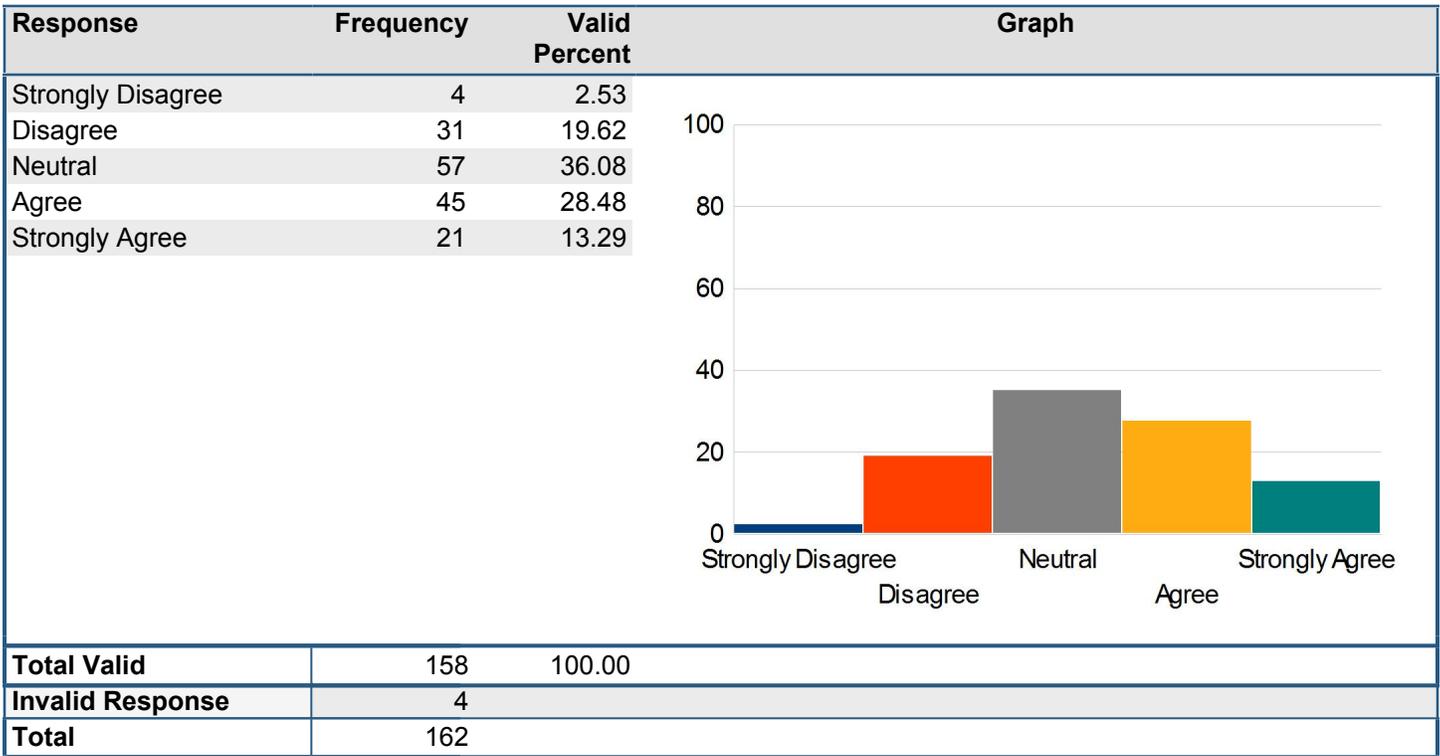
15. Ordinarily, I am very tense and nervous during conversations.



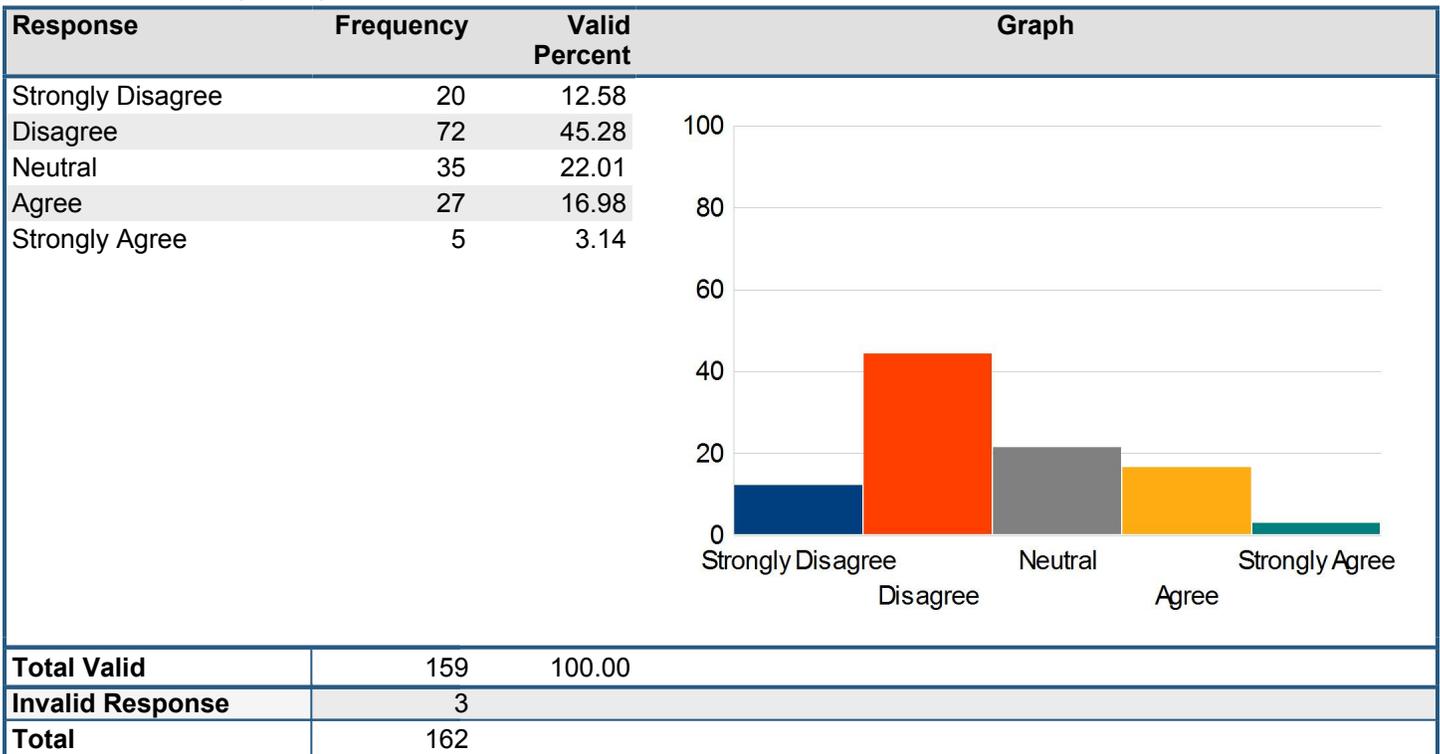
16. Ordinarily, I am very calm and relaxed during conversations.



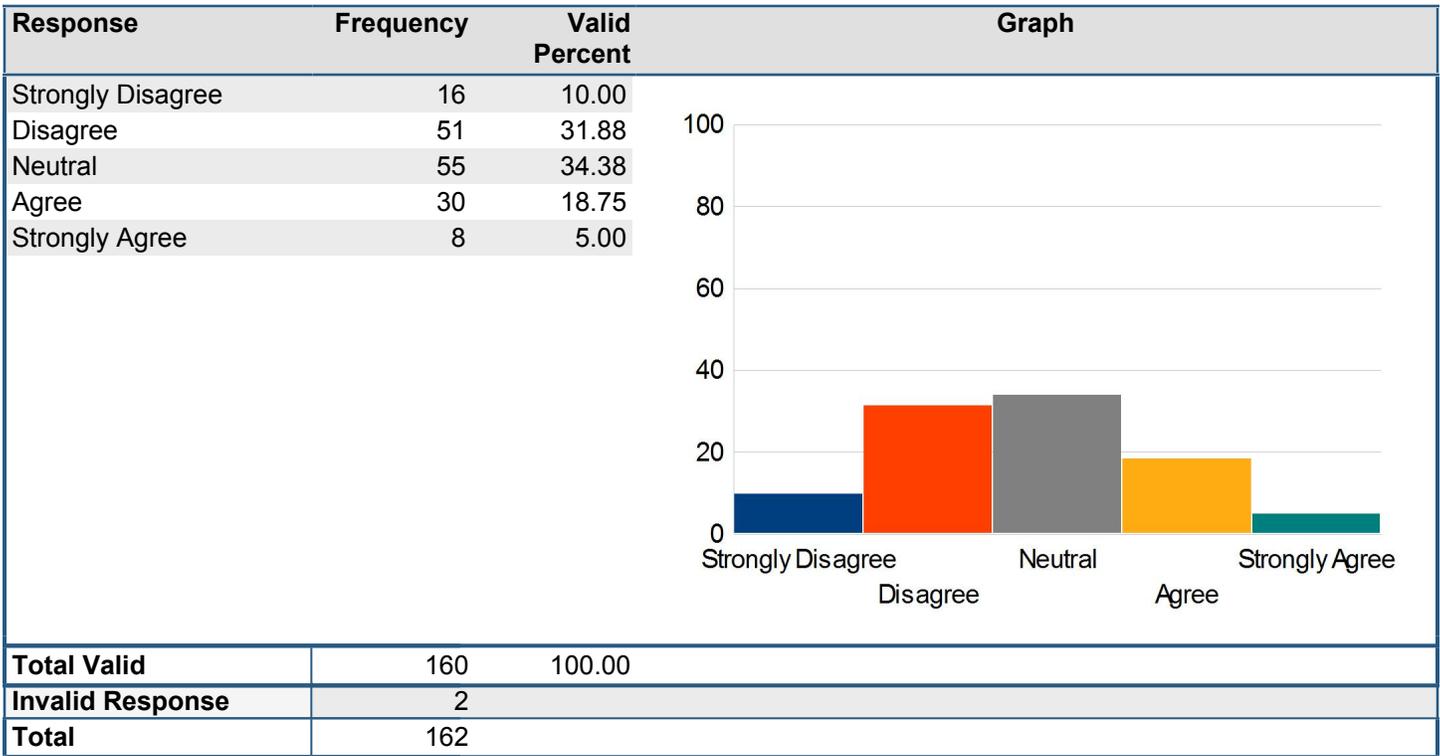
17. While conversing with a new acquaintance, I feel very calm and relaxed.



