

These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. Additionally, these questions ask you to critically reflect on the ways in which your experiences teaching French relate to the concepts you are studying your French class.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. The questions are related to and build upon one other. We encourage you to refer back to previous responses and to take seriously your P.A.'s feedback each week. Doing so will help you to develop your ideas and arguments over the course of the semester and to learn more from your experiences.

As you respond to the questions, you should **concentrate on addressing the main topic/question (the highlighted one)**. The subsequent prompts are focusing questions to help you identify critical factors related to the main question. Please feel free to go beyond the prompts and write whatever seems important to you about your experiences — especially when the topic is related to the issues raised in the main question. For all weeks except week eight, you may substitute one of the Alternate Questions on the last page when your JEP site does not allow you to adequately answer a Reflective Question.

***Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements.**

Week One – Describe your initial experience at your JEP assignment. What are your most vivid impressions from your first day at your site? What are some of the notable social and physical characteristics of your JEP site (for example, the number, age, sex, race, and ethnicity of the people and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds)? **What are your goals and expectations for the next eight weeks?** How do you think your teaching experiences will help you to better master your French course material?

Week Two – Consider the eight-week plan that you completed with your mini-team. **What are the major themes in your French course that you plan to emphasize throughout the following weeks?** Why are these themes important to understanding the concepts you are studying in your French course? How will you go about developing lesson plans that get these points across? What are some of the activities you have been preparing for the students in order to emphasize these themes?

Hint: If you are taking a French grammar and composition course, are there particular grammatical concepts that you will attempt to teach the students? If you are a student in a French literature course, are there particular topics in the course readings that you will emphasize when discussing French culture? If you are taking a French conversation course, how will you teach the students to pronounce French terms properly?

Week Three – **Describe your impressions of your mini-course team.** How well are you gelling as a team? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any?

Week Four – **How would you categorize the students' attitudes towards French and French culture?** Compare and contrast your experiences at your JEP site with your own K-12 education. How is the JEP school, its facilities, its approach to education and teaching, etc., similar to or different from what it was like at your school? What are some of the unique strengths of the students, from your perspective? What are the students' weaknesses? Think back to any experiences you may have had learning about French or French culture in K-12 settings: how would you have responded to lesson plans such as the ones you have been creating for your students?

Week Five – **Identify one activity that worked really well and one activity that you will not be repeating. Why?** How are you translating the complicated course concepts you are covering in your college French course for the younger students at your community school? How are the students responding to your efforts? Do you think that your presence is anticipated and/or appreciated by the students?

Week Six – **To what extent does the experience of teaching in a mini-team help you better understand the subject matter in your French course?** Provide a specific example from the material you've covered in the mini-course thus far. Do you feel everyone is cooperating and making an equal effort? What have you taught others in your group? What have you learned from others in your group? Are the students in your team from different kinds of French courses? If so, how are you dealing with the interdisciplinary nature of your team?

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Week Seven – This week, you will be using the Modern Language Association’s Language Map in order to gather data to answer your journal question. Go to http://www.mla.org/map_single and learn about French speakers in the United States by following these directions:

--Under “Language” click on “French (incl. Patois, Cajun),” under “State” click on “Mainland USA,” and under “Show Data” click on “% by county.” Click on “Update Map” and make some observations. Which regions in the United States have the largest percentage of French speakers, and which counties have the smallest percentage of French speakers? Pay special attention to how Los Angeles county (and Southern California as a whole) compares to the rest of the country in terms of the percentage of French speakers.

--Now, under “Language” click on “French Creole” and leave the rest of the data the same (i.e., under “State” keep “Mainland USA” and under “Show Data” keep “% by county”). Click on “Update the map.” What has changed on the map? Again, pay special attention to how Los Angeles county (and Southern California as a whole) compares to the rest of the country in terms of the percentage of French speakers.

--Now spend some time experimenting with English, Spanish, and at least one other language of your choice. Again, how has the map changed? How does French compare with these other languages in terms of the percentage of speakers across the United States and in Southern California?

Given the percentage of French speakers in Southern California and the United States as a whole, what are the benefits for your students to learning French language and culture? Drawing from the information on the website, are your students likely to be introduced to French and French culture in other contexts (for example, in the home)? Why is it important for students to be introduced to foreign languages in K-12 settings? Do you think it is important for a variety of languages to be taught to students at your site? Why or why not?

Week Eight – (Note: You may not substitute an “Alternate Question” this week.) According to USC’s mission statement, “The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service” (http://www.usc.edu/private/factbook/USCRole_and_Mission_Statement_1993.pdf).

Consider this statement in light of your experiences in JEP. Do you think public service — and specifically your service-learning experiences in the community via JEP — have helped to “cultivate” or “enrich” your “mind” and “spirit” and/or those of the community members with whom you worked? If so, how? If not, why not? Please describe in detail what you have gained from your experiences through JEP from an intellectual, spiritual and/or ethical perspective. How have your experiences in JEP compared to what you expected to get out of the experience?

Alternate

Option 1 – As a USC student teaching French in community schools, you are encouraged to use the USC Francophone Resource Center to develop your lesson plans. **Describe a lesson plan in which you incorporated material from the USC Francophone Resource Center.** What were the benefits of using the center? What, if anything, were the difficulties involved in using the center? Did your students respond well to the material?

Option 2 -- **Describe a meaningful event or series of events (positive or negative) in which you were involved at your site, briefly describing the who, what, where, when, why, and how.** Why does this event stand out as particularly important or meaningful to you? How has it affected your relationship to others at the site, your role there, and/or your perspective about your JEP assignment?

Option 3 -- **Reflect on your role as a teacher and service provider at the site.** List one or two things that you’ve done that might benefit the children with whom you are working in terms of foreign language acquisition, either immediately or in the long run. Consider some of your personal limitations as a teacher. Was there something you could have done to benefit the children (as French speakers or otherwise) but did not do, perhaps because you could not do it?