

De Anza College Office of Institutional Research and Planning

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

The PRCA Pre survey was administered at the beginning of the course in Fall 2016.

This resulted in 715 valid responses.

Important highlights include:

- 82% of respondents are between the ages 18 and 24.
- 81% of respondents stated they are comfortable communicating in English.
- 61% of respondents like to participate in group discussions, 29% are neutral and 10% prefer not to participate in group discussions. (Question 1)
- 47% of respondents are not tense or nervous while participating in group discussions. (Question 3)
- 38% of respondents agree/strongly agree that engaging in a group discussion with new people makes them tense and nervous. (Question 5)
- 31% of respondents agree/strongly agree they are afraid to express themselves at meetings. (Question 10)
- 33% of respondents agree/strongly agree that while participating in a conversation with a new acquaintance, they often feel very nervous. (Question 13)
- 61% of respondents disagree/strongly disagree they are relaxed while giving a speech. (Question 21)
- 51% 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)

Fall PRCA Pre Survey Report

Please provide your age:

Mean: 1.25

Response	Value	Frequency	Percent	Graph
18-24 year old	1.00	588	82.24	
25-34 years old	2.00	89	12.45	
35-44 years old	3.00	20	2.80	
45-54 years old	4.00	6	0.84	
55-64 years old	5.00	7	0.98	
65 or older	6.00	0	0.00	
Total Valid		710	99.30	
Missing		5	0.70	
Total		715	100.00	

Please provide your sex:

Mean: 1.59

Response	Value	Frequency	Percent	Graph
Male	1.00	310	43.36	
Female	2.00	393	54.97	
Transgender	3.00	2	0.28	
Prefer not to respond	4.00	5	0.70	
Questioning	5.00	1	0.14	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

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

Mean: 7.23

Response	Value	Frequency	Percent	Graph
Caucasian/White	1.00	130	18.18	
African American/Black	2.00	20	2.80	
Asian Indian	3.00	34	4.76	
Chinese	4.00	82	11.47	
Filipino/a	5.00	61	8.53	
Japanese	6.00	11	1.54	
Korean	7.00	21	2.94	
Vietnamese	8.00	100	13.99	
Other Asian	9.00	26	3.64	
Native Hawaiian	10.00	1	0.14	
Guamanian or Chamorro	11.00	2	0.28	
Other Pacific Islander	12.00	5	0.70	
Hispanic/Latino/a	13.00	164	22.94	
Multiracial	14.00	36	5.03	
Native American/American Indian	15.00	0	0.00	
Prefer not to respond	16.00	15	2.10	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

Are you comfortable communicating in English?

Mean: 1.30

Response	Value	Frequency	Percent	Graph
Yes	1.00	581	81.26	
Mostly	2.00	57	7.97	
Neutral	3.00	43	6.01	
Sometimes	4.00	14	1.96	
No	5.00	6	0.84	
Total Valid		701	98.04	
Missing		14	1.96	
Total		715	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	363	50.77	
SPCH07 - Also listed as ICS 07 - Intercultural Communication	2.00	39	5.45	
SPCH 10 - Fundamentals of Oral Communication	3.00	189	26.43	
SPCH08 - Argumentation and Critical Inquiry in Oral Communication	4.00	24	3.36	
SPCH09 - Argumentation: Analysis of Oral and Written Communication	5.00	14	1.96	
SPCH15 - Problem Solving and Critical Reasoning in Groups	6.00	23	3.22	
SPCH 16 - Interpersonal Communication	7.00	28	3.92	
SPCH 70 - Effective Organizational Communication	8.00	20	2.80	
Total Valid		552	77.20	
Missing		163	22.80	
Total		715	100.00	

1. I dislike participating in group discussions.

Mean: 2.29

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	160	22.38	
Disagree	2.00	274	38.32	
Neutral	3.00	205	28.67	
Agree	4.00	57	7.97	
Strongly Agree	5.00	16	2.24	
Total Valid		712	99.58	
Missing		3	0.42	
Total		715	100.00	

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

Mean: 3.66

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	18	2.52	
Disagree	2.00	68	9.51	
Neutral	3.00	181	25.31	
Agree	4.00	317	44.34	
Strongly Agree	5.00	129	18.04	
Total Valid		713	99.72	
Missing		2	0.28	
Total		715	100.00	

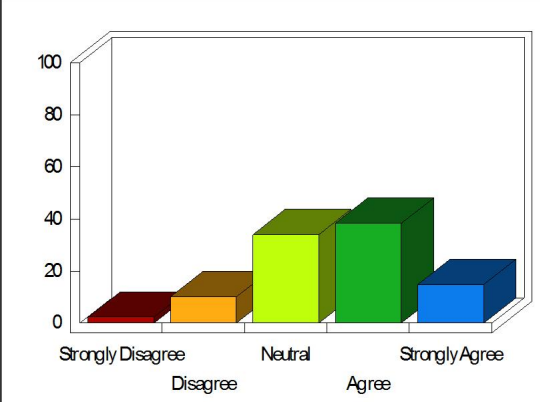
3. I am tense and nervous while participating in group discussions.

Mean: 2.68

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	84	11.75	
Disagree	2.00	254	35.52	
Neutral	3.00	204	28.53	
Agree	4.00	143	20.00	
Strongly Agree	5.00	27	3.78	
Total Valid		712	99.58	
Missing		3	0.42	
Total		715	100.00	

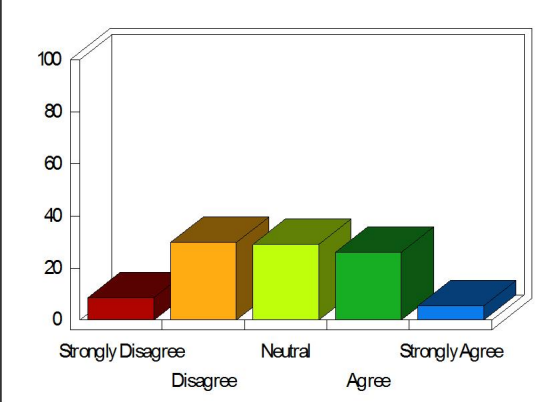
4. I like to get involved in group discussions.

Mean: 3.54

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	16	2.24	
Disagree	2.00	72	10.07	
Neutral	3.00	243	33.99	
Agree	4.00	274	38.32	
Strongly Agree	5.00	106	14.83	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

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

Mean: 2.90

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	62	8.67	
Disagree	2.00	213	29.79	
Neutral	3.00	208	29.09	
Agree	4.00	186	26.01	
Strongly Agree	5.00	39	5.45	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

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

Mean: 3.30

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	25	3.50	
Disagree	2.00	122	17.06	
Neutral	3.00	250	34.97	
Agree	4.00	242	33.85	
Strongly Agree	5.00	72	10.07	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

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

Mean: 3.06

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	38	5.31	
Disagree	2.00	192	26.85	
Neutral	3.00	207	28.95	
Agree	4.00	230	32.17	
Strongly Agree	5.00	41	5.73	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

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

Mean: 3.15

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	15	2.10	
Disagree	2.00	180	25.17	
Neutral	3.00	245	34.27	
Agree	4.00	221	30.91	
Strongly Agree	5.00	46	6.43	
Total Valid		707	98.88	
Missing		8	1.12	
Total		715	100.00	

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

Mean: 2.89

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	51	7.13	
Disagree	2.00	229	32.03	
Neutral	3.00	221	30.91	
Agree	4.00	165	23.08	
Strongly Agree	5.00	43	6.01	
Total Valid		709	99.16	
Missing		6	0.84	
Total		715	100.00	

10. I am afraid to express myself at meetings.

Mean: 2.85

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	63	8.81	
Disagree	2.00	233	32.59	
Neutral	3.00	200	27.97	
Agree	4.00	178	24.90	
Strongly Agree	5.00	37	5.17	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

11. Communicating at meetings usually makes me uncomfortable.

Mean: 2.77

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	54	7.55	
Disagree	2.00	263	36.78	
Neutral	3.00	204	28.53	
Agree	4.00	159	22.24	
Strongly Agree	5.00	26	3.64	
Total Valid		706	98.74	
Missing		9	1.26	
Total		715	100.00	

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

Mean: 3.08

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	16	2.24	
Disagree	2.00	184	25.73	
Neutral	3.00	276	38.60	
Agree	4.00	191	26.71	
Strongly Agree	5.00	40	5.59	
Total Valid		707	98.88	
Missing		8	1.12	
Total		715	100.00	

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

Mean: 2.96

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	47	6.57	
Disagree	2.00	202	28.25	
Neutral	3.00	226	31.61	
Agree	4.00	198	27.69	
Strongly Agree	5.00	36	5.03	
Total Valid		709	99.16	
Missing		6	0.84	
Total		715	100.00	

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

Mean: 3.02

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	46	6.43	
Disagree	2.00	210	29.37	
Neutral	3.00	208	29.09	
Agree	4.00	185	25.87	
Strongly Agree	5.00	64	8.95	
Total Valid		713	99.72	
Missing		2	0.28	
Total		715	100.00	

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

Mean: 2.53

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	80	11.19	
Disagree	2.00	299	41.82	
Neutral	3.00	220	30.77	
Agree	4.00	96	13.43	
Strongly Agree	5.00	14	1.96	
Total Valid		709	99.16	
Missing		6	0.84	
Total		715	100.00	

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

Mean: 3.48

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	13	1.82	
Disagree	2.00	86	12.03	
Neutral	3.00	238	33.29	
Agree	4.00	291	40.70	
Strongly Agree	5.00	80	11.19	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

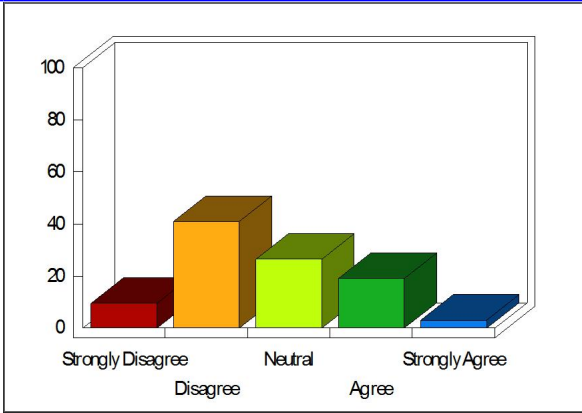
17. While conversing with a new acquaintance, I often feel very relaxed.

Mean: 3.09

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	17	2.38	
Disagree	2.00	173	24.20	
Neutral	3.00	285	39.86	
Agree	4.00	194	27.13	
Strongly Agree	5.00	38	5.31	
Total Valid		707	98.88	
Missing		8	1.12	
Total		715	100.00	

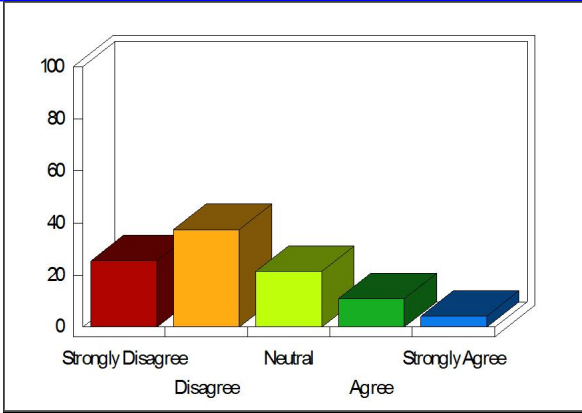
18. I'm afraid to speak up in conversations.

Mean: 2.65

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	68	9.51	
Disagree	2.00	293	40.98	
Neutral	3.00	189	26.43	
Agree	4.00	136	19.02	
Strongly Agree	5.00	22	3.08	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

19. I have no fear of giving a speech.

Mean: 2.31

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	182	25.45	
Disagree	2.00	268	37.48	
Neutral	3.00	153	21.40	
Agree	4.00	78	10.91	
Strongly Agree	5.00	30	4.20	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

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

Mean: 3.55

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	27	3.78	
Disagree	2.00	104	14.55	
Neutral	3.00	149	20.84	
Agree	4.00	313	43.78	
Strongly Agree	5.00	119	16.64	
Total Valid		712	99.58	
Missing		3	0.42	
Total		715	100.00	

21. I feel relaxed while giving a speech.

Mean: 2.34

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	140	19.58	
Disagree	2.00	297	41.54	
Neutral	3.00	188	26.29	
Agree	4.00	66	9.23	
Strongly Agree	5.00	20	2.80	
Total Valid		711	99.44	
Missing		4	0.56	
Total		715	100.00	

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

Mean: 3.54

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	20	2.80	
Disagree	2.00	103	14.41	
Neutral	3.00	190	26.57	
Agree	4.00	267	37.34	
Strongly Agree	5.00	128	17.90	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

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

Mean: 2.95

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	50	6.99	
Disagree	2.00	162	22.66	
Neutral	3.00	305	42.66	
Agree	4.00	153	21.40	
Strongly Agree	5.00	38	5.31	
Total Valid		708	99.02	
Missing		7	0.98	
Total		715	100.00	

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

Mean: 3.40

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	30	4.20	
Disagree	2.00	134	18.74	
Neutral	3.00	184	25.73	
Agree	4.00	248	34.69	
Strongly Agree	5.00	116	16.22	
Total Valid		712	99.58	
Missing		3	0.42	
Total		715	100.00	

