

JEP REFLECTIVE QUESTIONS

GEOLOGY 108: Crises of a Planet
Professors Berelson & Becker
PA: Hannah
FALL 2011

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. Throughout the course of the semester, you will observe and participate in the daily activities of those you meet at your JEP site, and you will write about your experiences on a regular basis. These JEP Reflective Questions are designed to help you focus your observations and critically reflect on your experiences in relation to what you are learning about in your USC course.

REFLECTIVE QUESTIONS HINTS:

1. **Read the questions first.** Reading the question before you go to your JEP site is required in order to answer many RQs and having the questions on your mind will when at your site will help focus your observations and improve your response to all RQS.
2. **Write as soon as possible.** As soon as possible after leaving your site, sketch out your answer to that week's RQ. Even just taking a few notes with some difficult moments, things that surprised you or highlights will make writing later much easier and will provide the examples and observations you need to write an outstanding journal.
3. **Proof your work.** Like any college-level writing assignment, proof your work to make sure the writing is clear, error-free, and that you answer the question at hand.
4. **Read and respond to your PA's comments.** The questions are related to and build upon one other. So refer back to previous responses and to take seriously your PA's feedback each week and respond to the feedback by following the PAs suggestions.
5. **Be respectful.** Show your respect by being mindful of the limits of your experience and knowledge. Avoid generalizations and psychological explanations of behavior; in other words, do not make arguments that assume you know how someone else thinks or feels or use these assumptions to explain the way people act or their circumstances.
6. **Use examples.** Focus on writing detailed and concrete accounts of people, social settings and conversations (including direct quotes, when possible). Never make claims without evidence or examples!

YOUR ESSAY ASSIGNMENTS

The core parts of each assignment (which you need to focus on) are highlighted in **bold**. Use the additional questions to guide/supplement your answer. Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements. *Note that some weeks require longer responses and are worth more points.*

ESSAY ONE - "Pre-reflection"

(1 page, 10 points, due: 9/26)

Please respond to one of the following prompts. Question #2 is for returning students only.

#1: Over the next eight-weeks you will be taking your college education outside of the walls of the University. Based on what you know about JEP and what you know about your site, what do you imagine your JEP experience will be like? Make sure to explain why you think what you think and use examples from your experiences at USC and in the community to explain yourself. Make your imagined vision of your JEP experience specific by addressing these two questions: **Ideally, what would you like to learn from your experiences in JEP? When you think about JEP, what makes you the most nervous or concerned?**

#2: Think back to your last experience in JEP and think about how you can take what you've learned about JEP, USC and the surrounding neighborhood (or the organization or school you worked with) and improve your experience this time around. **Now that you know something about JEP, what do you hope to learn from doing JEP again? What was the biggest obstacle you faced in your last JEP experience and how will you address that issue this time?** Make sure to use clear and detailed examples from your last JEP experience to explain your reasoning.

ESSAY TWO: Assessing your Plan

(1.5-2 pages, 15 points, due: 10/3)

The goal of this essay is to help you figure out how to build a cohesive plan for the following weeks and anticipate any issues you might encounter. What are the major themes in your geology course that you plan to emphasize throughout the following weeks? How are you going to put these themes together into a geology mini-course? **That is, explain how each week will build on the last and explain how you think students will be able to learn the larger lessons about the 'Crises of a Planet' that you want to develop with the mini-course.** The most important themes are often the most difficult to address, so pick one major theme that you think will be particularly challenging to address over the coming weeks and explain **1) why you think it will be difficult; 2) why you think its important theme; and 3) what varying strategies you will use over the course of the next few weeks to make this theme meaningful for your students.**

EIGHT-WEEK PLAN DUE

(due: 10/10-10/14)

See your PA agreement for details.

ESSAY THREE – The Team

(1.5-2 pages, 15 points, due: 10/17)

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? How do you think about your own role in the team? **That is, what strengths and weaknesses do you bring and what skills would you like to develop?**

ESSAY FOUR: Neighborhood Geology

(2 pages, 20 points, due: 10/24)

*This week's journal entry requires that you read the question and do some work on-line before going to your site for the week so you can make some observations while traveling to and from your site. **Go on-line and try to find out about the geological characteristics of this community.*** For example, are there any fault lines in the area? Is the community located in a flood plane? What types of rocks are buried underneath all of the concrete? (You need not answer all of these questions; just make an effort to find out something about the

geologic history of this area.) Here are a few good places to start your search are (take a look at all the links, and thoroughly explore the sites in detail):

