**TPO 1 Conversation 2**

Narrator

Listen to part of a conversation between a student and his professor.

Professor

Hi Mathew, I’m glad you could come in today. You’ve been observing Mr. Grable’s third-grade class for your approaches to education paper, right?

Student

,Um, yes. I go over to Johnson Elementary School, you know, to watch Mr. Grable teach the children in class. It’s been amazing, I mean, I’m just learning so much from just watching him. I’m so glad the classroom observations are a requirement for the education program. I mean it’s like the best thing ever to prepare you to be a good teacher.

Professor

Well, I’m glad to see you feel that way, Mathew. You know, that’s the goal. So, I’ve been reading over your observation notes and I’m quite interested in what’s going on, in particular with the astronomy unit he’s been teaching.

Student

The astronomy unit?

Professor

It seems that Mr. Grable has mastered the interdisciplinary approach to teaching —that we’ve been talking about in class.

Student

Oh! OK, yeah, so like when he was teaching them astronomy, he didn't just teach them the names of the planets, he used it as a way to teach mythology.

Professor

Really! So, how did he do that?

Student

Well, some of the students could already name the planets, but they didn’t know that the names had any meaning — the stories behind them.

Professor

So, he…

Student

He introduced Greek and Roman mythology as a way of explaining. Like, you know, how like Jupiter’s the biggest planet, right, and how Jupiter was the name of the king of the gods in Roman mythology, right? So since Jupiter, the planet, is the largest planet in our solar system, it’s like the king of the planets, like Jupiter was the king of all the gods.

Professor

Oh, Mathew, that’s a great example.

Student

Yeah! And each student chose a planet and then did research on it to write a report and make a presentation. They went to the library to do the research, then they made presentations about the planet they chose.

Professor

So, in one science unit, in which the focus was astronomy, the students also learned about the literature of Greek and Roman mythology, used research skills in the library, wrote a report and practiced their oral presentation skills.

Student

Exactly! He used this one topic to teach third-graders all that stuff — how to use the books in the library, to write reports, and even how to speak in public. Plus they had a great time doing it.

Professor

You know, Mathew, this is just what we’ve been talking about in our class. I’m sure everyone can learn something from your experience. You know, Mathew, I’d love for you to talk about this astronomy unit in class on Wednesday.

Student

Really?! Um… ‘cause I don’t really think I’ll have any time to write my paper by then.

Professor

Oh, you won’t need to write anything new just yet. For Wednesday, use your class observation notes and explain the things we’ve discussed today.

Student

Ok, that sounds all right.

**TPO2 Conversation 1**

Narrator

Listen to a conversation between a student and a professor.

Student

Uh, excuse me, Professor Thompson. I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something.

Professor

Sure, John. What did you want to talk about?

Student

Well, I have some quick questions about how to write up the research project I did this semester—about climate variations.

Professor

Oh, yes. You were looking at variations in climate in the Grant City area, right? How far along have you gotten?

Student

I’ve got all my data, so I’m starting to summarize it now, preparing graphs and stuff. But I’m just. . . I’m looking at it and I’m afraid that it’s not enough, but I’m not sure what else to put in the report.

Professor

I hear the same thing from every student. You know, you have to remember now that you’re the expert on what you’ve done. So, think about what you’d need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like . . . like your parents. That’s usually my rule of thumb: would my parents understand this?

Student

OK. I get it.

Professor

I hope you can recognize by my saying that how much you do know about the subject.

Student

Right. I understand. I was wondering if I should also include the notes from the research journal

you suggested I keep.

Professor

Yes, definitely. You should use them to indicate what your evolution in thought was through time. So, just set up, you know, what was the purpose of what you were doing—to try to understand the climate variability of this area—and what you did, and what your approach was.

Student

OK. So, for example, I studied meteorological records; I looked at climate charts; I used different methods for analyzing the data, like certain statistical tests; and then I discuss the results. Is that what you mean?

Professor

Yes, that’s right. You should include all of that. The statistical tests are especially important. And also be sure you include a good reference section where all your published and unpublished data came from, ‘cause you have a lot of unpublished climate data.

Student

Hmm . . . something just came into my mind and went out the other side.

