

## De Anza College Office of Institutional Research and Planning

**To:** Shagundeeep Kaur and Donna Stasio, Instructors  
**From:** Mallory Newell, De Anza Researcher  
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**Date:** 4/24/2017  
**Subject:** PRCA-24 Pre-Survey Winter 2017

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The PRCA Pre survey was administered at the beginning of the course in Winter 2017.

This resulted in 773 valid responses.

Important highlights include:

- 83% of respondents are between the ages 18 and 24.
- 82% of respondents stated they are comfortable communicating in English.
- 56% of respondents like to participate in group discussions, 30% are neutral and 13% prefer not to participate in group discussions. (Question 1)
- 46% of respondents are not tense or nervous while participating in group discussions. (Question 3)
- 30% of respondents agree/strongly agree that engaging in a group discussion with new people makes them tense and nervous. (Question 5)
- 28% of respondents agree/strongly agree they are afraid to express themselves at meetings. (Question 10)
- 30% of respondents agree/strongly agree that while participating in a conversation with a new acquaintance, they often feel very nervous. (Question 13)
- 57% of respondents disagree/strongly disagree they are relaxed while giving a speech. (Question 21)
- 48% 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)

# Winter 2017 PRCA-Pre Survey Report

Please provide your age:

Mean: 1.22

Response	Value	Frequency	Percent	Graph
18-24 year old	1.00	646	83.57	
25-34 years old	2.00	87	11.25	
35-44 years old	3.00	25	3.23	
45-54 years old	4.00	6	0.78	
55-64 years old	5.00	3	0.39	
65 or older	6.00	1	0.13	
<b>Total Valid</b>		768	99.35	
<b>Missing</b>		5	0.65	
<b>Total</b>		773	100.00	

Please provide your sex:

Mean: 1.53

Response	Value	Frequency	Percent	Graph
Male	1.00	378	48.90	
Female	2.00	377	48.77	
Transgender	3.00	5	0.65	
Prefer not to respond	4.00	5	0.65	
Questioning	5.00	2	0.26	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

Please identify the race/ethnicity that you most closely identify with:

Mean: 7.08

Response	Value	Frequency	Percent	Graph
Caucasian/White	1.00	153	19.79	
African American/Black	2.00	21	2.72	
Asian Indian	3.00	32	4.14	
Chinese	4.00	84	10.87	
Filipino/a	5.00	71	9.18	
Japanese	6.00	13	1.68	
Korean	7.00	27	3.49	
Vietnamese	8.00	104	13.45	
Other Asian	9.00	39	5.05	
Native Hawaiian	10.00	0	0.00	
Guamanian or Chamorro	11.00	1	0.13	
Other Pacific Islander	12.00	4	0.52	
Hispanic/Latino/a	13.00	168	21.73	
Multiracial	14.00	34	4.40	
Native American/American Indian	15.00	1	0.13	
Prefer not to respond	16.00	18	2.33	
<b>Total Valid</b>		770	99.61	
<b>Missing</b>		3	0.39	
<b>Total</b>		773	100.00	

Are you comfortable communicating in English?

Mean: 1.29

Response	Value	Frequency	Percent	Graph
Yes	1.00	631	81.63	
Mostly	2.00	77	9.96	
Neutral	3.00	37	4.79	
Sometimes	4.00	21	2.72	
No	5.00	2	0.26	
<b>Total Valid</b>		768	99.35	
<b>Missing</b>		5	0.65	
<b>Total</b>		773	100.00	

Which speech classes have you taken at De Anza College? (select all that apply)

Mean: -

Response	Value	Frequency	Percent	Graph
SPCH01 - Public Speaking	1.00	327	42.30	
SPCH07 - Also listed as ICS 07 - Intercultural Communication	2.00	60	7.76	
SPCH 10 - Fundamentals of Oral Communication	3.00	259	33.51	
SPCH08 - Argumentation and Critical Inquiry in Oral Communication	4.00	40	5.17	
SPCH09 - Argumentation: Analysis of Oral and Written Communication	5.00	22	2.85	
SPCH15 - Problem Solving and Critical Reasoning in Groups	6.00	33	4.27	
SPCH 16 - Interpersonal Communication	7.00	42	5.43	
SPCH 70 - Effective Organizational Communication	8.00	36	4.66	
<b>Total Valid</b>		582	75.29	
<b>Missing</b>		191	24.71	
<b>Total</b>		773	100.00	

1. I dislike participating in group discussions.

Mean: 2.41

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	133	17.21	
Disagree	2.00	303	39.20	
Neutral	3.00	233	30.14	
Agree	4.00	82	10.61	
Strongly Agree	5.00	16	2.07	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

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

Mean: 3.69

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	22	2.85	
Disagree	2.00	51	6.60	
Neutral	3.00	191	24.71	
Agree	4.00	381	49.29	
Strongly Agree	5.00	123	15.91	
<b>Total Valid</b>		768	99.35	
<b>Missing</b>		5	0.65	
<b>Total</b>		773	100.00	

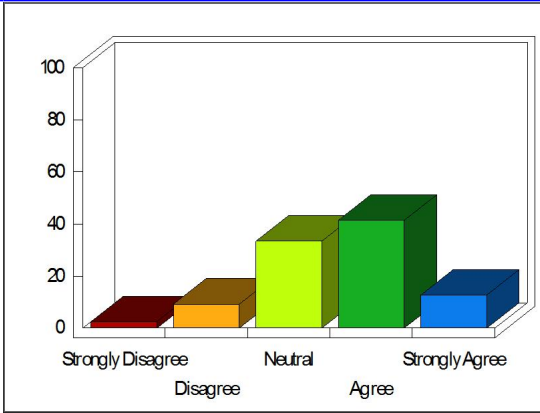
3. I am tense and nervous while participating in group discussions.

Mean: 2.67

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	89	11.51	
Disagree	2.00	267	34.54	
Neutral	3.00	243	31.44	
Agree	4.00	145	18.76	
Strongly Agree	5.00	25	3.23	
<b>Total Valid</b>		769	99.48	
<b>Missing</b>		4	0.52	
<b>Total</b>		773	100.00	

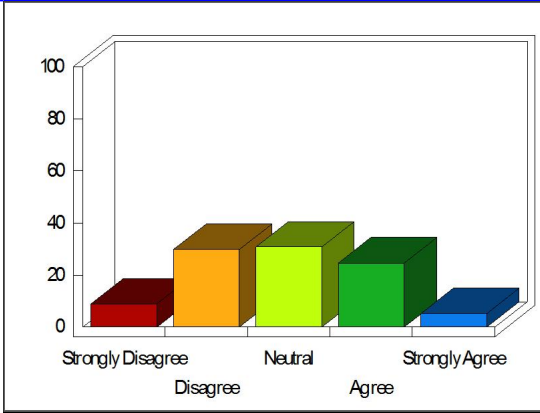
4. I like to get involved in group discussions.

Mean: 3.53

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	19	2.46	
Disagree	2.00	71	9.18	
Neutral	3.00	258	33.38	
Agree	4.00	320	41.40	
Strongly Agree	5.00	98	12.68	
<b>Total Valid</b>		766	99.09	
<b>Missing</b>		7	0.91	
<b>Total</b>		773	100.00	

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

Mean: 2.87

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	69	8.93	
Disagree	2.00	230	29.75	
Neutral	3.00	238	30.79	
Agree	4.00	190	24.58	
Strongly Agree	5.00	40	5.17	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

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

Mean: 3.34

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	13	1.68	
Disagree	2.00	134	17.34	
Neutral	3.00	278	35.96	
Agree	4.00	263	34.02	
Strongly Agree	5.00	77	9.96	
<b>Total Valid</b>		765	98.97	
<b>Missing</b>		8	1.03	
<b>Total</b>		773	100.00	

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

Mean: 2.99

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	60	7.76	
Disagree	2.00	207	26.78	
Neutral	3.00	210	27.17	
Agree	4.00	258	33.38	
Strongly Agree	5.00	30	3.88	
<b>Total Valid</b>		765	98.97	
<b>Missing</b>		8	1.03	
<b>Total</b>		773	100.00	

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

Mean: 3.19

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	22	2.85	
Disagree	2.00	155	20.05	
Neutral	3.00	297	38.42	
Agree	4.00	230	29.75	
Strongly Agree	5.00	57	7.37	
<b>Total Valid</b>		761	98.45	
<b>Missing</b>		12	1.55	
<b>Total</b>		773	100.00	

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

Mean: 2.99

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	49	6.34	
Disagree	2.00	212	27.43	
Neutral	3.00	266	34.41	
Agree	4.00	179	23.16	
Strongly Agree	5.00	61	7.89	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	



10. I am afraid to express myself at meetings.

Mean: 2.78

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	75	9.70	
Disagree	2.00	258	33.38	
Neutral	3.00	218	28.20	
Agree	4.00	191	24.71	
Strongly Agree	5.00	25	3.23	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

11. Communicating at meetings usually makes me uncomfortable.

Mean: 2.69

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	70	9.06	
Disagree	2.00	281	36.35	
Neutral	3.00	240	31.05	
Agree	4.00	160	20.70	
Strongly Agree	5.00	13	1.68	
<b>Total Valid</b>		764	98.84	
<b>Missing</b>		9	1.16	
<b>Total</b>		773	100.00	

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

Mean: 3.15

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	10	1.29	
Disagree	2.00	185	23.93	
Neutral	3.00	302	39.07	
Agree	4.00	215	27.81	
Strongly Agree	5.00	52	6.73	
<b>Total Valid</b>		764	98.84	
<b>Missing</b>		9	1.16	
<b>Total</b>		773	100.00	

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

Mean: 2.86

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	62	8.02	
Disagree	2.00	239	30.92	
Neutral	3.00	235	30.40	
Agree	4.00	202	26.13	
Strongly Agree	5.00	27	3.49	
<b>Total Valid</b>		765	98.97	
<b>Missing</b>		8	1.03	
<b>Total</b>		773	100.00	

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

Mean: 3.05

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	43	5.56	
Disagree	2.00	215	27.81	
Neutral	3.00	233	30.14	
Agree	4.00	209	27.04	
Strongly Agree	5.00	67	8.67	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

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

Mean: 2.48

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	98	12.68	
Disagree	2.00	323	41.79	
Neutral	3.00	223	28.85	
Agree	4.00	100	12.94	
Strongly Agree	5.00	14	1.81	
<b>Total Valid</b>		758	98.06	
<b>Missing</b>		15	1.94	
<b>Total</b>		773	100.00	

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

Mean: 3.44

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	12	1.55	
Disagree	2.00	98	12.68	
Neutral	3.00	272	35.19	
Agree	4.00	301	38.94	
Strongly Agree	5.00	78	10.09	
<b>Total Valid</b>		761	98.45	
<b>Missing</b>		12	1.55	
<b>Total</b>		773	100.00	

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

Mean: 3.12

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	19	2.46	
Disagree	2.00	196	25.36	
Neutral	3.00	279	36.09	
Agree	4.00	209	27.04	
Strongly Agree	5.00	58	7.50	
<b>Total Valid</b>		761	98.45	
<b>Missing</b>		12	1.55	
<b>Total</b>		773	100.00	

18. I'm afraid to speak up in conversations.

Mean: 2.62

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	82	10.61	
Disagree	2.00	308	39.84	
Neutral	3.00	216	27.94	
Agree	4.00	131	16.95	
Strongly Agree	5.00	25	3.23	
<b>Total Valid</b>		762	98.58	
<b>Missing</b>		11	1.42	
<b>Total</b>		773	100.00	

19. I have no fear of giving a speech.

Mean: 2.38

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	185	23.93	
Disagree	2.00	266	34.41	
Neutral	3.00	189	24.45	
Agree	4.00	89	11.51	
Strongly Agree	5.00	36	4.66	
<b>Total Valid</b>		765	98.97	
<b>Missing</b>		8	1.03	
<b>Total</b>		773	100.00	

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

Mean: 3.49

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	35	4.53	
Disagree	2.00	117	15.14	
Neutral	3.00	163	21.09	
Agree	4.00	339	43.86	
Strongly Agree	5.00	110	14.23	
<b>Total Valid</b>		764	98.84	
<b>Missing</b>		9	1.16	
<b>Total</b>		773	100.00	

21. I feel relaxed while giving a speech.

Mean: 2.41

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	132	17.08	
Disagree	2.00	310	40.10	
Neutral	3.00	222	28.72	
Agree	4.00	75	9.70	
Strongly Agree	5.00	23	2.98	
<b>Total Valid</b>		762	98.58	
<b>Missing</b>		11	1.42	
<b>Total</b>		773	100.00	

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

Mean: 3.43

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	29	3.75	
Disagree	2.00	130	16.82	
Neutral	3.00	215	27.81	
Agree	4.00	265	34.28	
Strongly Agree	5.00	128	16.56	
<b>Total Valid</b>		767	99.22	
<b>Missing</b>		6	0.78	
<b>Total</b>		773	100.00	

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

Mean: 3.06

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	43	5.56	
Disagree	2.00	160	20.70	
Neutral	3.00	310	40.10	
Agree	4.00	204	26.39	
Strongly Agree	5.00	45	5.82	
<b>Total Valid</b>		762	98.58	
<b>Missing</b>		11	1.42	
<b>Total</b>		773	100.00	

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

Mean: 3.30

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	46	5.95	
Disagree	2.00	158	20.44	
Neutral	3.00	193	24.97	
Agree	4.00	263	34.02	
Strongly Agree	5.00	108	13.97	
<b>Total Valid</b>		768	99.35	
<b>Missing</b>		5	0.65	
<b>Total</b>		773	100.00	

Time

Mean: -

Response	Value	Frequency	Percent	Graph
	-	773	100.00	
<b>Total Valid</b>		773	100.00	

Date

Mean: -

Response	Value	Frequency	Percent	Graph
	-	773	100.00	
<b>Total Valid</b>		773	100.00	



## PRCA-Pre Survey Responses

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
1	Not full eye contact, look away every few seconds and don't smile at me.
2	Demonstrate engagement and don't laugh or make fun of things that were said
3	1. Get involved with talking about problems when speaking. Know what it is that makes us uncomfortable. 2. Find methods to solve these problems.
4	Smile Nod
5	-give a positive smile to me during my speech -pay attention to the speaker all the time
6	They can look at me when I am presentating,and can smile.
7	Classmates should not be distracted by phones or each other and lastly, they should be engaged in what is being said.
8	Actually in group activities, and not just stay quite. If they have anxiety of talking it's understandable but at least be grateful. In addition when someone speaks we should all stay quiet because you don't want the speaker getting the wrong idea that you might be making fun of them.
9	if they ask me what I think
10	if they asked me what i think
11	1) be kind and supportive 2) provide helpful feedback
12	- pay attention to the speaker - staying quiet while the speaker is giving his/her speech
14	- Let us get to know each other more before talking to our peers. - Let us plan and organize within groups to see how comfortable we can be.
15	It would be beneficial for other classmates to actively engage in conversation. It would also help if they discover holes in my logic. Thereby ensuring that I am getting closer to "Truth"
16	It would be beneficial to receive active engagement with other students. It will also assist me if my perspectives are challenged during those conversations.
17	1. Be friendly 2. Support each other when feeling nervous or unsure about giving a speech to the class
18	Respectful Caring
19	I would feel much more confident during a presentation if people in the audience were to smile and nod. This would serve as reassurance, and let me know I am doing fine.
20	There isn't really any behaviors my peers can do to make me feel valued. I generally feel uncomfortable with people around me.
21	To listen while giving the speech and to feel engaged, also to not laugh or talk during the speech.
22	In my opinion it's all about the ability to listen to the opponent and revert with relevant response.
23	One behavior that makes me feel included and valued is when they nod their head, either in agreement or to show understanding. Another behavior is making eye contact.
24	In order to make me feel more valued and included in my speech community, I would like them to participate and give their thoughts. I would also like them to give me ideas if I get nervous and get stuck.
25	Eye contact, kindness
26	Really pay attention to you when you are giving a speech so you as the speaker feels comfortable. No disruptions while someone else is speaking.
27	They could give me their full attention and respect.
28	complete attention eye contact

