

De Anza College Office of Institutional Research and Planning

To: Donna Stasio, Instructor
From: Mallory Newell, De Anza Researcher
Kristina Wong, Student Assistant
Date: 08/02/2016
Subject: PRCA-24 Post-Survey- Spring 2016

The PRCA Post survey was administered at the end of the course in Spring 2016. This resulted in 163 valid responses.

Important highlights include:

- 66% of respondents like to participate in group discussions, 18% are neutral and 16% prefer not to participate in group discussions. (Question 1)
- 61% of respondents disagree/strongly disagree that they are tense or nervous while participating in group discussions. (Question 3)
- 21% of respondents agree/strongly agree that engaging in a group discussion with new people makes them tense and nervous. (Question 5)
- 21% of respondents agree/strongly agree that they are afraid to express themselves at meetings. (Question 10)
- 44% of respondents agree/strongly agree that while participating in a conversation with a new acquaintance, they often feel very nervous. (Question 13)
- 37.43% of respondents disagree/strongly disagree that they are relaxed while giving a speech. (Question 21)
- 38% of respondents agree/strongly agree that while giving a speech, they often get so nervous that they forget the facts they really know. (Question 24)
- 87% of respondents agree/strongly agree that they feel valued and included in their speech class by their instructor and peers. (Question 25)

Spring PRCA Post Survey Report

1. I dislike participating in group discussions.

Mean: 2.26

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	46	28.22	
Disagree	2.00	62	38.04	
Neutral	3.00	29	17.79	
Agree	4.00	19	11.66	
Strongly Agree	5.00	7	4.29	
Total Valid		163	100.00	

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

Mean: 3.94

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	4	2.45	
Disagree	2.00	2	1.23	
Neutral	3.00	35	21.47	
Agree	4.00	81	49.69	
Strongly Agree	5.00	41	25.15	
Total Valid		163	100.00	

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

Mean: 2.36

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	27	16.56	
Disagree	2.00	72	44.17	
Neutral	3.00	43	26.38	
Agree	4.00	17	10.43	
Strongly Agree	5.00	3	1.84	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

4. I like to get involved in group discussions.

Mean: 3.71

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	3.07	
Disagree	2.00	13	7.98	
Neutral	3.00	38	23.31	
Agree	4.00	75	46.01	
Strongly Agree	5.00	32	19.63	
Total Valid		163	100.00	

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

Mean: 2.60

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	22	13.50	
Disagree	2.00	63	38.65	
Neutral	3.00	43	26.38	
Agree	4.00	28	17.18	
Strongly Agree	5.00	7	4.29	
Total Valid		163	100.00	

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

Mean: 3.61

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	3.07	
Disagree	2.00	12	7.36	
Neutral	3.00	47	28.83	
Agree	4.00	76	46.63	
Strongly Agree	5.00	23	14.11	
Total Valid		163	100.00	

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

Mean: 2.69

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	22	13.50	
Disagree	2.00	47	28.83	
Neutral	3.00	59	36.20	
Agree	4.00	29	17.79	
Strongly Agree	5.00	6	3.68	
Total Valid		163	100.00	

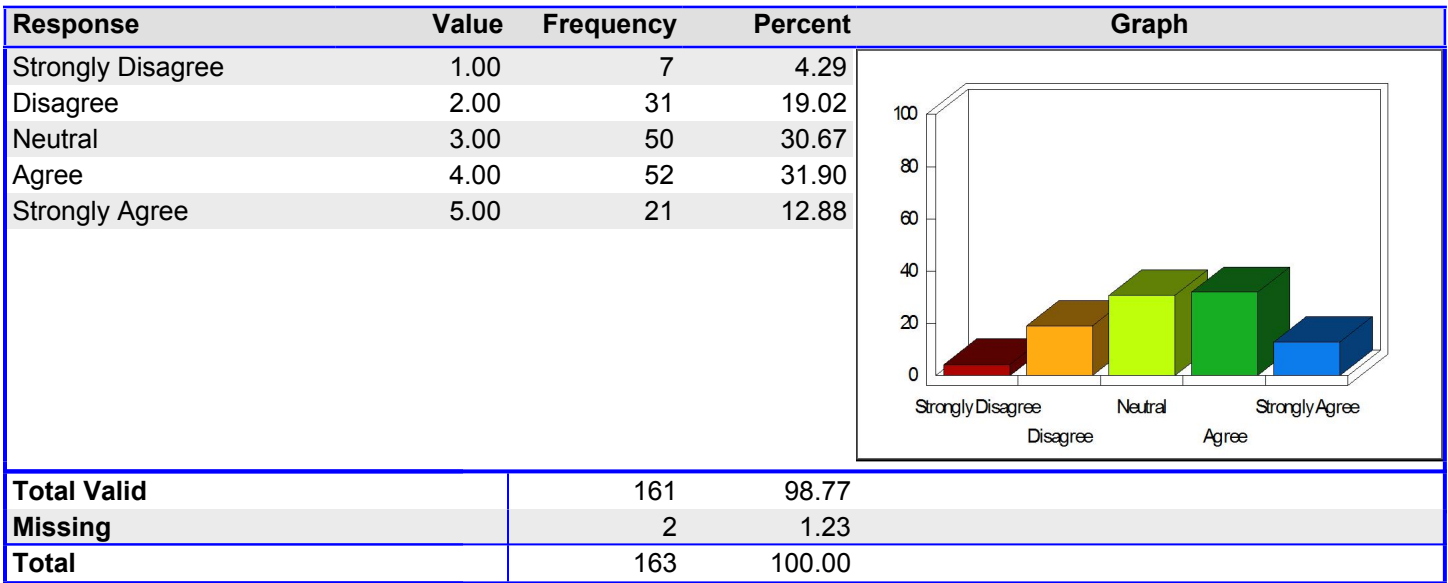
8. Usually, I am comfortable when I have to participate in a meeting.

Mean: 3.43

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	4	2.45	
Disagree	2.00	23	14.11	
Neutral	3.00	53	32.52	
Agree	4.00	65	39.88	
Strongly Agree	5.00	18	11.04	
Total Valid		163	100.00	