Professor

That happens to me a lot, so I’ve come up with a pretty good memory management tool. I carry a little pad with me all the time and jot down questions or ideas that I don’t want to forget. For example, I went to the doctor with my daughter and her baby son last week and we knew we wouldn’t remember everything we wanted to ask the doctor, so we actually made a list of five things we wanted answers to.

Student

A notepad is a good idea. Since I’m so busy now at the end of the semester, I’m getting pretty forgetful these days. OK. I just remembered what I was trying to say before.

Professor

Good. I was hoping you’d come up with it.

Student

Yes. It ends up that I have data on more than just the immediate Grant City area, so I also included some regional data in the report. With everything else it should be a pretty good indicator of the climate in this part of the state.

Professor

Sounds good. I’d be happy to look over a draft version before you hand in the final copy, if you wish.

Student

Great. I’ll plan to get you a draft of the paper by next Friday. Thanks very much. Well, see ya.

Professor

OK。

**TPO 3 Conversation 2**

Narrator

Listen to a conversation between a student and a professor.

Student

Hi, Professor Archer, you know how in class last week you said that you were looking for students

who are interested in volunteering for your archeology project?

Professor

Of course, are you volunteering?

Student

Yes, I am. It sounds really interesting, but um… do I need to have any experience for these kinds of projects?

Professor

No, not really. I assume that most students taking the introductory level class would have little or no experience with archeological research, but that’s ok.

Student

Oh, good, that’s a relief. Actually, that’s why I’m volunteering for the project — to get experience. What kind of work is it?

Professor

Well, as you know, we're studying the history of the campus this semester. This used to be an agricultural area and we already know that where the main lecture hall now stands, there once were farm house and barn that were erected in the late 1700s. We are excavating near the lecture hall to see what types of artifacts we find, you know, things people used in the past that got buried when the campus was constructed. We’ve already begun to find some very interesting items, like old bottles, buttons, pieces of clay pottery.

Student

Buttons and clay pottery? Did the old owners leave in such a hurry that they left their clothes and dishes behind?

Professor

Hmmm… that’s just one of the questions we hope to answer with this project.

Student

Wow, and it’s all right here on campus.

Professor

That’s right, no traveling involved. I wouldn't expect volunteers to travel to a site, especially in the middle of the semester. We expect to find many more things, but we do need more people to help.

Student

So… how many student volunteers are you looking for?

Professor

I’m hoping to get five or six. I’ve asked for volunteers in all of the classes I teach, but no one has responded. You are the first person to express interest.

Student

Sounds like it could be a lot of work. Is there um… is there any way I can use the experience to get some extra credit in class? I mean, can I write a paper about it?

Professor

I think it’ll depend on what type of work you do in the excavation, but I imagine we can arrange something. Actually I’ve been considering offering extra credit for class because I’ve been having a tough time getting volunteers. Extra credit is always a good incentive for students.

Student

And how often would you want the volunteers to work?

Professor

We’re asking for three or four hours per week, depending on your schedule. A senior researcher, I think you know John Franklin, my assistant, is on site every day.

Student

Sure, I know John. By the way, will there be some sort of training?

Professor

Yes, er… I want to wait till Friday to see how many students volunteer, and then I’ll schedule a training class next week at a time that’s convenient for everyone.

Student

Ok. I’ll wait to hear from you. Thanks a lot for accepting me.

**TPO 4 Conversation 2**

Narrator

Listen to a conversation between a student and a professor.

Professor

Hey, Jane, you look like you are in a hurry.

Student

Yeah, things are a little crazy.

Professor

Oh yeah? What’s going on?

Student

Oh, it’s nothing. Well, since it’s your class, I guess it’s OK. It’s, it’s just that I am having trouble with my group project.

Professor

Ah, yes, due next week. What’s your group doing again?

Student

It’s about United States Supreme Court Decisions. We are looking at the impact of recent cases on property rights, municipal land use cases, owning disputes.

Professor

Right, OK. And it’s not going well?

Student

Not really. I’m worried about the other two people in my group. They are just sitting back, not really doing their fair share of the work and waiting for an A. It’s kind of stressing me out, because we are getting close to the deadline and I feel like I’m doing everything for this project.

Professor

Ah, the good old free rider problem.

Student

Free rider?

Professor

Ah, it’s just a term that describes this situation, when people in the group seek to get the benefits of being in a group without contributing to the work. Anyway, what exactly do you mean when you say they just sit back? I mean, they’ve been filing the weekly progress reports with me.

