INTRODUCTION
Reflections are designed to help you focus your observations and critically reflect on your experiences in relation to the readings in your freshman seminar. In addition, as the JEP and NAI Writing/Mentoring Project is still in the early stages of development, your responses to these questions will help shape the program for the benefit of future USC students.

Note that you are going to be completing two kinds of written reflections in this course. These Blackboard Journal Reflections are turned in to your course professor for feedback and graded according to the “Grading Rubric: JEP Reflective Assignments.” Google Group Reflections are shared with NAI teachers, students, and staff as well as every member of this course. Those discussions count towards your discussion grade. Please see the syllabus for more details.

Please read through all of the questions before composing your first response. The weekly prompts are related to and build upon one other. I encourage you to refer back to previous responses and to take my comments/questions from previous journals into consideration as you develop subsequent weeks’ responses. Doing so will help you to develop your ideas and arguments over the course of the semester and to learn more from your experiences. Please note that I will make every effort to grade and comment upon all journals turned in on time by the Monday after you turn them in.

As you respond to the questions, you should concentrate on addressing the main topic/question (the highlighted one). The other 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.

Good journals have the following characteristics:
- They are reflective and insightful
- They apply class concepts (e.g., discussions, activities, readings)
- They show progression and growth throughout the semester
- They are free from multiple, careless spelling and grammar errors (use spell check please!)
- They are honest and truthful. For example, if you are having a hard time with your mentoring assignment, please tell me about it.
- They answer the prompt (keep in mind that journals are not diary entries, you are asked to answer very specific questions)

Please refer to the JEP Grading Rubric for specific information about how these writing assignments will be evaluated. As outlined in the course syllabus, you must turn in all journals and obtain an average score of 70% or more for the semester to pass the course.
**BLACKBOARD**
All Blackboard Journals should be submitted via the *USC Blackboard* website (blackboard.usc.edu). I have provided an instruction sheet outlining how to download your journals. Read these instructions carefully.

**LATE POLICY**
I will mark off 10% for each school day your journal is late. No credit will be given for any journal turned in over one week late. **The absolute last day to submit any journals for this course is Wednesday, March 9 at midnight. No assignments will be accepted after this date.**

**YOUR WEEKLY ASSIGNMENTS**

Blackboard Journal Reflection 1 (1-2 pages) due Monday, January 24
Please review the following USC websites to learn more about the university’s community programs (including JEP and NAI):
http://college.usc.edu/joint-educational-project/
http://communities.usc.edu/
http://communities.usc.edu/education/nai.html
http://uscnews.usc.edu/university/not_taking_education_for_granted.html

Consider the goals of JEP and NAI. **How do you think this course (with its emphasis on Jane Austen and Charles Dickens essay contest writing) furthers the goals of NAI and JEP?** As a member of the USC community, how can you help these organizations meet their goals?
Blackboard Journal Reflection 2 (1-2 pages) due Monday, Feb 7
If you want to lift yourself up, lift up someone else.
— Booker T. Washington

You cannot help someone get up a hill without getting closer to the top yourself.
— General H. Norman Schwarzkopf

. . . .I did really cry in good earnest when I went to bed, to think that my expectations had done some good to somebody.
— Pip, *Great Expectations* (Chapter 37, page 226)

The above quotations espouse the philosophy that people help themselves when they are helping others, which is also a key concept in service-learning. Reflect upon these quotations in the context of our mentoring assignment. How do you think your students will benefit from participating in the JEP writing mentoring program? Do you anticipate gaining skills and/or knowledge from this service-learning opportunity? Have you (and/or your mentees) considered how this partnership might influence your own strengths and weaknesses as a writer, reader, mentor, and/or student? Hint: It might help you to think about what motivated you and your mentees to participate in the project in the first place.

Blackboard Journal Reflection 3 (1-2 pages) due Monday, Feb 14
This week, you will all 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 your NAI students (and their peers, teachers, and parents) speak on a regular basis—but 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 (like the novels of Jane Austen and Charles Dickens) 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 NAI 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 high school and in college?
**Blackboard Journal Reflection 4 (1-2 pages) due Monday, Feb 21**
A good understanding of basic terms is necessary for any literature student. Pick a word that relates to the novels we have been reading in this course (for example, education, expectations, sense, sensibility, poverty) and/or consider a term that you and your mentees specifically discussed together. Now, look up the term in *The Oxford English Dictionary* (available through USC electronic resources: http://www.usc.edu/libraries/index.php#eresources). Has the meaning of this term changed since the nineteenth century? **How have your mentoring experiences changed the meaning of this word for you?**

**Blackboard Journal Reflection 5 (1-2 pages) due Monday, Feb 28**
The novels we are studying in this course are highly canonical and popular among general readers outside of academic circles. **Based on our conversations this semester (in class discussions and in your mentoring sessions), why do you think these nineteenth-century British texts are still popular among readers today?** What aspects of these stories continue to interest readers across racial, cultural, temporal, and educational lines? Hint: You might consider interpretations of these texts presented in various film adaptations (such as *From Prada to Nada*). You might also find inspiration from the following websites:
http://www.pemberley.com/

**Blackboard Journal Reflection 6 (1-2 pages) due Monday, March 7**
This semester, we have studied two novels that could each be classified as a *bildungsroman* due to the focus on the main characters’ growth as they come of age. **Compare your own experiences in this course with the experiences of a character we have studied.** How have you and/or your mentees grown morally, psychologically, or otherwise as a result of the mentoring project? Do you personally relate to any of the characters’ motivations, struggles, or stories? Hint: It might help to look back at your first two journals to remind you of your state of mind as the mentoring partnership was just beginning.