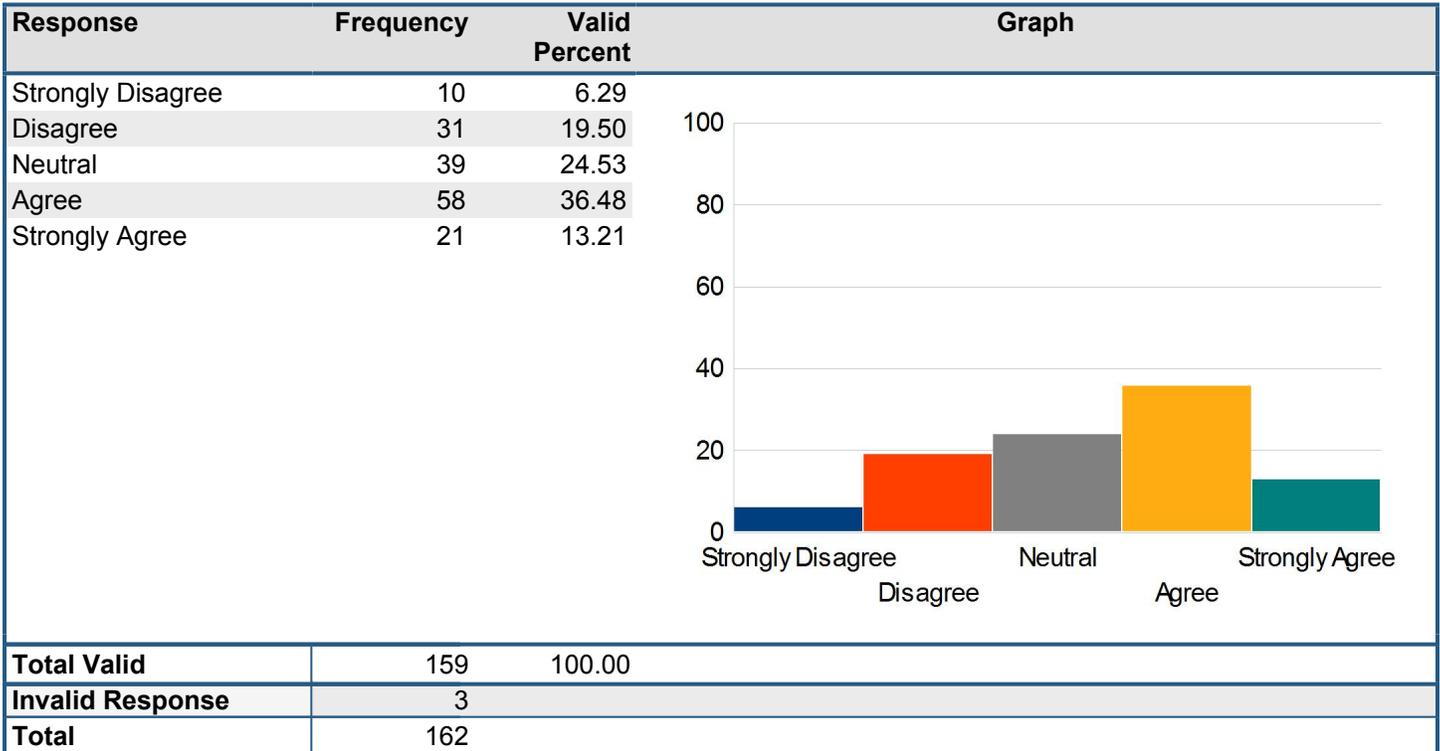
18. I am afraid to speak up in conversations.



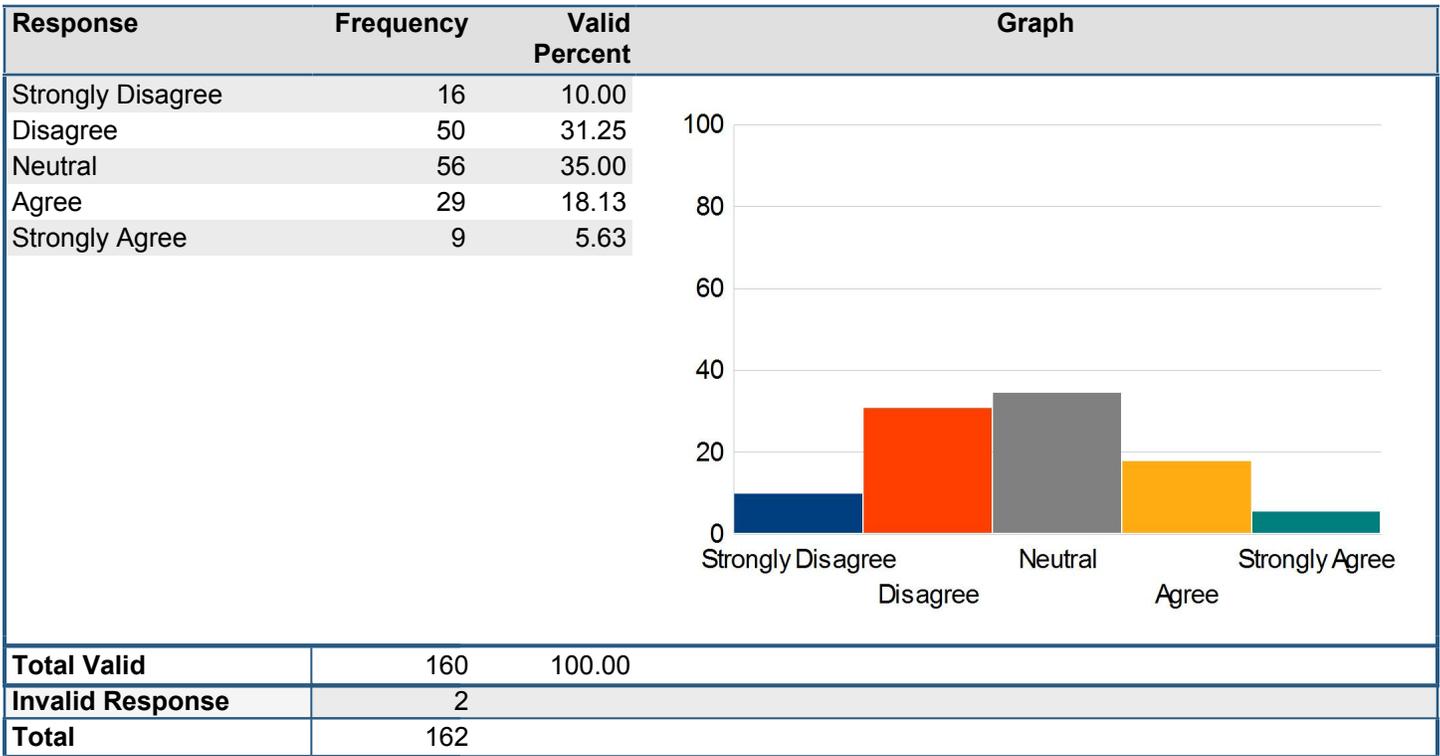
19. I have no fear of giving a speech.



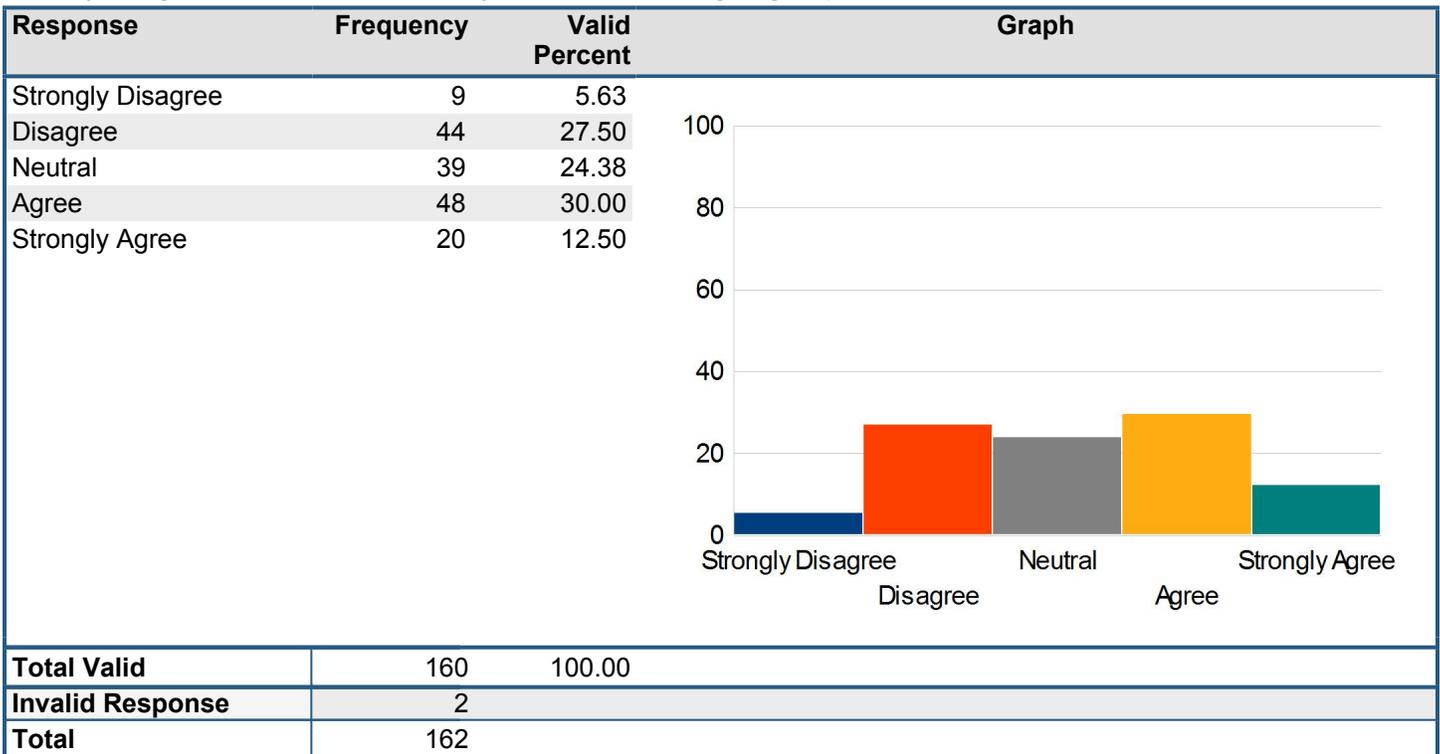
20. Certain parts of my body feel very tense and rigid while giving a speech.