Student

Yes, but I feel like I’m doing 90% of the work. I hate to sound so negative here, but honestly, they are taking credit for things they shouldn’t take credit for. Like last week in the library, we decided to split up the research into 3 parts and then each of us was supposed to find sources in the library for our parts. I went off to the stack and found some really good material for my part, but when I got back to our table, they were just goofing off and talking. So I went and got materials for their sections as well.

Professor

Um…you know you shouldn’t do that.

Student

I know, but I didn’t want to risk the project going down the drain.

Professor

I know Teresa and Kevin. I had both of them in other courses. So, I’m familiar with the work and work habits.

Student

I know, me too. And that’s why this has really surprised me.

Professor

Do you…does your group like your topic?

Student

Well, I think we’d all rather focus on cases that deal with personal liberties, questions about freedom of speech, things like that. But I chose property rights.

Professor

You chose the topic?

Student

Yeah, I thought it would be good for us, all of us to try something new.

Professor

Um…maybe that’s part of the problem. Maybe Teresa and Kevin aren’t that excited about the topic? And since you picked it, have you thought…talk to them at all about picking a different topic?

Student

But we’ve got all the sources and it’s due next week. We don’t have time to start from scratch.

Professor

OK, I will let you go ‘cause I know you are so busy. But you might consider talking to your group about your topic choice.

Student

I will think about it. Got to run, see you in class.

**TPO 6 Conversation 2**

Narrator

Listen to a conversation between a student and a professor.

Student

Professor Martin?

Professor

Uh, hi, Lisa, what can I do for you?

Student

Well, I’ve been thinking about, you know, what you were saying in class last week, about how we shouldn’t wait until the last minute to find an idea and get started working on our term paper

Professor

Good, good, and have you come up with anything?

Student

Well, yeah, sort of. See, I’ve never had a linguistics class before, so I was sort of, I mean, I was looking over the course description and a lot of the stuff you described there, I just don’t know what it is talking about, you know, or what it means. But there was one thing that really did jump out at me.

Professor

Yes?

Student

The section on dialects, ‘cause…like, that’s the kind of thing that’s always sort of intrigued me, you know?

Professor

Well, that’s certainly an interesting topic. But you may not realize, I mean, the scope...

Student

Well, especially now, ‘cause I’ve got like one roommate who is from the south and another one from New York. And we all talk like totally different, you know

Professor

Yes, I understand. But…

Student

But then I was noticing, like, we don’t really get into this till the end of the semester, you know. So I…

Professor

So, you want some pointers where to go for information on the subject? Well, you could always start by reading the chapter in the book on sociolinguistics. That will give you a basic understanding of the key issues involved here.

Student

Yeah, that’s what I thought. So I started reading the chapter, you know, about how everyone speaks some dialect of a language. And I’m wondering like, well, how do we even manage to understand each other at all?

Professor

Ah, yes, an interesting question. You see…

Student

So then I read the part about dialect accommodation. You know, the idea that people tend to adapt their speaking to make it closer to the speech of whomever they’re talking to, and I’m thinking, yeah, I do that when I talk with my roommates, and without even thinking about it or anything, you know.

Professor

OK, all right. Dialect accommodation is a more manageable sort of topic.

Student

So I was thinking like, I wonder just how much other people do the same thing. I mean, there are students here from all over the place. Does everyone change the way they talk to some degree depending on whom they are talking to?

Professor

You’d be surprised.

Student

So, anyway, my question is, do you think it’d be OK if I did a project like that for my term paper? You know, find students from different parts of the country, record them talking to each other in different combinations, report on how they accommodate their speech or not, that kind of thing?

Professor

Tell you what, Lisa, write me up a short proposal for this project, how you’re going to carry out the experiment and everything, a design plan. And I think this’ll work out just fine.

**TPO 8 Conversation 1**

Narrator

Listen to a conversation between a student and a registrar.

Stu: Hi, I’d like to drop off my graduation form; I understand you need this in order to process my diploma.

Pro: Ok, I will take that. Before you leave, let's me check our computer. Looks like you are OK for graduation, and actually, I am getting a warning flag on your academic record here.

Stu: Really?

Pro: Yeah. Let's see what’s what. Are you familiar with our graduation requirements?