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
29	Probably sit with a smile on their face, ask questions.
30	encourage participation, listen attentively
31	1. Be more open to new students. 2. Give a time to express our opinions.
32	-dont be judgmental -be accepting
33	They can provide eye contact and sit upward with their body position.
34	One behavior that my classmate can do is being respectful, I often don't speak in class because I am very afraid of getting shot down or embarrassing myself by saying the wrong thing so when I start to feel like the classroom is a safe place I feel more comfortable to speak up.
35	look like they care of what i am saying in a positive manner nodding and engaged in conversation
36	-listening attentively -giving feedback
37	Watch me as I speak rather than talk Ask questions, active listening.
38	Discuss as a group and everyone's opinion matters. Let people express their thoughts towards the conversation.
39	Eye contacts and nodding/ gestures while I speak.
40	Making steady eye contact is always helpful. Trying to start conversations also is beneficial.
41	Pay attention and not use their phones.
42	sit down act the same to everybody
43	talk to me with eye-contact use body gestures
44	If a classmate notices that i am not participating, I would feel more included if they personally reached out and asked if i had anything to say. Another behavior would be to speak openly and not take up too much space.
45	Clap at the end of a speech and stay attentive.
46	- Be more talkative - Invite others to speak
47	I believe if my class mates were to ask more questions it would seem as if they were more interested in getting to us more as individuals to break the ice and allow people to feel more relaxed when giving speeches. I also think if our classes even when have a difference of opinion state it in a polite way so one does not feel as if their opinion is any less.
48	1 thing is that they can engage me first as well as talk about the portion I am doing. Another thing is that they can do is praise me if I am doing good on my part
49	-Look at the speaker while they are talking. -Open up more, don't be afraid to get comfortable.
50	Give honest feedback/constructive criticism. Undivided attention while speaking in front of class.
51	They help me to share my opinion and they will ask some ideal when we conversation.
52	Clapping and shouting is encouraging for some but makes the less popular students feel excluded and neglected. Simple snaps made my English class in high school more pleasant.
53	not criticize me give me all of their attention
54	I believe that listening closely to the speaker and asking him or her follow-up questions are behaviors that will make everyone feel valued and included in class.
55	Just be sure to listen to me when giving my speech and do not make any condescending gestures in the process.
56	laugh at my jokes open minded??

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
57	maintain attention. give response
58	classmates can be engaging and fun
59	I think my classmates can give feedback to other speeches such as questions just to show that they were listening. Also, it would be helpful for everyone to express their ideas in group discussions and attempt to hold conversations about the topics. Because what I have seen in other classes is only couple of people participate in group discussions and the rest of the people just listen or follow along and seem disinterested.
60	Nod along as I talk as encouragement and smile
61	give some simple feedback without being overly critical. don't tell me to look at everyone in the eyes.
62	Smile and listen with open ears.
63	1. more engage in group work 2. support each other
64	they smile they listen to me when I give a speech
65	One main behavior that would make me feel more comfortable in my speech class is the feeling of non judgment. Its hard enough already to stand in front of strangers let alone be judged by them too. The other behavior would to just show respect, no talking while a speech is going on or making any distractions.
66	To be accepting of others and ideas abroad Be yourself
67	-Listen to my speech, but don't stare at me -Smile at me
68	nod their heads smile
69	Ask my opinion and include me in conversations.
70	I would feel valued if the class were silent when I spoke. Clapping after a speech is another way for me to feel more valued in my speech class community.
71	include others in discussions, some people can be shy and if they're given the opportunity to sit there and be quiet they'll take it. I do it a lot. Smile a bit :)
72	Listen and ask questions after speech.
73	Respond to statements that I make, either positively or negatively. (I'd prefer positively because if it's negative that makes me extra anxious.) When it comes to stating my opinions, for them to not take me too seriously. I'll either think of one thing differently in a week, or I might have stated an opinion that I do not fully agree with myself on accident.
74	1. nodding along with things that I point out. 2. adding onto something I mentioned
75	- Look at me with a happy face (it shows they're interested in what I say) - Show me some supports
76	paying attention. smiling
77	Communicate with everyone in the group Being open minded
79	-All focus on me as the speaker -Staying awake and not dozing off
80	1.Keep an open mind when discussing sensitive topics 2.Participate in open discussions
81	1. Attentive 2. Focused
82	Genuinely listening and not making any judgmental gestures, laughing when appropriate.
83	Getting to classmate such as asking how there weekend was going Getting to know what the classmate likes
84	I feel that they can acknowledge whats being said instead of just sitting there with no emotions and participating if you ask the audience questions.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
85	I feel like simply making the attempt to carry on conversations when I trail off could help a lot. Perhaps also just initiating conversation because I'm awful at doing that as well.
86	Actually engage in conversation and follow through as much as possible and get to know each other more than a surface level so there is genuine interest in each other.
87	Reaching out to me and talking to me Taking the time to get to know me
88	Active listening and receptive feedback
89	Provide specific feedback Manage group tasks effectively
90	Positive acknowledgement during discussions, not being judgemental.
91	ask me my opinion when it comes to group discussions and pay attention when I speak.
92	Well, two specific behaviors that my classmates can do is to support me and respect me.
93	My classmates can help by making me feel welcome and take an interest into what i say.
94	If they are calmly following me and watching me with a smile while nodding, then that would make me feel much comfortable
95	Listen and respect
97	show interest and engage in conversation
98	Eye contact and not whispering to one another
99	if i'm stuck and struggling on trying to find the right words to say, they can ask a question on the topic i'm talking about so i won't just stand there all awkward.
100	Paying attention while speaking and giving positive feedback.
101	Pay attention, smile
102	Some behaviors that my classmates can do to make me feel more valued and included would be to have friendly expressions or body language and to actively listen. It is easier to talk to supportive and friendly people.
104	paying attention when someone speaking. Being an active listener.
105	When People tend to start a conversation it becomes easier for me to speak to them. Ask me for my opinion so that I become encouraged to speak up.
106	I believe building a better rapport with your fellow classmates creates a more comfortable environment for the speaker.
107	My classmates can ask me questions and comment on what I am staying so that I feel like they are interested in what I'm saying and they can also give me their undecided attention so that I do not feel distracted or as if they are uninterested.
108	Applause when I start the speech can be helpful. If they are smiling and nodding while I am talking, I think I feel more comfortable. Also when their body gesture is more welcoming and comfortable, that helps.
109	No comment
110	Listening and showing interests when I speak
111	Listen, ask questions and create positive energy.
112	Look up when I am speaking, don't whisper to one another when I am speaking in the front
113	1. keep an open mind 2. Take me seriously(when the time calls for it)
114	- positive feedback/ actively listen - constructive criticism
115	be respectful and have an open mind

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
116	when a classmate is actively listening to me. This helps me feel like I am being heard and that my opinion matters. when someone gives a compliment or appreciates the work I have done. This helps me feel appreciated and encourages me to do more for the group.
117	1. Show that they care by listening and not interrupting. 2. Giving me suggestions on how I can improve my speech skills.
118	Compliments or encouragement.
119	Not be making noises show some kind of interest, even fake
120	Smiling and listening to me.
121	They could help me go over the work and also understand and overcome fear.
122	Involve me with the work and don't make me feel like my ideas are stupid.
123	If an idea is put out in the open by someone it should not be put down. If someone gets nervous while giving a speech, give them a smile instead of making it even more awkward.
124	To have their attention on me, and to look like they're engaged with what is being said.
125	My classmates can make me feel more valued and included by talking to me like an equal and not judging me.
126	asking me question about when i mention a off-topic or unclear phrases.
127	1. Be straight and to the point with criticism. Beating around the bush delays the inevitable. 2. To speak up when they want to; I dont want to take up the majority of the air time.
128	The first thing would be to listen, intently and honestly to what it is I am presenting. The second thing, would be to participate, after I have spoken ask me your questions about the speech, give me your ideas to make it better and your opinions of the topic I spoke about. Start a discussion about it.
129	Ask questions
130	eye contact and attention towards the speaker can help ensure the listener is actively engaged. As well as not making any gestures towards others while ideas, thoughts, feelings etc. are being expressed.
131	pay more attention and nod.
132	make me laugh, open up to me
134	Eye contact Not using electronic devices while i am speaking
135	Talk to everyone in the group and ask for everybody's opinion and not only two or three people deciding everything.
136	Welcoming Kind
137	Paying attention (not talking, sleeping, or leaving the room)
138	Clap when speeches are over and listen to the speeches.
139	I'd feel more valued if my classmates listened and pay attention to what I was saying without distracting me awhile I'm giving a speech.
140	Act interested, Make eye contact.
141	Friendly behavior No judgement
142	encourage me and tell me their strategies
143	Pay attention and focus while I am giving my speech and not be focused on other things. Respond to my speech by just being visually repsonsive nodding their heads and so on so I know that they are listening.
144	Show appreciation for my work. Not be afraid to speak up to me.
145	Try not to laugh and try to pay attention.
146	I hope that my classmates give me a happy and respectful behavior, so that it tells me that they understand what I was saying to them and they respect it.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
147	I would like classmates to be inclusive and ask me questions if they notice I am not speaking. It would help if classmates allowed time and space for others to speak.
148	ask questions, give feedback
149	comprehensive, patient
150	not be on their phone, not talking during presentation
151	Giving me critiques on my speech and what to do to prepare for a speech. Maybe time me on my speeches get less nervous around everybody.
152	They can smile when I make eye contact with them so it is reassuring to know that they are not judging me. Another behavior my classmates can do is to encourage me or praise the effort before and after a speech.
153	Giving their full attention while I am presenting and positive body language that signals to me that I am doing a good job.
154	When everyone seems to enjoy my presentation, and when they seems to appreciate it at the end.
155	I expect them to show non verbal signs of approval while giving a speech. Also, critiquing my speech may help me improve for the future.
156	1.Make eye contact with me 2. Stay focus on my speech
157	Two specific behaviors that my classmates can do for me to feel comfortable are to be open minded when my classmates and myself, speak freely about their opinions. Another behavior is being respectful when my classmates and myself are talking.
158	1- My classmates can be non-judgmental and earnest. If I am comfortable with them, I can be a better speaker. 2- Getting to know everyone in small group assignments, to start getting to know each other better.
159	One behavior they can show to make me feel more valued is paying attention while I'm giving a speech or I'm talking in general. Another behavior is eye contact because that way I'll know I have their full attention.
160	talk more to me, smile
161	Clapping before and after, asking questions
162	My classmates can practice active listening and create a safe environment by showing respect for others.
163	1.make the eye contact with me 2. smile at me
164	contribute to discussions and refrain from sharing negative opinions
165	Be supportive and be fantastic
166	Ask if I need help or if I'm ok Help clarify assignments if I don't completely understand
167	1)be themselves 2)respect the speaker
168	-Sometimes, talk to me about things that don't correlate with the speech class. Knowing people in the class on a more personal level is nice. -When communicating about anything assignment related (group assignments or discussions), everyone in the group should get the same information
169	Smile and be engaged
170	-listen -be involved
171	Be open minded to one's opinions and be respectful when we are giving our speeches.
172	Paying attention and positive responses.
173	1. less eye contact, having people stare at me makes me really nervous 2. positive feedback?
174	Not talking when Im presenting and giving me their full attention

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
175	Nod and smile when I'm speaking to make me feel more comfortable.
176	Listening and being respectful.
178	Listen attentively Eye Contact
179	I think if my classmates are respectful and take the class just as seriously as I do, it would make me feel more valued. Because then, we would all worry about the same thing and understand that we are all nervous, which makes mistakes and public speaking something we can go through together.
180	Listen and pay attention
181	none
182	My classmates can be respectful and careful listeners. My classmates can give me great feedbacks on how to make my speech more proficient.
183	The behaviors my classmates can do to make me feel more valued and included in my speech class community are being respectful and understandable.
184	As a listener, two specific behaviors my classmates can do to make me feel valued are : - being attentive. - supporting and encouraging to get used to the class.
185	First, I'd really appreciate if my classmates gave me genuine advice and not because they are forced to. Something else I'd appreciate is them actually paying attention and nodding.
186	Ask me questions to involve me in conversations Eye contact
187	1) Make it seem they are paying attention to what i'm saying. 2) Stop me if i'm speaking to fast. or didnt say a word correctly.
188	One behavior my classmates can do to make me feel for confident while I give a speech is smile, not look like they're statues. Another behavior they can do is make eye contact with me and not be distracted because then I feel as if I should just wrap up my speech.
189	-Not giggle or laugh -Gives me their full attention
190	asking engaging questions and eye contact
191	1. Laugh along or with me 2. Ask questions/ throw in some jokes/ interact
192	What helps me become less nervous is when students aren't too serious when I'm up there while they're watching me. Also, if they smile, laugh, . . It makes me feel more at ease due from their VIBE and ENERGY that they give off.
193	Be open to new ideas and outlooks and stay involved in group discussions to keep ideas flowing.
194	never judge people stay focus and listen to the speaker
195	applause and smile
196	Attentive listening (looking in my direction when I have the floor), and maximum effort when it's their turn, so to speak.
197	Smile, and nod their heads. always clap at the end of the speech no matter how bad it was.
198	listen don't disturb
199	When speaking up or giving a speech I would prefer if they did not stare at me extensively and at least pretend to listen to speech instead of doing other things.
200	Don't interrupt me constantly or have a conversation with someone else while I'm presenting
201	One would be for them to give their full attention so that i feel more respected as i am speaking. The other would be for them to give feedback so that I know exactly what I need to improve on.
202	Be empathetic. Practice patience.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
203	Look but don't stare. Nod and act like you care what I'm saying.
204	encouraging smiles and nods, not pointedly attack my points in a cutthroat manner
205	be respectful and attentive
206	Have the class be quiet when someone is talking. Be respectful of different opinions.
207	Giving me enough time for me to think. Not giving me confused reaction, such as weird look on face.
208	listening with eyes and look as if they care.
209	1) Listen attentively while i am speaking 2) Make an encouraging comment before a speech
210	be supportive be helpful
211	a behavior I noticed we all did in our intro speeches was that we all got really red face and also we said uh, um or like a lot.
212	Two behaviors that my classmates can do to make me feel more comfortable is listen and not speak over me.
213	Be a visionary Be respectful of one's perspective
214	1. Seem interested in what I have to say 2. Ask question relative to the topic at hand
216	smile for encouragement/motivation
217	participating, and listening.
218	Interact with me. Ask questions and share opinions.
219	My classmates can be open to all kinds of opinions. My classmates can speak up first to me, instead of waiting for me to initiate conversation.
220	Pay attention when I am giving a speech or telling my opinion. Instead of looking away on their phone etc. Engage by using questions after speech, using feedback, creating a discussion.
221	Nothing, I think its just me.
222	One thing my classmates can do is just pay attention. I get distracted easily so if I see a distraction I will most likely pay attention to it. Secondly I would appreciate fewer than normal questions. I have a hard time coming up with answers on the spot.
223	asking questions and try to understand what i am speaking
224	Perhaps be polite if and when addressing my thoughts and opinions in a discussion. Another would to listen while I am speaking and actually pay attention to what i am saying, instead of looking bored.
225	Two behaviors that my classmates could do to make me feel valued in our speech class is to respectfully listen without interrupting or seeming disinterested. Another quality I would like is not putting pressure on the speaker during their spoken assignments as it causes myself (and I assume others) to fumble and not do as well as they would originally intend to.
226	They can smile at me. They can see me as more than someone as old as their Dad.
227	One would be keeping open body language and at least looking like they are genuinely interested in what I have to say. Two, maybe doing more activities outside of giving/listening to speeches to get to know each other as people for a more comfortable atmosphere.
228	Smile, make eye contact
229	First is not using cell-phone when someone talks and second having good listening skills make you a better person as well.
230	Listen to what I say Pay attention