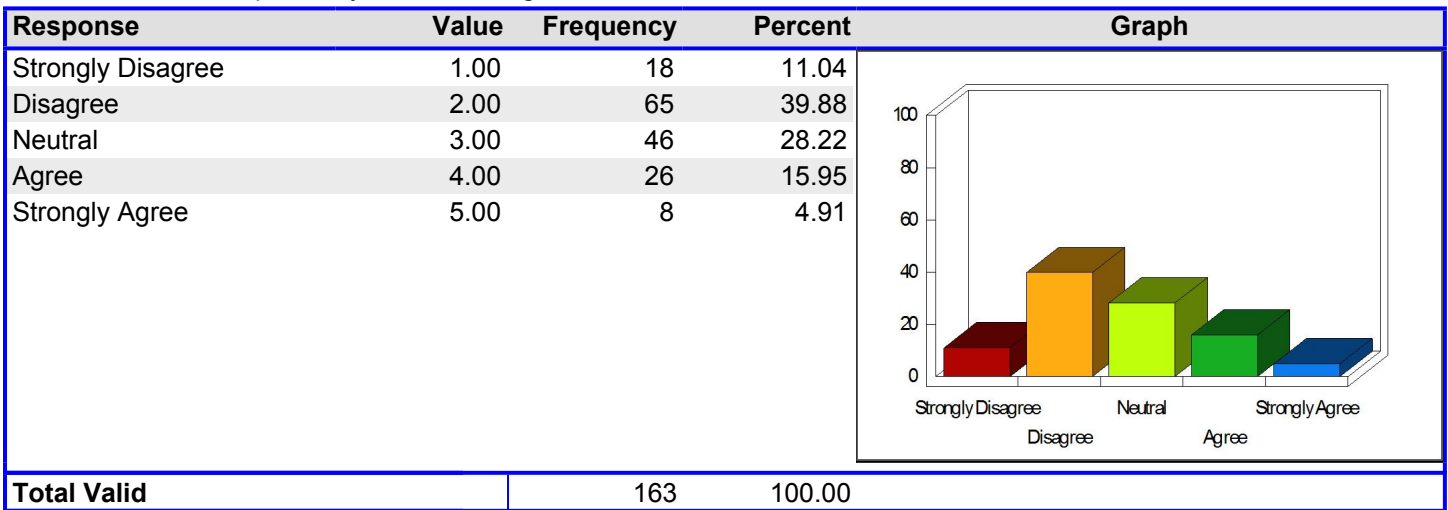
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

Mean: 3.30



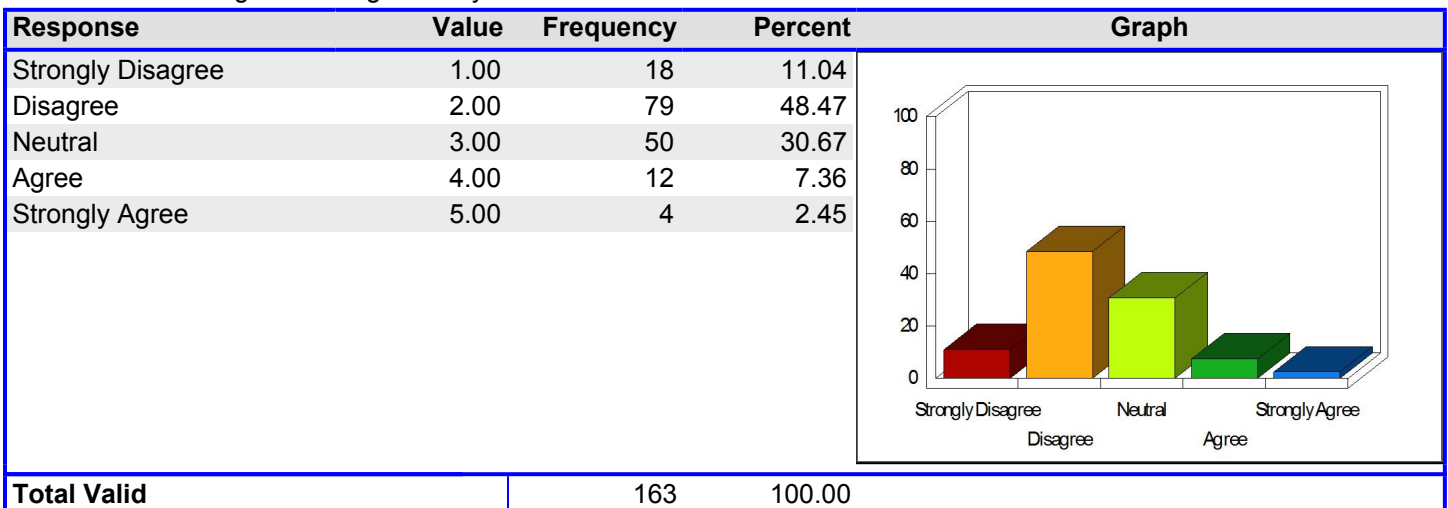
10. I am afraid to express myself at meetings.

Mean: 2.64



11. Communicating at meetings usually makes me uncomfortable.

Mean: 2.42



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

Mean: 3.48

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	6	3.68	
Disagree	2.00	15	9.20	
Neutral	3.00	58	35.58	
Agree	4.00	62	38.04	
Strongly Agree	5.00	21	12.88	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

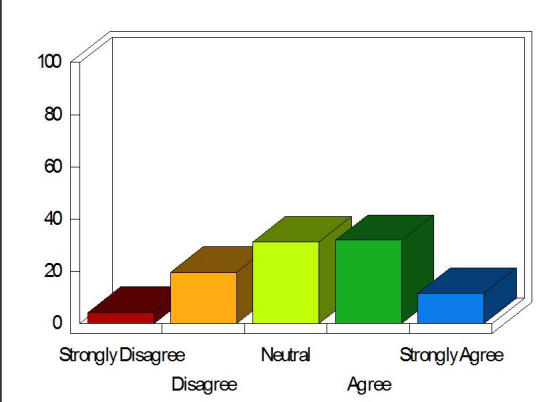
13. While participating in a conversation with a new acquaintance, I feel very nervous.

Mean: 2.60

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	23	14.11	
Disagree	2.00	62	38.04	
Neutral	3.00	38	23.31	
Agree	4.00	33	20.25	
Strongly Agree	5.00	5	3.07	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

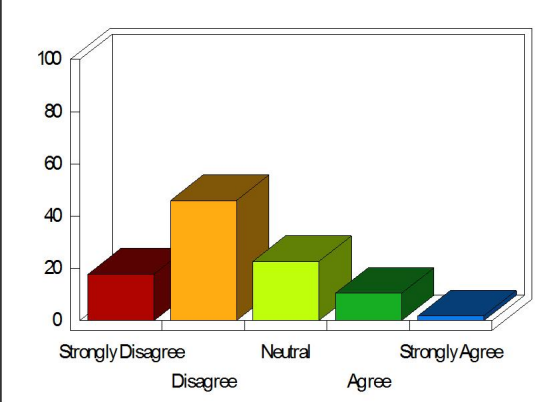
14. I have no fear of speaking up in conversations.

Mean: 3.27

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	7	4.29	
Disagree	2.00	32	19.63	
Neutral	3.00	51	31.29	
Agree	4.00	52	31.90	
Strongly Agree	5.00	19	11.66	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

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

Mean: 2.32

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	29	17.79	
Disagree	2.00	75	46.01	
Neutral	3.00	37	22.70	
Agree	4.00	17	10.43	
Strongly Agree	5.00	3	1.84	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

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

Mean: 3.76

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	3	1.84	
Disagree	2.00	9	5.52	
Neutral	3.00	40	24.54	
Agree	4.00	81	49.69	
Strongly Agree	5.00	28	17.18	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

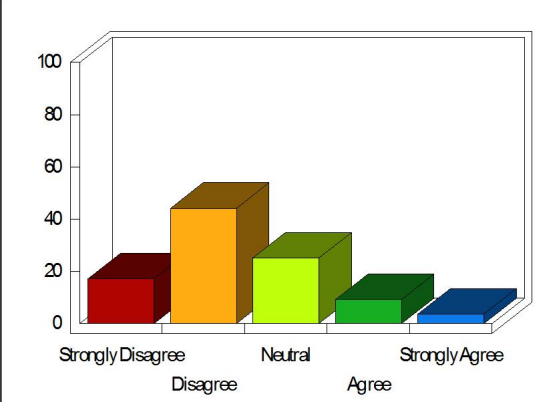
17. While conversing with a new acquaintance, I feel very calm and relaxed.