Time

Mean: -

Response	Value	Frequency	Percent	Graph
	-	715	100.00	
Total Valid		715	100.00	

Date

Mean: -

Response	Value	Frequency	Percent	Graph
	-	715	100.00	
Total Valid		715	100.00	

Fall Pre PRCA 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	Specific behaviors I can suggest to my classmates is being able to continue a conversation with me, and giving me their honest opinion. If my classmates can do this with me, I would feel more included with the rest of the class.
2	Pay attention and at least fake being engaged!
3	Pay attention/ not talk over others. Smile at talker while someone is speaking
4	Not getting off topic and ignoring others.
5	Two specific behaviors my classmates can do to make me feel more valued are to ask about my opinions on discussions, and argue with me if their views are different, so I can see their point of view.
6	1. Participate 2. Be respectful
7	1. Agree what I said 2. Nod the head
8	A family type bond between each other. Honesty is important.
9	Pay attention to the speaker and not play with phones and other things.
10	Listen attentively and provide constructive criticism
11	Not stare at me too much maybe. And not whisper
12	not look at me so intensely if possible, smile when i make eye contact with them
13	My classmates could just be engaging when I talk; just doing something simple like smiling or nodding their head could help.
14	Conversation and Eye contact
15	Nod their head
16	pay attention to me and show some interests to my speech.
17	If my classmates respect me when I am doing speech and don't do something distracting, I think I can feel more valued.
18	listen not look be proactive
19	Not interrupt me. If they disagree, use a soft, pleasant voice and do so in a respectful manner.
20	When my classmates are engaging me and asking me questions.
21	Pay attention without making the speaker more nervous and clapping after the presentation has ended.
22	Ask for any input I may have on the topic and if there's anything I have on my mind.
23	Ask questions about my presentation. Get to know one another beforehand.
24	Classmates can encourage others when they are nervous. Classmates can also be open to new perspectives on controversial topics.
25	I honestly have the fear in myself because of how my memory isn't the sharpest and when I forget things my fear will act up which is my greatest downfall. I have always been practicing memorization but it never goes right and even at my current full time job I do memorization with numbers and letters but a full speech is just too much for me to remember all of the things I want to say.
26	Don't do anything distracting and just be respectful.
27	1. friendly give some feedback 2. tolerate my broken english
28	1. give me some smile 2. give me some responds, like nodding their head when they agree with me
29	Smiling Attention
30	Insist on having me say my opinion, because I most likely have one but I am too shy to step up and say it on my own. the fear of being wrong or being judged for my comment gets to me more than I would like.

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
31	1.have eye contact and smile with no critic looking. 2.applaus and signs that showing they like my topic or feel the same.
32	Everything is mental when giving a speech but since I'm an anxious person clapping before and after a speech would be relieving.
33	Not interrupting speeches. Constructive criticism.
34	There's nothing they can do, except the basics like don't interrupt me or be rude. Other than that, if they can make lots of jokes during the meeting I tend to be more open.
35	I have never really had a lot of opportunities to give speeches. In fact I have rarely ever given a speech, I feel I just need time to get comfortable with the the idea of speaking in front of a class or a group of others.
36	Don't keep your eyes on me Cheer me on
37	1. Cheer and give support when a I am stuck. 2. Give feedback.
38	laughing at me during my speech to take away some of the tension, not criticize too harshly
39	Just very open classmates, and who are willing to help out and interact during class.
41	Engaged behavior. Non disruptive interaction.
43	They can listen to me and smile or nod when I make eye contact with them. They can make it look like they are interested even if they are not.
44	don't disagree while I am still giving the speech. don't get up and leave.
45	Respectful and Engaged
46	When my classmates look at me and give me a smile. When my classmates cheer for me
47	Be respectful and kind
48	Being attentive and giving feedback/comment/reactions to what I do.
49	can include me into the conversation. they can also just be friendly.
50	Just to pay attention when I am giving speech and not do anything distracting like talking while I am talking, and to look interested/warm and accommodating while I am talking instead of bored and disinterested
51	Smile and keep an open mind
52	Giving me constructive criticism rather than just dismaying my thoughts/ideas. Paying me respect when I am speaking and not talking over me.
53	-help me with no judgement if I am confused about a topic we are writing about -make me feel comfortable when presenting
54	Eye contact, head nods
55	just no judging and respecting everyones view point and not shutting them out of a thought that they may have even if you were to view it wrong.
56	An environment where everyone feels comfortable with each other makes it easier to speak publicly. Behavior that eases tension such as joking or friendly comments helps.
57	Agreeing with me Nodding their head
58	Be attentive during my presentations. Offer constructive criticism.
60	Not look at me (I contact) and be opened mined.
61	give words of encouragement highlight things that went well and that I could improve on
62	1.They listen carefully. 2.They respect my idea.

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
63	- Stop using their phones!!!! It is so frustrating to try and learn how to interact and work with small groups when everyone is on their phone. There could be no more blatant way to say "I don't care." - Actively try to create a welcome and safe environment. This could be as simple as not being on a phone.
64	welcome and open
65	1. Not have side conversations when I am speaking 2. Ask me if i have any opinions
66	listen ask questions
67	Not judging and being empathetic.
68	Two behaviors my classmate can do to make me feel more valued is to not talk while im talking and not making funny faces towards me when giving a speech.
69	1.being a good listeners 2.respect my point of views 3.correct me when I am wrong 4.being a flexible supporters 5.don't giving too high expectation that everyone has the same ability of giving speech
70	To be friendly and welcoming
71	I would like to be respected and at least have everyone's attention while I am speaking. Such as no side conversations or obvious texting.
72	I would appreciate if classmates actually cared about what I had to say and asked questions.
73	The only way I can feel more valued and included in my speech class is by seeing my peers engaged and interested in the material I have to share.
74	Acknowledge and listen to what I am trying to say with no whispering or anything that would make me feel even more nervous. Personally I get freaked out by everyone staring at me but it is a speech so there's really nothing to do about that. I feel I have to work on my confidence.
75	Listen to what I say and ask questions after.
76	eye contact and facial expressions during speech
77	carefully listening and eye-contact
78	listen and to not interrupt unless its something positive
79	Respect, Patient
80	Listen and be respectful
81	Nothing really. It's a fear that I must get over for myself.
82	open, friendly, non-judgemental
83	WHen people don't pay attention while i give my speech i feel more relaxed because that means less people are focused on me. also applauding
84	Actually pay attention when I am talking, give me advice on how I can do better.
85	Open-mindedness and interest in my input, willingness to communicate.
86	cooperative friendly
87	If everyone in my group participates, pays attention to the work at hand, and does not get distracted, it makes my life easier.
88	Respect everyone's input whether they agree with it or not. Give everyone a chance to express their feelings.
89	engage and pay attention
90	better eye contact continue to be encouraging
91	smile say hello, small talk listen
92	listen attentively by looking at the speaker put away all distractions
93	Pay attention and not talking while a person is giving a speech.
94	One thing is to listen to everyones opinion and not exclude anyone. Second is give everyone the chance to talk or give input

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
95	Smiling and eye contact
96	Be respectful when in group discussions--specifically being good about taking turns and not talking over other people
97	The first behavior my classmates can do to make me feel more valued and included would be to look engaged. The second behavior would be to participate in the conversation.
98	being engaged and respect
99	To talk to each other more often to get everyone comfortable Do not laugh or judge, but encourage
100	Usually giving eye contact and not making noise makes me feel like my speech has gotten through to them and they actually heard what I was saying
101	Show that they are listening, and engage or respond with me so I feel the things I'm saying aren't boring or for nothing.
102	Disruptive behavior and Disrespectful
103	Take the chance to get to know people and also give the chance to let someone know you!
104	look like they care. ask questions.
105	don't look me in the eye not to laugh when I'm getting nervous
107	First thing, I should know about there background, nature and behavior in order to mix up with my classmates.
109	1. To engage in our conversations 2. Listen
110	Make eye contact and have a look of interest.
111	a behavior my classmates can do to make me feel valued is to sit-up straight when I'm giving my speech and to look forward and not be looking around the class or to seem distracted.
112	They make me feel valued and included by paying attention and responding to my input.
113	-Make it look like they're actually paying attention. -Not making it awkward if I forget my speech (maybe make jokes?)
114	Getting classmates to listen and value my opinion. Also getting good feedback from class mates.
115	My classmates can allow me to speak without interruption and look me in the eye.
116	smiling and clapping
117	group discussions speech rehearsals
118	Be attentive and quiet.
119	Listen attentively with neutral or positive expressions on their faces. Ignore any apparent nervousness that I may have.
120	Two behaviors that my classmates can do to make me feel better during my speeches are having electronics out of hands and giving a good round of applause at the end.
121	Listen and provide feedback during speeches.
122	My classmates can help me by practicing over and over again until im not nervous and a way to remember my facts like flashcards.
123	Openness to new suggestions, adequate feedback for me, and not talking over me while speaking.
124	Eye contact and smiles
125	1. Listen while others are talking. 2. Ask questions to get to know one another.
127	Two ways students can make me feel comfortable is no distruptions while I am speaking and 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.

Respondent	Response
128	Full-attention, look interested, ask questions
129	1. look like they are listening attentively 2. encouragement and supportive environment
130	Be respectful towards all opinions and be supportive when someone is giving a speech.
133	I feel if my classmates were more willing to talk to me, and the more of them I knew and was comfortable with ,the easier time I would have in the speech class. Also, if people were to show an interest in what I had to say and were willing to learn new things from me.
134	smiling and nodding
135	When they agree on same values. Also when humor is given every once in a while.
136	1 The classmates respect each other 2 Do not interrupt while other people speaking 3
137	Be patient and non disruptive
138	Smiling at me while my presenting. Give me constructive suggestions of my speech.
140	be a good listener help me with my speaking
141	Not laugh or judge to the point where its completely obvious. Just don't be rude.
143	1- eye contact with me and smile 2- give me a positive encouragement. 3- big hands
144	interact more and no judging
145	Active acknowledgment through nonverbals like nods/smiles; friendliness and approachability outside the classroom as well
146	not laugh not disrupt
147	listen, respond
148	laugh or react when I'm speaking. not look at their phones or talk to other people.
149	two behavior are respect me and don't get bored.
150	Classmates can make eye contact with me. Classmates also can ask question when I am done with my speech
151	be friendly listen
153	2 specific behaviors my classmates could do to help me are to show that they are engaging (i.e. nodding their heads) and giving their output or opinion on what I'm talking about.
154	give there attention be kind while i present
155	my classmates might have more friendly, and they don't think I am dumb when I give speeches.
156	smiling eye contacts
157	Give me feedback Do not make fun of my use of language Do not make fun of my accents
158	kind and funny
159	Pay attention, does not go on phone
160	listen to me with patience, even though sometimes my logic and words are confusing as well as stupid. Give me feedbacks.
161	- Be patient with me when giving a speech - Making it a welcoming environment
162	To show respect by being quite/not looking at their phones when I am talking in front of the class. If they have any questions to please ask them after I have finished talking.
163	Smile and acknowledge what I am saying.

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
164	Be supportive while i'm giving my speech. Encourage one another when you see someone struggling as they're trying to give their speech.
165	Be more open Casual Inviting
166	Listen, ask questions
167	not judge be interested
169	Discuss more in depth and include me regardless of how quiet I may become during a discusssion.
170	Encouraging facial expressions and positive body language.
171	-listening -responding
172	Classmates can ask me questions by name and not just by staring at me. Phones could be removed from desks during speeches.
173	Give feedback, Nod head
174	Two things that my classmate can do to make it easier on my when i have to say a speech would be for them to be encouraging and have a positive vibe .
176	When I or someone else is giving a speech, it would be helpful that they are being attentive to the speaker and show the speaker that they are listening. Also, it is much easier to speak up in a speech class when people are not passing judgments at what you say.
177	Be respectful of the speaker's content or speech time. Give constructive criticism but do not bash on students.
178	They can give full attention to the speaker and not interrupt them.
179	They could ask me questions and not write off what I have to say when I contribute things to a conversation.
180	respect eahcother's openion and thought
181	To give reassurance through supportive body language, i.e. nodding or smiling. To help me not get distracted by staying quiet during my speech.
182	They can smile and have eye contact with me
183	First, when I give a speech, I would like to everyone have a smile or positive gesture at least. Second, I always feel on comfortable when I give a speech or talk in group there is someone know each other and laugh with themselves so it cause me more nervous about myself.
184	I like it when classmates show emotion when I give a speech and refrain from using cell phones.
185	First, is to also be involved in the conversation; instead of just seating there and watching. Second thing is, to be open minded because we all have different point of views and opinions so if they can have an open mind before hand that will be great.
186	Two things that help me while in speech class are people paying attention to the speech that is being given, and a relaxed atmosphere. I feel as though one of the hardest things about giving a speech is knowing that you are judged while giving a speech.
187	Clap as we go up to the front.
188	I think sharing ideas is a great way to feel more valued, and eye contact is always great.
189	I enjoy being able to fully express my opinion before being interrupted. I Like have an opportunity to rebut other classmates claims in an academic fashion.
190	nodding and smiling
191	1. My classmates can show a sense of interest and respect during my speeches. 2. If I include the audience in certain parts of my speech, my classmates might become an active part of the presentation by briefly responding.