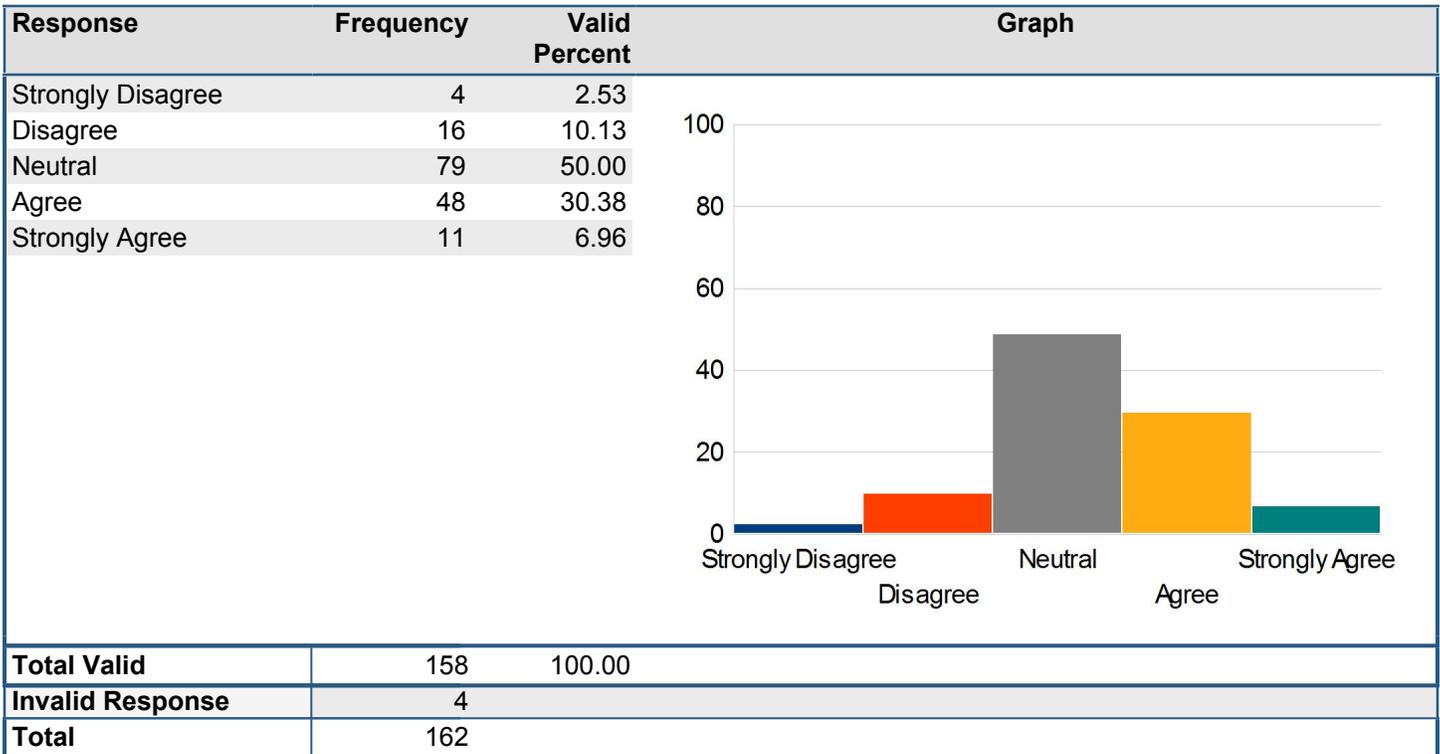
21. I feel relaxed while giving a speech.



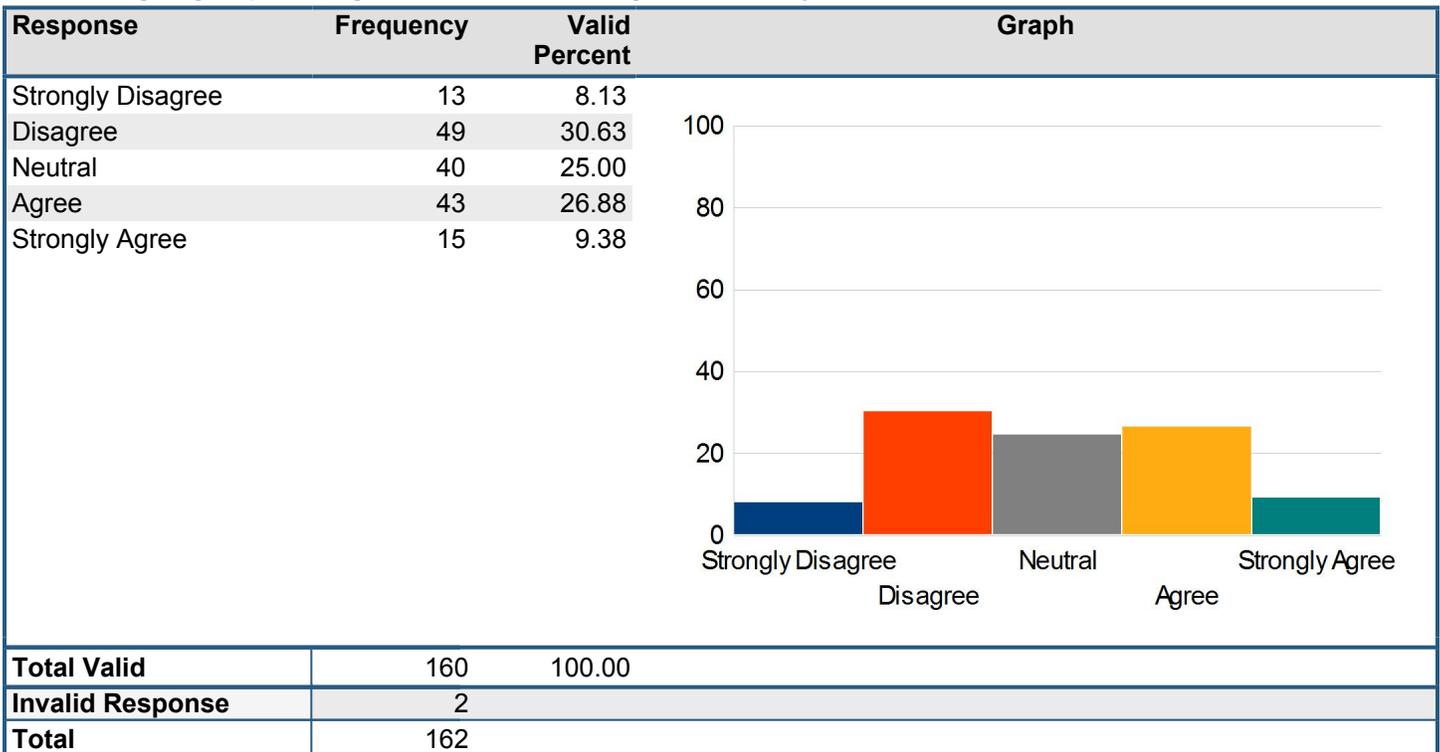
22. My thoughts become confused and jumbled when I am giving a speech.