Mean: 3.54

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	6	3.68	
Disagree	2.00	16	9.82	
Neutral	3.00	46	28.22	
Agree	4.00	73	44.79	
Strongly Agree	5.00	21	12.88	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

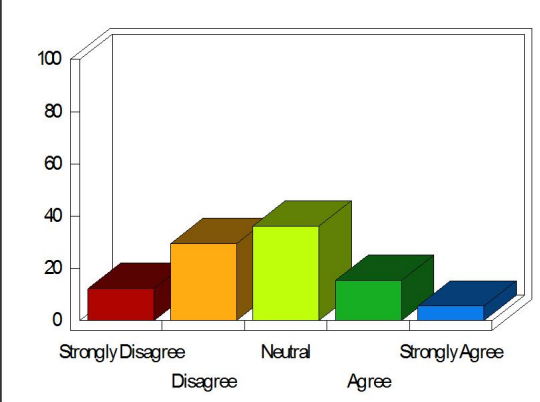
18. I am afraid to speak up in conversations.

Mean: 2.38

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	28	17.18	
Disagree	2.00	72	44.17	
Neutral	3.00	41	25.15	
Agree	4.00	15	9.20	
Strongly Agree	5.00	6	3.68	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

19. I have no fear of giving a speech.

Mean: 2.72

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	20	12.27	
Disagree	2.00	48	29.45	
Neutral	3.00	59	36.20	
Agree	4.00	25	15.34	
Strongly Agree	5.00	9	5.52	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

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

Mean: 3.34

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	8	4.91	
Disagree	2.00	30	18.40	
Neutral	3.00	42	25.77	
Agree	4.00	63	38.65	
Strongly Agree	5.00	19	11.66	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

21. I feel relaxed while giving a speech.

Mean: 2.78

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	16	9.82	
Disagree	2.00	45	27.61	
Neutral	3.00	68	41.72	
Agree	4.00	24	14.72	
Strongly Agree	5.00	9	5.52	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

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

Mean: 3.12

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	15	9.20	
Disagree	2.00	36	22.09	
Neutral	3.00	43	26.38	
Agree	4.00	48	29.45	
Strongly Agree	5.00	19	11.66	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

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

Mean: 3.38

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	5	3.07	
Disagree	2.00	17	10.43	
Neutral	3.00	66	40.49	
Agree	4.00	59	36.20	
Strongly Agree	5.00	15	9.20	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

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

Mean: 3.05

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	13	7.98	
Disagree	2.00	43	26.38	
Neutral	3.00	44	26.99	
Agree	4.00	47	28.83	
Strongly Agree	5.00	15	9.20	
Total Valid		162	99.39	
Missing		1	0.61	
Total		163	100.00	

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

Mean: 4.23

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	3	1.84	
Disagree	2.00	1	0.61	
Neutral	3.00	16	9.82	
Agree	4.00	77	47.24	
Strongly Agree	5.00	64	39.26	
Total Valid		161	98.77	
Missing		2	1.23	
Total		163	100.00	

Spring PRCA Post Survey Responses

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

Respondent	Response
2	I had several chances to speak up, and thanks for them, I could get comfortableness with peaking up in front of people.
3	SPOKEN WORD AND INTRO
4	Ice Breaker and the breathing exercise
5	smaller group speeches helped
6	All of the speeches helped me get comfortable with speaking in front of a crowd.
7	Group activities, and speeches that help us open up more when talking more on a personal level.
8	Sharing personal stories, having the tools to prepare (knowing what we had in common, breathing techniques, etc)
9	Giving our first few speeches in big groups without the instructor which made me less stressed.
10	Just being able to give more speeches helped me. With every speech I gave, I was able to improve a bit each time.
11	The poetry speech assignment had boosted my confidence.
12	Giving a speech in the groups. Also, presenting in front of the half of the classmates made me feel better.
13	Spend a lot of time talking with my classmates
14	Speaking up without freaking out
15	The group presentations were helpful because I was able to feed off of my peers and feel more confident. I also think that the self evaluations from the video recording (although painful) were helpful in candidly exposing my weaknesses and strengths.
16	Learning how to be better prepared for speeches helped me be less nervous. We also had many different informal activities where we spoke up in front of the class so that helped me become more comfortable with giving a formal speech to the class.
17	Group work and talking in front of the class. The interview assignment was fun, and I was super confident. My classmates were supporting each other, since we can relate in our struggles.
18	The change the story speech and the spoken word had made me feel more open
19	I think the all around best activities were the short debate activities in Kramer's spch 08 class. I feel like I suffer from goal and audience based anxiety the most. Kramer's short excersises really help to allieveiate that tension.
20	To not be afraid of the speeches
21	I think reading the communication genius chapter and really understanding how to listen and speak has helped me
22	We created a anxiety management plan, which help me out a lot.
23	Performance speech is a good activity to get out of your comfort zone. Starting with speeches in smaller groups and moving onto giving speeches to the whole class is also very helpful, since you aren't diving into it straight up; yet, you still end up giving speeches to bigger audiences.
24	The discussion about the fear of speaking, about anxiety and that honestly I wasn't alone.
25	Group activities and all the speeches that the class and I have done in the class has helped me reduce my Communication apprehension a lot more than before. At first i was nervous at times, but then i started to get used to presenting in front of the class.

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

Respondent	Response
26	Simply getting to know people and having friends in the class helped me.
27	Breathing techniques before speech.
28	Class time for group projects.
29	The amp and interview speeches
30	All of the ice breakers we've done, and all the little pop speeches we've given to get to know each other better has made me more comfortable with my classmates and reduced my communication apprehension.
31	Giving informal speeches and group speeches helped me.
33	the performance and the introduction speech
34	none
35	the speech practices with other classmates before the speech assignment was helpful
36	The ice breakers and the AHA speech helped me understand my mistakes and what to do to avoid them.
37	all the speeches in front of the class helped a lot
38	more public speaking activities
39	I believe it is enough what we have.
40	Doing breathing exercises really helped me relax before a speech.
41	Small group discussions Giving feed back to my classmates
42	1:practice with my teacher 2:
43	I thought that the AHA speech and the step-by-step process of the bigger speeches were helpful.
45	Practicing prior presenting, and using the techniques to reduce anxiety
46	My AHA speech helped reduce my communication Apprehension. So did my Change story speech.
47	Group discussions and presentations helped me a lot
48	When the professor would ask a broad question, that the entire classroom must solve, or argue with each other about.
49	The entire class and all of the assignments were interesting, but I wouldn't say that my apprehension towards communication was reduced.
50	All the ice breakers, and the meditation were enjoyable. I think Professor Kaur is cool.
51	group discussions
52	Singing
53	the speeches were i had to talk about something that was a(n) unknown to me or that i had little interest in
54	Anxiety Management plan
55	The forced 20 surveys put me through hell but reduced my apprehension a lot. The spoken word inspired a speech I didn't even know I had in me.
56	Having activities in class where communication was mandatory.
57	The "ice breakers" really helped to get to know my classmates which makes giving a speech to them less nerve racking.
58	I believe the group speech really helped me with my speaking because it gave me a chance to work with others and also have just one part in the speech to be the best I can be at that part which I believe lead to more success for me.
59	the book of speaking without freaking out
60	The class discussion helps me a lot