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
192	-being respectful -maybe smile at one point to know that I am giving my presentation for a reason
193	Allow me to finish before you interject. Attack the argument, not the person.
194	Two specific behaviors I feel classmates can do to make you feel more valued could be to be respectful to the speakers opinions and actually pay attention so they feel comfortable about presenting and make friends with one another so when the time comes to give a speech it would just feel like your sharing with people you know.
195	They can not look me in the eye when I am speaking to them. My classmates can also not clap when it is my turn for a speech
196	I think practicing inclusive behavior goes a long way. Always appreciate when others speak up.
197	Be respectful and be attentive during your presentation.
198	Smile at me and not yawn or fall asleep
199	I prefer not to be called out randomly And put on the spot I prefer to not respected as how the person would want respect
200	-one would be to give me attention as a speak -ask questions after speaking tell me they were engaged
201	More eye contact and sounding as if they are interested in what I have to say to make me feel more confident.
202	smile encourage
203	To give me constructive criticism, and to ask me questions.
204	By giving me their full attention and looking at me. Also by giving me feedback on what went well or what I could improve on.
205	I wouldn't know. Every time I've ever done a presentation, someone or even groups of someone make the process very uncomfortable by poking holes in my argument in the middle of it.
206	listening asking questions
207	open-mindedness and not be quick to judge
208	*give me reassuring nods *smile at me
209	Listening to my opinions and trying to understand everything I say.
210	Invite me to talk and give my opinion and/or give eye contact to make it seem like you're still involved and they know you're there as an option.
211	ask me questions and make me feel involved overall.
212	Make eye contact when speaking to me & when listening Ask me questions if they think I can help them in any way
213	if they are alert and understand my points.
214	1. Participate in what I have to say. For example, ask questions. This often distracts me from my speech and allows me to calm down. 2. It helps if we all often talk as a group so we get to open up
215	If my classmates act like they are interested in what I'm saying and they listen to my speeches excitedly, that would make me feel more comfortable. As long as they are showing respects, I feel valued in my speech.
217	Paying attention & a friendly environment

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
218	1. The first thing that would make me feel more comfortable while giving a speech is if my classmates give a quick word of encouragement when I become frozen during my speech. During any speech that I have given I have a tendency to jumble my thoughts around to much which causes me to forget what I was saying completly. I then have a blank stare on my face for a good minute which makes me feel more anxiety because then I get embarasses. Having a classmate clap or say something as simple as "you can do it" when this happens would be releaving. 2. A second thing that would make me feel more included during my speeches is if my classmates ask me at least one question at the end of my presentation. I am almost always the first presenter and the class never really asks me questions.
219	Support me. Help me prepare.
220	1. Pay attention to the speaker at the moment 2. Stay quiet when listening
221	Show interest and familiarity.
223	I believe my class mates should laugh or engage into my speech or jokes to make sure that i still have their attention. Another behavior my classmates can do would be to give feedback on what I should do after the speech.
225	I would feel more comfortable if I had my classmates' attention and they would look at me while listening to me. Also, I would feel more comfortable if our speech class community talked a bit more.
226	2 specific behaviors for this are asking for my input when it comes to class discussions and being asked for ideas.
227	1. Not talk when i give a speech 2. To be more encouraging as an audience
228	I would appreciate my classmates to be a good listener and try to be as understanding as possible when I am engaging a conversation or performing a speech.
229	My classmates can avoid interrupting and show genuine responses
230	When I am about to give my speech, I would would my classmate's full attention. I would not want them to be on their phone or talking to their neighbors because it could throw me off make me mess up on my speech.
231	pay attention and be respectful
232	Smile when I'm speaking Look at me in the eyes
233	Respect what I have to say and to be open minded
234	provide criticism on things i can improve on and also point out what i did well.
235	Focus my speech. Smiling in my speech.
236	They can support me before the speech; say things to help relax me before doing a speech. They can also just stay quiet and listen.
237	they smile and make eye contacts.
238	undivided attention head nods
239	Both sides being friendly which makes the class more comfortable with each other. Remembering each other's names.
240	Two specific behaviors my classmates can do to make me feel valued and included is giving me their attention and their positive nonverbal feedback.
241	A specific behavior would be to simply avoid having conversations during a speech. Another behavior my classmates can do is to make eye contact with the speaker and to also engage during the speech if needed.
242	Well first they can be supportive and at the end of my speech they can give me positive feedback. Also , when I am speaking it would be respectful to give the speaker their full attention.
243	Be more interactive so that I may feel comfortable, and smile!

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
244	Actively try to include un-talkative people. Simple question like "What do you think?" would work.
245	Be very open minded with group work and respect everyones opinions
246	1. Communicate with each other actively 2. Tell me what I should improve
247	Respect each other while someone is giving their speeches and not to laugh.
248	Pay attention more, and keep quiet
249	Choose accessible topics, and/or shift topics often for easier inclusion Be open-minded
250	Pay attention and respond.
252	Two specific behaviors classmates can do to make me feel more valued in my speech class community is getting to know each other, and just listening and paying attention when someone is speaking.
253	Well one could be when I am speaking it is respectful for my classmates to give the speaker their full attention and not make them fell nervous. Also others giving positive feedback or even feedback in general to really help improve the speaker.
254	-smile at me -constructive criticism
255	-showing some kindness -opening up more
256	Pay attention to me when I am speaking, and save the criticism for the teacher
258	Be interest in my speech
259	Look more attentive, Value your opinion
260	Participation Attention
261	Be open for opinions and understandable in the differences of people.
262	While listening the speech, I would like audiences to smile instead of giving me a cold staring face. I would like to see some nodding heads while I'm g giving the speech, that way I see that I'm not making them bored.
263	They could ask me questions. Getting my input would make me more engaged. They could sit back and listen to me and let me get my opinions out.
264	1. Smile 2. Make no judgement (even in expression)
265	look at me with a kindly smile, pay attention to my opinion.
266	Respect in the classroom for all opinions and doing their share of work
267	When they listen and pay attention when I'm presenting something in front of class.
268	Being on their best behavior, while giving positive vibes/attitude really helps me to feel valued and included in my speech class commnity. I believe it's all about support.
269	open, friendly, nice
270	1. Be more accepting when I make mistakes or when I stutter or blank during speech 2. Give me encouragement even when I fail
271	Applause and attention would both help me feel more valued in speech class.
272	Classmates can not have inappropriate reactions, such as laughing when they shouldn't or talking during speeches. Include each other in conversations and have positive reactions to what they have to say.
273	More eye contacts. Nodding their heads if they agree in certain parts of the content.
274	Participating in the speeches I do like raising hands and looking like they are interested at least. Showing facial expressions that looks like they are enjoying it or laughing because it is funny.
275	Give me a big hand to encourage me. Active listening while I am talking.

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
276	Boost your confidence up and that tell you that you're gonna do well in the class.
277	be respect eye contact with me Dont be interrupter
278	show me that their Listen by expressions and body languages.
279	Give me feedback on how I am doing. i.e.-asking questions and getting engaged in the topic I am presenting/discussion.
280	giving me their full attention, not disturbing the class
281	I find it easier to speak in front of others when they do not judge me for what I have to say. I also feel more comfortable when I feel I am being listened to.
283	Two specific behaviors that my classmates can do to help me make me feel more valued and confident are asking questions and just listening.
284	Listen and pay attention
285	act interested, not look at me
286	Talkactive, Friendly
287	laguh when i say something funny, and look at me with calm eyes not judgy eyes.
288	They can reach out to me with questions and make m feel validated when I'm nervous.
289	My classmates give positive feedback. My classmates agree with my ideas or viewpoints.
290	Respectable body language lets the listener know you are paying attention. No side conversations because that could distract the speaker
291	1. Be quiet & respectful 2. Be encouraging 3. Clap after speech
292	Listen and engage
293	nodding, smiling.
294	Appreciate and respect whatever ideas I have. Give constructive criticism.
295	Participation, icebreaker conversation
296	1. By giving feedback! 2. Ask questions after i'm done talking, especially if you're not sure about what i am saying. Ask in depth questions regarding the topic. I love a challenge about my knowledge.
297	I feel this is something basic that everyone should do. I feel as though having everyone smile and just be supportive while someone is making a speech or just expressing an opinion in class is a basic principle that everyone should go by even if the speaker is significantly struggling. Another thing I feel like we as a class can do would be to come up with ideas together as a class for either future speech topics or just communicate together our interests and opinions. This could be done during any class period and we could all just have a forum or paper where we express what we want to see change in the world or locally, merely anything. I think that would allow for people to connect more with their classmates and be more comfortable sharing their ideas with strangers.
298	They can give their full attention and not interrupt by noises.
299	1)Letting everyone have a voice. 2) Giving everyone the chance to share strength and weakness.
300	no idea
301	-Make eye contact while speaking -Nod your head while speaking with one another
302	ask question work together
303	not speak when i'm giving my speech. include me in group discussions and accept my opinions and points of view without judging
304	pleasant, Funny

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
305	To be respectful and just be a good listener.
306	Be attentive and engaged
307	To have all attention on the person speaking at the time. No Phones, or talking to other classmates.
308	1. Paying attention, 2. At the end of the speech to have everyone class, I think personally it makes me comfortable when everyone respects everyone in the class and no one is making anyone feel bad about anything.
309	Eye contact & nodding along as I speak
310	Be welcoming and try to get me involved without pushing my boundaries
311	My classmates can talk to me individually so I can be more comfortable with them. Also they can help me out on assignments that I don't understand. Getting to know my classmates personally will make me feel more valued and comfortable in speech class.
312	Eye contact and listen
313	My classmates can respect my opinions and not completely disregard what I say, even if they do not agree with it. They can also listen with a minimum degree of attention; they should not be falling asleep when someone is speaking.
314	Kind and friendly can do to make me feel more valued and included in my speech class community.
315	I have a hard time reading people, so it's nice when people tell me exactly what they mean. I also would like for everyone in a group to have a turn speaking instead of just a few people.
316	Introduce themselves Show respect while someone is speaking (Being me, another student, and even the teacher)
317	laugh at my jokes, and not make awkward eye contact.
318	Encourage others to do their best Make people feel welcomed in the class so they can be comfortable which can reduce their anxiety
319	Ask me questions on whatever they dont understand.
320	not sure.
321	not laugh when i make an error always clap for me when im done presenting
322	Listen fully to what I have to say. Following my advice in exercising confidence in themselves.
323	Sharing opinions. (I have no idea for another behavior)
324	Smile and nod while im giving my speech.
325	-talk to me a bit more before class starts -clap after i give a speech
326	Stay calm and look like they're paying attention
327	- Give attentive listening while I am trying to give my speech - Show interest by facing in my direction
328	giving eye contacts smile in a friendly way
329	Pay attention to what I say. Clap even if I seem nervous and tense when I present the speech.
330	Active listening and not talking over me (as in start saying their idea when I am still in the middle of mine)
331	look engaged and stay quiet
332	Involve me in conversations and discussions. Ask me what my strength are so we can all do something together.
333	Come in to every class with an open mind and make it a judgement free zone. Make sure there are no distractions when someone is giving a speech.
334	(1)eye contact while listening to speech (2)constructive feedback

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
335	Give me their full attention and don't judge me.
336	Show signs of listening when I am speaking. Appropriate responses at appropriate times, such as laughter or claps.
337	- only positive vibes (smiles, encouragement, etc.) - give full attention throughout the class/speeches
338	pay attention to me eye contact
339	Remember my name, remember some of the things I've said or talked about
340	paying attention and asking questions
341	Just attentively listening and not be rude while I speak.
342	Be good listeners Put themselves in my shoes when they are waiting to give their speech.
343	They can provide good feedback and validate what it is I have to say.
344	Nod when they agree with what im saying for reassurance. Tell me what im doing good on and where i need improvement.
345	1. Eyes on the speaker. 2. Expressing their own thoughts after the speaker shares their's.
346	- Allow me time to speak, without any interruptions. - Respond to my opinion with their own answers so we can get further into a discussion
347	ask questions give feedback
348	Eye contact and listening
349	Pay attention, clap, laugh at my awkward jokes
350	make eye contact with me to make me feel like they are paying attention to me. Nodd at me to make sure they are paying attention.
353	COLLABRATING IDEAS WITH EACH OTHER.
354	1. Give respect by paying attention 2. Eye contact when talking to them
355	I don't like that some people interjected into their partner's speech during the introductory speeches. Didn't happen to me, but I found it very very very very very very annoying. Even if the jokes they were making were funny it wouldn't be acceptable imo, and they weren't funny. There isn't really a second one that I can think of.
356	To say something good about my speaking. Listen carefully and respectfully while I am speaking.
357	Pay attention and not to be distracting while someone is speaking.
358	I feel more included when classmates are friendly and keep conversations with me so I can have things to talk about.
359	Being able to see friendly faces, rather than strangers is always a benefit. Not only that, but having a judgmental group of in.
360	clapping and listening
361	Sometimes agree or nod to my opinion. I want to ask more questions about my classmate.
362	No changes in behavior are necessary for me.
363	joking and talking
364	As long as my classmates are in involved as much as I am, show me support, and give feedback reassuring me that they are listening, makes me feel more valued and successful.
365	Class members can make small gestures to assure me they not only see me but are paying attention.
366	no eyes contact don't make noise

