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 in 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 another. We encourage you to refer back to previous responses and to take seriously your P.A.’s weekly feedback. Doing so will help you develop your ideas and arguments over the course of the semester and 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 Weeks 7 and 8, 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.***

*** Journals for Weeks 1 and 3 should be written in French. Journals for other Weeks may be written in English.***

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

Note: If you are participating in JEP for two separate courses, you must submit two completely different sets of journal responses. You might want to make liberal use of the alternate questions. With the exception of Week 8, you should be able to write completely separate responses to the same questions by focusing on the different group dynamics, community experiences, and French course material of each of your two JEP assignments. For Week 8 only, you may submit one journal that summarizes and integrates your experiences in both of your JEP assignments.

**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 better understand and master your French 347 course material?

**Week Two** – In French 347 you will be discussing issues of race, gender and power in the context of the French banlieues. Consider the eight-week plan that you completed with your mini-team. How are you planning to address these questions as part of your teaching? What main points would you like to get across? How will you go about developing lesson plans that meet these teaching goals? What are some of the activities you have been preparing for the students in order to emphasize these 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
Week Four – 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? How would you categorize the students’ attitudes towards French and French culture?

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?

Week Seven – (Note: You may not substitute an “Alternate Question” this week.) Is the University Park Campus community the American equivalent of the French banlieues? Compare the situation of the banlieues to the situation of your JEP site. What are the similarities and differences between both urban settings? Have you found yourself in a concrete situation that illustrates these similarities or differences? Are the French banlieues and the American inner city treated similarly in the dominant discourse?

Week Eight – (Note: You may not substitute an “Alternate Question” this week. Also, your response should be 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 children 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 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?