**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
231	Pay Attention to me when I am presenting Give me good critical feedback
232	My classmates can help me feel calm by giving nice smiles and initiating friendly gestures.
233	Encouragement and critics
234	1) Talk more. 2) Engage in the class more, (ask more questions).
235	Nothing really, I feel like I should just get used to it, because they're supposed to just sit there and listen.
236	Some specific behaviours my classmates can do to make mr feel for valued is to look at me while I give my speech and to nod their heads to show that they somewhat know what I am talking about.
237	Be open and respectful
238	Ask for my opinion Offer to help me when it looks like I'm struggling
239	Asking me questions about myself. Being respectful towards me and my opinons.
240	1. attentive listening 2. being open-minded
241	Give me feedback. Don't make that awkward silence during my speech.
242	One behavior would be to be engaged in the speech, and actively listen. Another would be to provide an encouraging atmosphere with their body language and expressions.
243	Give me feedback on the content of my speech, and the performance of my speech.
244	Nonverbal Positive feedback and keeping an open mind
245	Just listen and pay attention because they're about to do the same shit
246	empathy and a sense or vibe of being positive
247	Give me applause after I over my speech; Agree with my opinions which showed in my speech.
248	- not be rude - pay attention
249	I am a person like to listen, so i like my classmates talk more and be friendly
250	be attentive and involved
251	Talk to me Ask questions
252	eye contact not play on their phone
253	Talk while and not listening during speech
254	Pay attention Give feed back
255	Willingness to share personal beliefs and details, and willingness to cooperate to complete group-based work.
256	They can pay attention to me. They can respond to what I'm saying appropriately.
257	include me in conversations and ask me questions
258	One way is to nod or show that they are engaged in my speech. Another way they can help is to be open and have a welcoming facial expression rather than seeming bored or judgmental.
259	pay attention while i am giving a speech as well as giving positive feedback.
261	1. Be respectful of important or unimportant certain things are for others. Some people do have higher priorities than the task at hand and some for people the task at hand is very important to them but no one has the right to judge. 2. Don't over value yourself or one other person. You might make that person feel good, but you risk making everyone else feel unwanted or discredited.
263	Don't stare too much as it sometimes can make me feel nervous/pressured Laugh at my jokes when applicable
264	Be respectful Pay attention to what I have to say

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
265	1. I would appreciate it if my classmates take everything with a positive mindset meaning they are there to listen and not judge. 2. I enjoy it when someone just says hi or bye to me when we are in class.
266	Welcoming & friendly
267	I would hope for them to be accepting in the responses I give out as well as being relaxed.
268	If classmates were to actively participate and think critically I would feel more comfortable voicing my opinion
269	be good listeners, and pay attention
270	1. give me a chance to open up and be more comfortable 2. be open to my ideas
271	during speeches, nodding along, and making it seem like they're understanding and not just staring at you
272	Not speak during my presentation so I can focus or fiddle around with things that may also be distracting.
273	Being empathetic, and willing to look at others' point of view, as well as their own.
274	Smiling and Nodding Full engagement
275	2 specific behaviors my class mates can do are not laughing or being judgemental.
276	1) Correct me if I do anything wrong or even if I speak wrong. 2) Involve me while doing discussions.
277	show some facial expressions and show that they are listening.
278	understanding and patient
279	1) React to my jokes, funny or not. 2) Talk freely about anything.
280	Nodding of the head to indicate interest. Encouragement if one gets lost
281	1) It would be a lot easier to give a speech if I knew everyone. 2) If the audience is respectful I feel like giving the speech wouldn't be as hard as it normally is for me.
282	My classmates can be verbally supportive before speeches and not insult us.
283	1. Encourage social conversation so that classmates become friends, and conversing can become much easier. 2. Large group work can leave people out from speaking and smaller group work can become more efficient.
284	Maybe if I forget a part or something remind me to take a deep breath.
285	By paying attention to what I'm saying while I'm speaking. Also by asking questions if anyone has them
286	Being honest and staying open minded are two behaviors my classmates can have to make me feel more valued.
287	by not judging me, helping me be more confident
288	Two things my classmates can do to make me feel more valued is to make eye contact when speaking to each other and to listen to each other attentively while speaking.
289	1. pay attention when I talk 2. bare with me
290	Look attentive even if they aren't really paying attention, and to ask questions if they pondered any.
291	1. when there are some sort of interaction before I give the speech. 2. to applaud before I give the speech
292	be engaged at least look like they want to be there
293	1.Asking me what I think 2.Not criticizing my response

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
294	Respect each others opinions by listening and staying quiet while we're giving a speech.
295	Don't look at me when I am presenting a speech. Be more uncomfortable than I am when you present yours. ha!
296	My classmates could help me feel more valued by not laughing if I make a mistake during a speech, or talk while I'm speaking
297	Always pay attention when I am speaking so they can give me feedback.
298	1. Give positive feedback when I do something well. 2. Treat me with kindness.
299	Smiling, nods, opening gestures of interest Stop everything one is doing to give full attention to speaker, leave at an appropriate time for bathroom or emergency listen the way you hope to be heard
300	- be supportive when the speaker happens to stumble during a speech - create a sense of community both in and out of class time
301	they can support and include me in my speech class.
302	My classmates could give me some eye contact and nod their heads when they listen to my speech.
303	Not talk during my speech Not be on phones
304	Be paying attention during speeches and being respectful.
305	1. Listening to what I have to say and elaborating on it instead of shooting it down or ignoring it 2. Being open minded.
306	listen me when i am talking. ask questions on the topics.
307	I prefer when people talk more so I dont have to speak as much. realize that an unvoiced opinion is still an opinion nonetheless
308	communicate with each other talking loudly and clearly
309	Be respectful when one is presenting, and give feedback when something is not right.
310	Active listening and asking questions when i'm finished with my speech.
311	look at me, pay attention, smile
312	point out where i need improvement share their experiences
313	Probably be engaged when someone is presenting or sharing something with everyone. Also respect one another because we should treat others how we want to be treated.
314	Being attentive while I am speaking, criticism when applicable.
315	They'll be making eye contact with me, and be silent throughout the presentations. (Not distracted)
316	Listen and not do anything to distract me and maybe ask questions
317	Classmates can provide constructive, honest criticism Classmates could - theoretically - start a working online community and include me
318	2 specific behaviors that my classmates could do is be respectful when someone is speaking and have good posture because when someone is slouching during a speech it shows that they don't care.
319	They just need to be friendly and inviting, because that makes for an inviting environment. I also like it when we do group discussions and others invite people to express their opinions.
320	I would appreciate if others wouldn't be distracted my their electronic devices. I would like it if everyone actually took an interest in what the topic is.
321	ask me questions and appreciate
322	Ask questions, make sure they were actively listening. Clap when a student is finished giving a speech
323	Provide feedback This is the only behavior that I would like to see.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
325	Ask direct questions, eye contact, and respond to what I am saying.
326	1) remember my name 2) smile
327	Give other people a chance to talk even though they may have something to say. Be able to speak up and participate fairly; Contribute what they can to the class/group.
328	Two specific behaviors my classmates can do to make me feel more valued and included is to let me have a chance to speak in group conversation. Also is to give me the attention everyone deserves as a person is talking. Another behavior is to ask every person in a group what we think about the topic in the discussion.
329	1. Do not discard 2. Be patient
330	Asking questions and providing feedback.
331	Actively listen and give back some constructive criticism as feedback.
332	They could ask me any question they might have and freely speak to me, also, they could include me in conversations if I shy away from talking.
333	be quiet when i speak
334	1. Always listen to my point of view, instead of ignoring me making me feel like I'd be talking to myself. 2. If I feel that I am doing something wrong, please let me know.
335	1) Leave "quiet" moments during a conversation. If there's a pause, it makes it easier to speak up so you don't feel like you're interrupting anyone. 2) Don't be "cliquey." It's great if they know someone else at the table but don't act like you're in your own world and no one else is there.
336	Nothing really, for the most part it's my own preparation on the subject.
337	1) Be sure not to interrupt me during a speech, whether that be vocal or moving/walking out of the room. 2) Offer tips for a better speech.
338	paying attention not laughing if make a mistake or stumble being respectful by not looking at their phone
339	1. help me find out my strength and weakness while delivering speech 2. help me participate in a group discussion
340	Ask me questions, such as, "what do you think?"
342	remain eye contact with me interact with me ( response me such as smile, "um..." and so on
343	Having eye-contact with me, or overall attention. Maybe being offered the spot in a conversation or discussion as I may not jump in at my own accord.
344	I would say to be respectful, as well as being silent.
345	respecting: what I mean by respecting, is not judging the ideas I will enunciate in my speeches not criticizing: For instance: when I feel tense while I'm giving my speech and forgot some words, I don't want to feel criticized and laughed at.
346	Laugh at my jokes Not look at me with dead eyes
347	Focus and listen when I'm speaking.
348	maybe feedback and tips?
349	Smile, making sure they show they're attentive while i'm speaking, and not interrupting me.
350	Pay attention, and maintain eye contact.
351	It would make me feel more comfortable if my classmates would get more involved with my speech or when I'm in front of the class. I feel like when people are responding to me it calms me down a lot.
352	1. To give eye contact when talking, so the person can seem engaged and interested in what is going on 2. To be open minded about ideas and thoughts

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
353	One specific behavior my classmates can do to make me feel more valued and included in my speech class community is by being respectful. Another specific behavior is being friendly and patient with other people in the class.
354	To not cut me off while talking and to be encouraging and not rude or put down anyone's ideas
355	I like being friends with everyone that makes me really comfortable to talk in the group, and I like people showing me the gesture that they're really listening to me, and also, understanding each other even though we have different agreements.
356	Eye contact Smiles
357	Starting at me for a long period of time, have no response when I'm giving a speech.
358	1. Attention during my speech 2. Respect
359	One is being able to have a pretty comfortable relationship with my classmates. Second is just having my classmates be kind and respectful to one another.
360	My classmates can give their undivided attention and smile to enlighten the atmosphere and alleviate any nervousness I may have. Smiling shows a sense of support from the audience and doesn't create a tense environment. Paying attention is an indication of active listening and interest in what I have to speak about.
361	Giving applause when finished a speech. Do not play on cell phones or talk with other people while I am having a speech.
362	Make it aware that they are interested in my speech by paying attention and giving me eye contact
363	-Respond back -Be genuinley interested
364	Look friendly and listen
365	-Create an open and friendly classroom environment that is open to listen to other's opinions -Be respectful of other opinions even if you may not agree with them
366	look like they are liking what I am saying and giving me great body feedback.
368	The only things I would ask for classmates to do is simply to listen when I speak my opinions or thoughts and to please tell me if I am speaking too fast.
369	- They pay attention to what I'm talking about. - While working as a group, if there's anything they want to change (content, information,...), they should tell me before doing it because I'm also a part of the team.
370	My classmates can make better eyes contact with me while I give speech so then I can feel more confident. In addition, my classmates can ask questions and give opinions to the subject that I present to show that they're really interesting in what I'm saying.
371	1) Paying attention to me/eyes on me when I am doing my speech. 2) Smiling
372	When people validate my opinion by responding to collaborate or with constructive criticism.
373	Make eye contact and not be distracted by their phones, etc.
374	1. Listen and paying attention 2. Positive non-verbal response likes head nods or smiles
375	smile and act as if they have interest in what im saying
376	give an applause and smile
377	1) not look stone-cold towards me while I'm presenting 2) sitting in a neutral or relaxed position, not in a straight and direct position
378	1.try to relate to whatever someone is speaking about 2.be nice about it while listening

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
379	Be more welcoming in conversation. Listen more to new people around them instead of their friends.
380	Being friendly and open to one another.
381	when classes mates are friendly. And when they include me in groups
382	1.My classmates don't give me pleasure when I am speech that makes me feel relax and confidence. 2.They like to share their opinion, and listen other classmates ideas.
383	-Giving me positive feed backs when I give a speech -Helping me out with words that I cannot spell or forgot how to spell
384	patient respectful
385	be quiet and respectful
386	The first thing is to use pictures in slides. The second thing is to use eye contacts.
387	- Eye contact with Smiles - Head nodding - appropriate reactions
388	Actively talking can make me feel more valued and included. Also being open minded
389	Nothing really. Even if there was negative behavior I would like to teach myself to power through it.
390	Not be distracted with their phones and not talk while I'm doing my speech
391	When I get to know people better I feel very confident around them. If they smile and act friendly I would feel better.
392	When I am up there talking and I see someone smile, that usually calms me down.
393	When people are laughing or smiling it makes me much more comfortable. I feel comfortable when people participate like if I ask questions.
394	To feel more valued my classmates can, smile and nod there head as I am speaking.
395	Positive Feedback
396	Smile when I make eye contact with them while I am giving my speech. Laugh when I attempt to make a joke.
397	Ask my opinion but not in a direct way where all the attention is at me, give a response after I give me opinion on something.
398	they could ask if i have any thoughts on the topic. the second is include me and help me understand the topic better
399	A smile can make me feel more confident; they can also nod when I make a comment.
400	Just be positive towards one another. Say things you could improve on.
401	Listen & paying attention
402	Overall classmates make one feel valued and included just by being respectful towards one another.
403	- smile - laugh
404	- Respond eye contact. - Listen to and stop talking to each other.
405	If they can give me a smile while I'm speaking that would give me so confidence. Not to look down at their cellphone
406	Smile at me while I'm speaking and give me positive feedback.
407	talking about my interests and there's. smiling
408	Eye contact, questions
409	2 specific behaviors my classmates can do to make me feel more valued are giving positive feedback and encouragement?