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

Respondent	Response
61	Group exercises where we all had to collaborate with our ideas helped me get over my perspective of no one caring for my input. However, that was not the case, everyone in my group was open to suggestion. Also doing speeches helped me realize they are not as nerve wrecking as I thought they were.
62	Giving a speech helps me to learn my mistakes and improve my confidence.
63	The group worked helped me out a lot and giving the Aha speech really helped me build my confidence.
64	The group activities where we had to collectively define or create something.
65	The AMP assignment helped me to understand that anxiety IS manageable in many ways when faced with types of communication situations. I learned how to be a good giver and receiver of feedback, the importance of it, and by applying it, I strengthened my relationships with many.
66	The activity which helped me a lot during this quarter was group conversation before speech and instructor's feed back.
67	i think group discussions and response papers have helped to reduce communication apprehension. Knowing that other students feel the same anxiety about giving a speech makes me feel a little bit more normal.
68	I think going through a bunch of breathing exercises helped because it helped me remind myself to breath while giving a speech
69	Going over anxiety coping techniques as well as practicing in groups in class helped
70	The group Presentations
71	The one assignment that helped me a lot during this quarter would have to be the anxiety management plan. I liked how I got to make up my own plan so it suits me and my needs. Also I liked how simple yet how straightforward it was. Every time I was nervous I would refer back to those simple steps to calm me down.
72	introduction speech, 2 truths on lie assignment and the change story speech
73	getting comfortable with each other. icebreakers helped a lot.
74	i really enjoyed all speeches because the topics we got to choose were a range of ideas and felt like i could express myself better that way.
75	i really enjoyed the first speech we wrote about ourselves. It was nice to write about something that I was comoftable with.
76	The response papers really helped me with figuring out what I needed to work out and write out how I felt.
77	Pre speech exercises
78	The openness of the class environment help me to feel comfortable during my speeches.
79	Group work and speeches.
80	Performance/Spoken word, AHA speech
82	Speeches
83	Spoken Word
84	Just getting to know the classes for a couple of weeks before we did speeches really helped me because it made me feel comfortable with the students.
85	Speaking up without freaking out
86	The ability to organize a speech using our outlines and getting help through group discussions. Group speeches help as well
87	the performance
88	The AHA speech allowed me to give a more hands on performance. This was a lovely change of pace and i only regret not being more fluid.

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

Respondent	Response
89	The feedback activitie
90	The group speech and icebreakers during class helped increase my confidence and made me more comfortable.
91	The AHA speech greatly reduced my speech anxiety mainly because it was the first official speech and after that specific speech, I eventually got use to speaking in front of the class and feeling comfortable with feeling like I was being judged.
92	I think that the quick pop speeches have really helped me relieve nerves for when I have big speeches to give. The more I have to practice speaking on command, the less nervous I have become.
94	The first informative speech was a good learning experience as I had never really done a speech presentation in front of a class before alone. I feel like that one speech made me a decent speaker, one that doesn't mess up at least.
95	group activities and the help got from professor.
96	my speech to inform really helped me.
97	Being placed into groups almost every day with new classmates I had not gotten the chance to talk to previously. Working together towards a common goal
98	group project
99	Not a single activity, but the progression of exercises and knowing my audience was a great help.
100	getting to know classmates and working with one another
101	the icebreakers and especially the small, low-stake speeches
103	group share-outs group projects
104	group activities
105	Breathing exercises & ice breakers/ getting to know the classroom before I presented to all of them
106	-group speeches
107	Giving short speeches and working in small groups
108	constant practice
109	prepare a guide line, practice before speech
110	Anxiety management practices
111	the group presentations and group discussions
114	practice 5 times brainstorming
115	ice breakers
116	icebreakers had greatly helped
119	Group activites, or even just relaxation practices like when the teacher would make everyone stand up and just stretch out a bit.
120	engagements
121	Acting out the worst scenario that could happen during giving a speech.
122	impromptu speech
123	Numerous opportunities to get to the front! Including speeches and engagements.
124	Doing the speeches themselves.
125	Emmm, outline and lectures
126	facilitation with group .
127	The class was very accepting and I have a great group to work with that made me feel confident.

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

Respondent	Response
128	Engagements
129	Less assignments like quizzes and more oral presentations.
130	Talking to them and getting to know every one of them so I do not feel nervous if I do a mistake since they will forgive me and understand
131	Practicing a speech, Solo speech, and second group work
132	I enjoyed our ice breakers and doing things as a class.
133	The classroom environment and getting to know people by name.
134	Group persuasive speech. Practices and rehearsals before the official speech.
135	All of the engagement and three speeches with feedbacks contribute to the less in anxiety when doing a speech.
136	The small engagements that we did really helped take the nervousness away because they were fun and interactive.
137	Having to consistently be put "on the spot" with new people throughout the quarter gets us to become more comfortable with everyone in the class. We are almost guaranteed to have spoken to everyone in class at some point. Different groups also made us get to be more comfortable with the class; Facilitation groups and Great Ideas Workshop and class activities. Being comfortable with the majority of the class makes giving speeches much more natural.
138	when you try to make interaction and asking question.
139	The conversations and the sharing of speech topics before presenting
140	Communicating with my peers, getting to know them better and conversing with them made me more comfortable with the class. Before starting class we talk about our weekend instead of jumping right into our lesson which i thought was a good ice breaker
141	All the class activities we did that forced me to talk.
142	I really liked that it wasn't just focused on speech I liked being introduced to all areas of communication.
143	Engagements really helped me a lot to think out of the box and gave me more confidence in giving speeches
145	The group speech we had, the small conversations we had and the encouragement from the instructor helped me to reduce my communication apprehensions.
146	Definitely being able to communicate with my peers in class and being able to exchange knowledge.
147	group presentation
148	Everything, like icebreakers, facilitation group work, 1-min story, role-play, etc.
149	facilitations presentations
150	aha speech
151	Anxiety Management Plan from Matt Abraham's class.
152	group performance. In a group performance, it's a lot easier for me to speak up.
153	n/a
154	The group work helped me to feel comfortable working in groups and have confidence when presenting it.
155	The impromptu activities ice-breakers and in class activities all made the experience valuable and friendly. It feels like a family in this speech class!
156	Group activities and overall knowing the class
157	The case studies was super helpful. It really prepared me for any future meetings/teachings I would possibly have to set up.

