

# ***THE WRITING CONFERENCE***

Meeting One-on-One with  
Students



# *Overview*

## **This presentation covers...**

- Differences between the classroom context and an individual conference.
- Methods of structuring a successful conference.
- Tips for working one-on-one to create more confident writers.

# *Classroom vs. Conference*

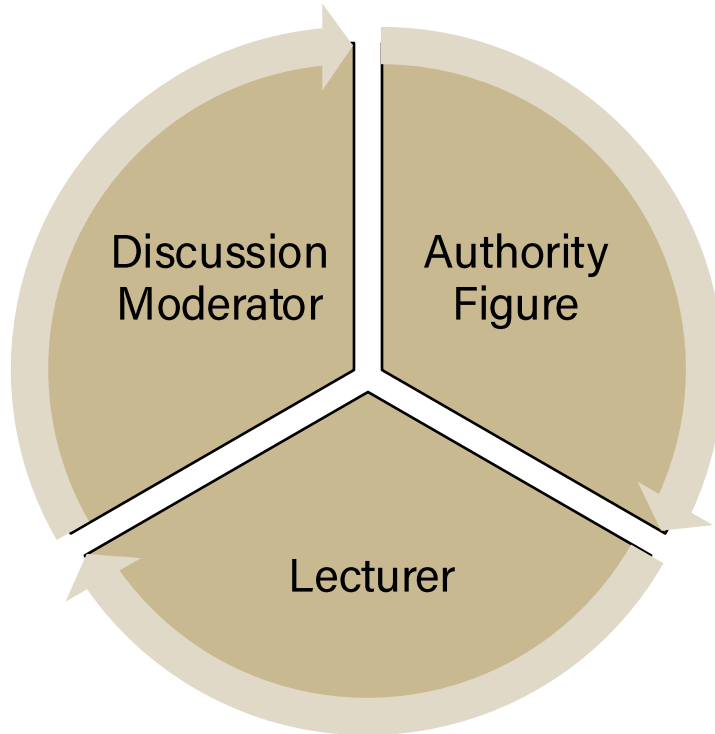
## In the classroom...

- Instruction is group-oriented.
- Time is spent discussing key concepts, relevant texts, and assignments.
- Outgoing students may dominate discussion.
- Activities are generally teacher-guided.