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
367	Be respectful during discussions by not talking or interrupting others. Also, being open to new viewpoints and not criticizing without first considering differing perspectives.
368	pay attention while speaking feedback
369	Look at me when I speak and don't have side conversations.
370	I can deliver speeches to kids of all ages, but for some reason speaking in front of other adults gets me extremely nervous. Our class seems to be a good audience so far, so I don't really have any additional behaviors they can do. They remain quiet and focus on the speaker without having side conversation.
371	what works for me is to smile, look at the person who is speaking, and include people by asking quesitons.
372	Try to listen to my speech. Don't use the phone while I was speaking.
373	open-minded, look at you in the eyes.
374	Everyone should have an opportunity to speak up or encouragement for speaking up I think are two good practices for students to improve with speaking. Sometimes people rather not speak but when given the chance, I think they might open up and learn something new about themselves.
375	Being willing to Listen and Participate in the activities that are assigned, at least while in class time, would be greatly appreciated. It would also be greatly appreciated if everyone tried to give their opinion in regards to group assigned presentations. If they end up not saying anything in the planning stage it hurts the presentation overall.
376	Maintain eye contact as well as not getting bored while I am giving my speech.
377	do non verbal communication (nod, smile,,) active listening
378	Nodding head sometimes ,eye contact
379	respect and friendly
380	-when they are listening -clapping after speech is done
381	none
382	interest and respect
383	encourage kind
384	Nodding when they agree with something Laughing when they think something is funny (even if it wasn't intended to be)
385	Mainly I feel like being an active listeners and just understanding of what it feels like to talk to groups of people is plenty of comfort for me.
386	Help me when I have a question and Don't laugh at me when I make a mistake during a speech
387	give complements and to not laugh when i am up or just getting off
388	Give positive feedback,and to respect my time speaking and critique after my speeches.
389	1. willing to talk to others 2. speak during group time
390	I would appreciate it if the class didn't ask questions until the very end of my speech. I also would like if they didn't giggle or laugh while I am speaking.
391	Don't look at me & clap after i'm done
392	1 (Which so far they have not done so) Not make race or culture an issue. 2 Pay attention and listen as I or anyone else is trying to give a speech.
393	respect me and listening to me
394	silence smile
395	1.) Talk more to new people and become less cliquey, more open minded and inclusive. 2.)keep up a conversation and ask more questions to find common interests

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
396	Eye contact Smile
397	smiling and nodding
398	Just listening and genuinely being interested. Telling me what I need to work on instead of blindly complimenting me makes me feel like they care for my success.
399	-Body language (present yourself as engaged) -Response to my comments so I know that they cared to listen
400	Smile, knock head
401	Listening to my speech, getting involved, asking questions where necessary and giving constructive criticism.
402	Smile at each other more
403	Genuine and formally engaged.
404	I would like it if my classmates are the ones to approach me because I am not really good with approaching other people. If they have any questions or advice to me regarding my speech, it would be nice if they talk to me about it. I also want my classmates to include me in their discussions. If they are discussing about a certain assignment or a topic related to the class I would like to be part of it.
405	When the nonverbal communication of the receiver show that they are attentive, when questions are asked regarding the topic that was discussed.
406	Act respectfully to ideas that do not conform to theirs. Additionally, to be respectful of others within the classroom.
407	Give eye contact, and ask questions after.
408	1. They can ask questions 2. Active listening
409	Classmates can remain attentive and refrain from laughing.
410	I would like constructive feedback and having my classmates full attention while listening.
411	Respecting my opinion even if they disagree and giving me their full attention even if they dislike it
412	1) Having eye contacts with the audience will make me feel more valued in a speech because I know the audience is listening and probably entertained by my speech because I have their attention. 2) Being respectful with other's opinion, before arguing/ questioning about the talker's speech, say something good about the speech to let the talker knows what's being valued throughout the speech.
413	try to laugh along with my jokes :P try not to judge my jokes too hard :P
414	1. Maybe my classmates and I communicate enough before talk in front of the class room. 2. Maybe some talkative and not talkative student can mix in different group.
415	Appear to be paying attention. Provide constructive comments.
416	pay attention be respectful
417	One example would be, to openly communicate with me and actually acknowledge they're interested in what I have to say. Second, I would feel more comfortable with empowerment such as, if I'm messing up while I'm performing a speech they say "You're doing good" or "its okay"
418	My classmates can do more activities that involve everyone communicating with each other or they can do critiques on you after your speech
419	applause before and after the speech being able to engage while presenting
420	give me eyes contact and smile
421	Do not laugh at me and don't stare to intensely.

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
422	I don't know. My fear is so great it goes past taking in what the audience is doing.
423	Two specific behaviors that my classmate can do would be to give me there full attention and not a serious face .
424	smile, staring
425	Actively share their opinion and make sure to let others talk too.
426	My fear does not stem from my classmates' behavior so there is no difference to how they behave.
427	pay attention, smiling
428	applause, not doing other things while I am talking
429	Discuss what their thoughts and opinions on my topic. Respect what I have to say.
430	I like it when my classmates pay attention, and smile. I feel like when they just stare at me, it feels like I'm doing something wrong.
431	Appear to be listening Constructive advice.
433	Productive and listening
434	I think being friendly and being more open will help.
435	Warm Smile and
436	have eye contact with me Quite and with smile
437	I feel like a class that is open minded and forgiving is always helpful. Often saying "I hear you" and "you have this".
438	The first thing that classmates could do in order to make me feel valued and included in my speech class community is give their full attention. Also, they could perhaps provide me with some positive feedback on what i did good throughout the speech.
439	Smiling often. Giving positive feedback
440	1. Not making any comments about what I say. 2. Not laughing if I mess up or forget while delivering my speech
441	1. By not interrupting 2. To not laugh when someone is speaking
442	be friendly be mature
444	Participate, and listen.
445	something that they can do is making activities before hand so get I can comfortable before hand
446	I feel that listening is the most critical thing to helping classmates feel included. Looking people in the eye when they're speaking can show attentiveness and make them feel more comfortable as a result. Another way to see when you are listening is the natural facial expressions you have to what someone is saying, emotion is another reassurance to the speaker that you're taking in what they're saying.
447	Supportive words Examples of how they feel
448	less spot on talk back and agree
449	When people acknowledge points I have made and continue the other half of the conversation.
450	attentive listening, sometimes asking questions.
451	-Look engaged into the conversation. -Not to be afraid to speak up and voice an opinion
452	Give me signs of how well I am presenting my speech (nods, smiles, etc.) Feedback whether good or bad just knowing that what I said was heard or needs more understanding
453	Smile and be attentive

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
454	To make me feel more valued inside and outside the speech community, I would highly appreciate it if my classmates would not smirk or laugh if i just in case stumble on my words or mess up during my speech. Also, not disturbing my speech by talking.
455	Listen and be supportive.
456	i am a outgoing person, so the only thing i expect from my classmates is to show the respect, such as keep quiet during the speech.
457	Clap, and tell me I did better than anyone else. That was a joke; I feel very valued already and do not require additional validation.
458	I cannot think of two examples at the moment, but when I do, I will provide the information to you.
459	actively listen and ask question
460	responding emotionally, by grunting, laughing, snapping their fingers, or nodding their heads.
461	ask specifically for input from you, applaud.
462	Do not disturb while other is speaking, do not judge while others are talking
463	Eye-contact i think is the most important and then would be responses as another important factor.
464	Be present and critique my speeches.
465	I just have to be friends with everyone for me to be more comfortable. Communicating with each other
466	pay attention Not make too much noise
467	listening and caring
468	Act Friendly. Give feedback
469	Honesty Kind
470	Smile, open posture
471	Classmates can be more engaging with the speaker. Classmates can try to have a more positive expression on their face.
472	Smile or say hi and act polite
474	(1) Ask questions about each other, (2) pay attention to each other, and (3) respect each other.
475	Smile and don't be overly negative.
476	1. Not talk over anyone 2. Give everyone a chance to have their say
477	They can listen quietly and smile.
478	more open in conversation.
479	Respect my point of view on issues. Pay attention to me when I am speaking.
480	-give advice on how to stay more relax when i give a speech -give advice on how to better my speaking skills
481	1. smile 2. eye contact
482	don't laugh when you make mistake agree with my opinion
483	cheer before my speech. get to know me before my speech
484	- encourage open opinions - approach me with an open mind
485	make eye contact, nod head
486	When they ask me questions and act very friendly.
487	They can make eye contact with me when I'm speaking, and they can start conversations with me.
488	Having patience and not smiling when I make mistakes.

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
489	to be very supportive and attentive during my speech by giving reactions like laughing or nodding when asked a question or perplexed with something I've said in the speech
490	Smile back , and be attentive
491	Eye contact during a speech and being quite and repsectful.
492	don't stare but look interested? participate when asked
493	Be supportive Attention
494	Show interest when I speak up in conversations and ask questions about my perspective/what I bring up in the discussions.
495	Take turns speaking - don't try to always dominate the conversation or speak over people. Invite/encourage everyone in the group to participate even if it's just one comment. Provide constructive criticism - state why you think something is/isn't a bad/good idea.
496	Having encouraging words when I give a speech, and participate with me when we have class discussions.
497	respect and engage in class.
498	smile and nod
499	nodding their heads as agreeing with me, or they can make eye contact with me. So I will know they are paying attention to my speech and also that they are interested in my topic.
500	Be engaged, don't look down or elsewhere or seem like you're not paying attention. Don't come off as judgmental or have body language that gives off that vibe
502	just be a good audience and clap at the end
503	1.make eye contact with me 2.smile
504	- be supportive - give feedback
505	Encouraging Teamwork
506	Ask questions and pay attention
507	Acceptance and Understanding.
508	they give good reaction and smile
509	Laugh, comment
510	I feel like just positivity would do it, most classes are already positive so it is more on me as a speaker to deliver.
511	I would feel more comfortable if the class would be listening and their eyes are directly looking at me.
512	I would appreciate it if my classmates would have casual conversations with me because that would give me more confidence. I would also appreciate it my classmates paid full attention instead of fidgeting with their phones or looking elsewhere.
513	Two things my classmates can do is pay good attention and comment on things I need to improve on.
514	patience,open-minded
515	1. Agree with what I say. 2. Have a smile on their faces.
516	To let me know if i move to much (waking, moving side to side, or crossing my legs, tapping my fingers), using a lot of word fillers such as "umm or stuttering" and if i am projecting my voice loud enough.
517	Eye contact and responding
518	Eye contact with me and engaged with my speech
519	Listening and making 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.

Respondent	Response
520	1) General peer feedback. 2) Appropriate, quiet speech environment unless a response from the audience was triggered from the speaker.
521	My classmates can be open and not judgemental. They can also show in some way that they are interested in what I have to say.
522	Opening up to more follow up questions and maybe saying good job
523	I think the the behaviors that my classmates can do to me or for others to feel more valued is to help others to be more engaged, relaxed, comfortable in a discussion or in a group assignment. Also, no judgement towards each individual way of presenting and speaking in class.
524	Be respectful and not shout out negative comments and gestures.
525	eye conatactfeedback
526	be supportive like not making rude comments or making certain face gestures. Also, listening while I am speaking
527	Dont laugh or show confusing face.
528	Be respectful, and not laugh if I make any mistakes.
529	They can sit back and listen while I got my opinion out. They can contribute to my conversation and ask questions.
530	To pay attention. Not talk during speech.
531	What my classmates can do is to pay attention or don't be distracting.
532	Show engagement, exciting, and respecting
533	I want my classmate know that my English is bad. I want my classmate speak more slowly.
534	Smile more Use my name, remember my name.
535	Allow me to talk even though what I am saying may sound off, push me to be more involved
536	I got nothing
537	Attention and respect
538	Giving me feedback and being inviting..
540	nonjudgemental, supportive
541	Make eye contact, appear to be interested and following along with the presentation.
542	Look at me and smile.
543	pay attention during my speeches, give good instructive feedback
544	Not being judgmental or laughing at me.
545	1. not stare at me with a straight face 2. not look bored while I'm giving a speech
547	Be tentative Smile haha Cheer me on
548	I like it when there are no "dominate" classmates who just take up the whole conversation for themselves and discreetly exclude people. It would be nice if they ask others what they think of the topic. The more they do that usually the better.
549	Respect my point of view, even if it's different from their own. Pay attention to me.
550	I will feel more valued and included in my speech class community if my classmates avoid using their cell phones while I am presenting. I will also feel more comfortable if my classmates are not seeking their own validation.
551	Supporting me such as nodding of the head to show agreement, laughing at small jokes, clapping at points they strongly agree with. Paying attention, just looking at me presenting so I know I'm not boring them with my speech
552	nod and encourage me

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
553	Be quiet and listen
554	Look engaged and smile
555	treat equally; can easily understand my meaning
556	Smile/warm and inviting and remain unjudgemental
557	-When they ask questions about me personally -When i sit next to them and they instantly talk to me
558	I want my classmates to use active listening and provide feedback on my speeches
559	Don't seem distracted with other things, understand my viewpoint
560	- not stare with a strong gaze during my speech - everybody be encouraging and supportive of each other
561	Help me with my speech Be patient when I give my speech
562	While I'm speaking, I would prefer them to look at me quietly and smile to make me less tense. My classmates can also speak to me directly when we have some time instead of ignoring me.
563	Avoid eye contact and stay absolutely quiet
565	1. Laugh at my jokes. 2. Pay attention.
566	Communicate with me directly about issues and topics that I bring up in relation to the subject matter. Feedback
567	Look at my eyes and nod when I say something right. As a way to confirm a positive behavior.
568	My classmates can give words of encouragement towards people who are giving a speech. My classmates and can clap when a student is about to give a speech.
570	make me feel like their listening, and applaud
571	-smile at me -do not interrupt me while I'm speaking; it'll seem like my opinion doesn't matter
572	1)pay attention 2)happy
573	- shake my hand for 3 secs - give me hug for 3 secs
574	Respect others when they are presenting by not talking or making comments. They can also respect others ideas and topics.
575	One could be cheering me on when I am up speaking, something to boost up my confidence. Also, to not be too serious.
576	short applaud after every person delivers a speech avoid dead silent stares
577	1. I like my classmate listen my suggestion. 2. When my classmate phrase me, I would feel more valued.
578	1.) stay attentive and quite 2.) provide meaningful feed back
579	There is nothing they need to do to make me feel included.
580	If I forget what to say, they can say something to get my thoughts going again. They can cheer me on when I'm feeling stuck.
582	Anything is fine as long as it doesn't involve long speeches. I also like the idea of icebreakers.
583	Listen to the ideas and arguments I present with an open mind. Have opinions on my arguments but valid arguments, not just blatant disrespect.
584	I think classmates should endeavor to be nonjudgmental and welcoming to others. Everyone's entitled to their own opinions and nobody should be made to feel bad about them. Specifically this means things like withholding negative comments except in the case of constructive criticism and refraining from rude gestures or things like laughing or snickering at each others' efforts.
585	Don't interrupt me Smile