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
410	my class mate listen my speech with interest. my class mate listen carefully even though my speech is not improved .
411	If I get negative feed back I still want to learn power through it.
412	ask questions after my speech listen to my speech
413	Close their eyes or put their heads down
414	I get uncomfortable getting watched sometimes. But the attention is also helpful to get my point out.
415	Nod their head - it makes me feel like they are listening and trying to understand into whatever I am saying. Give some sort of feedback afterwards - like a follow up question?
416	It helps to ask about what my opinion is on the topic because it allows me to share my thoughts. Usually it helps me open up when I am prompted.
417	At a community college it is hard to make friends because it is a commuter school. Would be nice to have a group of classmates that remains my group for the entire quarter. This kind of stuff really enables me to get to know them better on a personal level, as opposed to a superficial icebreaker introduction.
418	My classmates can be attentive during my speeches and make some sort of notion to show me that I have their attention. This will make me feel valued whenever I am presenting.
419	Keep being respectful & encouraging
420	First, I think classmates not to stare me entire presentation will help feel more comfortable. Second, pay attention and respect the presenter.
421	Smile or look engaged (laugh, answer questions, look thoughtful, etc.)
422	Listen to what I have to say even if it is wrong and give m constructive comments to help me in the future.
423	Would be good if I can have more conversation with classmates before the class. Or if we can have discussion of assignment together.
425	-deep breathing -and being relaxed
426	I can't describe the behavior i want for my classmates to make me feel comfortable
427	Engaged & Sympathetic
428	It always helps to have an engaged audience. Being able to see that your audience is truly interested in your words makes public speaking much easier. Simply understanding that others face speech anxiety also makes it more comforting to speak to them.
429	Be respectful to whoever is speaking. Do not be afraid to ask questions
430	Pay attention while Im speaking and asking questions.
431	No judgment understandable
432	If my classmates can response to my speech with some questions or agreements, I can feel more valued and confident.
433	stay off their phones laugh even if its not that funny
434	eye contact with me, Nod
435	nod, and smile
436	React throughout speech, make eye contact
437	I think as long as my classmates are patient and understanding of all people and their background will make me feel more comfortable. Knowing that there is no judgement creates a nice classroom environment.
438	My classmates could be open to new ideas and that they should be able to respect one another's opinions.
439	Respect each other, point out my mistakes of the speech.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
440	Accepting, Understanding
441	Be good audiences Be respectful
443	Laugh when I tell a joke Nod or try any sort of nonverbal response
444	I hope they don't feel uncomfortable during my speech. they listen during my speech
445	-when they listen -actual eye contact w me
446	they are fine the way they are,its just me
447	be positive in their responses to my contributions. listen to what i have to say
448	Making sure to look at me when I'm giving a speech and not turning their attention away to talk to another student or look at their devices.
449	Listen and ask
450	pay attention to the speaker. be respectful.
451	While giving a speech I feel comforted when I see peers smiling or nodding their heads. It's also much easier to give speeches/add in group discussions when everyone has an open mind.
452	being respectful while a class mate is giving a speech. giving your full attention.
453	I'm not sure what they can do to make me feel more valued in my speech class because I dont think I feel left out during the class.
454	-not go on their phone while I give a speech -not talk while I am talking
455	I need to them to be patience with me and listen to me carefully.
456	smile more be friendly
457	Listen and interact.
458	smile more be friendly
459	Pay attention to my speech, and respond positively after the speech is done.
460	1. Give positive non-verbal feedback 2. Kindly give constructive criticism if they have any comments.
461	Pay full attention and listen to me. Quiet and eye contact.
462	They should listen to the speech without talking. The environment of the class should be friendly. Classmates should not make any judgments.
463	Engaging in conversation is helpful. Someone sitting quietly or uninterested is always somewhat of a distraction.
464	Two specific behaviors my classmates can do to make me feel more valued and included in my speech class is paying attention by giving eye contact and not talking to others while I am talking.
465	Honest comment, be respectful
466	1. Seeing some approving nods or other positive gestures out in the audience is really nice. 2. More immediate feedback in general is nice.
467	laugh or respond to my speech
468	being friendly and open-minded hard working but do not take thing too seriously
469	Positive responses/feedback and engaging
470	1. I would like them to give feedback on my speeches, so I can become a better public speaker. 2. I would also appreciate if my classmates were attentive to everyone's speeches.
471	They can show themselves to be more open-minded to any ideas and act more supportive of anyone who doesn't excel at speaking.
472	Speaking with smile and questioning to everyone.
473	Give feedback and be supportive.
474	Attentive audience No interruptions
475	Laugh at my jokes, and dont talk during my speech



**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

<b>Respondent</b>	<b>Response</b>
476	- Listen to what every one has to say - Take into consideration other people opinions
477	smiling, some small comments during presentation, and eye contact
478	Look interested even if you are Try to make eye contact with me
479	I would feel more valued if my classmates nods and smiles while I am giving a speech. Also, it will be better for me if they respond to my questions while speaking.
480	1. Normalize being nervous and voice understanding of other people's anxiety 2. Make it visibly clear if you're listening and not judging (nods/smiles/etc)
481	Eye contact actually helps me focus, as well as their attention. If I notice someone isn't really paying attention, it throws me off.
482	1. Give me all attention. 2. Keep comments to yourself.
483	make eyes contact or pay attention
484	I feel like my classmates sufficiently pay enough attention, and show enough respect to make me feel included in my speech class. I'm not sure what else they can do.
485	Not laugh when someone makes a mistake. At least pretend like they are listening
486	look at me don't look at phone
487	paying attention, not talking to each other, give signals of approval from time to time, for example, nodding, smiling
488	Give constructive criticism How well did I do?
489	be respectful and non judgemental.
490	giving responses pay attention to the speech
491	My classmates can give their full attention. Also Smiling and clapping are appropriate responses for the speaker.
492	1. I would like my classmates to nod their heads in agreement. 2. I would like my classmates to give feedback to me.
493	quiet with attention
494	paying attention and participating during my speech
495	Pay attention and not talking
496	Eye contact and feedback
497	show of support and interest. giving good critical and positive feedback.
498	Interaction with each other more often. Allowing each person to speak equally instead of one or two people doing all the talking.
499	Do not watch their phone, notes or books. Do not talk with others when I am doing my speech
500	ask questions and have a group discussion that involves the teacher as well.
501	eye contact ask questions for clarification
502	to make friends, when we talking will be easier. pay attention when someone was talking.
503	not make any comments while I'm presenting and not ask to many questions.
504	Pay attention and listen
506	head nods atleast pretend to care
507	Pay close attention and not be distracting by obviously not listening
508	just overall make me feel comfortable around them for I wont feel as nervous
509	They smile to me whenever I give speech in the class; They shows appreciate for my presentation
511	Paying attention to my speech and understanding what I have to say.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
512	Learn my name, occasionally say hi.
513	Smile or laugh with me
514	Learn my name, say good morning.
515	clapping at the end and attention when speaking
516	Pay attention, be polite if someone messes up
517	acknowledgment, courtesy
518	Be supportive and critical about flaws or constructive criticism
519	Nod their heads while I am speaking, that way I know people are paying attention Not speak to their friends while I am presenting
520	Not be on their opines or distracted while giving a speech. Giving a enthusiastic round of applause.
521	1. Acknowledge what is being said. 2. Participate in conversations
522	-Always ask everyone in the group to express themselves -Always make eye contact with the person speaking, don't ignore or pull out phones -Create a comfortable environment
523	Listen attentively and ask questions
524	When people are patiently listening and giving an occasional look of "Everything is fine. You aren't going to die giving a speech. We won't bite."
525	smile encouragingly, not look intimidating
526	talk to me and smile to me
527	1. Be friendly 2. Be patient
528	I personally like when no body pays attention to me even though they are supposed to
529	Not being distracted and at least look interested.
530	respectful and happy.
531	look friendly and engaged give positive reinforcement
532	Maintain eye contact Smile
533	My classmates can pay attention and look interested. They can also stay quiet and not be too disruptive.
535	1. Don't be shy with my classmates 2. I will try to be aggressive about speaking.
536	#1 Give undivided attention while I am giving a speech. #2 Debate to each other rather than shout at each other.
537	Look interested and express emotion
538	listen and be respectful
539	-Eye contact to show that they're paying attention -Nodding/some kind of reaction to show that they're following along
541	Smile and pay attention
542	One behavior my fellow classmates can do is smile while I am giving a speech. The second behavior they can do is laugh when I say something funny
543	Being positive supportive
545	Listening Feedback
547	be smiling I know they do not mean to but some look like they judge me
548	Whenever I am sitting with new people it would be nice for my classmates to speak to me a few times so I can start to get to know them and meet meet them. Getting to know classmates 1 on 1 although it is awkward it helps me learn more about others and not feel like I have complete strangers staring at me during a speech.
549	nodding and clapping

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
550	I really appreciate when people ask questions about what I am presenting because of three reasons: one, it encourages me by letting me know that they are listening and paying attention; two, it allows me to explain things in more detail out of context of the presentation; and three, it gives me something to think about if I do not know the answer, and something to research more about.
551	I feel like it's not so much them as it is me. I get so nervous and just make the situation feel awkward even though it's not them making it awkward it's me.
552	respect others listen to others
553	If they respectfully listen to my speeches and allow me to participate in group activities.
554	It's not necessarily about what classmates do around me, it's mostly about calming my own nerves. However, I would prefer seeing classmates being engaged and not having bad body language.
555	make an eye contact with me and pay attention when I'm speaking.
556	They can show more respect for the ideas that I bring up and they can be more respectful when I present a speech.
557	listen and not disturb
558	Motivation and support
559	Being attentive and showing that you are actually listening to what someone has to say means a lot. Body language and responses really help with giving a success speak because it gives the person cues that his/her audience is listening.
560	-pay attention -be honest
561	eye contact and being silent
562	1. Pay attention when someone is speaking 2. Give constructive feedback
563	Clap before and after speech Give feedback
564	Making agreeing gestures and not being rude with dismissive comments or scoffing.
565	Respect while I'm talking, and empathy.
566	If my classmates ask me questions and engage in talking about my topic with me and show relation, I often become more confident and more conversational.
567	compliments support
568	1. keep eye contact with me 2. give me some response.
569	1)do not play smart device while listening 2)pay attention to speaker
570	Ask questions and relate
571	smiling and listening
572	1.) Please don't be late. 2.) Keeping a friendly environment when people give their speeches.
573	Laugh Smile
574	paying close attention and giving an appropriate reaction will make it comfortable.
575	listening and paying attention
576	Do not have side conversations during my speech. Do not laugh during my speech unless it is appropriate.
577	N/A
578	Eye contact; focus on listing
579	Classmates have been good in class with advice and reacting positive after and during speeches. I can't think of anything at the moment about what they can do. The class i'm in includes everyone in speeches and subjects.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
580	Just knowing my name and that I exist should do well for me. For the 2nd behavior, giving me open ears as I speak helps.
581	Equal respect and concern (Attention span and understanding)
582	they can appreciate me when i finished my speech; they can point at some of the mistakes i made during the speech.
583	listen to speeches with eye contact body gestures that shows people are listening
584	Not pay attention to me or laugh at my jokes
585	1. Listen to my speeches. 2. Engage in group discussions during class.
586	They can help by making a comfort class zone Ask basic questions to make class feel like we are friends.
587	friendly and enthusiastic
588	Smiling Showing understanding and sympathy
589	They look at me and pay attention.
590	They can be fully attentive to my speech. They should not talk while I'm talking.
591	pay attention and listen.
593	Smile , patient
594	be friendly and be attentive
595	1. Ask me questions 2. Ask me about my opinions
596	n/a
597	pay attention to when I am speaking, make eye contact
598	If they smile, and if they nod as I present my speech
599	They could be engaged with what I am talking about, they could all clap afterward, and give me feedback
600	They can be very mature and respectful not show childish behavior that will make me feel like people might laugh at me
601	Nothing really
602	By nodding or focusing on me
603	attentiveness, and honest feedback
604	listen to me with all their attention not laugh if i make a mistake
605	Listening and giving me feedback through body language.
606	They can open up more and feel free to listen all kind of information I give.
607	give me time to think. don't laugh or make faces at me
608	Respond back to things that I have said that relates to them and listen to my speech.
609	smile more be friendly
610	Eye contact and smile.
611	Clap or nod or give some kind of signal of agreement or approval that I'm not doing horribly
612	1. look at all if his/her audience. 2. Carefully thinking before speaking and not offending anyone.
613	My classmates can make the effort to talk to me in class when time permits it and be engaged when we present any sort of speech.
614	ignore me a little bit, just pay attention
615	Get to know me first and not laugh
616	1. They can give feedback on my public speaking, so I can improve my speaking. 2. I wish they would give their full attention to the speaker speaking.

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
617	1. Support, reassuring me that I'm not the only one feeling nervous. 2. Genuine constructive criticism.
618	Having their eyes on me. Agreeing/Disagreeing with me as I make a point by nodding or shaking their head.
619	pay attention and give feed back such has head nods
620	Encourage, and give support
621	When people nod and give me attention I get more confidence.
622	positive feedback and criticism no judgment
623	showing that there's listening to me like giving responses back, or nodding or eye contacting to me
624	Receiving feedback (constructive criticism included) and giving their full attention when others are presenting
625	Communicate with me and force me to be involved.
626	Giving me responses, such as laughing at my jokes or nodding in agreement, during my speech and paying attention to me while I am speaking by looking at me instead of their phones.
627	Actively listen and respect opinions
628	One behavior could be to participate if I ever ask a question, and two could be to refrain from making any distractions.
629	ask relevant questions and make eye contact.
631	Tell me what I am doing well and also telling me what I need improvement on
632	Smiling/laughing nodding
633	Bring large bags of Hershey kisses to share with me, that would be great. The second would be save me a seat when I am running late by placing their backpack on a chair and motioning me where to sit as i enter the classroom.
634	Everyone include each other in group discussions and make sure no one is left out. Help add on to a conversation by asking meaningful questions instead of just nodding and listening.
635	Eye contact
636	probably show interests for sure have input and opinions about discussion
637	Nodding and really making me feel comfortable by giving me eye contact really boost my confidence
638	look enthusiastic to listen to me, can be indicated by eye contact, upright body posture, or a simple smile and nod
639	Be nice and humorous
640	one of the specific behavior could be to make a good enviroment in the class. So it easier for me to feel confident. Another, behavior is asking me questions about the topic. It makes more interact.
641	they look at me, and they react when I speak
642	Throwing there hands in the air and waveing them like they dont care
643	Pay attention while I'm presenting and stay quiet as well.
644	1. make me be involved in conversation. 2. kindly response my answer even though it is quite in a wrong way.
645	Give more feedback in group discussions and communicate about personal life (things that take place outside of class).
646	1) interact with the audience 2) smile and laugh
647	Pay attention and stay quiet
648	friendliness, welcome
649	Friendly and not judgmental