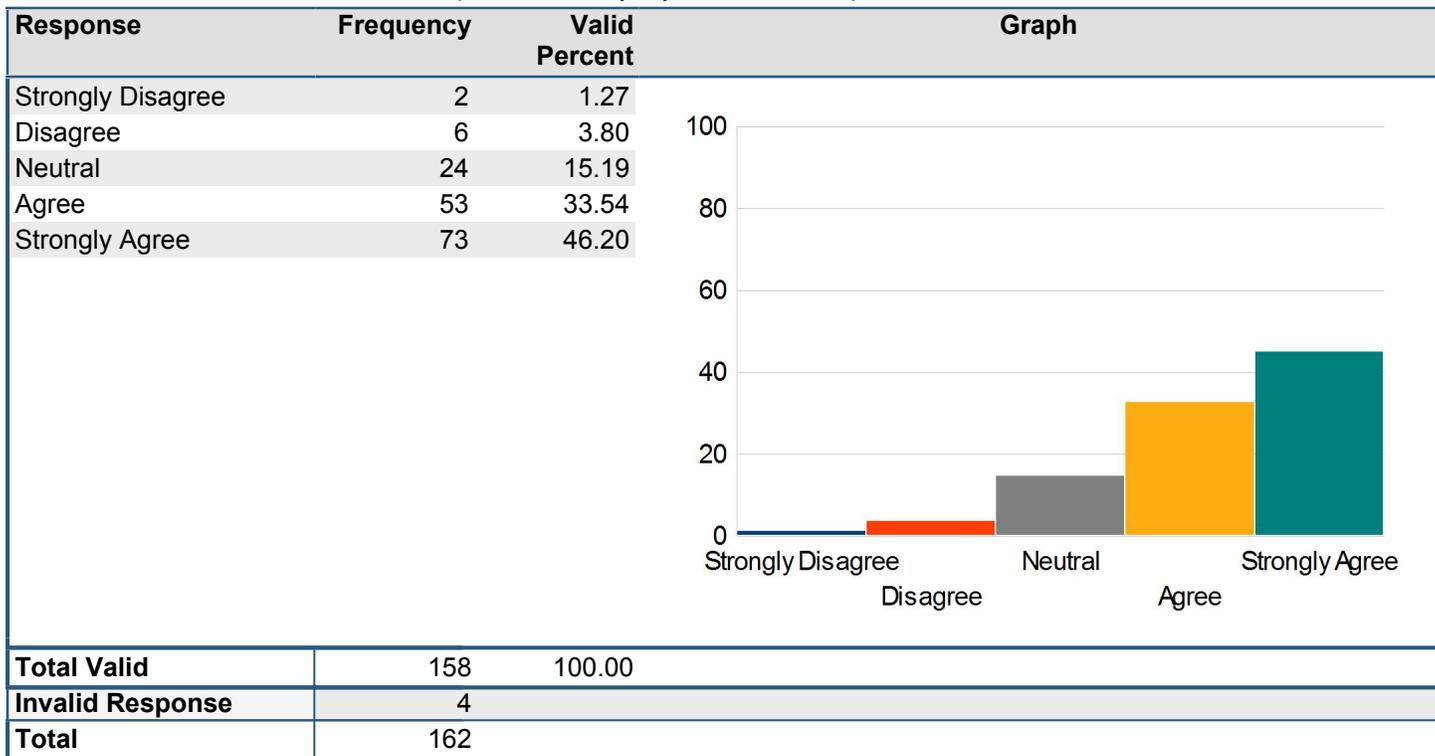
23. I face the prospect of giving a speech with confidence.



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.



Fall 2018 PRCA-post Free Response

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

| Respondent | Response |
|------------|---|
| 1 | group activities, team work |
| 2 | So far, today we had a lot of time and a lot of freedom to speak to our classmates. Having time just to speak about anything in a pressure-less situation helped reduce my stress about speaking out loud. |
| 3 | The introduction activity on the first day of class. |
| 4 | Can't remember one. |
| 5 | when the instructors help the student to prepare for their speeches before the day of the speech starts. |
| 6 | There has only been one activity so far in class. |
| 7 | This Sat will be my first class |
| 8 | All of the speeches made in class and all group discussions |
| 9 | Impromptu Speech |
| 11 | all the speeches that are not graded. |
| 12 | The demonstration speech helped show people that I know how to create and present a speech, for the first time in school I'm actually doing well and this class has definitely helped |
| 13 | group discussions |
| 14 | The informative speech. |
| 15 | The first speech, to teach the class how to do something, helped me learn how to present a topic in an effective way. I like how, we can choose our own topic, I chose voting, which helped me share my passion to others. I also liked the activity, where we had to sell an item for a different purpose. This was a challenge for me, that helped me loosen up and to not be fearful of being silly and conversational, with a full class. |
| 16 | All speeches we have helped me to reduce my nervousness |
| 17 | Students who involved classmates helped a lot with confidence and pressure. |
| 18 | Just giving speeches in general helped because of needing to put myself out there and be "forced" to speak, which helped with practice and recognizing some of my strengths and weaknesses so I would know what to do in the future to be a better speaker |
| 19 | Our professor did this one assignment where we grabbed a common household object and tried to market it as something else. It broke down the tention, while also allowing us to continue to learn, plus is was fun. |
| 20 | All assignments |
| 21 | Impromptu speeches, meeting everyone in the class |
| 22 | The informative speech because I knew the material so well and felt so much more comfortable and confident. |
| 23 | impromptu speeches |
| 24 | I thought that doing a lot of icebreakers, having an informal introduction speech, and being able to shout out and be more personal made me more comfortable to communicate with everyone in the class. |
| 26 | The regular mini speeches where we had to pick a topic out of three in class helped reduce my CA. |
| 27 | Most of the speeches helped, especially our little daily speeches. |
| 28 | The persuasive speech was the most influential in my opinion. |
| 29 | All of the assignments. |
| 30 | The chapter that tells you how much to practice and how. It gave me a lot of confidence |

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

| Respondent | Response |
|-------------------|---|
| 31 | persuasive speech |
| 32 | Walking around or using hand gestures made me less nervous. The reason why is because it kept my mind occupied with the speech instead of focusing on my nerves. I feel like all the speeches helped me. In the beginning, I stayed in one spot and stuttered more frequently, but the last speeches I got out of my comfort zone and started to move, stutter less, speak louder, and do hand gestures. This class in general I feel has helped me become less nervous during speeches because it is a daily thing we do, speak to people. |
| 33 | 1 minute life story |
| 35 | - the speeches themselves helped me overcome my fear of speaking in front of others - the activity where we went around reading the book aloud was also helpful |
| 36 | Having people that I know throughout the quarter as my support and their encouragement reduce my communication apprehension. |
| 37 | minor speeches, easy topics to talk |
| 38 | Engagement activity were we had to give an impromptu speech based on the card we get, everyone was enthusiastic and had fun doing it. |
| 39 | Each speech assignment gradually reduced my speech apprehension. Practice makes perfect! |
| 42 | Group discussion, peer review |
| 43 | The speeches help me to be more organize and to prep for speeches. |
| 44 | Each speech I gave out helping me become better on my communication. |
| 45 | Group presentation helps my communication apprehension because the group member gives me a lot of encourage. |
| 46 | -All the icebreakers activity. My favorite one was stepping into the circle where I felt how open and honest everyone where. |
| 47 | All the speeches and engagements helped reduce my communication apprehension little by little. I wouldn't have been able to overcome my public speaking fear without actually facing it constantly. I remember the first engagement, I was so nervous and thought talking for a minute and thirty seconds was never ending. Now, I feel relaxed when I'm presenting, and get worried that six minutes isn't enough time to get through everything I want to say. It also helped that we didn't completely focus on speech giving, but also taking deep breaths and applauding for each other helped make everyone feel important. |
| 48 | Presentation |
| 49 | I believe that all of the engagement speeches really helped to reduce my nervousness surrounding communication. The engagement speeches were always different topics and had us do different activities (for example: selling a product, telling a story, etc.) to capture our audience's attention. They brought me out of my comfort zone, which is why I found them to be the most helpful. |
| 50 | Group speech made me more comfortable with classmates and learning to speak in front of classmates. |
| 51 | I think that the most helpful part of this class was the smaller speeches that we would give almost every day. it helped that it wasn't timed and we had the ability to choose almost whatever we wanted to talk about. |
| 52 | I don't feel that it ever went away. I felt relaxed going over our topics for the informative essay. This felt like one of the first times that we were guided to switch tables. |
| 53 | group discussions group projects |

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

| Respondent | Response |
|-------------------|--|
| 54 | The constant speeches we had to give definitely helped reduce my communication apprehension. The major speeches and the impromptu speeches were definitely the biggest help. |
| 55 | The informative speech helped me reduced my communication apprehension because I talked about a topic that I'm interested in which made me feel more comfortable. |
| 56 | I think it is just the mere fact that I 've taken four communications classes. And sharing our thoughts with our classmates. |
| 57 | Lecture speech is really helpful because through this process I learned how to quote in my speech. |
| 59 | world cafe The office video with the cards on your head |
| 61 | world cafe, check-in |
| 62 | Icebreakers |
| 63 | the small speeches we did almost everyday. |
| 64 | Introduction speech and oral interpretation |
| 65 | Engagement speech |
| 66 | Giving a mini speech with the audience being purposely disrespectful in order to reduce anxiety. |
| 67 | Some activities that reduced my communication apprehension were the engagement speeches because they were smaller, shorter speeches in which I was able to practice public speaking without fear of forgetting information. |
| 68 | Group work and getting to know people in the class. Interviewing a partner helped to get to know at least one person and feel a level of comfort. |
| 69 | Every speeches |
| 70 | The major speeches and the impromptu speech |
| 71 | Every minor speech and every major speech helps me reduce my communication apprehension. |
| 73 | small speeches that were on the spot |
| 74 | The small 1 minute speeches we gave every day really helped me work on my minor issues such as hand gestures/eye contact. |
| 75 | The informative speech was really nice as it seemed laid back and people chose topics they seemed interested in making it all the more relaxed. |
| 76 | There are a lot of activities that help me such as participating in a group discussion or speech, individual speech, having different group members. |
| 77 | The roll call speeches were really helpful, personal, and helped me become more comfortable with my classmates. |
| 78 | nothing, I have no feeling about that. |
| 79 | the first speech helped me become aware of my communication apprehension difficulties. the group speech helped me break away from the comforts of talking to someone I don't know. I feel as if i blossomed in my persuasive speech. |
| 80 | Tve fast that Joel made us tand up in front of the class room and talk about somethibg difderente almost ever single class meeting help me reduce my communication apprehension. |
| 81 | group presentation |
| 82 | The speech that helped reduce my communication apprehension was the last 10 minute major speech. |
| 83 | Minor speeches almost everyday in class. When we do something regularly, it will gradually become our habit. I started getting used to speak in front of my classmates everyday. |