Stu: Uh, I think so

Pro: Well, then you know you need 48 credits in your major field to graduate and at least 24 credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issue letters before students’ final year began to let them know what they needed to take in the final year to be OK, but we don't do that anymore.

Stu: I definitely met with my chair person 2 years ago. He told me that I needed 8 more courses at the intermediate level or higher in the last 2 years to be OK. So I am not sure what the problem is, I make sure I got those credits.

Pro: Unfortunately, the computer is usually pretty reliable. So I am not sure what’s going on here.

Stu: It could be that I have taken 2 basic courses but coupled both of them with, uh, field experiences.

Pro: What do you mean?

Stu: Well, I could only take intro courses because there were no intermediate level courses available for those particular topics. My chair person told me that if I did independent field research in addition to the assigned work in each course; they would count as intermediate level courses. My classmates, um, some of my classmates, did this for an easy way to meet their intermediate course requirement, but I did it to get the kind of depth in those topics I was going for. As it turned out I really enjoyed the field work, it was a nice supplement to just sitting and listening to lectures

Pro: I am sure that’s true, but the computer is still showing them as basic level courses despite the field work.

Stu: I am not sure what to do then, I mean, should I cancel my graduation party?

Pro: No, no reason to get worried like that, just contact your chair person immediately, ok, tell him to call me as soon as possible so that we can verify your field work arrangement and certify those credits right away. It’s not like there is an actual deadline to date or anything. But if more than a few weeks go by, we might have a real problem that would very difficult to fix in time for you to graduate. In fact, there probably would be nothing we could do.

Stu: I will get on that.

**TPO 8 Conversation 2**

Pro: So, Richard... what’s up?

Stu:Well, I know we have a test coming up on chapters.

Pro: Chapters 3 and 4 from your text book.

Stu: Right, 3 and 4, well, I didn’t get something you said in class Monday.

Pro: Alright.? Do you remember what it was about?

Stu: Yeahs, you were talking about a gym... a health club where people can go to exercise, that kind of thing.

Pro: Ok, but the health- club model is actually from chapter 5.so…

Stu: Oh, chapter 5? Oh so it not--... OK but I guess I still want to try to understand…

Pro: Of course, well, I was talking about an issue in strategic marketing, the healthy club model; I mean with a health club you might think they would have trouble attracting customers right?

Stu: Well, I know when I pass by a healthy club and I see all those people working out, they’re exercising, I just as soon walk on by.

Pro: Yes, there is that. Plus, lots of people have exercise equipment at home, or they can play sports with their friends. Right?

Stu: Sure.

Pro: But nowadays in spite of all that, and expensive membership fees, health clubs are hugely popular, so how come?

Stu: I guess that is what I didn’t understand.

Pro: Ok, basically they have to offer things that most people can’t find anywhere else, you know quality, that means better exercise equipment, high-end stuff, and classes... -exercise classes, may be aerobics.

Stu: I am not sure if I…ok I get it. And you know another thing is I think people probably feel good about themselves when they are at the gym. And they can meet new people, socialize.

Pro: Right, so health clubs offer high quality facilities. And also they sell an image about people having more fun, relating better to others and improving their own lives if they become members.

Stu: Sure that makes sense.

Pro: Well, then, can you think of another business or organization that could benefit from doing this? Think about an important building on campus here, something everyone uses, a major source of information?

Stu: You mean like an administrative building?

Pro: Well, that is not what I had in my mind.

Stu: You mean the library.

Pro: Exactly. Libraries, imagine publish libraries; They’re an information resource for the whole community right?

Stu: Well they can be, but now, with the internet and big book stores, you can probably get what you need without going to a library.

Pro: That’s true. So if you were the director of a public library, what would you do about that?

Stu: To get more people to stop in, well, like you said, better equipment, maybe a super fast internet connection, and not just a good variety of books but also like nice and comfortable areas where people can read and do research. Things that make them want to come to the library and stay.

Pro: Great!

Stu: Oh, and maybe have authors come and do some readings or ... I don’t know, special presentations. Something people couldn’t get at home.

Pro: Now, you are getting it.

Stu: Thanks, Professor Wilkins, I think too.

**TPO 9Conversation 1**

Listen to a conversation between a student and her professor.

P: Before we get started, I...I just wanted to say I’m glad you chose food science for your major course of study.