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
650	A couple things my classmates can do to make me feel valued are: 1. listen when I'm talking (not be on their phones or any other form of distraction) 2. not be afraid to speak up in discussion and have open ended questions and answers. (I don't usually like questions that can be answered with a yes or no, prefer to elaborate in discussions)
652	Pay attention, nod.
653	smiling and nodding.
654	They can try to include everyone in the conversation not just a few people. Also being friendly and not making a face when they hear something they disagree with.
655	1.communicate with everyone in and out of class. 2.Being friendly/ helpful.
656	When classmates gave me applause and compliments after I finish my speech.
657	Quiet and understanding
658	n/a
660	Be kind Be open So far I feel valued and included by the speech class community.
661	Nod their heads, make eye contact
662	not being judgmental being respectful during a speech
663	Respectful and intuned
664	Feedback
665	1)REALLY IMPORTANT- That the audience has open body language when they watch me. Like most other speakers, I'm going to be making "between the eye contact", scanning. I might not notice a face. But I will be seeing body shapes. I'd feel awesome if I saw people with arms uncrossed. If they look at me while they have their arms crossed/onthe table, leaning sideways in the chair, Leaning way too far back in the chair etc, that makes me feel uncomfortable. 2)Nodding their heads during moments of my speech, leaning in when I say something interesting, that cool too. 3) This is something I DON'T want. It's ok (for me) if people talk to the person sitting next to them while I'm speaking. But if they giggle with the person next to them or behind them, it makes me feel like I must have done something stupid.
666	It's not the class it's me.
667	They smile and acknowledge me through eye contact when I am speaking.
668	giving attention to my speech no side talking
669	smile more, and get to know each other well.
670	focus on listening. Don't talk during the speech.
671	-smile -maturity
672	Not looking directly at me.
674	1. Pay attention to me when I am speaking. 2. Give constructive criticism.
675	I like when they give you positive feedback and I also like when they give you constructive feedback.
676	Make me feel good about my answers and really look engaged rather than looking bored or having certain facial expressions.
677	1. Waiting for me to finish my point. 2. Asking me for my input during discussion.
678	-Have their full attention -Participate when I ask a question to the audience.
679	1. Looking back at me while I am giving a speech 2. Be participating in the activity that I have during my speech
681	Listen and maintain eye contact.
682	ask me what i think and we introduce ourselves

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
683	encouragement feed back
684	More friendly, helping each other
685	their would give me some useful feedback after I finished my presentation.
686	listening instead of just waiting for the turn to talk. Paraphrasing what someone says because it makes me feel like I am being heard
687	Understanding and motivating
688	Including me into group discussions or starting a fun conversation.
689	Stay quite and pay attention
690	2 behaviors my classmate can do to make me feel valued and included is to not be judgmental and friendly
691	1.) Not having side conversations 2.) Eye contact
692	Acknowledge what I participate Ask for my opinion
693	listen to what i have to say respect each others ideas
694	enthusiasm & engage
695	smile! and give feedback
696	Giving positive feedback and reinforcement
697	Paying attention while a speech is being given. Give accurate feedback even if it is harsh.
698	Give me feedback Give me confidence
699	Two behaviors that my classmates could do for me to feel more inclusive would be for more eye contact as well as moving around more often.
700	none
701	*Being in an attentive listening *Asking questions
702	1) Pay attention 2)Be Nice and thoughtful
703	-respect my opinions -encourage me to share my thoughts
704	Actively ask questions and participate
705	no interruption, and no laptop
706	Really listen and engage in my speech. Be patient when I stumble.
707	- Providing positive reinforcement from my class. - Having group sessions where everyone listens and participates.
708	1. Attentive: To see that my classmates are listening to my opinions and thoughts makes me feel more valued because it makes me feel like my words are being considered. 2. Positive attitude: There will always be some sign of disagreements, but as long as everyone works things out with a positive attitude and their comments remain neutral, the environment will be less tense.
709	Eye contact and head nodding
710	Eye contact Smile
712	One specific behavior my classmates can do to make me feel more valued and included in my speech class community is to be respectful while someone is giving a speech. Another behavior is to not laugh when someone messes up on their speech.
713	Nod when I am speaking and ask questions after I complete my presentation so I know that they were paying attention.
714	1.When they are listening carefully instead of doing their own things. 2. When they are actually listening what I am presenting.
715	When they are supportive and show up/listen. Also, when they ask questions or participate.
716	- Pay attention and listen to my thoughts/opinions. - Response to what I'm saying. (Don't be silent at all).

**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
717	Democratic leadership is very helpful as my teammates, included me, can fully express our thoughts and participate without interruption. This might take longer to finish a current task; however, as teammates get involved better with each other we build up a strong relationship that lead to a foundation of improving people skills. Another behavior my classmates could do is to listen carefully when I speech and add in information or thoughts. This way the conversation will be more interesting, fun and make me comfortable while speaking.
718	Firstly, it really helps when they make an eye contact, and show interest in my speech by smiling or nodding. Secondly, it helps when they show interested in my opinion during group discussions.
719	share their thoughts too and be honest
720	Ask for my opinion and be open minded and not shoot down my ideas but give them thought
721	Give me a true feedback about my work. Second Give me some motivational comments before giving a speech that boot my confidence.
723	give advice a feed back.
725	tell you what you did correct, or some strong points in your presentation. In addition, i think that we should have more group discussion like in tables, or just table activities where the table can discuss ideas, etc. Becuase it build connections with your classmates which help when giving presentations
726	1) pay closer attention 2) share their thoughts
727	One specific behavior would be to give me honest feedback. Another would be to respect me as I am speaking.
728	smile try not to seem bored
729	smile try to seem interested
730	ask questions and get involved in my conversation
732	compliment, be friendly
733	compliment, be friendly
734	Eye contact, Listen up
735	Heads up, and have communication with me, it doesn't have to be right but I prefer to get some responses.
736	cheer me on as i walk to the front of the class. some can say you got this and be more perssuasive to me, so i can relax more.
738	Respond and acknowledge that I gave my opinion.
740	Include everyone in the conversation. Have a positive attitude when discussing opinions.
741	Make me feel welcomed (talk to me as if we've been friends for a while) and possibly talk to everyone rather than just their close circle
742	maintain eye contact smile at me
743	asking questions
744	we make friend and talk to each other during the class.
745	paying attention and responding.
746	1) Safe environment 2) Be openminded
747	It would be nice if classmates didn't feel a strong need to have a non-stop conversation (allow a pause for people who have trouble "interrupting" someone even though they would like to speak) and talking about things where there is no true wrong or right/every experience matters.
749	none that i am aware of
750	to be honest, theres no specific two behaviors that my classmates can do to make me feel more valued because in the speech class I felt no pressure of inclined to do something because I felt comfortable.



**Question: 25. Describe at least 2 specific behaviors your classmates can do to make you feel more valued and included in your speech class community.**

Respondent	Response
752	I talk to people in classroom and participant in class.
753	my classmates respect my ideas. my classmates help me come up the ideas for my speech
754	engaging relaxed
755	listening respecting each other
756	Whenever I met new people and they started conversations with me it would make me feel more comfortable because it was not as if I'm presenting in a room full of strangers. Whenever I am too shy to enter a conversation and my classmates bring me into the conversation this helps me feel a lot more comfortable in class.
757	I would like my classmates to be respectful, even if they disagree with me on an issue. I would like to get the positive and negative comments, to understand my strong points and weak points.
758	laugh and look intrigued
759	Engage more when you give your speech and be have a more empathetic personality in general
761	The first behavior is to link my opinions to their regardless if they agree with me or not. The second behavior is by their body language.
762	everyone talks to everyone more sit at different tables
763	Asking questions and showing love and applause after.
764	Looking at me with a smile
765	In this class I felt that my classmate respected my opinions and they gave me very helpful feedback in order to better my communication skills.
766	Smile Act Interested
767	Be respectful while I am talking Have good questions to follow up my speech so I know you are paying attention
768	Everyone was very welcoming in this class!
769	Listen to what I am saying Ask me questions
770	To acknowledge what I said and not just move onto their opinion and what they think, but give thought to my viewpoint. Another would be for class mates to invite me into the discussion when and if I'm feeling shy.
771	agree with my words, nod their heads
772	My classmates give me confidence and friendly, I think because they know English is my second language and I do my best to make them understand my speech.
773	Asking for my opinion and make a relaxed environment

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
1	Anything that helps make everyone including myself more comfortable.
2	Assignments that we can relate to individually. Sometimes a broad topic for everyone is not fair
3	Impromptu speeches
4	Start with small group speeches and gradually progress to large groups.
5	I dont know
6	Use some real examples in our life.such as: Do you agree or disagree college should accept more international students?Why or why not? Because nowadays more and more international students come to foreign countries studying.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
7	I am excited to see what the instructor has to offer with his years of experience, so I am not overly concerned about feeling excluded.
8	I honestly would not know, because this is my first time taking a speech class.
9	We should stay in one group for the rest of the quarter rather than changing it. Meeting new people makes me very nervous and shy. I'd like to get to know my group so that I won't be as nervous when I meet with them.
10	We stay in the same group for the rest of the quarter rather than changing them so I can better get to know my group.
11	It would be helpful to do more activities in smaller groups so that I feel more comfortable participating and am able to get to know my classmates.
12	we can start off slowly by talking and giving speeches in small groups instead of to the entire class right from the beginning
14	None, really
15	Challenging my individual worldview will allow my perspective to adapt to the available evidence. It is my goal for us all to come closer to the "correct" answers in any given situation.
16	The more I am challenged the more my arguments can be fine tuned. Please Assist in achieving my goals of us all getting closer to the "Truth"
17	Give tips on how to not be nervous while giving speeches, tips on speaking
18	Less activities that are irrelevant to the class and more activities that will enhance my understanding of giving speeches effectively.
19	Even though it makes me nervous, getting to know people would be best because then it makes it easier to present in front of them. So maybe some classroom bonding exercises.
20	Perhaps getting everyone to give their opinions will help.
21	Group activities are always fun, so you can get to know one another and it won't be so hard while giving the speech because you have other people in the group doing it with you.
22	I'm looking forward to speeches and public discussion. I think, it may be interesting to make up a court session where the parties come up with opposing statements and defend them.
23	Give a speech on a topic you're passionate about.
24	My instructor can provide more group activities to expand my ideas from listening to my peers. I feel this will help me later on if I need to work on a project individually.
25	Give visual examples of what a good speech or bad speech looks like instead of explaining what it looks like.
26	Allow students to pick topics they are interested in.
27	One on one conversations on getting to know each other.
28	NA
29	Purposely bad speeches. Do something really awkward, so we all get comfortable with each other.
30	more activities to get to know our peers
31	The instructor can provide an ice-breaker activities before every lesson, group project, more group discussions or any other activities that are related to the course.
32	start with speeches in front of a smaller group and gradually gets larger
33	My instructor can provide assignments that are more individualized and provide ask for personal opinions in order for it to reflect who I am as an individual.
34	I am not sure. I have only done socratic seminars and typical presentations.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
35	giving examples and tips to make us stronger in front of classmates. doing practice rounds before having to be graded on our speech, making it fun with activities and games to lighten us up.
36	-group activities -practice speeches -providing guidelines to improve our speech
37	Allow us to do speeches on specific topics we may find interesting or that affect us personally.
38	Group speeches should be the best so that no one feels uncomfortable while giving a speech.
39	Group Discussions help build confidence in us
40	Creating class discussions, instead of Q&A of teacher and student, is helpful.
41	I feel the regular course work will do fine.
42	n/a sports?
43	all of them
44	I would like the instructor to include discussions which are not particularly gendered or reinforce certain stereotypes.
45	I really do not know anything about speech, so it's hard for me to give an answer. Maybe many speech topics to choose from.
46	- More flexibility in option for speeches - Different sorts of activities
47	perhaps provide more assignments in which we can apply more of a personal touch on. Or have a personal relation to.
48	An assignment that would help is with the use of visual aids which are used to describe what I am talking about
49	I like the idea of intro speeches. I've found that classes are more fun and entertaining when students feel like they know one another and can feel comfortable.
50	More group discussions/activities.
51	He gives speech activities when we are in class as we move around and meet new classmates in the class, talk with them and make friends with all classmates in class.
52	I would prefer not to be singled out, but I do enjoy prompts that allow us to pull from personal experiences.
53	maybe a speech about turning point in life, or what is pushing us to keep going and finish our education and so on.
54	One activity that would promote closer learning is a debate. Debates are a fantastic way to allow students to defend and argue their beliefs and thus make other students more aware of the reasoning behind certain views. Also, holding a Socratic Seminar allows everyone to voice their opinion and create active discussion.
55	Nothing that he isn't doing at the moment.
56	I don't know??
57	choose a topic that I have some solid opinions
58	talking to people around you
59	I think any discussions that may be controversial to hear my classmates' points of view and become more knowledgeable.
60	Getting to know classmates better first, so they are not strangers
61	more time to practice for all activities.
62	I'm not really sure at the moment but I will know as the quarter progresses.
63	Background introduction speeches
64	my instructor required to bring 4 things which represent my personality