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

| Respondent | Response |
|-------------------|--|
| 84 | What really helped me was the frequency of speeches, like we gave small speeches almost every day, and that made me more comfortable with the class, my audience. |
| 85 | The roll call speeches were helpful because they were casual and improvisational which helped reduce the stress associated with preparing to give a speech in front of an audience. Learning about techniques such as improving body language helped as well. |
| 86 | The activity of going up in front of the class everyday choosing a topic to discuss, helped me reduce my communication apprehension the most. |
| 88 | I think that learning about visualizing success really helped me out with my stress, also knowing which date I was going on made me feel much less stressed |
| 89 | group discussions and giving speeches |
| 91 | Practice during class |
| 92 | Group Activities |
| 94 | Activities group and speech |
| 95 | Practice before speeches. |
| 96 | Group speeches |
| 97 | group presentation |
| 99 | Constant speeches. Short impromptu speeches. |
| 100 | almost every day we will need to share the idea in class. |
| 101 | Just the multiple speech assignments that we were given definitely allowed me to practice and get more comfortable with speaking. |
| 102 | group presentation |
| 103 | Individual speech |
| 104 | I believe that the engagement speeches that we did this quarter helped for me to reduce my nervousness surrounding communication. The engagement speeches were different each time, either we would have to teach the class something, or sell a product, or inform them on a topic, etc., and that allowed for me to come out of my comfort zone, which is why I think these speeches helped me a lot this quarter. |
| 105 | Ice breaker |
| 106 | Each speech contributed into helping me to feel more comfortable while giving a speech. It helped a lot! |
| 107 | Knowing the speech content and material |
| 108 | The daily speeches we gave on random topics really helped. They were not long enough to make you that nervous. |
| 109 | Icebreaking, 1-minute life story, case study facilitation presentation |
| 110 | I think to reduce my communication apprehension, the professor should give me more group discussion work. |
| 111 | just practicing over and over again in general |
| 113 | culture artifact speech |
| 114 | Reading the book on public speaking with tips about how to perform better. It's nice that we get to choose the topic to speak about so we can talk about something that really matters to us. |
| 115 | Giving speeches on topics of our own choice. |
| 116 | I think the engagements that we did throughout the quarter were helpful such as the "Sell It" engagement. Also the speech in the begging of the quarter when we introduced our partner because it gave the whole class a little insight about each individual. |

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

| Respondent | Response |
|-------------------|--|
| 118 | That was the #1 group performance |
| 119 | Nothing really |
| 120 | The speeches I gave throughout the quarter made me feel generally less fearful of public speaking. |
| 121 | Persuasive Project |
| 122 | I appreciated the very first speech, it gave us an understanding of how the other speeches were going to be. |
| 123 | All the major and minor speeches |
| 124 | Group Discussion after the speech gave a great feedback to me and helped understood what are the things I need to improve. |
| 125 | Informative Speech |
| 126 | Definitely getting comfortable in the class helped so much with communication apprehension. Getting to know one another with the daily 30sec to a min speeches helped a lot! |
| 127 | Our presentations that we did together helped me a lot. I feel more relaxed and confident now. |
| 128 | Big presentation speeches helped a lot. |
| 129 | minor speeches made me feel really comfortable with talking in front of my fellow peers this quarter. I learned how to calm myself down while giving speeches. |
| 130 | the activity that helped me reduce my communication apprehension was definitely daily discussions |
| 131 | Giving speeches in front of everyone helped me get comfortable. |
| 132 | I liked watching the videos that were linked to our weekly discussions. It was interesting and helpful to see how well known people were able to communicate with big groups. I also enjoyed in general watching and listening to my other classmates give speeches because I got to learn from their mistakes and got to learn about what they did positively so I can do better overall. |
| 133 | daily activities helped me reduce communication apprehension. |
| 134 | As more assignment of giving speech like the advertising product helped me reduce my fear of speaking in public. |
| 135 | introduction speech |
| 138 | The teacher asked us to change seats every two weeks, which helps students communicate with each other. |
| 139 | Many presentations |
| 140 | Sharing with a partner or talking with the group. |
| 141 | The stretching before classes or speeches helped me relax. |
| 142 | Group engagements. Exercises |
| 143 | small group discussions |
| 144 | I would say all speeches especially the last one; persuasive speech. |
| 145 | introduce speech |
| 146 | Persuasive Speech |
| 147 | we have so many groups works so that it helps me to reduce my communication apprehension. |
| 148 | Engagements |
| 149 | Introduction Speech, Sell it. |
| 150 | Doing the excercises really helped prepare myself to be more confident in what I say. The problem was I tend to want to say too much and go overboard. |
| 151 | Just the general exposure helped me a little bit, But not a ton. |

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

| Respondent | Response |
|------------|--|
| 152 | Some of the activities that helped me reduce my communication apprehension and speech drills , Which are Small speech is given and small groups to prepare us and giving a speech in front of class. |
| 153 | Practices the speech with a partner before the presentation helps reduce communication apprehension, which lets me know what's feeling like when giving the talk to a person. Also the outlines help me to put down the ideas I have for the speech. |
| 154 | Learning more about the structure of a speech, do's and dont's, and in class discussions to get to know my classmates better to reduce fears. |
| 155 | i love how professor give feedback after after every speech |
| 156 | The persuasive speech. |
| 157 | The practice. |
| 158 | Improv |
| 159 | I liked the mini speeches we did in class because it helped me work on the fear of public speaking. |
| 160 | I liked how we did an introduction speech to get to know our classmates a bit at the beginning of the quarter because it made it easier to talk in front of everyone. |
| 161 | Group discussions. |
| 162 | The group activities and the mini activities you made us do. The mini activities helped me discover something new about myself and I feel like it's been a while since I've worked in groups, so I definitely needed that. |

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 | nondiscriminating and neutral |
| 2 | My classmates around me all greeted me the same way that they would to anyone else and I felt that they would be nice and willing to help me if I ever ask for anything. They also didn't force anything on me if it didn't seem like I was comfortable with it so that makes me feel respected and heard when I say no to something. |
| 3 | They actively listened to what I had to say and remembered that information when telling it to the rest of the class. |
| 4 | Answer the questions asked to the audience, and give feedback when ending the presentations. |
| 5 | One of them would be making the speaker more comfortable when speaking in front of a class. Second, give them advice if they are stuck in their topic. |
| 6 | The class listening and being engaged. |
| 7 | This Sat will be my first class |
| 8 | Affirmation in my abilities and helping me out if I had a question about an assignment. |
| 9 | eye contacts and comfortable movement while they were giving a speech |
| 11 | They focused (eye contacts) during the speech and asked questions after the speech |
| 12 | I'm very glad my classmates and my instructor were interested in my demonstration speech about what makes a video game good. I had a lot of fun practicing and presenting this speech, especially when I was asked questions. |
| 13 | the attention they gave me. |
| 14 | Clapping and eye contact |

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 |
|------------|--|
| 15 | I like how my audience makes eye contact with me during my speech, it makes me feel valued. I also like how my classmates are quiet and off their phones, it makes me feel like they think my words will be important. |
| 16 | look at me and looks like listen to my speech very carefully look my eye, just focus on listening what I am talking about |
| 17 | Two behaviors that made me feel respected, valued, and heard were questions being asked and attentive body posture. |
| 18 | Asking questions about what I was speaking about, and looking genuinely interested when I was giving my speech. |
| 19 | They seemed to listen to my opinions. They offered some great constructive criticism |
| 20 | During the group project and self-speech, I always feel respected. |
| 21 | they were attentive and asked questions |
| 22 | When we talk after class about each others speeches, and we talk about the good things of the speeches and how we can improve. Also, when one classmate took time out of her day/week to think about each of us and she gave us books and she thought about our interests and incorporated us into her informative speech. |
| 23 | applause. compliments on my speeches/ |
| 24 | I liked being praised and recognized by my classmates for doing something difficult or putting effort into my work. Especially since I don't talk much sometimes, I feel like I'm ignored occasionally. I also sometimes liked being asked for my thoughts and opinions about something because it made me feel like I still mattered. |
| 26 | Smiling at me while giving a speech and nodding their head looking engaged while I'm giving a speech helped me to feel respected and valued. |
| 27 | Good feedback after class or people laughing/giggling during a speech since they are listening. |
| 28 | Were attentive when I was speaking along with giving credible feedback. |
| 29 | They always ask me what do I think. They always agree with my ideas. |
| 30 | Clapping after a speech and peers telling me I did a good job |
| 31 | compliments and respect |
| 32 | My classmates clapped at the end of my speeches and sometimes during my speeches I see some of their reactions, and they either seemed surprised, interested, found what I said funny, or scared(my story speech). these 2 things helped me become less nervous as well. |
| 33 | This class has a ton of synergy with each other, this means its a very welcoming environment where everyones voice is heard and everyones opinion respected. |
| 35 | - giving me their attention (not looking at their phone/something else) - showing me eye contact with the occasional nod - clapping after the speeches |
| 36 | I've noticed that nobody are judgmental in class. No matter what your race and how fluent your English really is, they still clap and support you. Second, they support and give compliment to make me feel like I'm not as terrible as I think. There are still people who found something interesting in my speech. |
| 37 | nodding, active listening |
| 38 | The way they reacted to my speeches and the feedback they give. |
| 39 | Eye contact and responding to a joke with a laugh. |
| 42 | eye contact, and gives suggestions |
| 43 | When I gave speeches people respected my presentations my decisions. When peers gave a good review. |