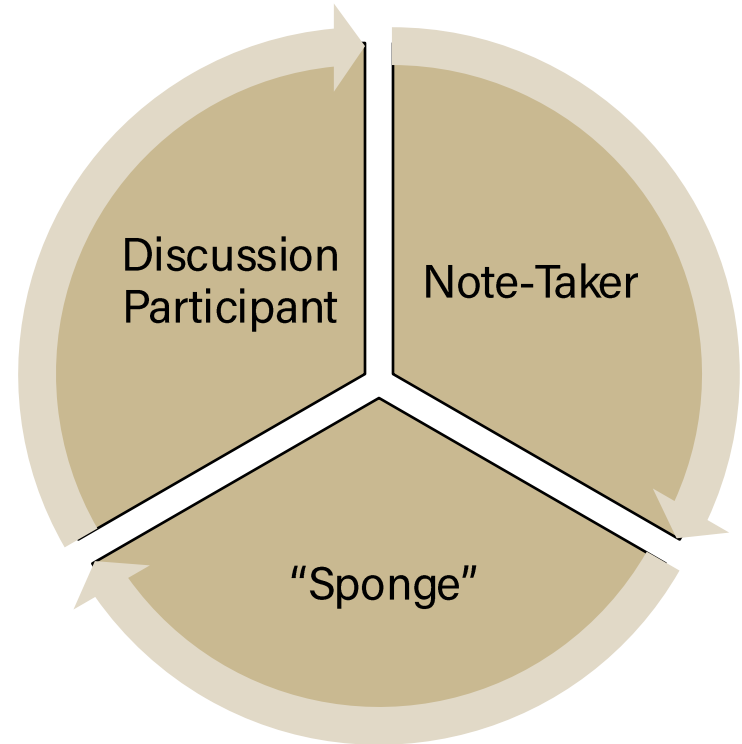


# *Classroom Roles*

## Instructor



## Student



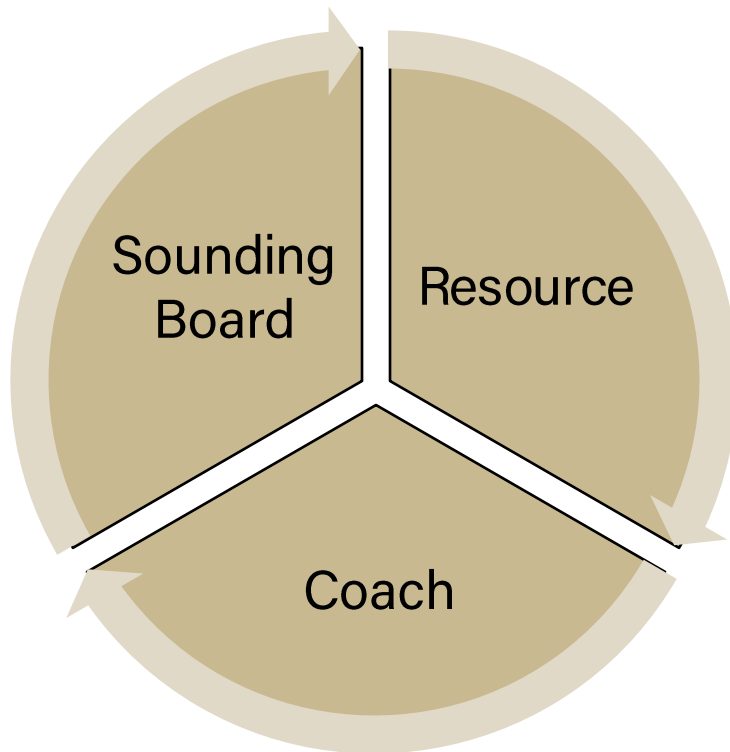
# *Conference vs. Classroom*

## **In a conference...**

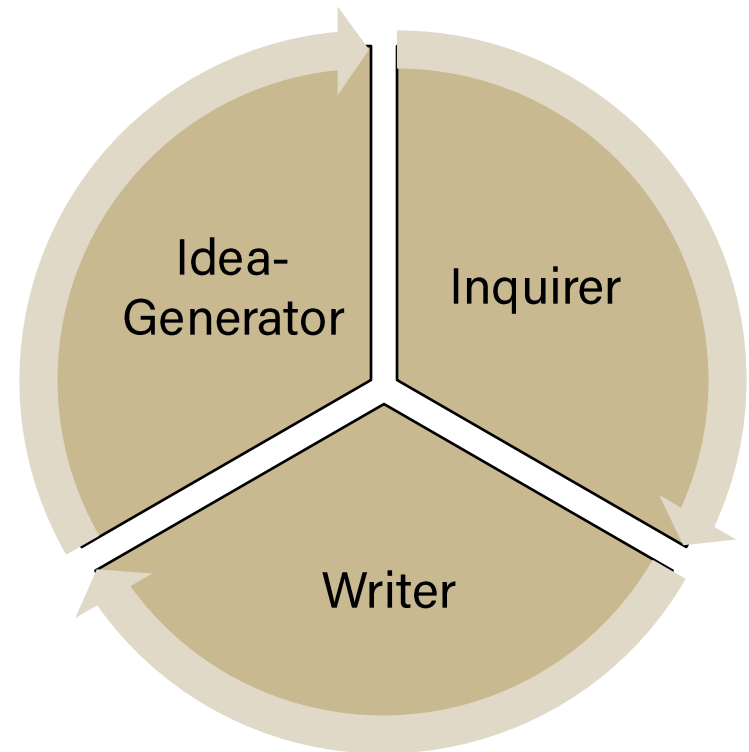
- Instruction is individual-oriented.
- Time is spent discussing a student's ideas, progress and revisions.
- Less outgoing students have a chance to speak up.
- Activities are student-guided.

# *Conference Roles*

## Instructor



## Student



# *The Overall Goal*

## Developing better writers:

- In the classroom, students gain the tools and vocabulary they need to consider and discuss writing critically.
- In conferences, students get feedback on their own writing process in practice.

# *Conducting a Conference*

## **Budget your time:**

- Ask how the student is doing
- Establish a plan
- Focus on the text at hand
- Wrap up: summarize comments
- Refer the student to additional resources





# *Establishing a Plan*

## **Use the first minutes to set an agenda.**

- “What questions do you have about the assignment?”
- “What obstacles are you encountering with your writing?”

## **Assign a conference task in class.**

- “Bring a list of ideas for your upcoming paper to your conference this week.”
- “We’ll discuss the rough draft you handed in.”

# *Focus on the Text at Hand*

## **Let the student do the work:**

- Have the student brainstorm ideas for a new project.
- Ask guiding questions to help the student expand his/her ideas.
- Ask the student to select a section of the paper s/he would like to review.
- Discuss methods for revising a rough draft.

# *Wrapping Up*

## **Summarize Comments:**

- “Focus on incorporating your research in this draft.”
- “Pursue that idea you brought up further and see how it changes your revision.”

## **Ask/Answer Final Questions:**

- “Do you feel more confident about tackling this revision now?”
- “Do you have the OWL address so you can look up citation style?”

# *Final Tips for Success*

**Be a guide, not a 'guru'**: help the student to discover his/her own methods and ideas.

**Model, don't prescribe**: demonstrate how to apply something once, then let the student invent on his/her own.

**Review and/or refer**: let the student leave with a task or a resource so they stay focused beyond their conference.

# *Additional Resources*

## Visit the Purdue Writing Lab:

- **Drop in:** Heavilon 226 (Mon-Fri)
- **Phone:** (765) 494-3723
- **Email:** [writing.lab@purdue.edu](mailto:writing.lab@purdue.edu)
- **Web:** [owl.purdue.edu/writinglab](http://owl.purdue.edu/writinglab)
- **Follow us:**



***THE END***

