These JEP Reflective Questions are designed to help you consider 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 ponder the ways in which your experiences teaching British literature relate to the concepts you are studying in your English class.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. The questions are related to and build upon one another. We encourage you to refer back to previous responses and to take seriously your PA’s weekly feedback. 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.

***Journals for Weeks 1-7 should be a minimum of 1-page long. The journal for Week 8 should be a minimum of 2 pages. Please refer to the JEP Grading Rubric and 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? Are there any 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 in your English literature course?

**Week Two** – Consider the eight-week plan that you completed with your mini-team. What are the major themes in your British literature course that you plan to emphasize throughout the following weeks? Why do you think these themes (e.g., love, anger, and revenge) are so prevalent in British literature? 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: Reviewing your course syllabus will help you identify major course themes.

**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** – Compare and contrast your experiences at your JEP site with your own K-12 education. In what ways is the JEP school (e.g., its facilities and its approach to teaching), 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 with British literature in K-12 settings: how would you have responded to lesson plans such as the ones you have been creating for your students? How would you categorize the students’ attitudes towards British literature?

**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 British literature 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 has the experience of teaching in a mini-team helped you better understand the subject matter in your English literature course? Provide a specific example from the material you have covered.
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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 English literature courses? If so, how are you incorporating material from both courses?

**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 languages spoken in Southern California and the United States as a whole by following these directions:

--Under “Language” click on “English,” 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 English speakers, and which counties have the smallest percentage of English 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 English speakers.

--Now, under “Language” spend some time experimenting with languages you have heard spoken at your school site (or around Los Angeles in general) 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 speakers of languages other than English.

British literature is taught in United States schools as a kind of “forerunner” to literature of the United States (for example, studying Shakespeare is considered to be important to understanding “our” literary heritage). **Given the percentage of speakers of languages other than English in Southern California (and the United States as a whole), to what extent is British literature an important aspect of United States literature and culture?** Drawing from the information on the Modern Language Association website, what literary traditions (for example, Spanish) are your students likely to be introduced to in other contexts (for example, in the home)? Why is it important for students to be introduced to British literary traditions in 6-12 settings?

**Week Eight** – (Note: You may not substitute an “Alternate Question” this week. Also, your response this week should be a minimum of 2-pages long.) **Review your journals for the entire JEP experience, and then compose a summary of what you learned over the last eight weeks.** What kinds of things do you think the community students learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? Have you achieved, modified or given up on any of the goals and expectations you set at the beginning of the semester? Describe any special highlights from your experiences this semester.

**Alternate Questions**

**Option 1** — A good understanding of basic terms is necessary for any literature scholar. Pick a word that relates to the material you have been covering in your British literature course (for example, genre, poem, prose, play, stage) and look it up in your textbook and/or class notes. Now, look up the term in an “outside” resource – such as The Literature Resource Center (available through USC’s electronic resource page) or a copy of The Oxford Companion to English Literature. **How have your experiences teaching British literature in the community changed the meaning of this word for you?**

**Option 2** — **How does literature currently affect the students’ lives?** What special interests or hobbies do they have? How could reading be integrated into these activities?

**Option 3** – **Reflect on your role as a teacher and an active participant in a community service organization.** List one or two things that you have done that might benefit the children with whom you are working, either immediately or in the long run. Consider some of your personal limitations as a teacher of classics. Was there something you could have done to benefit the students (literature students or otherwise) but did not do, perhaps because you could not do it? What kinds of limitations do community service programs like JEP face when working in the community?