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
65	I am normally a shy person at first to most people but I eventually break out of my shell and become more at ease. I guess finding common grounds to communicate about opens up learning and conversations.
66	hands on approach to learning visual examples
67	Watching Ted talks
68	no comment right now
69	I'm not really sure.
70	If we were given more time before allowed to speak up, I would feel more included because I tend to take a long time coming up with how exactly I want to phrase something. It would also help if the instructor talked about stage fright and/or anxiety.
71	a whole class discussion where everyone gets acquainted, or maybe just a casual time where people can talk to others.
72	Giving response and let students have a whole picture of lecture.
73	Group work. Less personal speeches, more informational speeches about topics or subjects that are interesting and less intimidating to the presenter.
74	any sort of group activity generally helps me get used to some of my classmates which makes me more relaxed in the classroom environment because at least I now know some people.
75	practice listening to others with a supporting attitude and happy face so we will become a good support. And Practice talking in front of a crowd about our own interest more.
76	brainstorming ideas to find who you are and give a speech on it
77	Clear assignments Fun assignments
79	-Ask how I feel about the subject -If I need any clarification -Add a lot of examples after each point being made
80	Interactive lectures where both the instructor and student contributes in discussions.
81	Nothing in particular, but topics that are interesting and fun to talk/express about . Also everything to be straightforward, easygoing, and clear!
82	I enjoy small group discussions, however with larger amounts of people I tend to get really nervous and shaky. Group discussions are great but I would prefer if these groups change more often so that everyone can get comfortable with each other.
84	More group work to get to know the classmates better!
85	I probably just need more practice
86	activities where we get to know each other better. personally, i perform better in a group of people i know better than a group of strangers
87	not sure
88	Feedback
89	Variety of tools and resources in learning. media, text, etc.
90	More group activities. Time to prepare for speeches during class.
91	more groups work and sharing so it won't be difficult to speak in front of the class because i'll already somewhat know them based on the smaller group discussions.
92	In my opinion my instructor should give us group speeches and activities so we can practice and be more prepared.
93	Our teacher can include a lot of class participation such as more group speeches. The students should talk more than the teacher during class time for students build more confidence.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
94	If the instructor can randomly select students and ask them to answer a question, then it would provide a way of knowing each student more specifically.
95	Group conversations such as sharing an opinion, point of view, or making suggestions, etc. Individual speeches in the range of 2-4 mins.
97	have more group discussions where students examine and discuss a topic or issue
98	I do enjoy having discussions because you are able to think of topic in new ways and that could open your mind to other possibilities
99	My instructor could give interesting topics to talk about in speeches/discussions.
100	Speech topics that relate to things we will or have experienced in our personal lives.
101	Unsure
102	Some specific activities, assignments, speeches, or discussions that would make learning feel more inclusive would be a one on one conversation about the speech or after every speech, I would like to hear what my peers thought about it.
103	class seminars
104	makes students do speech about what they enjoy to do.
105	Anything really I can do any activity, assignment, speech or activity but it helps when I am encouraged to speak.
106	Anything which helps students connect more with each other. I appreciate any team building exercise.
107	My instructor can include activities such as small group speeches so that we can work our way up to our issue speech in from of the whole class as well as group speeches so that we work our way up to feeling comfortable by ourselves in front of an audience
108	It would be great if we can talk about cultural diverse since this class seems like we have very various cultural backgrounds. I would like to talk I about mine as well as learn from other people
109	No comment
110	Role play, cause it is fun and more real to comprehend certain situations
111	Give constructive criticism by offering insightful information, pertaining to pro's and con's of each speech.
112	My professor is pretty inviting and understanding so that itself has made me feel comfortable speaking.
113	Anything is fine.
114	I'm not sure
116	I would love more topics on sexuality, race, and gender. I feel these are important topics that can also create barriers with people. By letting students freely express and voice their opinion helps create a dialogue and break down these barriers.
117	-Speeches regarding things we care about or are interested in. -Class discussion on how to get rid of nervousness. -An assignment made specifically to teach us why we should care about learning to speak in public correctly and understandably.
118	Discussions that reflect the personality of the students.
119	Give a variety of speech giving possibilities so we can find the one that helps us deliver the best.
120	Discussion about different cultures.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
121	To make sense and fun to learn.
122	Let us work on our speeches for at least 5 minutes before we go up.
123	Partner up with a classmate at the start of class. Have it be anonymous. Every week have the partners write about accomplishments they feel proud of in their lives. The partners can choose to present themselves at the end of the quarter and meet who they have been reading about for the whole quarter.
124	Things relating to culture, LGBT, personal topics etc.
125	I think group work will make every one feel like we are all part of the class community and that no one is isolated. Speeches assigned could involve us talking about something that has influenced our lives majorly. A big part of being able to talk to people is first giving them a taste of who we are and what we are like. If we're able to open ourselves up to the class then we will be more likely to express our true ideas and beliefs in later speeches.
126	giving every table time to talk as a small group.
127	1. A discussion on moral code, and ethics. 2. Helping us motivate one another.
128	I tend to steer more towards the direction of equality within society as a topic of conversation. Another thing I enjoy talking about is community, and the roles we play within them and what we can do, or have witnessed, to make them better. I also enjoy talking about my city's history (I know, it's kind of weird). I feel strongly about those of my generation connecting and understanding the history of the city they live in, to better understand how their communities and neighborhoods have been shaped, since those are things that greatly shape us growing up.
130	I like the idea of giving speeches in smaller groups because the back ground noise of other speakers may help break some of the nervous tensions the speaker has. Rather standing in a silent room with all eyes on her/him.
131	have no idea.
132	more mini speeches in front of the classroom
134	make speeches fun like the ice breaker one
135	Assignments that can help those of us who gets nervous or how can we control our anxiety.
136	Ice breakers always work. Sometimes I feel like I take on the energy of others and when they are tense, I could feel my own feeling/emotions becoming tense as well.
137	I personally like being assigned a specific topic, but for the sake of individuality, giving students a choice about what they make speeches on will help promote individuality.
138	Going over assignments for clarification.
139	More practice. I feel that repetition of the particular activity can enhance confidence in performance.
140	I think that practicing with impromptu speeches makes students more comfortable with the important speeches.
141	Surveys
142	-
143	By giving speeches about what I know I am more confident. So if we start off our speeches with topics that we are confident in
144	By including the whole class in activities. It is fun to me when thoughts are bumping around the room and everybody speaks up and participates. It gets me motivated to participate.
145	anything that might help with confidence when speaking in front of the class

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
146	Maybe do some activities that you can do with a group because I find it that speaking out to a group of people can help you improve when you have to speak to the entire class.
147	I would like the instructor to use more gender inclusive language and not to perpetuate stereotypes.
148	small groups, offer variety of topics to choose from
149	Let one student be your assistant every class meeting
150	maybe in small groups we can present our assignment before presenting it to the entire class
151	Maybe do small group speeches before the actual speech. To get myself prepared and get some good critiques.
152	My instructor can provide lots of group discussions so it builds the relationships with other classmates, which helps to relieve the tension in the room.
153	Any assignment that leaves room for a lot of creativity and allows me to make it my own such as allowing me to pick my speech topic.
154	making the whole class get to know each other better and classmates more as a friend than strangers helps the anxiety to ease.
155	Provide tips on how to maintain eye contact and be more confident in front of the audience.
156	I think the instructor can create a game about giving a speech without mumbling or saying "um", "uh" in the speech.
157	Speak about current events because they're happening now and I feel some topics should be talked about.
158	From the past two classes, I feel included of who I am already from Professor Kaur. As long as there is no negativity when mistakes are made or questions are asked, I think it will be just fine.
159	Detailed instructions, feedback, and practice.
160	group participation
161	asking questions
162	Group work is an effective way to make me feel more included.
163	problem solving activities
164	continue offering opportunities for the class to share stories
165	Be a great audience member
166	An introduction speech of who we are
167	1)conversation engaging activities 2)speeches that are interesting and fun
168	Any activities or assignments about my personal hobbies and goals will make me feel more included and make me more comfortable around my peers.
169	Group assignments
170	Assignments that everybody can relate to.
171	Small group discussions and one on one classwork with different classmates.
172	Ask individually about thoughts or ideas.
173	maybe practice exercises that can help with anxiety
175	Group discussions where I can get to know my classmates and not be as scared to talk.
176	Making topics relatable to students.
178	Provide beginning topics for assignments or speeches that allow the subject matter to be related to a persons interests. When people speak about topics they are genuinely interested in they tend to have less anxiety. For example people could create a speech about their passion project and they steps they'll need to be successful, what their intended outcome would be, etc.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
179	Making sure everyone speaks and participates. I think making those who feel the most uncomfortable comfortable is a goal, and to achieve that I think maybe writing something out first and taking small steps rather than jumping the gun and starting presentations right away.
180	Speeches about something I can relate to rather than giving a random prompt
181	FUN TOPIC.
182	I feel more confident when making speeches in groups. Assignments and activities can be done during class with groups.
183	The specific activities, assignments, speeches, or discussions can my instructor could provide to make the learning feel more inclusive of who I am as an individual are like for example the videos that we have been watching.
184	group discussions which helps to share our views with our friends.
185	I personally like when the instructor is very specific with assignments and shows a visual examples of the assignment.
186	Music
187	Maybe something like the name game but on a slower and maybe smaller level. So we all really get to know each other and get more comfortable around each other.
188	Activities, assignments, speeches, and discussions based on creativity and emphasis on the uniqueness of the individual can make me feel as if I'm learning effectively and learning through the experiences of the person who is speaking. Making assignments personal in a general level can make all assignments feel one-on-one for me.
189	Make them more about our lives rather than on something we had to read about
190	more relatable topics
191	I like discussing things at a technical level, regardless of subject and audience, probably a bit too much. I don't mind discussing things at a high level, but I dislike conversations which are too general, as I feel they seldom tend to be productive or interesting.
192	The types of speeches that I think would help me be more comfortable with would be about topics relating to myself, and my perspective/ opinion of different subjects/topics.
194	group discussion
195	take us to a stage for a official speech
196	Hate powerpoints, physical visuals are the bees knees, and the opportunity to try something more off the cuff.
197	ways to feel more relaxed when speaking in front of an audience.
198	maybe teach us how to behave while giving a speech
199	Providing more practice and situations that force me to participate in group talk or public speaking to expand my comfort zone.
201	Personally I enjoy doing research papers but I would really enjoy doing speech about my Latino culture.
202	Give the option of participating in current affairs. What is happening now will help shape our thinking and provides a good basis for group discussion. Possibly working with in pairs for interpersonal communication.
203	For me I like to work in small groups and then have group discussions with the class.
204	open casual discussions, moving seating around often in order to get to know more of the students and not feel isolated
205	smaller group discussions before speeches in front of the whole class



**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
206	Small group activities can help.
207	I have no idea. Is there any such a thing that can make me comfortable to speak up other than comfortable and warm atmosphere? Activities, assignments, speeches, or discussions would make me even more uncomfortable.
208	doing self evaluations and asking others about yourself.
209	1) have group discussion about the fear of speaking 2) have some activities that bring the class together like a food treat.
211	maybe giving us topics that we can make friends from. for example I noticed a lot of us had an interest in music or dance. so a speech on our research on a our favorite type of music would be cool.
213	Certain global issues, learning more about one's self, assignments that matter in the real world/workforce.
214	Discussions on pop culture or spirituality would most likely catch my eye
217	discussions
218	I think viewing tapings of speeches and discussing them would help students see what our mistakes are.
219	My instructor can assign more things that focus on either individual, personal topics, or topics that deal with social issues.
220	Group discussion, speaking about opinions, teaching to be open minded and how to communicate efficiently in a group environment.
221	Anything, I think anything is fine.
222	I am unsure what assignments would be more inclusive. I am open to talk about anything.
223	we are studying speech, so I think my instructor should give us more time to talk with classmates in class
224	Speeches that are more personal, and fun are ones I think I will be more comfortable to speak about. Also group discussions that will help us get used to one another so that speaking in front will not be so hard.
225	Specific activities and assignments my instructor can use to make learning feel more inclusive in this class is to help us speak in front of the class little by little before our actual speeches. This will allow us, especially those who are very nervous, to get comfortable and ready for our bigger assignments.
226	No comment.
227	I think group discussions are hands down the best way (in my opinion) of creating an inclusive environment.
229	Perhaps when you get to talk about the topics that have the most passion for you.
231	Icebreakers group activities re-do on speeches
232	My instructor can provide activities such as group discussions, she can also assign random/various groups throughout the class so it would make the whole class feel comfortable with each other.
233	I do not know
234	Just more group discussions.
235	group work for a class like speech
236	Have speeches that make me talk about myself and show who I am.
237	Group talks
238	Include discussions relating to different cultures
239	I think the most important thing for me is giving me opportunities to show who I really am. I don't know how that would go about but I would like the class and my instructor to see me for who I am and my interests.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
240	1. Discussion/assignments related to current events.
241	Learning give personal stories or events.
242	An assignment that would help people feel more comfortable giving speeches would be to allow students to pick a topic that includes anything he/she is passionate about. Passion is contagious, and it makes one usually forget about nerves.
243	Analysis of speeches in comedy and scientific conferences, and how the audience shapes the way the message is delivered.
244	None
245	I don't know. He just said to have fun and that's the best thing for a class
246	Keep asking random topic questions when taking roll of class, speeches that involve similar characteristics each individuals share.
247	group discussions give me opportunities to express my ideas and make me critical thinking.
248	interactive activities w/ classmates to get to know eachother better
249	I really don't, but i like to be like agroup discussion, or talking around the big circle in class. I think those make me feeling more interesting
250	talking about the assignments before they are due so making sure everyone is on the same page and things are clarified.
251	He's doing fine. There's no room for improvement that I can look for.
252	group meetings one on one questions
253	More group activities
254	Be engaged
255	I would like to have practice speaking both prepared speeches as well as without preparation to be be ready to do so in the workplace.
256	I would feel more inclusive in activities that give everyone a chance to speak, instead of having to struggle to make/take space.
257	let us discuss in groups give ideas to talk with partners
258	I think that having activities in small groups to get to know each other will help me be more comfortable speaking.
259	I think topics that allow free thought and interpretations work well for me, instead of topics that are political or highly controversial.
261	Giving more speeches and essays that involve group work and creativity while maintaining individual freedom. I honestly just really like giving speeches and working in groups.
263	Tips on how to be less nervous/more confident when speaking publicly
264	Give feedback to make me a stronger speaker Be supportive of my style when giving an speech
265	I think that just by having everyone talk about their fears and insecurities is very nice because everyone looks so intimidating at first but once they talk about their fears, it makes them seem more human. I like topics that are easy to talk about instead of talking about politics or something that isn't current or relatable. I want to be able to talk about stuff that I am passionate about and not be forced to talk about uncomfortable topics like religion because I feel that puts a label on me.
266	Ice breakers and group projects. Hands on learning.
267	I would say that discussions about things that people are passionate about as well as grouping people who are very similar early on would be helpful, so that people can feel more relaxed, which may help them open up more easily around others.
268	More group discussions and collaborations would be great

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
269	I don't like talking about myself and I feel uncomfortable when I am the center of attention in a large group so any assignments that are not either of those things will be easier for me.
270	nothing that I can think of
271	group discussions with different people in class
272	I feel that my instructor already does the best to make me feel included.
273	Helping remind me of things i do while speaking that may not be helpful, and being open to talking about different ideas people may have.
274	Topics of discussion would be: Diversity and the value of diverse opinions Embracing foreign accents and for native speakers to stop looking at them as an inferior trait. (Some native speaker have that point of view which makes foreigners afraid to open their mouth)
275	I am more of an introvert, as in an extroverted introvert. I can be very social at times but when I am tired I prefer to not engage anyone in activities or conversation.
276	1) Activities more related to build up my English language, vocabulary, pronunciation. 2) Teach me how to arrange the words to make good communication sentences so that the receiver on the other side would not think that I am not a professional speaker.
277	surveys and questioners
278	i do not know
279	Not sure
281	It would be nice if we were given a sample speech.
282	I think group activities help us become more comfortable with our audience members when we start giving speeches.
283	1. Give students the opportunities to rotate around the class and sit with new students. 2. Give students assignments that require speaking in front of the entire class, and getting to know everyone in the class helps with this as speaking to a class of friends is easier than speaking to a class of classmates.
284	demonstration speech, speech on a well like topic or gossip. something interesting or appealing to people.
285	Giving a speech on things you find interesting
286	I fine with anything.
287	more questioners we have to answer infront of our classmates
288	Any activities or assignments that relate to real life and cary meaning will make me feel more inclusive to the learning.
289	nothing he's doing a great job already!
290	Group discussion allow even the most nervous people to have a chance to express their opinions without feeling singled out and scared.
291	group activities with different people each time
292	i think anything will work as long as we practice a lot
293	Group discussions
294	Giving us a few minutes in class to get to know one another, of course with everyone feeling comfortable and safe in the environment.
295	I cannot think of any. I am on the shy side. Working solo often makes me feel the most comfortable. I find working with others frustrating and challenging.
296	Activities that would feel more inclusive could be practice speeches in classes before our actual speech where the instructor give constructive criticism, or learn how to make eye contact
297	group activities