S: Yeah, it seems like a great industry to get involved with. I mean with a four-year degree in food science, I'll always be able to find a job.

P: You're absolutely right. Before entering academia, I worked as a scientist for several food manufacturers and for the US Food and Drug Administration. I even worked on a commercial fishing boat in Alaska a couple of summers while I was an undergraduate. We’d bring in the day's catch to a floating processor boat where the fish got cleaned, packaged and frozen right at sea.

S: That's amazing! As a matter of fact, I'm sort of interested in food packaging.

P: Well, for that, you'll need a strong background in physics, math and chemistry.

S: Those are my best subjects. For a long time, I was leaning towards getting my degree in engineering.

P: Well, then you shouldn’t have a problem. Uh, and fortunately, at this university, the department of food science offers a program in food packaging. Elsewhere, you might have to hammer courses together on your own.

S: I guess I luck out then. I am… so since my appointment today is to discuss my term paper topic, I wanted to ask, could I write about food packaging? I realize we're supposed to research food-born bacteria, but food packaging must play a role in all of that, right?

P: Absolutely! Maybe you should do some preliminary research on that.

S: I have! That's the problem. I'm overwhelmed.

P: Well, in your reading, did anything interest you in particular? I mean something you’d like to investigate.

S: well, I was surprised about the different types of packaging used for milk. You know, clear plastic bottles, opaque bottles, carton board containers...

P: True! In fact, the type of packaging has something to do with the way milk's treated against bacteria.

S: Yeah, and I read a study that showed how light can give milk a funny flavor and decrease its nutritional value. And yet most milk bottles are clear. What's up about that?

P: Well consumers like being able to visually examine the color of the milk. That might be one reason that opaque bottles haven't really caught on. But that study... I'm sure there is more studies on the subject. You shouldn't base your paper on only one study.

S: Maybe I should write about those opaque plastic bottles. Find out if there is any scientific reasons they aren't used more widely? Maybe opaque bottles aren't as good at keeping bacteria from growing in milk after the bottle has been opened for something… but where to begin researching this? I don't have a...

P: You know, there is a dairy not far from here in Chelsea. It was one of the first diaries to bottle milk in opaque plastic, but now they're using clear plastic again. And they're always very supportive of the university and our students, so if you wanted...

S: Yeah, I like that idea.

**TPO 10 Conversation 1**

Narrator

Listen to a conversation between a student and her Photography Professor.

Student

Professor Johnson, there is something that’s been on my mind.

Professor

OK?

Student

Remember last week, you told us that it's really important to get our photography into a show, basically as soon as we can?

Professor

Yup, it's a big step, no question.

Student

Thing is, I am sitting here and I am just not sure how I’d get there. I mean I’ve got some work I like, but is it really what a gallery is looking for? How would I know, how do I make the right context to get it into a show, I just really don't...

Professor

OK, hold on, slow down. Um…these are questions that, well, just about every young artist has to struggle with. OK, the first thing you should do is you absolutely have to stay true to your artistic vision; take the pictures you want to take.

Don't start trying to catch the flavor the month and be trendy because you think you’ll get into a show--- that never works, because you wind up creating something you don't really believe in. It’s uninspired, and won’t make any shows. I've seen it happen so many times. This doesn't mean that you should go into a cave. Keep up with trends, even think about how your work might fit in with them, but don't mindlessly follow them.

Student

Well, yeah, I can see that. I think though I have always been able to stay pretty true to what I want to create, not what others want me to create. I think that comes through in my work.

Professor

OK, just remember that is one thing to create works that you really want to create when it’s in the classroom. The only thing at stake is your grade. But work created outside the classroom? That can be in different story. I'm not talking about techniques or things like that. It's just that there is so much more at stake when you are out there making art for a living. There’s a lot of pressures to become something you are not, and people often surrender to that pressure.

Student

But to get stuff exhibited…

Professor

Well, you need to be a bit of an opportunists. You know, common sense things like always having a sample of your work on hand to give to people. You won’t believe the kind of contacts and opportunities you can get in this way. And try to get your work seen in the places like restaurants, bookstores, you’d be surprised how word gets around about photography in places like that.

Student

OK it's just so hard to think about all of those practical things and make good work, you know.

**TPO 12 Conversation 1**

Narrator

Listen to a conversation between a student and a professor.