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
586	two behaviors would be eye contact and seeming engaged
587	Don't harshly criticize my opinions and motivate me to speak more
588	Giving me their undivided attention. Not making a joke about anything I say.
590	simply respect and good feedback
591	Seem excited Seem interesting
593	if my classmates are willing to share about themselves i will follow
594	Not laugh, and not stare at me
595	I believe that engaging into conversations is the best way to feel valued. If they ask questions. I also feel that even if my classmates don't directly look at me but I could tell they're listening maybe by nodding their head in agreement.
596	give comment
597	For one pay attention to what I'm conveying in the conversion with eye contact. Another is to smile and nod from time-to-time to let me know that their engage in the conversion.
598	Smile and respect
599	My classmates can be understanding and nice.
600	ask upon random people during discussion and maybe do an exercise where everyone introduces themselves and shakes classmates hands.
602	happy and excited
603	1) When they are attentive, participate in question and answer session. 2) They smile and look at me. 3) They move their heads down and up, to indicate they agree with me. 4) They do not distract me, during the speech.
604	smiling face and willingness to accept my mistakes make me feel more valued
605	I have a difficult time initiating conversations with people so it would be helpful if they initiated some conversations. It is also nice when I finish giving a speech and another classmate comments on how I did or asks about something I said during the speech. It gives me confidence.
606	Undivided attention. Take interest in what I say.
607	trust and communication
608	Focus and clap at the end
609	Smile at me
610	i'm more afraid of being judged since I'm more vulnerable standing there
611	Talkative and good vibes.
612	laugh when I say a joke. Very quiet
613	Be patient with me. Please correct any mistakes or show me how.
614	the class is great i have no complaints
615	1. Being attentive when I am talking 2. Being patient if I stutter
616	None.
617	Listen to me while I speak, no cellphone and not to laugh during my speech
618	ds
619	listen and pay attention
620	1. Smiles when I am giving a speech. 2. Not pay attention on other things
621	- Be open minded with everyone's ideas - Give constructive criticism
622	I wish I could do something about that deer-in-headlights look on some of them, I try to smile, but I worry. I cannot think of anything they could do to make me feel more valued, I try not to take any external stimuli personally...
623	1. Not whisper while I'm presenting. 2. Respond to my speech (nodding head, eye contact, etc.)

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
624	Eye Contact Face your direction
625	smiling and nodding
626	Attention and being nice
627	Not being on the their phones Not talking while someone is presenting
628	One would be to be understanding that I'm not always comfortable with speeches. Two would be to constructively criticize me.
629	be enthusiastic and be open minded when speaking
630	be supportive and not make me feel like im doing bad
631	Appearing to be active listeners and potential feedback during/end of the speech. Letting the speaker know they're quiet/talking too fast and questions.
632	1. Smile - it really does help a more positive atmosphere 2. Listen - paying attention to what others are saying
634	Listening Constructive Criticism
635	Not laugh at someone who is speaking, or make comments about them.
636	1. when they listen and do not cut me off 2. when they actually take time to listen to my arguement rather than only sending their own
637	smile and eye contact
638	Laugh, clap, ask questions.
639	They can listen to what I have to say respectfully and they can also give me honest feedback.
640	1, Give me chance to talk 2, Has patient to listen my slowly English
641	- applause - listening/focused
642	Two specific behaviors would be body language and physical response , Eye contact assures that I have your attention and head shaking and tall posture shows me that your engaged in my conversation .
643	1.)give a little feed back 2.) give me a little bit of time to shake out my nervous urge to run
644	Be more friendly and don't be afraid to start a conversation.
645	1. make eye contact/ look engaged 2. if there is time for ?'s at the end then for them to raise their hands
646	To be focused and give non-verbal feedback To not be distracted by cell-phones.
647	Giving attention, not noisy
648	share feedback listen actively
649	- When someone is giving a speech/presentation, be supportive by paying attention, making eye contact, and avoiding distractions like phones, etc. - Respect the input and views of others in the classroom and listen to others.
650	Listen and show respect.
651	1.willing to talk to me if I do not talk much 2.smile
652	Unlike most people, I like my audience to look make eye contact with me because it lets me know they are paying attention. This paying attention lets me know they care. I also like it when they nod and basically let me know they are engaged and understanding what I am saying.
653	Respect while I am talking such as listening to what I am trying to say,...
654	laugh when i make a joke
655	Turn off cell phone, no interruption Give feedback to me
656	Stay focused and remain judge free.
657	encouraging helpful

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
659	Having eyes on me as a speaker and having the audience's undivided attention.
660	seem engaged; eye contact & smiling; nods of understanding, not just staring blankly
661	Smile. Laugh at my jokes.
662	1. Show support when presenting. 2. Just getting to know one another makes me gain confidence.
663	their confidence of the speaking in front of others, and their language's usage during their speech such as words' choice
664	Eye contact, and not fidgeting during my presentation.
665	My classmates can be supportive and understanding.
666	Criticize and provide positive support.
667	Smile. Applaud
668	active listening
669	-Constructive criticism/feedback -Actively listening
670	Make me feel more comfortable and everything does not have to be perfect
671	Be Attentive, Not use their phones
672	support, understanding
673	Respect the speaker, and Don't interrupt
674	1. Be respectful while other people are talking 2. Give constructive criticism
675	Pay attention while I am talking and smile while I am talking.
676	participate and engage while responding while i speak
677	Just knowing that they are paying attention makes me feel less awkward and smiles help too
678	1. Make eye contact 2. No Interruption
679	shaking heads up and down satisfying not bored faces
680	listen and don't judge
681	Giving total attention and agreeing with certain things that they believe is correct.
683	Listen better and then also give constructive criticism
684	To make me feel more valued and included in this speech class, I would appreciate it students listened and respected my thoughts, as well as allowed me to make and fix mistakes.
685	try and receive my opinions; be friendly
686	eye contact, smile
688	Active Listening Constructive Critique
689	There isn't really much else i can ask. Everyone in class is pretty open-minded and outgoing.
691	1. having everyone paying attention when I am speaking 2. Having my opinions be heard
692	not staring at me for long periods of time and giving me a quick smile
693	I feel the community is fine
694	-not laugh amongst themselves during speeches, even if it's about something irrelevant - i personally tend to instantly assume they're laughing at me, so i can imagine others might do the same -not be on their phones during other people's speeches, since it's rude and disrespectful
695	They can look at me attentively/with interest as I speak and actively engage in class conversations so I feel more comfortable sharing my own opinion.

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
696	nothing. my anxiety is 100% in my head and has nothing to do with the audience.
697	Listen while I speak. Ask me more questions. Give feedback.
698	Something simple like nodding your head. Put all your belongings on the floor.
700	1. Engage in my speech 2. Look like they are focused
701	Be respectful and attentive
702	smile and joke around makes me lose tension and takes more of the focus off of being nervous.
703	My classmates can make eye contact with me as I give my speech, as well as smile when I attempt to make a joke :) Although, enforcing that is not expected.
704	One action my classmates can do is to listen, and not speak up or interrupt when someone is trying to say/ask something to the teacher. Another action my classmates can do is to ask question when confused.
705	1) Have conversations together 2) Joke with one another, I find laughter to be the best ice breaker.
706	I hope that my class can be open minded. For example, if we have group project, and everyone in my group can give out ideas and thoughts. Also non judgmental. If any of us get nervous or stuck, we are still supported by our peers.
707	include in discussion listen and respond be curious
708	-Not come to class the day of my speech -Not being pretentious with their speaker evaluations
709	They ask me questions after the speech. They make suggestions to get connected with me.
710	-encourage me to do good in class -be kind
711	-communication -comfort
712	Acknowledging the speaker through visual cues Better body language to appear more inviting
714	listen actively, and not judge
715	smile on their face while giving the speech. Behavior that they are understanding and listening

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	If we can have more energized class discussions, and discuss about topics that relate to everyone, I feel like we would be able to have a class that is inclusive to each student as an individual.
2	Nothing specific, I greatly enjoy public speaking, so i'm easy going with this!
3	Maybe we can do open topic assignments so we can write/discuss things we are passionate about
4	Provide a step by step process in writing a speech and how to make it easier to memorize.
5	The discussions my instructor can provide to make me feel more inclusive are if he were to discuss about music, and about the news that are occurring in the Bay Area.
6	Can't think of anything
7	Game will be fun
8	small groups before large groups to 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
9	Give us tips on how to avoid being nervous in front of people, and maybe practice giving speeches to smaller groups.
10	There is nothing specific that I can think of at the moment.
11	I took speech and debate last year in high school and debates were great to get involved in
12	-provide topics related to current events/anything about different cultures and countries. - assign more group projects since it can help me feel less nervous by working with other people.
14	Group work/projects
15	group/partner presentations instead of individual
16	maybe an assignment or speech about the difference between cultures and the problems/issues that they have to face when adapting to a new environment.
17	Some activities that want us to interview our classmates to get to know each other. Some speech assignments that is mostly related to myself.
18	how they personally overcame speaking fears
19	Things that apply to my everyday life, and things that I actually care about.
20	Speeches about the things I'm interested in.
21	Extra credit assignments
22	I like the way my instructor is currently.
23	Get to know one another so we can be comfortable in front of each other.
24	The instructor can give constructive criticism without being too harsh or too nice.
25	I have practice giving speeches and I feel most comfortable during a meeting like with work environmental friendly where everyone is serious and dressed up because I am somehow fine with giving talks and discuss a lot during meetings but that information is kept well into me because of how I work everyday. I really want to pass this class with an A and I will try my best to give the best speech I can I just want you to know how dedicated I am and my strong and weak points in giving presentations.
26	Have discussions that are in small groups.
27	i have no idea
28	Because English is my second language, and I have only been spoken it for almost four years since I start to study in North America, something that can help me feel comfortable speaking in front of native English speakers would be much appreciated.
29	Speaking on news, whether local or global. I love discussions that may relate health or government.
30	More hands on activities that involve the whole class. More ice breakers to make the environment more friendly. Speeches that we can relate to in our college lives like "How we feel about teachers, class/books cost, etc."
31	group activity or any kind of chance to ask people to introduce their concerns, things they want to improve. It can connect students who have the same problem or concern.
32	I suppose nobody likes to admit stage fright or speech anxiety, but it would help classmates understand where someone is coming from if everybody knew up front.
33	None.
34	Honestly, I think feeling included is mostly dependent on the individual and not the exterior environment. But it is nice when the professor keeps the class in-check though, making sure it doesn't get too loud as to scare off the more timid kids.

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	I don't have an preferences, I learn pretty quickly.
36	If I really know what I'm talking about then I have no problem with anything
37	Informative and persuasive speech
38	I like speech writing, so that may be a nice thing to include.
39	Just speeches in general is something that I like to do during class!!
41	Writing and keeping the class engaged will benefit my learning.
43	Start of small by putting us in small groups and getting to know our classmates. A different group each time so we all become familiar with one another.
44	small group work helps for the speeches
46	express on certain things such as current events. It will help each students express their thoughts. play games.
47	Just activities that can bring classmates together so it doesn't feel as awkward
48	Have them be somewhat personal and relatable to either social, learning, or working aspects of life.
49	i like hands on activitys
50	The current environment of the class is fine
51	Group discussions, group projects, group speeches, anything group related work
52	I enjoy the ice breakers, they make me open up and learn to feel more comfortable. I also believe that starting off with speeches individually or in groups before going in front of the whole class would be great.
53	-peer responses -group discussions -study sessions
54	Allow broad topics and space for personal interpretation of questions or speech topics.
55	assignments involving some crime and things involving the criminal cases i find interesting.
56	Tips or techniques on how to tackle public speaking! Maybe just practice with speaking publicly in general.
57	personality games discussions
58	Speeches about topics you are passionate about.
60	Talk about topics I am interested in so I feel comfortable to speak up.
61	using examples when explaining assignments
62	group discussion
63	I'm not sure. I think everything my teacher has planned seems very considerate of all the individuals in our class.
64	playing some games with a group or do some small competition as a group
65	Have more speeches about what we believe in the world.
66	Have each student speak up instead of having that one student answering all the questions.
67	The ones that we don't feel very embarrassed.
68	An activity to make people more inclusive is we can have a piece of paper with questions that we have to ask each classmates if they own a dog or have a car and if they do, we weite their name down and go on to the next person. Then towards the time going out we share who has what and likes what.
69	instructor should make sure that all their students' ideas are included in group discussion. To be honest, I often feel confused and disrespected when my partners eliminate or ignore my answers.
70	Anything to make us 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
71	I believe that simple practice and daily group activities will aid with me feeling more inclusive as an individual.
72	Group discussions, and speeches about our own lives or experiences
73	The most important thing I believe my teacher can provide is their help, I'm hoping the teacher can help us overcome our deepest fears.
74	I would like to learn to deliver a nice fluid speech. I enjoy learning and using controversial topics I feel I can express myself better when there's two sides to a story.
75	Provide choices for assignments and assignments represents students as individual such as their backgrounds and cultures
76	be vocal about their what they support and encourage
77	we could engage in discussions between groups
78	I don't have any specific topics I would like to speak about
79	The great topic.
80	teach how to outline and give a speech in the time allowed. Sometimes I can have to much information and perhaps not be finished in time.
81	Activities that really make you second guess what you thought about a topic. Giving you a different perspective about a topic, something along those lines.
82	activities that make it easier to understand each other,
83	group projects
84	N/A
85	I would appreciate assignments that allowed me some creative opportunity so I can comfortably express myself in perhaps areas I am confident in.
86	group discussions mini speeches speech projects
87	I don't like talking or writing about myself, so I feel more included when I'm not doing assignments like that. I realize that runs counter to most other people, so I just have to deal with it.
88	I think discussions are best when they're on current events because it really gets people talking about what they think should be done right now
89	Make the assignments student related.
90	Talk about how they coped with fear
91	force people to move seats, as in, have students count off 1-6 then move to that table number.
92	current events discussions with activities such as world cafe or different groups presenting various angles to issues with the class responding. Exploring different angles and questions such as US prison population compared to Germany's response to the incarcerated for example.
93	Giving a speech or posting about who you are. Making class to introduce to each other.
94	i would like more activites where we get to work as a group and do it together as a group. I like the team building experience and helps me learn alot through others
95	I am a visual learner, and I pay more attention to movement or body language. I think there's more meaning or value to class material if the instructor uses visual aids, and has class activities with students rotating.
96	Introductions--which we have already started to do are a great way to understand where our classmates are coming from. I think this is a great way to improving understanding of various perspectives and being inclusive by breaking the ice. So far so good!