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
298	I can not really think of anything specific. Generally, I feel included as an individual in my classes.
299	What helps to get over the nervousness of speaking in front of others?? like to make it funny with some break the ice jokes Timing speeches better Group discussions in big topics {kind of like socratics} Face to face speeches with a partner as if an interview
300	- fun group ice-breakers - informal, fun speeches
301	activities can involve of talking to others about things that are hard. to make everyone feel included even those who are anti-social have people who talk more in there group so others can come out and feel included. some discussions should be about things we can get to know each other about and then maybe talk about where we come from and so on so forth.
302	Activities for us to know our classmates better helps me feel more comfortable having conversations with them and giving speeches.
303	Provide examples of certain things
304	Having more group activities.
305	Facilitation activities that bring out different characteristics and talents of each student in a group. It would help show how each students personality and knowledge can contribute to helping the group.
306	exercise, personal health care, kids education
307	I'm more comfortable talking about a certain subject or person other than myself
308	talking
309	Have group presentations to feel comfortable.
310	i think the introduction speech is a good ice breaker. I could not think of anything else.
311	less tests, more learning activities.
312	feedback for improving speeches training on how to prepare to deliver speeches and overcome personal anxiety and fear
313	What helps me more are in class notes or note taking in general, helps me retain and review information.
314	Get to know students individually and understand what their strengths and/or weaknesses are.
315	Just making us do speeches because after all, practice does make you better. I feel that the more I practice giving speeches, the easier it'll become and the easier it will become because I will learn things about myself as an individual such as what makes me nervous during a speech and how to calm that down.
316	More group activities or group speeches
317	I'm unsure of what specific activities a teacher or instructor could provide that would make me feel more inclusive.
318	class activities where the class as a whole participates or small group activities so that we can really get to know each other and help each other out in the long run.
319	I like group discussions where everyone expresses at least one opinion of the topic. I also love personal reflection essays. It allows me to get my personal thoughts read by someone.
320	I feel that getting comfortable with the classroom is a big step. Having class discussions so that people can get comfortable with each other is also great, like class ice breakers or current events.
321	interactions with the class itself or people around us
322	Maybe introduce another student. First, we need to get to know the other student then makes a small introductory speech on them.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
323	I feel comfortable working in the set structure of the class, I won't need anything else provided by the class
325	Practice what we are learning with our classmates.
326	Have more discussions about individuality and how its important to have your opinions.
327	Hands-On, visuals.
328	One specific activity that could be provided is to continue having discussions with our table group. Also if possible once in a while move around and have different groups to talk with other students in the class.
329	group discussion (introduction speech)
330	More group work
331	I'm actually open to any ideas the instructor has, but possibly direct assignments that may be relevant to current issues or topics.
332	I don't really have a specific activity, just teach the way you want to teach.
333	talk more and more
334	As an individual, what I would like my instructor to provide for me is taking a lot of notes in class , the more I write the better I get to memorize cerstsin things.
335	I think it'd be interesting if everyone were to write a speech about who they are/their history and what they hope for the future. Then randomly assign someone else the speech to present to the class. People can decide if they want to reveal themselves as the author or not, neither the speaker nor the class will know otherwise. I think this is a good way to become more humble/acknowledge everyone's past without being put on the spot.
336	Nothing really, I speak up when I have something on my mind.
337	Positive reinforcement is always a plus, otherwise I like the way the lessons are progressing thus far, no comments on my end.
338	classroom discussions, activities that require us to move around and talk to other classmates
339	1. help me in practicing more on ways deliver a speech 2. watch out my strength of speaking and help me enhance it.
340	Can't think of something.
341	Maybe an activity where there is groups of 4 or 5 working together in either an activity or discussion
342	project based/ problem solving activities.
343	Any subject that can be taken to a deeper understanding of, for example like life, family, goals that can bring out my emotion which really empowers my speaking ability.
344	I'm not entirely sure. There was an activity we had done today involving introductions and that was great.
345	Making entertaining activities to make the students feel close to each other which can help the students to manage their speeches calmly and to fell more inclusive in the class.
346	Do speeches on things that interest me Provide us with positive along with helpful feedback
347	Group activities and class discussions to keep us engaged.
348	lessons in overcoming stage fright
349	Intrpducing ourselves in a speech
350	I can't think of any.
351	I think group discussions and the circles that we do in class help me a lot in learning who I am and how to get better at public speaking. Learning about the people in my class opens me up and makes me feel more comfortable.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
352	Classes are more engaging when its hands on, when there are discussions for examples. Sitting through a lecture and taking notes usually does not benefit students as it seems. So being able to learn through discussions, or activities that are hands on make the class more engaging.
353	Some specific activities my instructor can provide is just making the lesson interesting and relatable to all the students in the class.
354	To provide visuals and clear instructions for assignments so that I don't get confused. And also to go over what to do and what is required aloud in class.
355	I love doing activities with groups because it makes team work way better
356	calling on people
357	Have certain speeches be about our background to find out more about ourselves.
358	I think my 1st presentation about telling story about my name is really good option.
359	I enjoy having group activities because it really helps me(and maybe others) get comfortable with everyone else.
360	Students should sit with different classmates in different tables in group activities to be more social and to get out of the comfort zones. Familiarizing myself to my classmates and peers makes giving speeches much more easier and comfortable.
361	I really like the speech assignment called "self-in-bag", it help us to know deeper about ourselves.
362	All the speeches we have to do seem to make learning feel more inclusive for me already so nothing really. I will be interested I'm sure.
363	Working up (breaking ice, getting more comfortable) to the speech
364	Greetings every class session and group friendly activities
365	-Allow students to pick speech topics that reflect who they are and what they are comfortable with/what they are interested in -Have more group/class activities that allow the students to open up to one another, which will help to increase the comfort level of the classroom
366	For me I would say that practice makes perfect, the more we do it, the easier it gets. Class icebreakers really help getting to one on another which can make it feel more comfortable to present for the whole class.
368	I would honestly wish to know more about the teacher in terms of the work that she has done herself and the things she has learned from her own ventures in the world of communication
369	- Have small speech exercises. - Watch interesting videos. - Write the self-evaluation. - Have some feedbacks from the professor after doing a presentation.
370	The instructor should teach the students about talking techniques and how to make joke because joke is one of the best way to make people feel more interest in the conversation. Instructor should have students talk to people outside the classroom as well.
371	Unsure of how to explain.
372	I have always enjoyed debates.
373	Group discussions on various specific topics that helps make way for a person to reveal more about theorselves.
374	Group discussion at tables help me interact and speak more naturally. We can change seats every now and then to be more comfortable with classmates.
375	not sure
376	Not really specific.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
377	Discussions or speeches about living as a minority in America (like being a woman, a different race, or maybe even being apart of the LGBTQ community?), speeches about our journey through life (what we've learned along the way, how we learned these values, why they've become important to us), a speech about a topic or problem we're passionate about (open to any topic in the world, no matter how small), a video assignment where we talk into a camera about a topic we're interested in (hopefully you would allow us to edit the video), maybe a discussion concerning Donald Trump and our thoughts about the future.
378	current events
379	Have more personal stories of themselves and the students.
380	Students should give speeches in front of the class as much as possible so that we as students could build confidence in our speaking abilities. I believe lectures and power points are not that effective for a speech class. A speech class should be more hands on than lectures, history and terms.
381	when they make us do group projects makes learning way better and more fun
382	Maybe we can have a English drama in class.
383	Group discussions would help me a lot as I feel more comfortable when I speak in a small group with people I know.
384	Class activity which varies in pertinent subject matter to public speaking in a collaborative working environment that can be fun, yet challenging.
385	one on one
386	I think presentation is good learning activity.
387	I like any activities or topics that relate to music, band, singing, dancing, performing, or acting.
388	More ice breaker activities to make the classroom more welcoming, and make it easier to do a speech in front of people we know, not strangers
389	Nothing really. Just want to learn how to give a speech.
390	1 on 1 assignments on the progress of the speech we are working on
391	More group activities so I can get to know my classmates better and feel more comfortable around them.
392	I feel like group discussions help a lot as well as Socratic seminars because that way no one is left out and everyone has to express their opinion
393	Speech exercises and group discussions are really important in my opinion.
394	Speeches that allow you to speak however you want to without being criticized for everything you do.
395	Activities to get to know your classmates that way you feel comfortable going up in a room in front of them.
396	I'm not sure.
397	More one on one speaking assignments with another student rather than an entire group.
398	We should do more group work and ease into a big speech
399	I think that by giving us more group discussions.
400	More personal exercises maybe. More confidence building like knowing your own self worth. Knowing that you can provide a well executed speech.
401	Practice with our groups
402	My professor already makes me feel inclusive.
403	Maybe everyday we have a speech, everyone is encouraged to bring in a bunch of food to make the environment more comfortable. Everyone would eat and feel more relaxed when going up to talk, because we would all be in a better mood in general. More TED talks and examples of speeches online.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
404	- Let us choose our own topics for speeches, - Do a lot of short speeches which we prepare in class in a few minutes.
406	I like how she has us give smaller speeches before our major ones, those help me feel more confident. I also liked practicing some techniques to calm our speech anxiety before any speech.
407	group activities
408	Talk about one's Home country, Favorite book etc
409	Providing free topic speech?
410	I need to move my body before speech in order to be relax.
411	Nothing really.
412	introduction speech is longer speeches about culture
413	Not make me give speeches, or at least individually give speeches
414	I guess for me, having more group discussions is always helpful.
415	Any activity that forces us to interact with each person in the class so as to be comfortable with each student and not only with the people we're sitting with!
416	group discussions are always more easy than speaking one person at a time, I'm usually fine with any other type of activities.
417	I think talking about the philosophy behind a lot of issues rather than the issues themselves, will generate a lot of talk from everyone. I believe that I am not up to date with the current events and that might give me less to say in class. Rather if we were to talk about the ethics related to these, I believe it would be more inclusive to students including myself.
418	For the learning to feel more inclusive of who I am as an individual, the instructor can keep the assignments open to specific things about ourselves. It is a lot easier to talk about yourself comfortably as no one knows you better than you do.
419	Mr. Ahern's techniques, his assignments are very helpful. Getting to know each other is a huge step to being comfortable in doing a speech in front of the class.
420	I think the instructor could use some of the lecture time for students to discuss the speech before they are going to present in front of the class. As a result, they may know what to improve before the actual speech.
421	Have us talk about something personal, something that we really know and sparks emotion (in us and the audience)
422	Anything.
423	President speech video is a great open resource to discuss. Not only by watching the video but also a more deep dive explanation of how those words could impact how people feels about by culture would be great.
425	group work
426	Teach as best as you can
427	Outdoor Speeches, extra credit assignments that require students to attend speeches. I feel i already know who I am, which no one can change, and since school is a place for learning, I believe it is not really necessary to have activities that make me feel more inclusive of who I am as an individual.
428	I like giving demonstration speeches. I learn by doing and I believe many others do as well. I am a visual learner and the ability to see the demonstrated skill allows me to understand it more thoroughly. This style of speaking has many applications in business, science and engineering, mathematics, liberal arts and other forms of academia.
429	incorporate games with learning going outdoors
430	Just put in time and effort to help us get better at delivering speeches.



**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
431	could be a relaxing activity that could makes us easy on speaking in front of the class.
432	I want to learn more about American culture and how to express myself clear and organized with native words. I would like to have more activities such as talking with the native classmates, or some assignments about expressing opinions to the recently happened things.
433	i think having the audience ask questions after the speech (like 1 or 2) might make the speaker feel a little more appreciated
434	no pressure assignments or leave preparation time because I get nervous easily especially under pressure.
435	group discussion
436	Legally Blonde monologues would be appreciated
437	I like being asked for my opinion and having opportunities to chime in and get involved in the class.
438	Have a one to one conversation with the instructor so that the student would feel comfortable learning together with the instructor.
439	give examples in the class, have more time for me to practice at home.
440	Group discussions
441	Group dicussions
444	play a game as a group, or discuss about an interesting thing
445	-maybe providing more details about how the speech is suppose to be written
446	more sport related topics in my opinion
447	i really like group discussions and group projects
448	I think just having group discussions that involve the whole class goes a long way to making not just me, but everyone feel included within the class environment.
449	Group conversations, group and induvidual speeches.
450	I think giving speeches in small group would be more better..
451	Nothing really, I already enjoy the class as it is currently and already feel included.
452	i think doing a skit would be a good idea
453	my teacher has provided a lot so far in order to help us learn who we are as individuals because he makes us feel comfortable when speaking.
455	to speak with me one on one to help me get better understanding.
456	individual partners whole class activities
457	small exercises that can help deal with stage fright
458	whole class activities individual partners
459	Simply answering any questions in class is always very helpful.
461	Examples of different techniques when giving speeches
462	Group discussions are good as they enable a person to express his/her opinions as well as listen to the opinions of other people.
463	Smaller activities that guide that lead and guide us into how to perform a larger task is helpful and allows a student to slowly get comfortable speaking in front of an audience.
464	More assignments or activities my instructor can provide to make the learning feel more inclusive is to get to know our classmates and more discussions based on our opinions.
465	Book reading, research
466	There's nothing I can think of to ask for.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
467	I like the name game very much. I wish every speech class or even every class that involves communications had that game
468	encourage to express opinions to the contents foster to interact with other students even just for small chats
470	1. I would also like the instructor to give feedback on my speaking, because I feel like I need a lot of improvement.
471	Discussions on how to deal with the nervousness and anxiety that comes when doing a public speech, something that many people, including myself, have dealt with.
472	Talking with a person who I didn't speak yet before the beginning of our class.
473	Broad guidelines so students can chose a topic that is important to them.
474	Na
475	I like that we get to do a research speech on something i enjoy, that is fun and makes it easier and more relaxed for me to do.
476	Having interaction with other classmates helps know more about everyone.
477	sharing about differences of culture, races, and sex through group discussion and class discussion then writing or presenting about it
478	Opening each class with questions to get us all into speaking to each other
479	Group Presentation so that we can interact with our group mates and exchange opinions on where we should improve our presentation.
480	A speech for which we are allowed to choose a topic we're interested in (a sport, a film, our major, etc) might help
481	I feel like speeches or assignments that require you to not prepare would help me the most. I usually only get nervous during a speech or presentation if I don't know the material well. Speaking while not prepared would help me with that.
482	1. Introducing classmates. 2. Group activities.
483	make me feel comfy to speak
484	- I like having speeches where we pair up with other people, like the introduction speech. We had separate grades, but it felt like my partner and I were a team.
485	Writing more things on the board.
486	watch video of good speakers
488	Provide engaging activities, assignments and projects that will help benefit me to become a better communicator and beneficial for the class.
489	make us do an presentation about us, our family, where we came from.
490	get more group discussion
491	Optional speeches, awarding volunteer students extra points and those who do not volunteer can be offered an alternate assignment.
492	I would like my instructor to give group speeches. Or Alternating group discussions with my classmates.
493	relatable topics that everyone can talk about
494	I like group discussions
495	Ask for opinions
496	Letting us choose our subjects of discussion
497	speeches that resonate with what your passion is. freedom of choosing topics for assignments.
498	More visual activities would make the class a lot better