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

Respondent	Response
158	Practicing my speeches and group activities being up by the board
159	I am thankful I took this class, I felt everything we did in class help me improved the approach towards public speaking even though I still have a lot of fear I did improve a lot :)
160	I believe the group discussions and hearing everyone else's speeches helped me with how I can communicate better with others as well as in speeches.
161	I think the engagements really helped my confidence in my abilities to speak up in front of the class in a more casual tone.
162	When Gainer asked us about our favorite restaurants. Everyone showed her/his enthusiasm about their subject.
163	practicing with people i don't usually interact with

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

Respondent	Response
2	They ask me questions. They gave me critique sheets
3	ALWAYS STARTING OUT WITH "I ADMIRE..." THEN SAYING WHAT I DID WRONG AND EYE CONTACT, I HAVE NOT NOTICED ONE PERSON GETTING BORED WITH MY SPEECHES
4	Giving me positive as well as negative feedback. Give supportive attitude when I give a speech.
5	everyone found positives to tell each other and made light of their own weaknesses
6	The constructive criticism helped because it shows that everyone has their flaws when public speaking.
7	-positive feedback after speeches -respecting each others opinions
8	Outspoken support and good listening cues like eye contact.
9	The respectful feedback given after each speech and the behavior everyone has during a speech for the speaker.
10	1. Writing the two things I did good in my speech helped me a lot. 2. I also felt as if people were really listening to me giving my speech when they actively listened by doing certain things such as maintaining eye contact.
11	Confident and understanding
12	They were going through the same difficulties. Discussions during the class time helped me to know them better. Taking quiz together helped me to reduce my stress level.
13	1.They are likely to ask me questions and let me share my opinions. 2. Everyone get chance to speak.
14	Non verbal behavior to assure attention, and eagerness to communicate back
15	I appreciated that everyone clapped, despite how bad the speech was. I also liked the note cards and feedback we were given to help us grasp how others view us.
16	My classmates are usually quiet when I speak and they don't ignore my suggestions in group assignments. They also give me reassurance when I look at them during a speech by smiling or nodding.
17	They gave me eye contacted and listened to what I had to say.
18	What helped me feel respected is the way my classmates listen to what I have to say and support each other while doing 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 speech class community.

Respondent	Response
19	Everyone has been a very generous as well as grateful listener. I have really felt the respect of my peers while in front of the class. I do however wish there was less cell phone use during class. I know we all have personal lives and do quick check from time to time. However having it out in front of you texting while the professor is instructing is just blatantly disrespectful. I cringe when I see I am grouped with one of these individuals for a class project because they are often so disconnected from the material that I find myself teaching them.
20	Helping one another
21	Giving eye contact and paraphrasing
22	My classmates does not interfer, when I'm speaking. They also show me respect by clapping their hands when I'm done with my speech.
23	The fact that we all get feedback from every classmate is great. It means that everyone had to listen and observe you carefully. Eye contact helps too. When you make the effort of establishing an eye contact with your audience, and you see that people are looking back at you, smiling or nodding - that made me feel respected.
24	Listen to my ideas Allowed me to speak when it was my turn
25	Two behaviors behaviors from my classmates that have helped me feel respected is Enthusiasm and Trustworthy.
26	My classmates asking me what I had to say about a topic helped me feel heard and valued. Eye contact and affirming actions like nodding helped me feel respected, valued, and heard too.
27	1. Being praised for what I did do right. 2. Constructive criticism
28	Active listening, engaging in conversation and bulging onto the ideas the group has or the ideas I have. Also eye contact in some cases helps.
29	One of the behaviors that helped me feel respected was the the eye contact and attention that I was given when presenting any one of my speeches. Another behavior was when people would quietly listen whenever I was trying to talk in a group dicussion.
30	All of the positive feedback given at the end of my speeches, how well they listen, and how while I'm speaking they're all focused on me instead of other things, it makes me feel respected and feel that they want to listen to what I have to say.
31	When they gave me good feedback. Also when they listened to my thoughts and feelings.
33	eye contact and not have their attention on me
34	Listened to what i have to say and included me in the group discussion.
35	when struggling to nail the speech others would make things seem more acceptable. remembered other people and names well enough.
36	They listened to my speech, encouraged me even though my speech wasn't really good and the peer evaluations and feedbacks.
37	the evaluations and giving back feedback after my speeches
38	they were not looking in different directions, and they stated what i needed to work on, which told me that they were paying attention
39	listening excellent and look with respect eyes.
40	When my classmates ask questions after my speech make me feel they were paying attention.
41	1. Good feedback 2. They always claps
42	1: quite it and listen 2: give a hand claps

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

Respondent	Response
43	1. People listened to my speeches and gave good feedback. 2. Everyone was in the same boat, so giving speeches was not too bad since I wasn't the only one.
45	When they put your opinion into consideration & actually interacting with one another.
46	Telling me that we are all in the same nervous boat. The second thing is tell me to be more confident in what I am talking about because they know I know it.
47	They were good listeners and they do not distract me when I am delivering my speech
48	When my peers listen to what I have to say, and use my knowledge to get a better end goal.
49	During the group project, my classmates were really supportive to each other which I really appreciated. When we were picking our topic we sort of picked apart a little bit of everyone's ideas, which made me feel valued because a piece of my idea made it into the entire topic.
50	Everyone has kind vibes and no negativity.
51	smiling, applaud, giving feedback helps so much.
52	Their open ears and eyes, being attentive
53	they were quiet and looked at me, gave their attention during my speeches
54	They were helpful and have a nice attitude
55	No mocking and always clapping before and after speeches. Getting immediate feedback after speeches.
56	I don't care about that.
57	Eye contact and smiles from other classmates while giving a speech made me feel more confident/comfortable while giving a speech. Eye contact and smiles also made me feel as though there were students actually paying attention to the speech.
58	Two behaviors were is eye contact and silence when I was speaking. I felt very respected and given a fair chance to be most successful.
60	Whenever I give speech in a class they sincerely listen to that and I feel they are very friendly and supportive and encouraging.
61	For one of my speeches, I thought I did really bad until one of my classmates came up to me after class and said it was really good and then continued on about one thing I needed to fix to deliver a better speech. Another incident was in the group exercise where we had to collaborate and I stayed silent until my group member said to throw an idea out there which I did. The ramification of that was that my idea was pretty good and we ended up using my idea.
62	1 participation 2 strong eye contacts
63	My class mates were quiet and made a lot of eye contact with me to show me that they were paying attention. I also think that the feedback that my classmates gave me was very helpful.
64	Asking for my opinions and listening when I had suggestions.
65	My classmates are awesome. They got to know me by asking questions and I happily disclosed information back. One came with me to career day which made us feel more apart of the communication community. One told me I did a great job in my presentation in another class we had together.
66	I really appreciated my classmates attitude toward my self. During my speech I noticed every single person was looking at me and listening to my speech. I felt so valued and I respect their behavior.