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

| Respondent | Response |
|------------|---|
| 44 | While I'm giving the speech, everyone is quiet and participate in my speech. During the group discussion, everyone encourages me to speak. |
| 45 | Listen, focus, smile. |
| 46 | When Jocelyn hugged me the first time we talked during the first icebreaker. Two strangers sharing joy together. When Ryan said hi to me outside of class. It made me feel as students in this class were friends even outside the classroom. |
| 47 | When we all applaud for each other before and after we give a speech, bad or good, it makes us feel a lot better about ourselves. I will admit I stuck to the same table the whole quarter and talked to the same classmates every day which hindered me from engaging with everyone else. But within this small circle of friends, we encouraged each other by saying "You got this", or "You're going to do great". |
| 48 | Asking questions & pay attention |
| 49 | My classmates were open listeners, so whenever I would be speaking or communicating my ideas, they would not talk in between, and would be respectful and listen whenever I would talk. The other action was how my classmates would interact with me and ask about my opinions on different topics for our discussions. |
| 50 | Receiving feedback in class on assignments and everyone clapping before taking a turn during my speech assignment. |
| 51 | I was fortunate enough to be a part of a class that responded to stories well, with actions such as laughter and other vocal expressions. I also think that it was great that people would come up to me after class to ask about a part of a story that I shared, and this just made my overall experience very pleasant. |
| 52 | Sharing our background, sharing our own stories. I felt supported by my classmates after giving the first group presentation. |
| 53 | active participation mindful listening |
| 54 | They were attentive during the process and were very encouraging even when I stumbled on words or momentarily forgot my place in a speech. |
| 55 | The eye contact and the tone of the class made me feel more respected in the class. |
| 56 | Listen and asked questions |
| 57 | Shudan talked among the classmate. I felt respect his behavior because it was not easy to do. Moreover, Iris expressed her feeling very well during the presentation. Her action made me concentrate deeply on her presentation. |
| 59 | Facts speaking up |
| 61 | Attention and compassion |
| 62 | Speaking with one voice, not anybody speaking over another. Acknowledging individuals to express appreciation. |
| 63 | one of my classmates complimented me when I finished my persuasive speech. another classmates told me that she can relate to my speech. |
| 64 | When people remember my past speeches, when we all have conversations between our table groups |
| 65 | their eye contact (concentration) and interaction with speakers |
| 66 | Genuinely listened during speeches and were respectful during group discussions. |
| 67 | One action is the audience is always fully engaged in speeches. I don't see people looking around or on their phones while speaking but rather paying full attention. Another thing is the support I get before and after speeches. People can sense when I'm nervous and a couple would tell me something like "You got this!" or along those lines before giving a 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 |
|------------|---|
| 68 | Listened and great feedback |
| 69 | The attentions they shown and the claps gave on speeches helped me to feel valued and respected |
| 70 | 1. Looking at me when delivering a speech 2. Providing me feedback |
| 71 | When I asked a question at the beginning of my speech, my classmates raised their hands to react me. When I said something funny, they laughed. |
| 73 | when they laugh at what i say |
| 74 | When people in the audience made eye contact with me and by their thunderous applause when going up to and sitting down from the podium. |
| 75 | When people clapped at the end of my speeches and on two seperate occasions where people would chime in on what I said. Ex during my introduction speech as well as my informative speech. |
| 76 | Respectful - accepting each other's ideas and we listen to what we say. Responsible - if everyone has different tasks they do it on time and tried to share their opinion. Caring - one of my favorite! |
| 77 | Chill professor and classmates all respectful. Impromptu/roll call speeches were really good ways to become comfortable with professor and classmates. |
| 78 | asking me something and saying "yes" or "good idea" for my saying |
| 80 | 1. When I was giving presentations I could make eye contact with my classmates, which showed me they were paying attention to my speech. Also the fact that we clapped every single time someone was about to start talking and right after they were done allowed me to feel respected and valued. |
| 81 | funny comments Lectures I like his lectures it was understandable and fun |
| 82 | 1. Laughing at my jokes. 2. Head nodding after I make a statement. |
| 83 | They looked/ smiled at me. They agreed with what I said by nodding their heads. They don't look at their phones during my speech. |
| 84 | Eye contact and participation |
| 85 | When my classmates seemed to be paying attention while I was giving my speech by maintaining eye contact, I felt respected. After the speech when they would discuss about the subject, it made me feel that I was successfully projecting the message. |
| 86 | Laughing at jokes, or comments while I talked. When classmates answered questions I would ask. |
| 88 | I would say the behavior of silence made me feel respected, and the class giving their responses at the end made me happy because they found value in something in my speech |
| 89 | attentiveness no judgment |
| 91 | Active listening Kind |
| 92 | organize ideas and persuasive |
| 94 | Listen to my ideas, motivation |
| 95 | They listen to my idea and opinion, encourage me and support me during speeches and group work. |
| 96 | Eye contact Applause |
| 97 | look me and hearing |
| 99 | Feedback and responses during or after a speech |
| 100 | look at my eye and not use a cell phone. |
| 101 | Them being quiet while I speak and also looking at me and listening. |
| 102 | helpful and confidence to speak out ideas |
| 103 | Talking each other |

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

| Respondent | Response |
|------------|--|
| 104 | One is listening. My classmates would always be polite and would listen to my ideas, they would not be on their phones, or would not interrupt me, if I was talking. The second behavior was asking about my opinions during class time or discussions. If we were talking about speech ideas, my classmates would always ask me about my ideas and I think that really made me feel respected and valued in my class community. |
| 105 | Respect and active listening |
| 106 | Listening to the speech and being interested in the topic, giving useful reviews on a speech |
| 107 | Great honest feedback from other students and they listened to my input |
| 108 | Everyone paying attention and people smiling |
| 109 | Even my English is fluent, my classmates, especially my facilitation team members always tried to listen what I was trying to say. |
| 110 | - Clapping, smiles, and giving me feedbacks after my speech will help me feel respected, valued, and heard in my communication class community. |
| 111 | being complimented in general, as well as hearing words of encouragement and genuine constructive criticism when I don't do so well |
| 113 | getting help by my classmates when I was previously absent provided honest feedback during outline workshops |
| 114 | When they were commenting that they understood everything I said was a great relief. Also when they said that they liked the topic was a blast. |
| 115 | Everyone clapping after a speech was given and everyone being supportive with comments (nothing mean or provocative). |
| 116 | I felt respected from my peers while I was giving my speeches, the audience seemed engaged and interacted with me when needed. Another time I felt respected was during some of the workshops where we read each other's outlines and when we critiqued each other's speeches, and I thought it was nice to receive positive feedback from my classmates. |
| 118 | They listened and responded to what I said |
| 119 | Not talking while I presented |
| 120 | When I'm giving a speech, my classmates don't talk, which helps as I'm not a very loud speaker. I also appreciate the feedback (in the form of reactions) they give me whenever I give a speech, which is what really makes me feel like I'm heard. |
| 121 | Iris was very charming; she brings energy to the class. Gladys is very calm; she doesn't mind talking about things that are a little private. |
| 122 | Whenever I gave a speech I would always hear something positive which gave a boost of confidence. Not only that but just a review after helped as well to learn what to fix for the next speech. |
| 123 | -They were active listeners -They applauded for each speaker |
| 124 | Nodding while and I'm giving the speech, and a respectful feedback. |
| 125 | answer the questions, give all the attention to the presentation |
| 126 | They always seemed to be attentive to me when I was giving my speech and even before I gave my speech or anyone in general we clap for them. |
| 127 | In my last presentation I had so much ideas and I told to my classmates and they were listening to me and agreed. Whenever I say something they really listen to me and answer. We had great communication. |
| 128 | Eye contact and curiosity |
| 129 | I loved it whenever my classmates would laugh and smile during my speeches because it allows me to realize that people appreciate what I have to say. |
| 130 | people giving you their attention, and being respectful to what you had to say |

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 |
|------------|--|
| 131 | They knew my name. In college, they don't really care for names but my classmates did. I was able to share personal things and they didn't judge. |
| 132 | I was fond of the feedback that my classmates gave me in order to help improve myself. They give beneficial criticism and made me aware of what I was doing right. I liked in general how everyone was respectful and tolerant towards each other, even if we disagreed or did not see eye to eye. |
| 133 | Constantly paying attention when I gave a speech and the positive comments I received after. |
| 134 | My classmates would tell me or show me that they are also nervous like me when they are about to present and my classmates would always say "good luck" to me before I present or would say that I did well on presenting my speech after I finish speaking my speech. |
| 135 | keep eye contacts with me and answering my attention grabber questions. |
| 138 | Whenever I spoke, I found that I had a good eye contact with my classmates, means that they were listening to my speech carefully. The applause before the speech is very important. |
| 139 | My table mates talked to me first and I could join their conversation easily. Their informative speeches are so helpful for my dairy life. |
| 140 | Talked about other things and got each other's phone numbers. |
| 141 | My classmates' attention while I was giving speeches and their responses when I tried to interact with them helped me a lot. |
| 142 | Kindness. Shared feelings |
| 143 | body movement, eye contacts |
| 144 | - eye contact - letting me speak out my mind when discussing in groups. |
| 145 | my classmate made coffee for all classmate and teach us yogo |
| 146 | Eyes contact Good Speaking Speed |
| 147 | My classmates are willing to hear what I am talking and give some advice to me which helo me a lot. |
| 148 | Very fun and funny but always respectful |
| 149 | Yoga, Stretch. |
| 150 | Looking at me while I speak makes me feel like what I say is not being ignored, and how people not talking(laughter is ok) let's me know they are not being distracted. |
| 151 | General applause after a speech as well as eye contact they'd make during a speech. |
| 152 | First behavior would be that they encouraged me to give a speech by clapping and supporting as well as coping with My anxiety I felt when about to give my first speech. Second behavior that encouraged me to become more confident and giving a speech is positive feedback plus |
| 153 | Looking at me and nodding when I talk, no matter he/she agree or not. Giving feedback after I finish the talk. |
| 154 | I felt support from my classmates in class and during peer evaluations. |
| 155 | they listened carefully and clapping after my speech really helped a lot |
| 156 | 1) They invited me to be their teammate. 2) We share our ideas equally. |
| 157 | listening with respect, and active support like clapping. |
| 158 | Constructed criticism and group discussions |
| 160 | I liked that we were sat in groups and got to know the people we sat with. We all encouraged each other and comforted each other before and after giving speeches. |
| 161 | Active listening and compliments after speaking. |