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
499	I am satisfied with my speech professor. However, I cannot understand when he uses slangs during his joke. My English is not fluent to understand slangs or American jokes.
500	photography, videos, group assignments
501	speeches about personal opinion, group assignments
502	Jams is a really good instructor. I am the one who has some problem with public speech, but in his class, he trying to make the class fun and help us to speak better.
503	more group presentations rather than individuals.
504	N/a
506	debates
507	Include examples that are not only what you think the "typical" college age student is like or is experiencing. I come from a conservative background, so I didn't relate to a lot of the examples already given in class (which is fine, but none of them seemed like me).
508	some example worksheets or assignments to have a better understanding
509	Let me choose the topic that I would like to present.
511	The teacher already does a good job.
512	I'm happy to do whatever assignments are required, this is unnecessary.
513	Group things
514	All is good love the class method.
515	nothing comes to mind
516	None?
517	practice speaking infront of groups
518	nothing specific that I know of pretty open about trying new things.
519	have us talk to each other more
520	Assign speeches around what my hobbies, interests, and or opinions are.
521	Socratic seminars. Activities that require everyone in the class to express their opinions or beliefs even if people may disagree.
522	-Creating comfortable environment so when asked to participate, you feel confident!
523	Having the students give a speech about their backgrounds or have discussions about views everyone really likes to talk about
524	Having low-key games such as "Two truths and a lie" are just nice ice-breakers. Having oppurtunities to just have small ice breakers and good ways of relieving some tension that can come from public speaking.
525	have fun discussions as a class and let students get to know each other
527	Activities and discussions to help overcome shyness, anxiety, and stage fright.
528	I am okay with anything
529	Something that would make us feel less pressured.
530	group discussion.
531	group assignments that allow us to express our opinion freely, or practice speech techniques.
532	Emphasize that one can disagree with the instructor
533	My instructor can be very helpful by just being a great teacher. A teacher should be open and friendly and that can help a lot.
535	Yes.
536	Informative speeches and Argumentative speeches
538	Examples of speeches and analysis them.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
539	I personally like speeches that are around 3-5 minutes in length so there is time to cover enough material, but not so much time that you're left with awkward silences. But honestly, I don't have a problem with any kind of assignment!
541	discussions on how to project better when speaking to an audience or to a peer
542	Activities I would like to are in groups, and speeches that would involve what is going on in the world or media today.
543	Group discussions with no score
545	Advocacy Speeches
547	I believe everything MR Russell gives us help me improve
548	I feel that having controversial topics would be a good idea because there would be many different opinions that people could share. It would be best to stay away from topics that could cause an argument rather than a discussion.
549	giving speeches about our passions
550	I think that some kind of "speed dating" approach to having structured conversations would be beneficial. Something like having a topic at each table and the students switching tables and having to come up with a conversation based on the topic in front of them.
551	Ones that have simple topics that I personally can relate to and ones that everyone has in common with
552	group game group discussion
553	Give good feedback, whether positive or negative to allow me to learn my weaknesses and strengths to become a better public speaker. Also listen to my speeches respectfully.
554	A discussion about people who have overcome adversity and become great leaders regardless
555	I think group discussions are the best.
556	Whatever the instructor has planned already sounds good.
557	fun activities
558	Group discussions, individual speeches, and active listening.
559	Nothing at the moment.
560	-i don't know
561	the way class is going so far, it seems to feel pretty inclusive.
562	Speeches about things you have a huge grip on. Speeches you do not have a huge grip on.
563	Have an individual speech of who we are.
564	I learn through experience: Hands on work and group discussions
565	We should do a personal speech, about ourselves or an important even in our lives. Besides the discussions about the readings, we could do about news, real life events, sports, or some of those discussions to engage
566	If my instructor can provide topics I can relate to I would be able to speak up more. Or if my instructor can provide more information before the speeches are given.
567	feedback on speeches
568	no
569	group activities
570	Make it interactive
571	Class Discussions and debates
572	Keeping speech subjects a more open book so students don't feel pressured into speaking about things they're not very interested in.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
573	Group discussions
574	having students spoken about their own thoughts on social issues will make it.
575	-class discussions in small group (3-4 members) -speeches with interesting topics
576	Speeches in smaller groups instead in front of the entire class.
577	N/A
578	Casual discussion; group activities
579	I think everything in class has worked so far.
580	I prefer a classroom that can run conversationally.
581	Certain walkthrough and precise instructions
582	random act of kindness
583	group discussion discussion on variety of topics so everyone once face their comfort zones
584	Play music very lightly in the background and the first speech should have been in a classroom with dim lighting to make me feel comfortable
585	Let us listen to some prominent speeches in class and then have us discuss them with classmates.
586	We can do something that kinda look fun, bring more joy to the class and make the class feel comfortable with each other.
587	I think random act of kindness can help us to learn a lot in the class because we can discuss and communicate together.
588	A joke, or instructor's own experience that can make me less nervous, feeling that I'm not being judged, and we make mistakes sometimes.
589	Mutual interactions between students and the professor.
590	I am not sure.
591	No more online work, in class feels more personal.
593	Interesting discussion
594	group projects, assignments to encourage friendships, mandatory sharing, class discussion
595	Nothing that I can think of
596	group activities/ free choice on speeches.
597	getting familiar with everyone in the classroom
598	Just more ways to practice speaking publicly
599	I am not really sure, I am already confident with who I am. I just get stage fright...my legs and hands will start shaking when I give a speech. My heart starts pounding and I sometimes forget what I was going to say. It's weird, I am confident in myself and my speech but my body acts up while I am standing in front of a group of people.
600	Free discussion topics, for example allowing students to choose topics to research and speak about
601	He's doing awesome
602	Make an assignment that is easily relatable.
603	Freedom to choose topics
604	just guide me in the right direction
605	Nothing I can think of.
606	I think the instructor are doing a great job at providing activities like ice breaker or popcorn method to make the learning feel more inclusive as an individual.
607	i don't know
608	I would say the group activities is better option.

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
609	In class group assignments
610	If it involves my hobbies or broad topics that are interesting for me to learn about such as sports, environmental issues and games.
611	Nothing that I can think of
612	Baby steps, have group speeches and then class speeches for practice.
613	My instructor can provide us the opportunity to get to know each other in class if he or she hasn't done so already.
614	assignments that are more about me and like fictional things that are easy to talk about
615	Lots of group activities
616	I wish my instructor would give me feedback on my public speaking, so I can improve my speaking.
617	I really like what he's been doing in class already, how he encourages us to speak up more in class in an effort to get us all comfortable with each other and with ourselves. That way when we do have to give a speech, hopefully we won't be as nervous.
618	Engaging into more group activities would make me feel more inclusive
619	get the class involved together and ask students questions
620	being able to have topics where we understand and comfortable with. Discussions that involve whole class, to make class familiar with one another, making public speaking a little easier.
621	Just having us be more interactive
622	activities that tailor to individuals needs
623	i like activities during class or ice breakers , because, if we have to put into a group with somebody we do not know it's hard to do team work, or hard to figure it out what kind of style they have during the group works.
624	More flexibility to choose topics that reflect who we are as individuals
625	Group discussions
626	Having the class actually get up and talk to all of the other people in the class in order to feel more comfortable giving speeches in front of them.
627	I like talking in groups however I do not like group work. I prefer solo speeches and assignments.
628	I really enjoy giving speeches in classes and being forced to prepare something that takes me out of my comfort zone.
629	speeches on topics we are interested in.
631	I like my classes as they are
632	Just real life examples of things
633	Have students change seats on a regular basis,just to mess with them and ask at the beginning the class if anyone wants your leftover lumpia.
634	Instead of entire class discussions, smaller group discussions make it easier to get comfortable. Then switch up tables every so often so we get comfortable with more people. Then, full class discussions are much more easier because we feel comfortable with more people.
635	More activities
636	probably more class involvement
638	I am perfectly satisfied with my instructors' current assignments so far.
639	Music discussions
640	I will say make the class fun !
641	The professor will call name to answer the question and not wait for anyone volunteer to answer

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
642	Up to you teach lam down for anything
643	One on one discussions with another classmate more often.
644	rather than a big group, a small group like 2 or 3 people would be better to become confident in public.
645	More group speaking activities
646	topics that people really like, such as favorite tv shows, sports, and music.
648	more duo/group speeches instead of individual
649	Party games to build familiarity
650	I think that when the instructor asks riddles everyone gets involved and aren't really afraid to discuss what their answer is. As opposed to the instructor asking questions to a specific person; the riddles get everyone thinking.
652	Group discussion is nice sometimes, or have speech topics that I can relate to.
653	More personal projects to show who you are and what your interests are.
654	Class discussions about current events around the world not just in the US.
655	Have speeches that the students feel comfortable with.
656	Partner discution makes me feel more of that things.
657	As the class currently goes i feel the instructor is doing great with how i need to learn
658	n/a
660	So far I have been pleased with the activities and feel included as an individual.
661	less intimacy
662	exercises that calm you down.
663	Giving random topics to talk about and research them
664	Snes6doing great job
666	Speech about self.
667	Require us to work together and provide topics for spontaneous class discussions.
668	demonstrate the speech, detail instruction
669	rotate people around sitting to get to know the other individual.
670	I only want the teacher to make it easier for me to find what the assignments are on Canvas.
671	A group presentation on current events
674	one on one's are nice, group work makes one more comfortable over time, so switching groups up in the middle of the quarter is always good.
675	I like giving impromptu speeches and having classroom discussions about modern day events and issues.
676	Practice before presenting, make it fun, "game like" make us feel confident
677	Be more lenient with the topics and let the students pick.
678	Although I think my Instructor is pretty awesome maybe in the future he can ask us to give a speech on our own cultures and perhaps bring something that can represent our culture, whether it be food to share, wear their own culture clothing, bring pictures of their own culture etc.
679	The introduction part, which requires everyone to speak up and give some short sentences about themselves. And Introduction Art Project, in which everyone can be creative and comfortable to express themselves through their artworks.
681	Lots of hand on lessons or activities.
682	do activities with our group rather than just two people
683	none

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

<b>Respondent</b>	<b>Response</b>
684	More discussions with pair of 1 or 2
685	more group exercises
686	More facilitations are always welcomed. I enjoy being in front of the class and guiding discussions
687	Individual speech
688	Individual speeches
689	Can't think of anything
690	my professor already does these thing to make me feel more inclusive of who I am as an individual in which the activities and involvement makes me understand who I am.
691	Small group activities, breathing exercises, relaxation exercises, etc.
692	Practice more individual presentation
693	more group projects and less note slides, actually being engaged with the class makes the learning more fun rather than just reading off the power point. (Prof. Abrahams does a very good job)
694	exercises
695	group activities and talking as a class
696	Group activities I feel are very inclusive and help build confidence towards individualism.
697	Having the students choose the topics for any class speeches.
698	More group assignments so that all can learn
699	Some other activities that we could do would be questions that go over what our personal lives are like and having more class wide activities like the activity in which we formed circles and moved to answer questions. We could also do light debates.
700	none
701	In my opinion, the course is well organized and I don't need anything else.
702	Hands-on activities after lecture, so you can practice the techniques you've learned in class.
703	relate topics to our lives
704	group discussions
706	Honor intersectionality and how it affects communication.
707	Having group discussion where everyone needs to speak, so that everyone speaks and practices being in-front of people.
708	I strongly feel that culture is a huge part of our identity. Culture does not have to be limited to ethnic background, but it is a start to understanding where came from. If we can have an assignment or speech that focuses on individual's culture, I think it will help make learning feel more inclusive of who we are as an individual.
709	I feel like group work is the best thing to build our confidence upon each other.
710	Group talk and group presentation.
712	I believe the class is already very informative and fun to interact with other people.
713	More time to work in groups so we can bounce thoughts and ideas off of each other.
714	I think the assignments, which was self review after every speeches that professor provide to made me learning feel more inclusive of who I am as an individual.
715	I really love the icebreakers - they're very engaging. I also enjoyed the group project.



**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

Respondent	Response
716	- More speaking exercises about small topics. - Show videos about someone giving a speech/ debate.
717	The professor should out classmates in class into groups. Therefore we can improve our communication skills. Another assignment we could do is to do perform speech in which groups will make a script and present. Or make students perform public speaking with topics such as persuasive, compare and contrast, and storytelling.
718	A speech about a person's background, or a short class activity on the first day of class where each shares a few facts about themselves.
719	more socratic seminars and organized discussions
720	Do a variety of activities and not assign "busy work"
721	Provide more details about assignments that helps to understand clear to me because I am a ESL student.
723	none
725	I think discussions within groups.
726	more group projects
727	I enjoyed what the class had to offer. Before the class I would have said less group assignments but I wouldn't have minded more group work to be honest.
728	assignment that forces me to interview someone I do not know
729	something makes us communicate in specific ways
730	he need to give us more opinions about topics which are very popular in current days
732	buddy activity
733	buddy activity
734	Slef-in-a-bag, story telling
735	I really enjoy doing the video for our final project, it's very fun, and feel less stress while working in a group.
736	nothing really.
738	Ice Breakers!
740	None. All of the assignments were inclusive and informative.
741	I'm fine with what we do
742	group projects that make everybody participate
743	Getting the award for the best speech
744	the group discussion and the presentation also helped me to improve myself.
745	more group based projects
746	Nope, all activities were spot on.
747	I loved that my teacher (Russell) encouraged and started discussions on casual topics as well as more meaningful topics so that we could all get a glimpse of who each other really are as a class. The class always felt like a safe place.
749	more teamwork
750	my teacher provided everything to make the learning feel more inclusive to myself and everyone around me because he was able to connect with every student
752	I think that individual speech assignments improve my speech and I feel this assignments very interesting
753	my instructor can give more group projects
754	telling a little story about yourself when introducing. try to make answering questions a little personal. Breathing techniques when doing speeches.
755	giving speeches about your personal life

**Question: 26. What specific activities, assignments, speeches, or discussions can your instructor provide to make the learning feel more inclusive of who you are as an individual?**

<b>Respondent</b>	<b>Response</b>
756	I think having group discussions and then discussing them as a class will be a helpful activity.
757	Assignments like discussing the ways on how to make a persuasive speech more impactful. I would like to do an activity about giving a speech at a short notice.
758	by letting us give a speech on topics we like.
759	Let us pick and choose things that we are passionate about but also get involved in helping us make it happen
761	I think a useful and helpful discussion topic would be how to handel feedback in a professional envireonment when someone is being offensive.
762	speeches that arent strict on topic small table speeches
763	I cant think of any. he was the best!
764	I believe speeches and assignments like my professor Russell Hong assigns
765	I really liked the group discussions because I got to engage with my peers and talk about the class topics. It was a fun way of learning and practicing.
766	Impromptu speeches build confidence and character over time. These speeches allow me to get my nerves out of the way(eventually) and feel more confident in a speech that I have prepared
768	Russell had our class very thought out and structured. Our facilitations we relatable and informational. The only thing I would suggest is being more specific on when to be writing notes for the quizzes.
769	I think just showing they care. There's no assignment that specifically makes me feel more inclusive. Maybe group activities?
770	To assign different assignments that include individual, group and partner work. Also have it always be with different people. That way you get to know all different kinds of personality types. Im not very outgoing so this would help me out a lot.
771	group activities
772	I think it is persuasive speech
773	I believe assignments that had to do with real life situations that people usually go through