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

Respondent	Response
67	We always give each other constructive criticism and feedback to help each other after giving a speech. students pay full attention to each other during speeches which helps us to feel listened to and respected.
68	Giving feedback after speech made me feel respected along with sitting in a group where we all supported and rooted for each other.
69	They gave feedback on my interview speech and were respectful, attentive (engaged) listeners
70	Their attention And being engaged on What i present
71	Every time I had to get into groups and do group discussions I really valued how all my classmates listened to what I had to say. I was never judged for my ideas. Also I liked how friendly everyone was when it came to doing group activities. Everyone participated and put in their effort.
72	looking at me straight in the eyes. volunteering to evaluate my speech quietness in the room
73	feedback was something that helped me greatly. and just them not judging .
74	when they give me feedback i feel like they actually listened to what i was saying
75	I really appreciate when my classmates clap before and after i give a speech because i feel very accomplished.
76	They let me express my own opinions and listened to my speeches. I was complimented and given positive feedback.
78	Receiving Feedback from my peers helped to build my confidence.
79	Made eye contact Smiling
80	Valued feedback and eye contact
82	I liked the feedback the classmates give
83	Feedback after each speech
84	I really liked how the class seemed engaged and actually paid attention to the speeches, also the communication with the handouts help when looking back at what I might have done wrong.
85	Asking me to participate Make me feel included
86	The eyes of the audience and their raw feedback regarding my speech
87	asking for help talking with me
88	my class mates were very kind and accepting of my own and others opinians. furthermore, they were not afraid to criticize my lackings in a speech which helped me greatly.
89	everyone was always respectful and well all participated
90	My classmate commended me for doing the group outline and it made me feel valued. Another also told me that i did well on my speech.
91	The fact that everyone made eye contact with me while I performed my speech made me feel confident in front of the class, and mostly respected. Also, the fact that students gave me feedback on my speech gave me an idea of what they wanted to hear and what I could work on in the future in my speeches.
92	I think that the two behaviors would be giving me their attention, like not being on their phone or distracted with outside noises and also eye contact. Although, I hate making eye contact with others, it's reassuring having their eye contact.
95	they stayed focused when i was expressing my ideas and gave me some suggestions.
96	the feedback after my informative speech, and the written feedback as well.

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

Respondent	Response
97	Active listening, on nearly every one's part. And paraphrasing what was said to ensure understanding
98	doing the group projects together
99	Eye contact and the occasional feedbacks they related. But most of all, eye contact. When I find people are seemingly not listening I think I am not presenting anything interesting and that puts extra pressure on me.
100	The reflective listening practices as well as the active listening.
101	cooperation during the group project and feedback for speeches
102	- when my partner looks at me when I'm speaking. makes me know he's listening - when I gave my speech and everyone was paying attention
103	tryad group work- when they listened and gave me feed back on what I had said.
104	positive and encouragement
105	Smiling and warm reception when I talked
106	- clapped before and after speech -full attention
107	1) eye contact 2) nodding and smiling
108	eye contact applause
109	listen while I am speaking, and dont interrupt my conversation
110	When I had their full attention, and when I got classmates to help me come up with my speech outline.
111	their attention/eye contact, and applauses before giving speech
114	the laugh and nodded during my speech. It makes me feel listened
115	included me in discussions
116	when they listen and comment back to what i have said when they open up
119	This is an obvious one, but the fact that everyone is looking at me when I talk to them makes me feel heard. Also when the teacher was asking various people in the class "whose speech did you especially like?", one guy said he really liked mine. That was pretty cool and unexpected (I didn't think my speech would be a favorite of anyone's).
120	smiling and laughing a lot.
121	The peer evaluation. Listening carefully while I was giving a speech.
122	smiling and laughing.
123	Respect the speaker when they're speaking and accepting different ideas and opinions.
124	Listening during the speech. Being nice and always wanting to communicate with each other
125	Pay attention and listen
126	cooperation ,respect
127	Everyone was respectful of others thoughts and opinions. Everyone was also very accepting and we all get along well despite our differences.
128	Praise for my informative speech, and comments on my engagements
129	Confidence and how people really wanted to see me succeed helped me
130	They were very engaged and willing to respond if asked a question They gave feedback and support after every speech I do
132	listening, respecting, & showing participation while speaking or giving our facilitation
133	Them knowing my name and acknowledging me (etc. saying hello __, how was your weekend?). The second was listening to what I 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 speech class community.

Respondent	Response
134	Interactions with the audience, silence from the audience while giving out a speech
135	As a class, we are all very cooperative and fun which makes the class peaceful. Almost all Indonesians in the class are my friends
136	1. When the class would participate when you are giving your speech. 2. When they know your name and call you by your name :)
137	Openness and comedic-relief
138	i think some jokes and new knowledge would make me respect and value it
139	I felt the light-hearted behavior allowed in class and the reduced amount of formality helped the class be better.
140	They gave me feedback and didn't judge me for my mistakes
141	They were attentive when I would speak, and always were supportive to everyone no matter how badly someone would screw up.
142	1) everyone listened while the teacher and other peers were talking, which made it easier to pay attention 2) the teacher let everyone participate and feel valued with their feedback
143	While i give a speech, all of my classmates and my instructor were looking at me nodding heads while I speak and eye contacting with me and tell me i did a good job after my speech.
145	the class class is understandable even i made some mistakes they understand you and no body laugh. to look at the audience is one of the things i learned from my class mate.
146	When we did "show and tell" we got to learn about each individual and what's valuable to them.
147	having eye contact during the speech
148	make friends with 2 classmates not only on the course but also off-line
149	friendly/social helpful
150	feedback participation
151	They make eye contact with me and paraphrase what I say which makes me feel like I am being heard or listened to.
152	smile, nod
153	-being open during discussions such as the facilitation group of sexual harassment -so friendly, felt like I made a few friendships inside the class
154	While i was presenting one of my class mate took picture of my power point so it i was happy that she found my speech useful, and on my persuasive speech, my audience signed the petition so i felt like someone is really hearing me.
155	When another student reflected an opinion that I said that was controversial for most of the room without alienating any of the class just providing that he could see both sides. I felt valued, respected and heard. Another behavior that was felt was the appreciation of all our differences in this family.
156	acknowledgement and feedback
157	Ground rules that were followed showed the respect the classmates had for me and my group. Engaging and openminded !
158	Everyone is very nice, They're also encouraging
159	What make me more comfortable at the time of the of the speeches was the peer respect and attention we all when presenting.
160	I appreciated the compliments and constructive criticism given by my instructor and peers. I didn't feel beat down, but as though they were really trying to help me.

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

Respondent	Response
161	I liked how most people were very attentive during class and they would listen to you and not be on their "devices". Also, I liked how many people would share their personal experiences to show that we are all the same and that we aren't that different.
162	Clapping, encouraging each other, and questions about the content of the speech after the class is over.
163	being excited when i saw them in class. using my ideas and backing my opinions in group discussions