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 |
|------------|---|
| 162 | Saying good morning and compliments. It's simple, but it means a lot. |

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

| Respondent | Response |
|------------|--|
| 1 | learning to understand immigrants and foreign students with ESL abilities. practice speech through group activities, have someone criticize on how you deliver a speech |
| 2 | The activity of introducing ourselves to our classmates and also our partner to the class was a good series of activities that gave us the chance to ease into publicly speaking and it felt inclusive when I spoke and I heard reactions around me. |
| 3 | She took time to listen to our long term goals and allowed us to ask individual questions. |
| 4 | Give more details when talking about a specific idea, opinions. |
| 5 | Well, I had this English teacher from my high school and she was really close to the students that she had and every day that teacher would answer any question that was life relate so that the students wouldn't be afraid to ask anything to her but also helping out the students. My English teacher thought me that life is hard but you will just have to get through it by taking step by step. |
| 6 | We have only done 1 activity so far. |
| 7 | This Sat will be my first class |
| 8 | Storytime speech and Introduction speech. |
| 9 | persuasive speech outline group discussion and Speech of Introduction |
| 11 | All the small talks (short story time) at the beginning of the class and group discussions. |
| 12 | It was great to talk to everyone in the class and get to know them. It made the class a lot less stressful since I was giving a speech to people I knew, even if a few of them don't agree with me. |
| 13 | the questionnaire, and giving a speech about our dreams. |
| 14 | The persuasive and intro speech |
| 15 | I really enjoyed the time we watched a ted talks on public speaking, the ladys story was motivating for me to get our of my comfort zone. I also liked doing the exercise where we stood up and did power poses, it helped me build my confidence. |
| 16 | I guess through this quarter, everyone remember my name and call very friendly and when I finished my speech, they admired what I have done. |
| 17 | Having group projects and a self choice topics. |
| 18 | The first activity of speaking with one person from the class and getting to know them was perfect for me because I am much better and more comfortable one on one rather than a group discussion setting. It made me feel more comfortable in the class, especially since it felt like I had an acquaintance or comrade by my side in the class. Speeches that were a little more open ended such as the informative, demonstration, and persuasive speech allowed me to dive into topics that interested me and made me feel more involved and engaged in the class. This made me like the class a lot more and made me more willing to work harder for the speech. The summaries were helpful in getting me to actually watch the videos assigned. I learned a lot from the videos, mainly those that discussed how to be a better speaker (or related topics to that), and I wouldn't have watched them if they weren't assigned and graded. I felt as if those assignments related to me because they discussed ideas and topics that I felt I could learn and grow from. |

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 |
|------------|--|
| 19 | Well as stated before, the Common Household object one was gfun, but apart from that, nothing truly made me feel unique in my class. |
| 20 | The self-speech and the final project. |
| 21 | informative speech and demonstration speech |
| 22 | The impromptu speeches where we would talk about our goals, pet peeves, and general likes and dislikes. I was able to bond with my classmates and felt much more relaxed with them because I saw our similarities and also our differences. Also the informative speeches, because I was able to see the passions of my classmates brought out, by seeing the things they care about. |
| 23 | the informative speech. the second impromptu speech |
| 24 | Giving a speech about anything related to a communication made me openly express a part of myself to the class. I also thought it was interesting that Russell allowed us to pick any type of video to analyze even if it was in a different language. That was something I never thought was significant, but it is especially for those who don't speak English as a first language. I would have chosen a non-English video, but it was definitely considerate to include. |
| 26 | The introductory speeches and the visual aid speech were 2 assignments that made my learning feel more inclusive of who I am as an individual. |
| 27 | The show and tell speech really got you to show things that represent you and the Major informative speech with visual aids, because you're able to put all your work into a speech that would make you as a person proud since some people don't do speeches and this one being a long speech, it increases confidence to express yourself out there. |
| 28 | Persuasive and Informative speech allowed me to work from my comfort zone. |
| 29 | self in a bag the individual speech |
| 30 | All of the speeches I did. My teacher welcomed and even encouraged us to talk about our own culture and interests |
| 31 | current events assignment and impromptu speech |
| 32 | The lectures made me realize that we communicate every day, just by talking to people and that speeches are the same way. Another thing would be the speeches, I was interested in ghost stories, music, and the impact electronic screens have on us. All these relate to me, except for ghosts(I just believe in them and find them cool), I was in the band for 8 years and I have glasses(blurred vision is a symptom of too much electronic screen time, but I could also have it because of genetics). |
| 33 | The one minute life story speech really helped me look deep inside at what makes me me. The second one would be during class he'll reference traits we as individual students have that are mirrored in the text, always positive and engaging. |
| 35 | - offered constructive feedback and praise immediately after a speech - after speeches, brought up interesting facts related to the speech topic that shows he was listening |
| 36 | The brainstorming activity that we did at the beginning of class allowed me to share my idea and feel inclusive when I get to discussed my idea with classmates. Second, the workshop that we did for every speech really help me as well. |
| 37 | informative speech minor speeches |
| 38 | The demonstration speech and the informative speech. |
| 39 | Story Time and the Informative Speech. |
| 42 | Suggestions about speech, jokes |
| 43 | Going in front of class small speeches help me a lot to better myself. Also helping doing random speeches help a lot too. |

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 |
|------------|--|
| 44 | I had a speech which is talking about Chinese Hip-Hop culture. This speech made my learning feel more inclusive of who I am as an individual. Also, the first speech which is introducing one classmate gave me the idea who I am. |
| 45 | He makes me more confidence. He has the group discuss and community which helps us to know everyone. And group presentation, it helps me more confident and knows how to do a good presentation. |
| 46 | -The sexual harassment facilitation and preparations for that. It was such an important topic to talk about. -The step into the circle icebreaker (again), but it made me realize too that we're all going through obstacles and challenges in life. It made me feel like I'm not alone in facing my problems. |
| 47 | I liked the activities we had to do where we were forced to talk to people that we didn't sit with at our table. For example, when we had to find a partner to fill out the questions asking what our favorite or least favorite words were, etc. Also, the partner introduction speech was a nice way to let the class know a little more about ourselves without directly saying it and having a partner talk about us. |
| 48 | First presentation |
| 49 | One speech that made my learning feel more inclusive was an engagement speech we did really early on where we needed to teach the class something, and I chose to teach them about my culture. This allowed me to be more open about myself as an individual. Another specific speech was the informative speech which allowed me to inform the class about how I felt regarding mental health and self-care. I think that these 2 specific activities helped to make my learning feel more inclusive of who I am. |
| 50 | Group discussions about the chapters through the book, I really enjoyed sharing my ideas about how I felt about the chapter and such, the group projects were both pretty well structured and organized. |
| 51 | I think that besides the minor speeches, the first activity, the introduction speech, helped to get some nerves out of the way, and opened up a channel for people to get to know me and others. I think that another activity that I found very interesting was the final informative speech. I loved that we were given complete freedom to choose and prepare our topics, so it allowed me to express my interests or things that I had a focus on at the time. |
| 52 | Nothing comes to mind at this time. I'm sorry. |
| 53 | random act of kindness midterm (group project)- gave us an opportunity to perform a random act of kindness together as a group, which we later analyzed and presented to the class group discussions on textbook topics - weekly questions for discussion which we discussed with our peer groups based on our text book reading for the week. |
| 54 | The informative speech with visual aid was definitely one of the activities that made me feel included. We were allowed to talk about whatever we wanted and I appreciate that. Also throughout the quarter, we were given impromptu prompts for one-minute speeches and these were very inclusive. They typically allowed the class to get to know each other a lot better and added to the comforting community of the class. |
| 55 | The Engagements and the informative speech made me feel more inclusive of who I am. The different activities made me think of myself more. I used to focus what other people think. |
| 56 | Can't really say I feel like everything we did as a class was very inclusive. |
| 57 | Russell highlighted "attention gather". It was really helpful because I always just introduced my self at the beginning of a presentation. Through the process, I learn how I should start the presentation. Moreover, I learn a lot of communication skill by favorite speech evaluation assignment. |
| 59 | world cafe speed dating |