Student

So Professor Tibets, your notes said that you want to see me about my heavy-weight paper. I have to say that grade wasn’t what I was expecting. I thought I’d done a pretty good job.

Professor

Oh, you did. But do you really want to settle for pretty good when you can do something very good?

Student

You think it can be very good?

Professor

Absolutely!

Student

Would that mean you’d…I could get a better grade?

Professor

Oh, sorry! It’s not for your grade. It's…I think you could learn a lot by revising it.

Student

You mean, rewrite the whole thing? I really swamped. There’re deadlines wherever I turn and… and I don’t really know how much time I could give it.

Professor

Well, it is a busy time, with spring break coming up next week. It’s your call.

But I think with all a little extra effort, you could really turn this into a fine essay.

Student

No… yeah…I mean, after I read your comments, I...I can see how it tries to do too much.

Professor

Yeah. It’s just too ambitious for the scope of the assignment.

Student

So I should cut out the historical part?

Professor

Yes. I would just stick to the topic. Anything unrelated to the use of nature EMITRY has no place in the paper. All that tangential material just distracted from the main argument.

Student

Yeah, I never know how much to include. You know…where to draw the line?

Professor

Tell me about it! All writers struggled without one. But it’s something you can learn. That will become more clear with practice. But I think if you just cut out the…emm…

Student

The stuff about history, but if I cut out those sections, won’t it be too short?

Professor

Well, better a short well-structured paper than a long paper that poorly-structured and wanders off topic.

Student

So all I have to do is to leave those sections?

Professor

Well, not so fast. After you cut out those sections, you’ll have to go back and revise the rest, to see how it all fits together. And of course, you’ll have to revise the introduction too, to accurately describe what you do in the body of the paper. But that shouldn’t be too difficult. Just remember to keep the discussion focused. Do you think you can get it to me by noon tomorrow?

Student

Wow…emm…I have so much…er…but I’ll try.

Professor

OK, good! Do try! But if you can’t, well, sure for after spring break, OK?

**TPO 13 Conversation 1**

Professor:

Good afternoon, Alex, can I help you with something?

Student:

Well, I want to talk with you about the research project you have assigned today. I um…I hope you could clarify a few things for me.

Professor:

I’ll certainly try.

Student:

Ok, all we have to do is do two observations and take notes on them, right?

Professor:

Ur, that’s the start, but you need to do some research, too. Then you will write a paper that is not so much about the observations, but a synthesis of what you have observed and read.

Student:

Ok….And what about the children I am suppose to observe?

Professor:

Not children, a single child observed twice.

Student:

Oh…Ok, so I should choose a child with a permission of a child’s parents of course and then observed that child a couple of times and take good notes, then?

Professor:

Actually after your first observation, you go back and look through your textbook or go to a library and find a few sources concerning the stage of development, the particular child is in. Then, with that knowledge, you will make the second observation of the same child to see if these expected developmental behaviors are exhibited.

Student:

Can you give me an example?

Professor:

Well, en, if you observed a 4 year-old child, for example, my daughter is 4 years old; you might read up on cushy stage of cognitive development we covered those in class.

Student:

Aha…

Professor:

And most likely, what stage would a child of that age be in?

Student:

Um… the pre-operational stage?

Professor:

Exactly, if that’s the case, her languages used to be maturing and her memory and imagination would be developed.

Student:

So she might play pretend like she can pretend when driving her toy car across

a couch that the couch is actually a bridge or something.

Professor:

That is right. In addition, her thinking would be primarily egocentric.

Student:

So she would be thinking mostly about herself and her own needs, and might not be able to see things from anyone else perspective.

Professor:

En hums…

Student:

But what if she doesn’t? I mean, what if she doesn’t demonstrate those behaviors?

Professor:

That’s fine; you’ll note that in your paper. See, your paper should compare what is expected of children at certain stages of development with what you actually observed.

Student:

Ok, I have one more question now.

Professor:

What’s that?

Student:

Where can I find a child to observe?

Professor:

Ur, I suggest you contact the education department secretary. She has a list of contacts at various schools and with certain families who are somehow connected to the university. Sometimes they are willing to help out students with projects like yours.

Student:

Ok, I’ll stop by the educational department office this afternoon.

Professor:

And if you have any trouble or any more questions, feel free to come by during my office hours.