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

Respondent	Response
3	HAVING EVERYONE CLOSE THEIR EYES AND RELAX THEIR BODIES/ STRETCH OUT MUSCLES THE ACTIVITY IN WHICH WE NEEDED TO MATCH THE SAME VOLUME AND TONE AS WHATEVER SHE SAID, I FEEL AS THOUGH THAT MADE IT EASY TO MAKE IT PERSONALIZED PER INDIVIDUAL WHILE BRINGING TOGETHER AS A GROUP
4	Sharing inspiring videos which open the class's view on public speaking. Forcing us to talk to different people in the class when we do a group activity such as the ice breaker.
5	smaller group speeches
6	The speeches that were about our own lives and how certain cultures influenced us made me more aware of who I am.
7	-AHA speech -speeches before
8	Working with groups to explore personal issues, and working in groups or partners to explore complex or uncomfortable issues.
9	Allowing us to pick topics that we enjoy speaking about and also pushing us to speak about ourselves in the "Change the Story" speech.
10	1. I liked the show and tell speech because I got to show a side of myself to my class mates and I got to learn a bit about my class mates too. 2. I also enjoyed being able to do a group presentation because I like to work with other people a lot and it is a good way to get to know people and make friends, while also communicating at the same time.
11	Learning to speak louder so the class can hear me and relaxing before a speech.
12	Helping to create the anxiety management plan evaluated my fear of giving the presentation. All the lectures that professor did were helpful and were not repeating the information in the book.
13	1. Interview people 2. Anxiety management
14	Group discussions and giving feedback assignment
15	Finding my specific kind of stage fright was helpful because I felt better able to work against that fear. Positive Affirmations have also been a useful tool before any kind of nerve wracking activity (like a presentation or an interview).
16	The change the story and AHA speeches were very personal and allowed me to feel included as an individual. All group assignments were helpful in this regard as well.
17	The testing system, where you have to work together, so you feel valuable.
18	The change my story speech had made me feel comfortable to talk about my own experiences and to connect with them. The second is the introduction 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
19	I really enjoyed professor Abrahams anxiety management plan. I felt this was a great way to reflect on myself as well as provide me with an important aid in the future. I especially enjoy the Communication Genius book and Speaking Up Without Freaking Out. Another assignment which has had some unexpected consequences was Professor Hong's facilitation project. I have made some really great friends in his class and it is all because of the assignment. I'm glad his class is so hands on! Far superior to anything online.
20	Dont be tense in the speech
21	I think are the deception journal, and the secrets to a successful romantic relationship article. As they helped me understand what I want for myself and romantic relationship
22	We created an anxiety management plan and we also did an recording interview. So later on we can look back and see what we need to work on.
23	We had freedom with pretty much every assignment. The stereotype speech had to do with our personal experience. For the performance speech we had to choose something that was important to us, carried a meaning and had an attitude - so it was a great way to express myself as an individual.
24	Morning ice breakers Ted Talks videos
25	Two assignments that made me feel inclusive in this call was the performance speech, and the AHA speech. These main speeches gave me the opportunity to maintain time in preparation and working on my anxiety when presenting in front of the class
26	The deception journal made me feel more inclusive because it was different for each person and showed me the types of deception I tended to use. The relationship interviews also helped my learning because I was learning from people other than you, the teacher.
27	1. The very first speech where we had to tell a story about ourselves. 2. Office hours were nice and I felt like the teacher gave good feedback.
28	Commenting on my ideas. Commenting on the assignments I turn in. Also, responding to any e-mails I might have sent in regards to the course.
29	The group dicussions made my learning more inclusive as an individual and so did the response given during the interview presentation
30	The introduction speech, it made me really think and reflect on myself as a person. Also when she asked us who our sail and boat are, it made me realize that I truly am my own motivator.
31	When we had to do the AHA speech and had to give a speech about changing the story.
33	the lectures and group stuff we did in class
34	Learning how to use the De Anza library and finding useful sources. All the speeches we did in class made me become a better communicator.
35	the re-do's on the quizzes made me feel more confident about my own learning process.
36	The icebreakers, good critique from her side, the response papers and other activities where she takes time and asks everyone's opinion has made me feel that I was included.
37	AHA speech and Stereotype speech
38	she was always going into detail about what the material was and how it was able to be applied to real life, and she also demonstrated how to give a speech or how to get people interested in your speech
39	Our teacher gives good examples, and she gives good review
40	I learned from every speech I gave this quarter because I related it to myself.

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
41	1. The AHA speech where everyone related their own experience to something 2. Mini speeches
42	1: a resopone paper 2: email to corect assignment
43	1. I think that during most of the discussions, the instructor attempted to connect with everyone and made it easy to be included by being friendly and enforcing a friendly environment. 2. The small speeches helped everyone get to know each other and feel part of the group as a whole.
45	The job interview speech and the 3 things in common with my peers because we often do not realize that we have a lot in common with others.
46	My AHA speech and the different warm up activities that we did in the beginning to get us more comfortable.
47	My instructor gave me more time to complete my outline and assignments. He also highlighters where I need to improve in terms of my weaknesses.
48	The speeches and assignments let me choose my own topic, which allows myself to be me.
49	I really liked that there was a working outline and a final outline so that we could fix mistakes. I also liked that the instructor made herself very available so that if you had any problems concerning a speech you could talk to her.
50	The performance speech and the AHA speech.
51	AHA speech and the intro speech.
52	The spoken word speech as well as the group activities we'd do in the beginning of the quarter
53	gave me one-on-one feed back about my speeches and was helpful and supportive in choosing a topic
54	Group work and group presentation were very helpful because it gives us more ideas
55	The warm up activities and speech demonstrations the instructor did made me feel more a part of the class. The versatility of the lesson plans the instructor was able to pull off after feeling the vibe in the classroom.
56	Teachers don't need to cater to me so I feel included.
57	Two activities that made my learning feel more inclusive of who I am as an individual were the lecture on cultures as well as the performance speech.
58	I believe when we took notes before each part of the class that we were going to work on next for instance group speaking. I got the chance to learn a lot before we performed our group speeches. Another assignment that helped was just doing the outlines because it made me realize what was truly important when speaking.
60	In the class, Professor always include me in a group discussion, want to know my opinion about someone's speech, that make me feel that I am really a part of this discussion and a group member
61	One of our speeches was about our culture. It was not just your race culture, but a culture you affiliated yourself with whether it be fashion, video games, and even religious culture. I did my speech about something I thought I was passionate about until doing the assignment itself. I realized I was really passionate about my culture and happy the assignment was given because I now know that I am 100% passionate about the culture I did my speech on. The second incident was an assignment that dealt with a groups and each group had to write out a speech outline and my group was figuring out what topic to do it on and I just threw an idea out there and we ended up using it. I also participated throughout the assignment as much as I could and even though not all my ideas made the final cut, the ones that did make the cut made me feel happy and more confident.

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
62	1 express our thoughts after speech 2 corrections on the outline.
63	The response papers really helped me to look back and think about the things I did good while delivering my speeches and things I can improve on. The information that the book had for us really helped clarify some of the questions I had.
64	The AHA speech allowed me to talk about writing and encourage people to enjoy writing. The Spoken Word speech let me choose a piece of literature I found compelling and act it out.
65	When we talked about identity in class, I felt lucky to have a positive self concept about myself. I enjoyed all the assignments, because sitting and writing down my experiences and feelings gave me my own journal to have forever. The opportunity and advice I received at Career Day made the biggest impact on me. I felt so much more empowerment, inspiration, and comfort in knowing I'm not alone in feeling afraid or unsure about my future. It made me strive to find work that will continue to make me happy in all my endeavors.
66	Matt is a awesome instructor I have ever had. I real like the way he teaches his students. He use examples and definitions to explain different concepts to the class which I believe helped me a lot to do well in this class.
67	Taking the time to give us advice about our outlines to better fine tune our assignments helps tremendously. Also, breathing exercises in class help me to relax and stay calm before a speech
68	The teacher would listen to everything we had to say when speaking. The teacher would also give us gold feedback after speeches and tells us what we improved since the last speech
69	My show and tell as well as interview speech made my learning feel more inclusive
70	Our first outline And our test taking as a group.
71	The first assignment that made my learning feel more inclusive of who I was an individual would have to be the Anxiety Management Plan assignment. Never before have I had a class where an instructor would acknowledge the struggles that students face and put it into an assignment where it will benefit us. I thought that was really neat and found it super helpful throughout the quarter. The second would have to be when we did the about me speech. I liked how you were teaching us that we as humans choose what we want to share with others and that affects our image either in a good or bad way.
72	group discussions general class activities such as identifying whose story is being narrated.
73	The speech that got me motivated and liked was the Poem one because it made me give my peers a sense of who impacted my life. Also the AHA speech because I got to be honest with everyone.
74	we wrote a performance about a song and i was able to a recite a personal song that i really loved and i felt very connected with everyone in my class
75	our first speech was all about ourselves so i was able to express myself
76	The AHA speech made me connect more to my culture and express others what it means to me. Also, the Before I die really gave a sense of myself to the class what my morals are and how I view life.
79	AHA Speech Performance speech
80	Performance/Spoken word and AHA speech
83	any group activity in class
84	the activity to show where you are as an individual on the spectrum of giving a speech and the group activity where we had to share a discriminating event that has happened to us in small groups.