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 |
|------------|---|
| 61 | almost all of them |
| 62 | Think/Pair/Share World Cafe |
| 63 | my instructor responded to the speech I was giving. my instructor gave feedback about my speech. |
| 64 | Introduction speech and the getting to know each other ice breakers |
| 65 | introduction speech and persuasive speech |
| 66 | He asked about our lives outside of class and remembered details. |
| 67 | The instructor is very good in engaging with all students on their interests or topics of choosing. He knows that not all people are similar but still sparks conversation with all students. Another thing was discussing the hardships of public speaking to the class and how we can overcome them. Most students are in the same boat in this situation so it was helpful for the instructor teach us how to become better as students. |
| 68 | Introduction speech and asking a partner questions worksheet |
| 69 | I met difficulties on coming up ideas about the topics of speeches, for example, the most memorable moment or my favorite drama because I feel neutral for everything. After this class, I started to think about who I am as an individual. |
| 70 | 1. Culture Speech 2. Demonstration speech |
| 71 | After every speech including the minor one or major one, my instructor always gave me feedback, which makes me learn better about how to improve myself. When I submit my paperwork, my instructor would make comments on it, including my grammar, logic, and structure. |
| 73 | after my first major speech i felt a very big feeling of anxiety. but after that thankfully i was able to continue the class as normal even though i bombed that first speech. |
| 74 | Our two major speeches allowed me to express both who I am as an individual, that being my personality and lifestyle as well as enabled me to get some heavy burdens off my chest as well. |
| 75 | I think the short talks I had with the professor after my speeches really gave me some fresh insight as it was just right after while he was still soaking in what I presented. Another assignment was the best speeches assignment where u posted what you thought was the best speech given throughout the quarter. |
| 76 | engaging with other groups such as; changing sit everytime, talking to neighbors, sharing ideas about everyone's opinion and ideas, the quizzes, and also individual speech. |
| 77 | Roll call speeches, minor speeches, personal stories from professor. |
| 78 | individual speech and final group presentation. |
| 80 | 1. Deviant for a dar or random act of kindness as well as show and tell allowed me to feel more inclusive of who I am as an individual . |
| 81 | Exercise before we did a group presentation Advice which is provided by a teacher |
| 82 | 1. The small 1 minute speeches where we would share an old memory. 2. The activity where we were told a story then had to retell the story. |
| 83 | Minor speeches. |
| 84 | personal questions for mini speech topics, introduce someone else speech assignment |
| 85 | It was helpful to receive critiques about the speech right after because it allowed me to reflect on my skills and weaknesses and made me realize habits that I might have missed. I enjoyed the group activities and speeches we did because it felt more hands on and that is my learning style. |
| 86 | Doing the persuasive speech, and the readings online helped my learning |

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

| Respondent | Response |
|------------|---|
| 88 | I think bringing up current events was nice because its good to take a break from work and just talk about daily stuff. I also think the critique letters were good. |
| 89 | comments that were given at the end of each speech by Chivers where very helpful in preparing for the next speech group infromatory speech was an activity that helped me to learn to participate in a group process discussion boards where another activity that helped me to express my on views about different topics and even to learn from my other classmates |
| 91 | Self in a bag Final project |
| 92 | Individual and group presentation, group discussion |
| 94 | Individual presentation, group discussion |
| 95 | Practice talking with classmate and relax before our speeches. |
| 96 | He encourages us to talk to our neighbors and meet new people encourage us to speak the same language |
| 97 | online assignments and group speeches |
| 99 | Impromptu speeches and the various topics we can choose |
| 100 | group speech and mirror speech. |
| 101 | By letting us pick our choice of topic in speeches helps me feel inclusive and that my thoughts mattered. Also by giving individual advice through his grade sheet |
| 102 | Dear Abby assignment and individual speech |
| 103 | Online discussion |
| 104 | One activity was the engagement speech where we had to teach the class something, and I ended up teaching them about Pakistani culture. That allowed me to open up more about who I am personally. The second activity was the informative speech, where I was able to discuss mental health and self-care, which are two topics that are very important to me, and to be able to teach my classmates about that specifically, allowed me to feel more closer to my classmates and included in the class community as well. |
| 105 | Individual presentation and self-in-a-bag |
| 106 | Each speech was completely deferent and it made it interesting and involving, after speech discussions were useful as well |
| 107 | I was allowed to select my persuasive speech topic and virtually any matter of policy and was always reassured that ny topics were important and had value |
| 108 | The first would be the major persuasive. We got to pick our topics so we could really express what we were passionate about. I also really liked the Informative with visual aids because I really like using visual aids and that was the first time I was able to do so in this class. |
| 109 | even I did not speak up that much, he always encouraged me to speak up every class. Also, each time after group presentation, he made a time to feedback not only from other classmates to share some thoughts and comments but also feedback by himself to the team directly, which my learning feel more inclusive. |
| 110 | By hearing the feedback from my professor after my speech and doing the online discussion on Canvas made me learning feel more inclusive of who i am as an individual. |
| 111 | his effort to connect with the class as well as his constant focus on positivity rather than negativity |
| 113 | honesty in regards to teaching experience clear expectations on what is required in class, assignments and 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 |
|------------|---|
| 114 | Understanding and apply how we all come from different backgrounds and are different was a great idea to deal with nervousness. Writing about our feelings after giving the speech helps a lot to pay attention to our own flaws. |
| 115 | 1st speech praising or criticizing someone; we could choose our subject. Persuasive final speech; we could choose a topic we were passionate about and no one expressed divisive opinions. |
| 116 | I think really all of the speeches had an impact to where I felt inclusive because all of the speeches were so broad that it allowed me to speak on topics I was really passionate about. So I believe the informative and persuasive speech were the best speeches that made me feel more inclusive as an individual. |
| 118 | Working with classmates as a group and giving the individual speech |
| 119 | N/A |
| 120 | I think all the speeches we gave made me feel more inclusive. I really like how broad each speech topic was, which allowed me to make it more personal. I also liked the "introduce a partner" activity we did at the beginning of the quarter because I think that it was a nice "ice breaker" to get everyone comfortable with the class. |
| 121 | CAN: I learned how to open a conversation. It helped me learn how to open and close a conversation when talking to somebody. Attention getter activity: Draw a house with windows and snake. |
| 122 | I feel the response questions played a huge role and the final. It allowed me to look at how other people speak which made it a little bit easier to critique myself. |
| 123 | -We shared funny stories during our impromptu speeches - Joel shared applicable life stories |
| 124 | Speech-3 has included the Visualization, which helped me learn how I'm going to be giving presentations in future in front of my colleagues. Also, the one without visualization is actually really important because on that time all we need to do is stick to the topic and just speak on it. There's no visual-aid to distract us from speaking and connecting with the audience. |
| 125 | Persuasive Speech, Achievement Speech |
| 126 | One speech that let me express who I was as an individual was the minor speech we gave in the beginning about a pet peeve and I spoke about men also another activity was one of the major speeches where I talked about my weight and the surgery I was going to have to loose weight. |
| 127 | When I was doing scenario thing with my group I realized that I am so creative, as everyone in my group. |
| 128 | Small speeches when taking roll. Good feedback after presentations. |
| 129 | informative speeches and the oral presentation really struck out to me as an individual because it gave me the opportunity to show others a part of who I am. During the informative speech, I was able to teach my fellow peers a few facts about my religion, Catholicism, which is something I am very passionate about. The oral presentation, on the other hand, allowed me to express my more humorous and secular side, which I am most fond of. |
| 130 | one activity that made me feel more inclusive were the daily discussions just because some of the questions made me think more of who I am as a person and my past.another might be the major informative speech which helped me remember what I love and my roots |
| 131 | He would always make us share. He would talk to us as if we were friends. |

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 |
|------------|---|
| 132 | I liked the first non graded speech because I was able to give a representation of myself that was spoken through another person. I liked hearing other people talk about the person they got to know about. I also liked the first graded speech because I got to understand famous people that they admired. Usually the people who they admired gave me a sense of who they are as a person. |
| 133 | The engagements speeches and the persuasive speech. |
| 134 | The introducing your partner/friend speech the beginning of class and the product speech made me feel more inclusive of who I am as a individual because I was able to relate and enjoy my time in this class as I feel that I am more comfortable around my classmates in this class than with my other classes. |
| 135 | introduction speech and group activites |
| 138 | The professor treats us like a friend and gives me a sense of freedom in class. Before the speech, the professor will take us to warm up, which is so funny. |
| 139 | Drawing picture and connecting to psychology. 90 second speech. |
| 140 | The 90 second speeches and group discussions. |
| 141 | The first introduction speech helped me being more comfortable giving the rest of the speeches because I had a partner to do it together. Also, the storytelling activity was very interesting, because I learned that I was capable of carrying/delivering a story whether or not its mines. |
| 142 | Personal questions on group engagements. Creative speech. |
| 143 | pathos, ethos |
| 144 | - be yourself - forget about the negative things and focus on the positives. |
| 145 | sell it/ 5 topic choose one |
| 146 | Persuasive Speech and Informative Speech |
| 147 | He is very kind that he can listen to me and describe my problems and gives many useful suggestions to make my speech more successful. |
| 148 | Persuasive speech and intro speech |
| 149 | Persuasive Speech,Introduction Speech |
| 150 | The group excercises felt like I was included, and favorite item speech was helpful in making me know more about my peers. |
| 151 | The peer evaluations helped a ton as well as the self evaluation after a big speech. |
| 152 | Second behavior that encouraged me to become more confident in giving a speech is positive feedback and everyone applauding while saying good job. |
| 153 | Remember my name and try to pronounce it to call me, or giving the useful feedback about the speech performance (i.e. informative speech). I didn't include the audience analysis in the speech outlines in the beginning for several times, because I didn't know I needed to. The instructor didn't take away my points, but kept reminding me to do so. |
| 154 | I enjoyed sitting in circle as a group and practicing a speech by selected topic. |
| 155 | writing an outline before speech and giving a feedback after my speech is really helpful |
| 156 | The group discussion for the performance and the video shot. |
| 157 | The short speeches like the artifact speech and the introduction speech |
| 158 | Constructed criticism and feedback from the professor after I finish a speech |
| 159 | I felt my instructor was helpful in my persuasive speech because I was having a very hard time navigating and putting my thoughts into a speech. He took the time to brain storm and help me organize my thoughts. |

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 |
|-------------------|--|
| 160 | I liked that after each speech the professor would discuss the speech with that person and as a class. I also liked that we got to choose the topics we gave a speech on (besides the impromptu speech) because I could choose topics I was interested in. |
| 161 | Icebreaker activities and interactive activities that are relevant to our lives today. |
| 162 | The self in the bag and the final presentation. |