Faculty-Student Scenarios: ACR

A central theme of AVID College Readiness is that each college class must be researched by the students enrolled, perhaps resulting in new understandings.\(^1\) For example, a familiar term, such as “essay,” must be understood in the context of the class in which it appears. A familiar topic in high school (e.g., The U.S. Constitution) may be presented, and assessed, in a different way. In the scenarios below, developed principally from ACR’s “Asking University Faculty About Their Writing Assignments.”\(^2\) AVID students act out (with their teacher as professor) various office-hours interactions that can result in the students’ understanding more about a course (or a professor).

1. Your political science professor has just distributed her “Assignment” (p. 310). With your study group, you have analyzed this assignment and you realize that it doesn’t answer all of the questions on p. 312. Visit your professor and ask about answers to the unanswered questions.

2. It is the second week of class, and you know that, as an AVID student, it is important to get to know your professor and for him or her to know you as a diligent student. Visit the professor, not only to introduce yourself, but with a specific purpose that demonstrates your interest and active engagement in his/her class.

3. You are having difficulty with a reading in the class (see p. 63, “To ask questions about a reading”). Go to your professor’s office during office hours and attempt to get some help with how to approach reading the text.

4. Your professor definitely supports a particular ideology on a “hot topic” related to the class. You disagree with him/her, but you would like to stay in the class—and pass! Visit your professor to discuss this topic with him/her.

5. You are concerned about how to take notes more effectively for your professor’s lectures. Take your Cornell notes for a lecture to his/her office hours and try to find out what the central themes/questions/concepts are so that you can focus on these in your note-taking.

6. In your biology class, you have been assigned to work collaboratively with a group of students who are not interested in working very hard. Go to the professor in attempt to improve your situation.

7. Your professor has assigned an “essay” of two pages in length for an out-of-class, process assignment. However, you don’t know how this essay should be organized or what sources you should use. Visit the professor to get some clarification.


\(^2\) In Unit 1, pp. 63–64; in Unit 2, pp. 226–227; in Unit 3, pp. 361–362.