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
86	Our group discussions are great. Also our group tests because we are able to pitch in the things we have learned.
88	Again the AHA hack speech allowed for a hands on discussion, I would suggest make it longer however that would only help those who demonstraight martial arts.
89	the listening activity and dear abby
90	The persuasion speech which made me think of what i want to change in the world and the AHA speech made me think of what was important to me.
91	The fact that we did ice breaker in the beginning of the quarters made me comfortable with speaking in front of people for the first time. The fact that we were put in groups from the beginning of the quarter helped me meet a lot more people in my class leading me to become more comfortable.
92	I think the two projects would be the mini activities during class like the exercises where we work in groups and the last group project we did were the two activities that made me feel more inclusive of who I am as an individual. The hardest part of speaking is doing it spontaneously or working in a group and these activities/speeches covered both of that. I really got to exercise my abilities and practice my weaknesses.
95	skill reports and interpersonal response.
96	the name game, and the symposium speech.
97	One of our opening activities in the class, show and tell. And our deception journals
98	doing the informative speech
99	The exercise in which we listed our interest to pick a topic from (it activates my inner perfectionist). Writing an outline for a speech, since I am trained and comfortable with organizing a coherent story or a research.
100	The group speech showed us as beginning speakers and i see progress as new speeches are performed.
101	the name speech, the AHA speech and the persuasive speech
102	- being paired up with people helped me improve my communication with people I don't really know - I am able to speak comfortably during speeches since I am comfortable with my classmates.
103	Skill reports were a drag to write about but fun to do.
104	group discussions and group meet ups
105	How invested she was in helping everyone with their speech anxiety.
106	-remembering all our names -name tag presentation
107	1) Nametag presentation because I got to introduce myself to everyone 2) Personal experience speech because i got to break the ice with a lot of students
108	asking for opinions individual speeches
109	1. keep it simple. 2. do think about timing 3. practice with visuals
110	Coming up with a speech that has helped me out in my life.
111	self evaluations/reflections, and the individual speech
114	moving around (sit with different people) engagement speech
115	Facilitation, marshmallow challenge
116	personal examples and activities helped out quite a bit

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

Respondent	Response
119	I don't quite understand this question to be honest, but from what I got you're asking this: Did you feel that you got to express your individuality in this class? If that's what you mean, then yes. The speeches were a chance to do that, since we got to choose the topics ourselves - when you get to talk about something you love, that makes it personal. The engagements (mini speeches) were like that too.
120	one on one feedback.
121	What made you turn out so well? The introduction speech.
122	encourage us to do something before the speech, and always give advice do to be better.
123	Speeches and engagements. Those force the students to get up to the front and get used to being on the stage.
124	Informative speech and persuasive speech
125	smile and engaging. always give you feedback
126	I'm interested that teacher give us to prepare the facilitation with group , let us to control the whole class . is helpful to me
127	The facilitations and the multiple "cross the line" activities we did over the quarter.
128	Tye informative and persuasive speeches and their emphasis on a topic which I relate to the most.
129	The engagements and longer speeches helped me become more confident
130	The conversations before each speech and class to get to know each other more The ability to talk about what we are passionate about in our speeches to let others know more about ourselves
131	Solo speech and speech about power of tongue
133	The response papers and group facilitation.
134	Myself in a bag speech. Short reflective essay about the speech we gave in class.
135	The first and second big speeches feedbacks are what developed me as a speaker in the final speech. I learn important tips and lesson when doing a speech. Doing the extra credit opportunity for the final engagement where the students which product to buy is one learning journey.
136	I really enjoyed the small engagements and the small discussions the class would have because I think that it helped the class get to know each other a lot better. Because we got to know each other a little better, it got easier to give speeches to the class.
137	"Speed-dating" and Marshmallow facilitation
138	when you try to make interaction and asking question. when you called one by one to talk after giving speech
139	I liked the 90 second engagements because that allowed me to improvise speeches and not worry about a large performance, and the outlines helped me structure my thoughts ahead of time.
140	sharing our ideas with my classmates and helping others with their topics
141	Always called on everyone to talk.
142	1) informative speech, let us choose topics we like and let us play the expert 2) the life changing event, it let us get to know each other not based on how we describe each other but what moments we let us define us
143	Informative speech helped me a lot to realize what kind of individual i was that i have forgotten for long time by trying to find something that i am good at and can speak with my heart. Engagement #5 sell it! was a great activity to make me think out of the box and give a new personality to a object.

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
145	The professor lecture for persuasive speech helped me a lot to do well in my speech. when i prepare for my speech, i correct many things by remembering our lectures. her Discussion and speech about act of kindness also helped me how to do speech. some good example of former student speech also helped me to improve.
146	The AMP , anxiety management plan, which guided me on how to better deal with my speech anxiety. And the Communication Genius reading responses has helped me on how I look at things and speak to people.
147	the discussion after each presentation
148	Case study Facilitation, response paper of TUI
149	world Cafe Facilitations
150	change the story
151	Deception Journal and Relationship Journal.
152	1. group performance, I know that everyone is important to their group. 2. Individual speech help me build up my confidence, and I knew what I am able to do in public speaking.
153	-facilitation group -the first speech we had in the quarter on something we could tell the class about ourselves
154	the interpersonal skill report helped me because now i can relate to people from different social groups and the first presentation was in group so it helped me to be more comfortable on my speech.
155	Being asked to host at the world cafe in class and being included in career day facilitations if I had been here. I loved the opportunity to act and be silly when we needed to do the quick improv about how we deal with conflict.
156	group discussions and activities
157	Take aways really validated the lessons and made them resonate within me. The response papers helped the case studies to marinate with me so that the facilitation case presentations were more understandable.
158	My instructor was being very true to me at the end of my last speech which helped with my life in general. He helped give us a review of our presentation to help improve and I did felt like I did better every speech.
159	For me the Demo speech and the favorite restaurant made me feel more inclusive, just because I felt more comfortable with the material.
160	I liked that the class was open and i felt that it was a small enough group to where i became really comfortable with giving my speeches.
161	I felt like the instructor gave good feed back and that he was able to clearly give his thoughts in ways that would make us improve
162	Outlining helped organize the structure, which still needs a lot of work, and watching other speakers online and analyze their speeches.
163	the agenda assignments afforded me the opportunity for more self reflection than i had anticipated. the final analysis paper helped process the changes that have been made.