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
97	Some activities that my instructor can provide to make the learning feel more inclusive would be to assign practice speech presentations for us feel more comfortable.
98	make it student related
99	activities or speeches that require more personal thought
100	Im okay with anything the instructor wants to provide and give as a teaching.
102	activities, assignments, speeches, or discussions that would enhance my listening and understanding to knowing how to respond.
103	Maybe a speech about yourself?
104	edgy topics with opinions on solutions.
105	Group presentations
107	tell me about how to increase my speaking confident in the public or group.
109	Group activities would really help myself to get comfortable thus lead me to become comfortable around
110	I believe that assignments where it call upon individual ability makes me feel more inclusive to prove or show my skills so far.
111	write an essay where we can introduce ourselves to you and tell you our interest hobbies or who we are as a person. if we aren't doing that already.
112	Partner assignments can make some people feel more included because it requires teamwork.
113	So far I feel like the way class has been managed is really going to help me learn. My classmates are also making it easier for us to feel comfortable because they make me feel like they are interested in what I'm saying.
114	Speaking in front of the class would be good practice.
115	My instructor can give activities that allow me to interact with all of my classmates at some point in time during the class. Preferably these activities can be in smaller groups so as to create more comradery between us and prevent the growth of cliques within the class.
116	minor speeches
117	speech rehearsal in front of small group first then entire class
118	I'm open to all activities, assignments, speeches, and discussions.
119	I like the fact that we're doing short, more informal speeches at the beginning of the course. There's nothing I would add.
120	Specific activities that we can do together as a class are icebreakers such as "name bingo" to get ourselves more familiar with one another.
121	None that I can think of.
122	My instructor can help by providing speeches on myself then on history or something im not familiar with. Also, maybe playing some type of games that make me feel comfortable and fun to do. So far, i enjoy all the assisgments given out .
123	detailed peer to peer evaluation of non-verbal communication accompanied with feedback on how to improve it.
124	essays about the self
125	None
127	Allowing every person to share their thoughts, or call on an individual who seems like they want to speak but does not raise their hand.
128	Speeches about ourselves,
130	Speeches in small groups helps me talk about myself and prepare me for major speeches 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
133	I believe anything that involves me being able to talk about the things that I am passionate about will allow me to feel more included, simply because I, like everyone else, love to talk about the stuff that interests me.
134	getting to know each other, such as having a common interest
135	Collaboration and tasks done within time the information is given.
136	Brain storming and group work
137	More speeches and discussions. The only way to get past my fears is to face them.
138	Maybe work with different groups or just provide us some activities that can make us get familiar with each other in this class.
140	learn at home
141	Examples of great speeches (preferably of this generation).
143	I hope to improve my presentation ability. Example, I made so dry and bored presentation because I just rade my slides. I want to make more clear and knowledgeable information with smoth speech. Thank you so much for being speech class. I like your personal story for using examples. Mum, mother- in law, dad, childhood girlfriend....
144	persuasive speech
145	Discussions that encourage everyone to participate/force me to meet different people in different groups every time
146	good feedback, speech prep in smaller groups
147	groups of people tend to stick together and some people get left out. I think the instructor could assign groups instead of letting people pick groups and that way it would level the playing field and mix it up.
148	any activities, assignments that can increase the chance of interacting with classmates
149	I prefer doing debate more. Like presenting another idea that is controversial to my idea. IT sounds more interesting tome.
150	Instructor can make a games for everyone in the class.
151	I do not know
153	I like group discussions and icebreaker questions. I also like activities where I'm allowed to speak out my opinion on a topic.
154	games and activities
155	I like ice breakers and group discussions in class. They make me fell more comfortable in speech. In addition, I can make new friends.
156	funny topics or recent news
157	Respect my opinion Give me more opportunities to speak up in class.
158	work with partner
159	How to feel more confident when giving a speech
160	ehhh, maybe face-to-face instruction?
161	So far in class we've been going ice breakers so I get to know my classmates better and being able to fell more comfortable with them.
162	To have us stand up and present a speech on a topic of her choice to help us develop more confidence in our future speeches.
163	Fun activities in class and talking to classmates so we all get closer to one another.
164	I think doing activities where we interact with our classmates would help us feel more comfortable and confident when it comes to giving a speech.
165	Who you are speech
166	more ice breaker 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
167	group projects to help us get out of our "comfort" zone, and become friends with classmates. -have a rotating seating chart to get everyone familiar with everyone else so that we feel like we're talking to our friends even if we're presenting a speech in public.
169	Be patient as I usually get really flustered during the start of my speech.
170	Choose topics that are interesting to me or that I may feel passionate about therefore have a lot to say about the matter.
171	self assessments? or fun ways likes games to learn more about yourself and the people around you
172	Group activities in class
173	Make more group activities, giving an ice- breaker
174	Having a group with different people every time we do a group discussion would be helpful because we would get to meet different people and get more comfortable.
176	I can't recall anything specifically. My instructor is so accepting of who we are and what we have been through. She invites us to be open about our lives and our opinions. I almost never feel uncomfortable because she allows us to state our opinions without the fear of being rejected.
177	Have class activities that unite the group as a whole or specifically have assignments that can help me express myself.
179	Assignments about things that interest our class as a whole; I like talking about social medias and about topics in pop-culture.
180	having more activities with different group of people
181	I'd be more interested in speeches that involve researching subjects of interest to each individual classmate, rather than speeches about our personal selves and lives.
182	group speeches
183	group discussion and little speech like 3 things in common is very helpful to decrease uncomfortable when giving a speech or in a conversation.
184	I like it when teachers have us do a discussion such as getting the whole class get involved and just loosen up a bit before a speech. Games are also fun too just to get to know the class a bit better.
185	Well just more group activities if not some outside assignments that we have to do that makes us get out of our comfort zone.
186	I feel as though the ice breakers that we are doing in the class are a real help as far as giving a speech is concerned. It helps to break down some of the walls that are in place, and helps not only myself but I feel as though makes everyone in the class feel more included.
187	More self evaluation activities
188	I feel like more group activities are a great learning tool.
189	I think that the class and myself would greatly benefit from some sort of open debate that allows students to rebut each others claims.
190	i don't know
191	I enjoy group "ice breaker" activities which allow the people in the class to become closer. They are fun, but also valuable in the sense that people get to know each other, which, in the end, is the point of communication in general.
192	more discussions with groups and with the class so people can be more confident with their peers and gradually with the class.
193	More group conversations.

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
194	Some activities could be before giving your speech get into groups and practice it with each person. A certain speech you can do is something personal that has happened to you and eventually you can see how you overcame it.
195	I think the one thing I enjoy the most is making sure that every student gets a chance to speak about any topic they want.
196	I'm not sure.
197	I think learning ways to deal with stress and nervousness when presenting in front of a group. Practice should help. You'll eventually become more relaxed.
198	Speeches not about myself. It is really hard to talk about yourself and the audience doesn't really care
199	Anything is fine, i'm usually a go with the flow kind of person, and react depending on my situation. No specific preference on activities assignments speeches or discussions.
200	one obvious way is to rotate the class so that everyone can eventually feel comfortable around everyone so they can use it later to give public speeches replicating their own experience.
201	More speaking in front of groups because I feel if I'm able to speak in front of different groups and feel comfortable with it. I will be more confident when the time has come for me to speak in front of a large group.
202	getting to know the classmates and make everyone answer
203	More group work, that will really help my fear of public speaking.
204	Activities that take away the fear of speaking in public.
205	Provide the ability to expand and discuss real world topics that need to be brought up amongst students who can think critically of any and all outcomes. Presenting on rudimentary subjects can help improve, however true passion comes out of the subjects not everyone wishes to talk about.
206	discussion
207	Most things I like to speak of can seem radical. If people don't like what I say, that's their issue and they can address their concerns with me.
208	Social activities
210	Splitting us into groups that has a mix of introverts and extroverts so that the introverts are able to feed off extroverts' energy and feel more confident
211	I like group and class discussions overall individual speeches. Participating with a group is much more helpful and fun.
212	Have us do a video interview of someone and present it in class Ask us to "SELL THIS WIDGET" to the class
213	they can try to be very specific in what they want done in their assignments and provide a lot of examples always helps me.
214	Speaking activities would help. Little speeches here and there would maybe help me get used to public speaking.
215	Assignments should be more in-depth. One thing I like about speeches is that they really give some valuable knowledge, I think we should reduce the number of speeches and increase the difficulty of them.
217	By making assignments a little more approachable & friendly to discuss with others
218	As an individual I am more antisocial when it comes to speaking with others. I would like to be more comfortable speaking with others, so doing many group projects would help me to get there.
219	Practice.
220	Just letting us choose the main topic we are giving speeches on will be enough.
221	.

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
223	I think more interactive games or ways of getting to know each other would be good so we would be comfortable with each other. I feel that if we know a person we would be more real and confident in our speech. It would be like talking to a friend.
225	We can write speeches about a topic that we are passionate about, get assigned to research about different careers we would like to major in for those who are still unsure, and assign speeches about what our future plan/career is and why we would like to take that path.
226	Maybe have students give feedback/comments for others' speeches
227	I personally like group assignments a lot and tend to learn the most when group work and collaborating is involved.
228	My instructor can provide activities, speeches, and discussions that requires opinions to be stated on certain topics to allow people to show what their values and beliefs are.
229	Assignments that do not require one to memorize and spit out facts but allow the student to speak about a topic they are passionate about
230	I would want my instructor to allow us to talk about our cultural background. In my opinion, it is very interesting and it could bring is closer as a class.
231	I do not know
232	Group discussions
233	Start with group discussions then lead to a class speech
234	i think "ice breaker" activities really help me open up during class sessions
235	self-in-a-bag speech and some questions about my self.
236	Have a process where the whole class is eased into speeches, not give a speech once a week or so.
237	play videos
238	autobiography or some type of life speech on ourselves, assignments that include everyone as individuals.
239	Do an activity that involves getting the know the whole class like find someone who plays piano and write the name.
240	Some activities my instructor can provide is to have fun question games that have us stand up if we've gone through a certain experience or have the instructor give us hard questions and put us in group discussions to challenge our thought process and open our perspective in many ways.
241	Icebreaker games would be a great way to get to know everyone in the class.
242	Probably talk about everyone's background , and where they came from , what there goals are in life to make everyone really express themselves and have more confidence.
243	I'm not sure.
244	?
245	Discussion on how to stay calmer before speeches and prepare better
246	group works
247	group discussions
248	The class is good itself already. I have no comments.
249	Perhaps ones that have to do with who I am as a person or what my beliefs are, even if controversial at times, because it is more comfortable than a researched subject most of the time, though we do need to leave the comfort zone as well so a balance might be nice. Perhaps even a group project so that we have to communicate with a partner or multiple partners, as long as we get separate grades. Or maybe something that will get us to talk like interviewing others.
250	Freedom of choosing topics.

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
252	Specific activities that my instructor can give to make learning feel more inclusive towards myself could be by having more one on one conversations privately.
253	Some specific activities the instructor can provide to make learning feel more at ease would be having discussion where everyone has a chance to speak and get out of their comfort zone and express what they truly feel.
254	-current event speeches
255	Maybe some icebreaker games. These kind of games will not only allow you to introduce yourself but it brings others to open up to each other.
256	power posing and group discussions
258	Group projects
259	Ice breakers with the class so people are not afraid of the other people in class
260	I'm not sure
261	Ice breaking, self-introduction, discuss about topics we are interested in
262	more of group discussion, so I don't have to start freaking out when just presenting in front of many people.
263	Maybe more activities with one on one interaction.
264	Career speech? (But I think that's too difficult for me)
265	introduction speech
266	Get to know me assignments, icebreakers and light hearted discussions
267	I like working with groups so I can get an idea and hear their opinions they have so like do group activities.
268	Speaking up atleast once every class meeting helps to gain comfort within the class allowing an individual to better succeed in a more positive environment.
269	discussions specific activities
270	I like the activities where I can converse with a classmate I haven't known yet, but not exactly in a group discussion, because I mostly don't really speak during discussions. So, having a one-on-one conversation makes me more comfortable.
271	Discussions about the common problems with giving speeches would help the learning feel more inclusive.
272	Less group work maybe, not really sure how to answer this.
273	Longer preparation time or more practices in class.
274	I like how we have to warm up because I came to class today feeling terrified but it made me loosen up. Games that require everyone to play and talk would be nice.
275	Social discussion topics.
276	Generally, anything that has to do with speech, is helpful.
277	group work discussions about myself and share some hobbies with classmate
278	so far the activities, and assignments are intentionally helpful, however time should be extended in group conversations.
279	Basically just getting to know each other more and practicing one day at a time. I take a while to open to people that I don't know and people have to gain my trust.
280	hands on activities and group work
281	I enjoy ice breakers because they help me to feel more comfortable with classmates.
283	Group discussions and talking about ourselves individually helps me learn more about myself.

