

### *Revision Conferences (October 24-November 3)*

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When allowing students to sign up to meet with you, please plan approximately 20-25 minutes for this interview. It is not advisable, therefore, to schedule back-to-back 20-minute meetings. Depending on the questions the student has, it may take longer or shorter than anticipated.

1. Use the completed rubric and your marked copy to guide the conference. **It would be enormously beneficial for you to make and retain a copy of your marked rubric for comparison with the final draft; you need to give students a copy of your marked rubric at the end of the interview.**
2. If possible, have the student sit across from you (or at least somewhere that enable a face-to-face discussion).
3. Give your candidate the clean copy and the photocopy of the completed rubric.
4. **Again, be careful not to verbally edit the paper with the student.** It's one thing to say, "I was confused by your analysis in paragraph 3." **OR** "Too much of your argument is based on the research of others and not thought out by you." **OR** "Your criticisms/evaluations/arguments [particular point] are weak and need to be more fully explained." It's quite another thing to say, "You can correct your weak analysis by writing..."—and then telling the student what to write. **OR** Telling the student that a better argument would be...—and then supplying your idea of a good argument. There is a vast difference between guiding revision and controlling it.

#### Use of the Clean Copy

5. The student should make notes on the clean copy regarding content and style.
  - A. Maybe there is a paragraph that contains several types of errors—punctuation, sentence fragments, sentence structure, etc. Have the student look at the paragraph with you. Direct the discussion through questioning: "Let's look at your sixth paragraph. I see some problems with punctuation here (or whatever convention you think the student's focus deserves) that occur throughout your paper. If you were correcting this paragraph, what errors would you fix?" Let the student then guide the discussion.
  - B. Look at another paragraph—this time, perhaps, for sentence structure. You might start by saying, "Too many of your sentences are simple sentences that have the same subject-verb format." Ask: "How can you make some of these sentences in paragraph more varied and interesting. How can you change the structure so there is more variety?" Provide wait time for the student to actually talk to you through a change that she/he would make. Help the student on one or two sentences if necessary. This kind of modeling can serve as a guide for the student to re-examine the whole paper in the revision process.
6. When finished, ask the students if they have any further questions and remind them that from this point forward, there will be no further commenting on the essay. Students have until November 18 to make revisions and edit as necessary as well as write the abstract, unless other accommodations are agreed upon by both you and the student. **Place the marked copy and your rubric in your personal folder for the student for future reference.**