- The US Geological Survey's Los Angeles fault map:
http://earthquake.usgs.gov/earthquakes/recenteqscanv/FaultMaps/Los_Angeles.html
- The Environmental Protection Agency's "My Environment" page:
<http://www.epa.gov/myenvironment/>
- The Southern California Earthquake Data Center's historical map:
<http://www.data.scec.org/significant/index.html>

Use evidence based in observations from your trip to and from your JEP site (ideally walking) to answer the following question. How can you see these geological characteristics making an impact on the landscape around your JEP site? **Think broadly about the landscape: pay attention to the built environment (including parks, roads, etc.), vegetation, any animal life (besides humans), and generally be observant of what it is like to experience air, water, noise and other types of pollution that might exist, and look around you to see how people and environment interact on the ground, at a neighborhood level.** *And remember, be a good researcher – provide rich description based in your experience of the environment so that your reader can follow your arguments.*

BLACKBOARD DISCUSSION: Topic To Be Announced

(2 posts to Blackboard, 10 points, due: 10/31-11/4)

Instructions and topic will be posted on Blackboard.

Discussion purpose: Your weekly journals consistently reveal a wide range of interesting insights and abilities that result from your coursework and service-learning assignments. Since students participate in JEP from more than 100 different courses each semester, and rarely do all students in a particular class choose to enroll in JEP, we lack the opportunity to bring you together on a regular basis to learn from one another. As a result, the educational benefits of participating in JEP are limited mostly to your individual or small group experiences. This forum is designed to counter the relative isolation of JEP's service-learning assignments by providing an opportunity for you to share your insights with your peers.

ESSAY FIVE: Geology in K-12 Education

(2 pages, 20 points, due: 11/7)

Now that you know the students you are working with a little better and have more of an understanding of the challenges of your particular mini-course (and know more about physical geography), reflect on why the sort of geology you have learned about in "Crisis of a Planet" (about global climate change, hazards, erosion, etc.) is worth teaching to K-12 students. **To do this, start off with an explanation of how you would define geology for the students at your site and then explain how this definition conveys why geology is important.** Think broadly, for instance, why should K-12 students know about plate tectonics, beyond learning for a test? Think about to any experiences you may have had learning about geology or earth sciences in K-12: how might have you have responded to lesson plans such as the ones you have been creating for your students? How have the students you are working with responded to your lessons? **Look back to one specific example of a lesson plan that exceeded your expectations (for better or worse) and analyze how it succeeded and/or failed and if a larger lesson about the importance of geology was effectively**

communicated. Based on your experiences what do you think is the most effective way of making the geology lessons meaningful to the students you are working with?

ESSAY SIX: From Student to Teacher and Back Again

(1.5-2 pages, 15 points, due: 11/14)

For the past six weeks you've gone back and forth between learning about geology and teaching about geology. **Has teaching geology changed your experience as a student in a college-level geology class?** Think broadly about how you approach your own learning style, how you engage with others when you return to the role of student, if any course concepts became more clear when you thought about how to teach the concepts to others, how you understand the reasons you are at USC, why you are learning about geology, etc. **Provide a detailed specific example from your team's work in the classroom to help explain your response.** *If you find the connection difficult to make or feel that teaching geology has not affected your role as student learning geology, you can respond to this essay by 1) Explaining why there has been little or no impact on your role as a student, and 2) Explaining how, if you were tasked with re-designing JEP, what you would do to change your geology class and/or your JEP experience to create a closer link between the two.*

ESSAY SEVEN: Final Reflections

(2.5-3 pages, 25 points, due: 11/21)

In addition to potentially providing beneficial services for the communities in which it is implemented, service-learning is also credited with numerous benefits for the participating students. In particular:

- Young people gain access to the range of supports and opportunities (or developmental assets) they need to grow up healthy, caring, and responsible. One study of youth civic activism found that these settings had particular strength in cultivating youth and community involvement (Lewis-Charp et al., 2003).
- Increased sense of self-efficacy as young people learn that they can impact real social challenges, problems, and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and planning abilities.
- Enhanced civic engagement attitudes, skills and behaviors. Many leaders in public service today speak about how they were nurtured, inspired, and shaped in early experiences in community service or volunteering.

(Sources: Chung, 1997; Coe-Regan et al, in press; Lewis-Charp et al., 2003; Tannenbaum, S. C., 2007; and YMCA of the USA, 2004)

Consider these benefits and reflect on the various ways in which your JEP experience has impacted you this semester. **Based on your personal experience, do you believe that the above-mentioned benefits can come from participating in a service-learning program? Which outcomes seem most likely for service-learning students? Which seem least likely? Are there other benefits that you have experienced that are not listed above?** In answering these questions, make sure to explain your reasoning and use specific examples from your service-learning assignment and your course.