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
284	My instructor can have more group activities so I can feel more comfortable around my classmates.
285	group speeches, or group of two
286	More group discussions which involve all of the group members
287	i would like to learn practically than theoretically.
289	My instructor can provide a project for every student show and explain in front of all classmates.
290	Hands on activities force you to be involved.
291	Many short impromptu in class speeches to practice.
292	Just keep us always interactive
293	discussions or speeches about my country, myself.
294	Health speeches. Touring.
295	Reflections and persona speechef
296	Do more group activities!
297	I think just having an open-ended topic to discuss allows for people to understand each other and use each other's ideas to form their own. People learn from other people, so in my opinion open discussions should be implemented in class, either in groups or as a whole, to ensure that people are comfortable with themselves and saying how they feel and why.
298	I like discussions that I can have with my group then later share it with the class if possible.
299	1) I really like the idea that we share our personal story in a minute about are self 2) I really like the ice breaker getting to know your group member
300	no idea
301	-Do more group activities rather than individual - focus mainly on communication
302	I gauss he is already great.
303	I feel like if i got to know the people in my class more and interact with them enough to the point where we all form a bond, it would help. I would feel better giving speeches in front of friends that i know rather than acquaintances who i don't know much about. I've always been afraid of being judged and I don't like being stared at while i'm in front of a class but i'm hoping that with these group activities, i'll be able to overcome that fear and slowly feel more comfortable speaking in front of crowds.
304	class activities
305	An essay about yourself.
306	I'm not sure :(
307	Assignments/speeches that give the students an opportunity to present a subject that interests them.
308	I think that having speeches or assignments that allow us to be able to personally connect to it make the class experience a lot more pleasurable because it is something that we are actually interested in.
309	Discussions & speeches that are inclusive to people of color
310	I prefer to talk to a smaller group as oppose to the whole class.
311	Maybe I will feel more confident working with different group member each time in order to get to know the class better.
312	Everyone is equal

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
313	One specific activity the instructor can provide is allowing us to do group discussions with new people for the first few weeks of class, allowing everyone a chance to get to know one another. The instructor can also encourage speeches, where the student runs a discussion with the entire class. Discussions would allow the speaker to learn how to get others to interact and the class can learn how to listen and respond properly.
314	I have no idea, but my instructor is doing well.
315	nothing comes to mind
316	I really enjoy group work I also like doing activities where i can walk around
317	i think that speeches on current events around the world would make the class interesting and exciting.
318	i enjoy group discussion in the start of the semester so we can feel comfortable with one another.
319	Give out more assignments for small group discussions.
320	n/a
321	trying different methods of teaching, for example, picking everyone to do a small amount of work
322	None particular
324	Group activities to build trust and encourage people to get to know each other before the speech is given.
325	do "open" speeches about things we're passionate about
327	-Definitely more TED talks -visual references -Socratic seminars (or something like that)
328	interview people
329	A lot of communication practicing skills that will make me feel more comfortable talking to others. Ultimately reducing my anxiety.
330	Giving us each a role in the assignment so that it takes the stress away from the group members
331	As long as I am aware of what I am supposed to give a speech on, I will be fine with any speech.
332	Ask questions to everyone based on what we learned prior.
333	The instructor already scheduled a partner introduction speech as well as a demonstration speech which I think are both very useful for making everyone in the class feel included.
334	group activities, out of class group assignments, individual speeches,
335	I think my instructor is doing a great job.
336	More activities that involve groups working together to reach the same goal.
337	n/a
338	doing some icebreaker activities, or group work
339	Specific challenges women can face in speaking
340	focus on the individual
341	I enjoy the group speeches. I feel like they really do help practice for the real thing.
342	We do a lot of group activities and discussions.
343	Customize lesson plans and allow a lot of group work
345	Argumentative discussions for students to state a position with support. Students will learn to respect the differentiating ideas, beliefs and/or opinions of other students. Students will also have the opportunity to expand their knowledge by being introduced to new topics they may or may not have been exposed to before.

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
346	Allowing us to introduce ourselves to our classmates and find something to connect to each other with
347	specific feedback
348	Group work is always beneficial to me because it helps influence my ideas.
349	I enjoyed the 30 minute 1 on 1 and the presentations. I feel way more comfortable in class but I still will feel really awkward presenting by myself.
350	To practice what we are learning physically. T
354	more group activities whole class interactions
355	I would love to have in-class debates, but it might not be practical time-wise
356	To make me speak about who I am.
357	Activities where you get to know one another just a little bit better.
358	The instructor should do what he/she sees fit for me. I will always follow his/her instructions
359	The ice breaker activities that we perform during the first couple of days of speech(learning names, conversing with your group, etc..) are very helpful. It helps establish a common ground with those around you.
360	introduction speeches
361	discussion about how to improve second language.
362	I personally feel comfortable in the class as I am - feeling included is a matter of time.
363	presentation
364	I feel like calling out students to talk a little about themselves consistently helps break our shell to become more comfortable with ourselves and the classmates around us.
365	I really enjoy all types of group activities, but I prefer when we as a group can pick our own topic. I think a good activity for the beginning of a speech class would be to have a small speech but only present to a small group. That way some people can get more comfortable talking in front of strangers.
366	none
367	The introductions we already did we great to break the ice. I think continuing to learn about our lives will make us more comfortable and willing to share.
369	I can't think of anything specific, maybe activities/assignments/speeches that are based on your own life to share to others. Something not too personal but something that is unique to myself/others
370	I feel like when it comes to speeches I am most comfortable delivering them on a topic I am passionate about or well aware of. Possibly in participating in more group activities or "games" to get us closer.
371	a sort of round robin of small groups to discuss, tools of how to be better at public speaking
372	Work in a pair because it is easy to listen and respond to each other. Don't make a discussion seriously.
373	N/a
374	So far, almost all the activities we have done in class are in groups. I think it is slightly uncomfortable but I am learning how to interact with other people in groups and it has been a good experience.

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
375	Assignments that involve talking about communication with one's friends or family are fun and more often than not, helpful for students lives overall. These types of assignments help students learn the lessons their textbook attempts to instill as well as provide them with good bonding experiences with their loved ones. Therefore these types of assignments would help me more as an individual, I like getting to know my friends better by making them participate in my school assignments.
376	Group discussions are great tool as well as spending one on one time if needed.
377	table discussion
378	I have no idea.
379	group activities
380	group work? or speeches about the subject we are interested on.
381	none
382	Group discussions like games. Something very funny and friendly to everybody in the group
383	I think is not the instructor's problem because I need to step out of my comfort zone.
384	I have no idea. It seems pretty inclusive already
385	I love Socratic seminars, because its cool to hear ideas from everyone. Not to mention that there is no real need to counter anyone's argument, so it feels more friendly in general.
386	More share out activities in groups and time to practice.
387	start off with one on one speeches with another student in the class
388	I like group activities and being involved in the class as a whole.
389	activities that can share people's idea.
390	I would like it if the intstructor could ask me questions during just to know that he is interested.
391	Have a teacher-student discussion that everyone can have answers to
392	I'm not sure. I feel like so far the teacher has made myself and everyone feel very included despite our cultural, economic, gender and age differences.
393	hang out with classmates as friend, tell each other about themselves.
394	group activites
395	Have students collaborate more with each other in group activities. Finding common interests with one another was a good activity that made me feel more inclusive and helped me realize the other students are humans too. it sparked conversation.
396	I like getting to know people one on one because I feel much more connected with them instead of doing it as a whole class. I enjoy meeting new people and it makes giving speeches a lot more easier for me because I know the person on a deeper level.
397	I haven't given many speeches, so anything works.
398	I enjoy having other people speak up and then seeing the instructor kind of egg them on and applaud them for talking. I noticed a big difference in that and I also enjoy just a lot of verbal lessons that just bring people to the point where they talk about personal things that they can really enjoy so you see that glint of excitement in their eyes
399	Talk about nervous ticks during a speech and how to avoid doing them. Start with small group speeches first (like we are doing) and working up to 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
401	I am here to learn therefore ready to take anything. People learn from their mistakes. I feel the professor is an expert in knowing how to accommodate everybody.
402	I feel the teacher is very adept at this field and I am grateful to have the opportunity to study group communication from him.
403	Practice with other people who feels the same way as you do. Go out and talk with people/group, don't be shy or nervous.
404	It would be nice if my instructor give assignments that are group related. I'm not really good with talking in a group discussion, but I would much prefer that than working things out by myself. It would also be nice if certain assignments or speeches include a demo so that way I know what is expected for me to do.
405	activities that not only revolve around larger controversies, but those that are inclusive of who we are personally.
406	Open debate where dissenting ideas are not shit out though teacher authority.
407	I would really like a Q&A after each speech or some kind of written feedback also works. I really like having intense pre-feedback and free flow conversation.
408	Group work
409	This teacher seems to try to do his best when it comes to everyone's most hated subject so ii cant think of any suggestions.
410	We can have a discussion about basketball and about winning the lottery.
411	She does the best job and I never feel excluded
412	Having free topic of speech allows me to express my own feeling/opinion without restriction.
413	class socializations
414	Maybe to have more group discussions.
415	Provide prompts that are relevant or allow students to incorporate their own options A discussion on what a good speech structure looks/sounds like.
417	Mostly open conversations, I love to have conversations about whatever comes up and discuss the topic
418	Doing a speech on someone who inspires you or doing a speech on yourself
419	on the spot speeches sound fun :)
420	just do the way professor are
421	More small group discussions to help me get more comfortable with talking to people in groups.
422	I am not sure. You can ask me to give a speech on something I love, something I know everything about, and I will still approach the speech as if I was just given a topic I know nothing about 5 minutes before the speech.
423	when finishing n=my speech i would like for my instructor to give me advice one on one
424	no idea.
425	Switch up the groups every couple of weeks.

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
426	I mostly need to get over the anxiety of standing upright and speaking before an audience or when speaking to authority figures/people of power I respect. No one in a campus environment concerns me for the latter; it is more of an issue I encounter when speaking to police officers, corporate-level employees at networking events or conventions, and high-ranking members of the community. I also noticed that I was absolutely fine with my self-in-a-bag speech until we were given numbers, and then that put me into an anxious spiral as the numbers counted down to mine. Even though I knew my speech inside out, the moment we were given numbers and mine drew closer, I lost all confidence and went up shaking, forgetting to breathe, and forgetting a few key points. I do not have this issue when volunteering my speech or when I go within the first few slots, but the anticipation shattered my composure. Looking the audience in the eye actually calms me, which is probably the only reason I did not completely screw up.
427	working in groups talking with students go outside to get ready for the speech
428	the activities that can express what I thoughts
429	When should one Date? Life philosophies Video Games Modern/Pop Arts
430	I thought the in-a-bag self introduction was really cool, because it shows their true personality.
431	Structure of how the content of a speech should look. Prompts that allow me to be creative and express my own opinion.
433	The same activities we've had so far are good. They engage everyone and make you feel comfortable when talking to new people.
434	I think more of discussions will help in knowing our classmates better
436	Self in a bag speech
437	I am not quite sure. I can be very shy in one on one conversations, but in group activities I feel more comfortable voicing my opinion. However, I know the others don't respond the way I do to group conversations.
438	I enjoy practices speeches, especially when given a topic at the beginning of class, because it forces me to give a short speech with little time to prepare. Overall, the more speeches and time i get to spend in front of the class ill get more comfortable over time.
440	Speeches about myself, maybe about things I like, enjoy to do or inspire me.
441	Maybe more group activities
442	i don't know
444	I think more group activities where everyone is involved makes me feel more comfortable with talking to everyone else. Getting to know everyone
445	I think the different things my instructor does are good to make us feel comfortable.
446	I really enjoy how currently my instructor forces socializing amongst peers because that is our most root form of communication and inclusion, by seeking common ground. When individuals find something they can relate to it is as if they're suddenly not individuals anymore but part of a community.
447	Reminding respect to others and being open to the different cultural views
448	interesting topics, free for all discussion
449	Assignments that deal with things that are interesting to us and allowing us to choose topic of conversation.
450	things about personal hobbies can be enjoyable, its nice to share things like this and see if others share a common interest with me. makes me feel less alone.
451	Group activites. Ms. Ayengar did a ball activity to take roll call and I think that's a great idea.

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
452	More group activities to really get out of the stranger crowd and feel closer to peers to express too
453	more small group discussions to become more comfortable with classmates (audience)
454	To be honest, Im not too sure on how to answer this question. I can't come up with any activities or what not, that could help me as an individual feel more inclusive
455	I get nervous talking in front of people. Not extremely nervous, but it's easier in smaller groups and partners.
456	group discssion, i like to work with others
457	I have no needs that are not already met, but I do appreciate the concern.
458	I cannot think of examples at the moment, but when I do, I will provide the information to you.
459	The discussions we have already make me feel included
460	I'm not sure.
461	so far the class has no problem with this
462	Brain storming, more relax activities which can let all the classmates involved in
463	Reflect important topics for each person to undertake when giving more meaningful and/or passionate speeches instead of some that might be worn-down, or overused.
464	Group work with assignments that force us to stand up and talk about our topics.
465	Group discussions and group speeches
466	group activities
467	It would help me if I got to do anything to make me more comfortable working with others.
468	Have everyone get to know each other to get over the nervousness when giving a speech
469	Group Discussions
470	Have a partner for the day to discuss activities with, and that partner changes every day
471	The professor can keep an open mind on topics discussed and encourage a non judgmental environment.
472	I don't know.
474	Activities that involves more intrapersonal communication and activities that helps us learn more about us and how we see ourselves.
475	Anything energetic and dynamic.
476	I'm not sure how to answer this one.
477	He can allow freedom in choosing speech topics.
478	talking among each other about ourselves.
479	Include subjects related to the creative arts, rather than only business.
480	Do more activities that lets me get more involved with my classmates.
481	I like activities where I can work with other class mates because I like how that way I get many different points of view on a certain topic.
482	the activities in class right now are the most suitable
483	maybe group work
484	I'm not sure what tactics will be effective, but maybe group speaking exercises will help?

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
485	group discussions make me feel more comfortable because not all eyes are on me.
487	I would love it if my instructor gave me the chance to make my class laugh.
488	Giving tips on how to be less nervous and keep my thoughts organized during a speech.
489	perhaps a speech topic that lets you give a speech about anything you want
490	N/a
491	Maybe getting to know the students more and giving specific feedback on what to improve on. And also maybe push us to try harder!
492	ice breaking is a very good activities because it get to know your class mate and it will reduce the nervous feeling.
493	group activities discussions
494	Have groups do personal introductions to their classmates and not in front of the entire class then allow time for classmates to respond to their peers introductions.
495	Soap box activity Interpersonal activities - observing and evaluating our daily interactions reveals something about ourselves.
496	Have us to practice speaking in small groups before our speeches, and keep covering information on managing anxiety.
497	I respect all of instructors's activity. That would be inclusive enough to me
499	More group discussions, so everyone in the group can share their opinion.
500	I can't think of any suggestions because I feel like you're doing a good job on activities that allow myself as an individual to reflect and also group or partner activities that allow myself to interact with others
502	just make the class interesting and fun
503	kind like talent show? and let people speak up their comments.
506	Give a lot of examples when you are giving out the assignments
507	Nothing comes to mind at the moment.
508	please, give me many examples for speech
509	more small group discussions
510	I think that doing speeches/ projects in a group collectively and being able to pick our topics is enough. I feel like doing group speeches help a lot in doing a speech on your own.
511	The instructor could have had made us play and introducing game at first before our intro speeches
512	I would appreciate more group discussions with different people because that eliminate any uncomfortable feelings we may have for each other.
513	Doing a lot of group work helps because I get to interact and get to know the people in my class. This will help me be less nervous when I give my speeches because it'll make me feel more comfortable knowing there's someone I know listening to me.
514	Interact with students through group activities to make it a comfortable zone for people express their ideas.
515	Group discussions
516	Doing small presentations and activities with groups to improve my self-confidence.
517	individual engagement with activities and questions
518	group activities
519	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?

Respondent	Response
520	Activities that let me express myself as an individual or my opinions during group/class work.
521	Introductory speeches in front of the class. Assignments on our individual lives. Partner and group discussions Actual speeches in front of the class, practice makes perfect
522	I guess a lot more of personal questions that we can all ask each other.
523	I think in order for me or for others to feel more inclusive as an individual is that giving more time to think about the certain speech topic, more time to be prepared, and do not make students to feel bad after giving their presentation. Also, support them to me more positive with themselves.
524	Example speeches
526	make the assignments personal and not just about a topic that i cannot relate to
528	I'd really to work in groups, so that I can know my classmates better. Doing assignments in groups would be fun too.
529	Maybe more group work. It makes it easier to brainstorm. Reflections to speeches always helps out. It can show you what to do next time so that you could improve.
530	More small group activities.
531	I'd like the professor to provide more hands-on activities with random classmates.
532	An instructor can provide an activity where all of the classmates can get to know each other well, so the student may feel comfortable with everyone in the classroom while giving speech.
534	Any interactive group assignments really help.
535	small group talks 6-3 people
536	I do not feel that I need special treatment.
537	I think speeches with a few peers is a start
538	Maybe something that can give me a better sense of my own identity.
540	show examples, gives us the specific guidelines
541	I'm not sure. I think if a person is afraid of speaking in front of a group or audience, they just have to do it to overcome the fear. Repetition may help.
542	One is giving more chances to communicate with other people and the other one would be giving an assignment about talking with some new people.
543	n/a
544	Group assignments.
545	Activities that include the class getting to know each other individually to make everyone feel more comfortable
547	Get to know our classmates more so I guess more group activities to get to know one another
548	I'm not quite sure...I feel that this class is meant to take you out of your comfort zone...I don't know.. maybe we could work on pronouncing words...
549	Perhaps have some content of a creative nature, rather than just business? Being an actress, that's the direction my mind goes! :)
550	My instructor has already exceeded my expectations and seems to have all the needed material for this course available to make me feel included.
551	Small group discussions can help; talk to people in table groups or make other groups with other classmates and discuss a topic. Any form of group discussion can help me feel more comfortable around classmates so that when I present I don't feel as nervous.
552	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?

Respondent	Response
553	Group speeches
554	Small informal speeches with small groups
555	all are fine
556	I enjoy small group activities and hearing from other classmates. I feel these activities bond us and let us feel comfortable sharing intimate emotions.
557	-i love playing games that help groups -General ice breakers are great
558	It will be great if a teacher points out general mistakes and great work in students' speeches made in a class.
559	More icebreakers, talk on confidence
560	-practice partner speeches
562	The instructor can maybe pair us in small groups for discussions then we can all share our thoughts with the class.
563	A step by step tutorial with diagrams and elaboration of texts
565	Perhaps letting us do our own topics, and helping us decide what kind of speech would go well with our topics.
566	Specific feedback in all forms (depending on issue). I.E. email, in person, or written feedback for forums and discussions
567	Breathing techniques would help.
568	Maybe give projects about our personal life and share it a small group, that way we can really get to bond with our classmates.
570	everything he assigns i am fine with
571	I have no reccomendations
572	sports
573	- give constructive criticism to make our speeches better in the future
574	Maybe we cab have table discussions with the whole class so everyone feels involved.
575	Group discussions with the whole class helps.
576	I enjoy class discussions
577	1. I hope my instructor encourages me and gives me the positive reaction.
578	group discussions
579	I do not have any preference.
580	About me quizzes, field trips
582	I think if we can relate more to a common issue like the anxiety of public speaking then it would be more inclusive.
583	debates
584	As long as the instructor is effectively educating students on the subject and isn't doing anything mean or hurtful, that should be fine.
585	Allow everyone to meet each other or hear a little about each student
586	working in small groups and group presentations help
587	I think doing activities with small groups then presenting them to the class helps out
588	The professor can try to get to know us as an individual level more.
591	I dont know. Just something that brings the students out of their shell
593	-
594	More help with the in class speeches
595	If my professor assigned me to write about myself or topics that interest me is the best way to feel inclusive.
596	assignment

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
597	One activity that i think would be helpful, thus increase our speeches and communicating skills. For example, assign 2 classmates into double groups, and providing each groups with out of class assignment and activities to progress in the speech community by working together as a team.
598	free talking with my peer will help me more relax and understand my peer's conversation.
599	Ice breakers could be a great way to feel comfortable in class
600	The intro speech and impromptu speech really grasped that.
602	just engaging in group activities
603	1) Be encouraging and give constructive comments. 2) Be available after class in case I have a question. 3) Be very positive and comforting. 4) Be caring.
604	I think activities that makes me speak up about who I am in a group or a class.
605	I think group assignments and group work will help me get to know my classmates better and make me feel more comfortable around them.
606	Many group discussion and interaction. Friendly environment
607	more practice essays
609	n/a
610	i'm a little confused on the outlines and I know how to do it but still need help for some reason and feedback on my ideas
611	To allow everyone as a class to talk to each other. I heard, an instructor allows her class to get out of class an hr or 2 early to have a conversation with each other. Although, that would take a lot of trust, but that will decide whether you pass the class or not. If you do the activity, you will more likely to pass, if not then you're more likely to not pass.
612	Pro. Abraham is awesome. Keep up the good work!
613	Everything in the course is perfect.
614	nothing at all the instructor is doing a fantastic job
615	1. Techniques on dealing with nervousness 2. What to do if you forget what you are talking about in the middle of a speech
617	Online work or group speech
618	gf
619	self in a bag assignment
620	Be confident, and how to start or close a conversation
621	-practice speeches -group speeches
622	mr ahern is perfect :D
623	N/A
624	Make a connection with the students.
625	Watch more videos about speeches in class!
626	Group assignments
627	Things that are relative, not just random topics.
628	Yeah just by making everything feel like a fun environment like making jokes with one another and having fun.
629	IMPROV!!! and trust activities!
630	practice giving speeches, ways to get rid of speaking anxiety and help us write good speeches
631	Continuing to give us a prompt to help us select a speech topic instead of allowing us 100% free reign. This makes choosing a topic easier which can sometimes be the hardest part of a speech.
632	I currently don't have any specific ideas for this.

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
634	Grade each other
636	I would like more game type activities
638	group discussions, and group work.
639	I don't really feel excluded in the activities we do in class so I am happy with what we already do.
641	learn to relax and be more comfortable in the spotlight
642	Exercises that teach us how to deal with different personalities and how to be confident enough to speak up and keep a conversation going .
643	Group presentations regarding solutions to an issue OR a research project.
644	Assignments that involve in small group of people sharing ideas or working for classwork together.
645	I think when creating speech prompts it is important to teach us the way to deliver the speech but to leave the topic up to us for our interests.
646	N/A
648	topic doesn't affect inclusiveness
649	I think providing some activities and presentations that are individual and some that are done as a group, as was discussed on the first day of class, is beneficial.
651	To talk something about my strengths and my weaknesses. I feel comfortable to share my own story
652	Perhaps having us talk to everyone in our class and making new partnerships will allow us to get to know everyone and therefore make us more comfortable.
653	Give a speech about anything you like but somehow that topic reveal a bit of your personality.
654	speeches in smaller groups first
655	small group discussion.
656	More peer to peer talking discussions.
657	intro speeches projects
660	maybe speeches about more relatable subjects to us as students, teens, etc.
661	Group activities.
662	Just having groups where we all talk about certain moments in our life such as how we are the person we are today that way we all get to know a bit about each other and it also helps us gain confidence in talking to others about ourselves.
663	i think group activities between the classmates help students to build more confidence and comfort zone between each other when they are giving a speech.
664	Examples as to how she overcame the fear of public speaking. Also, make things feel more natural as opposed to so structured.
665	I really don't know.
666	Nothing specific. I'd be cheating myself if I got to decide.
667	speeches about sports and popular culture
668	so far they are all nice
669	-Group discussions/asking our opinions on things -Speeches about something we're passionate about (current events, politics, internal struggles, etc.)
670	how to over come being nervous
671	Just Icebreakers so I can get rid of the nervousness
672	group work
673	Group speeches and projects

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
674	N/A
675	I feel like group things will help me a lot with not being nervous during speeches.
676	more on the spot speeches are good practice!
677	Getting to know eachother activities help me feel more comfortable speaking
678	-Keep me updated on all assessments. -Talk to me individually to make correction in my work.
679	teach us ways to relax while on stage
680	she is doing a fantastic job
683	none.
684	Activities that allow us to explore and push our boundaries would be great, and I think the class already has that. I love using technology and I would like to think that I gives me support with public speaking, for example using a powerpoint when the situation allows (for the demo speech).
685	giving more speeches
686	maybe give me feedback about my speech after class?
688	Activities that allow creative, personal freedom
689	Maybe be more creative in the activities
691	1. Anxiety management when making a speech 2. How to organize your speech
692	group discussions of mostly any topic
693	Self reflection
695	Not sure.
696	nothing. i feel my instructor provides us an oppportunity to speak about ourselves and our passion.
697	We post our ideas on catalyst and we hive feedback for others. He ask us personal questions to know and help us more. He invite us to give our openions in every title
698	Like he did last week or the week prior... just ask for anyone to talk.. talk about anything to just talk. help create a sense of getting up in front of others and removing certain levels of anxiety.
700	Maybe let us pick a topic we are truly passionate about and speak on that topic.
703	We could give a speech regarding our favorite hobby or subject of interest that most people may not know about.
704	To remember that we are students, and that we don't know where people come from.
705	learning each other's names, but either than that, I feel like the instructor is doing a well job of getting all of us comfortable with one another.
706	I feel what the professor is doing right now in class is perfect. I really enjoy professor Abrahms lecturers and fully understand his teaching.
707	Activities that recognize appreciate my ethnic background my age my experience
708	-Not be more unemotional than a pile of metal and actually make class fun instead of just throwing lectures.
709	My instructor makes forum discussion, we have assignments, speeches and groups activities.
710	-drawing
711	Group discussion
712	Practice mini speeches Give techniques for talking to our peers

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
714	Professor Abrahams did a great job with how he teaches. Everything he has taught is very valuable to me.
715	Through work that require express my self. my feeling or way of thinking