

Module 9

ACADEMIC CONVERSATIONS



NorthCentral
Comprehensive Center

Nebraska • North Dakota • South Dakota • Wyoming

By the end of the session we will:

- **KNOW** the guidelines for a social conversation
- **UNDERSTAND** that an academic conversation is collaborative
- **BE ABLE TO** use four skills in an academic conversation

Social Conversations

- In pairs, engage in a social conversation for three minutes.

Guidelines for Social Conversations

- Ask questions
- Add on to what is being said
- Keep idea going until it is exhausted and then begin new topic
- Turn-taking is balanced
- Demonstrate nonverbal listening by nodding, adding “mmm – mmm”

How To (cont.)

- Form triads. Need one conversation processor who uses guidelines.
- Topic of choice or choose: Your principal wants to invite a celebrity speaker to your school. Think about the celebrity you would choose to have speak and why.
- Process charts and then give feedback.
- Rotate roles.

Avoid

- Doing all the talking
- Giving mono-syllabic responses
- Using an interview format

What makes a discussion collaborative?

- It is more than a collection of opinions.
- Want students to talk with, not at, each other.

4 Skills for Academic Conversations

Create

Clarify

Fortify &
Support

Evaluate &
Compare

Constructive Conversation Skills

Create

- What is your idea?
- What do we need to do?
- What do you think about?
- One idea could be.....
- I noticed that.....
- That reminds me of.....



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Constructive Conversation Skills

Clarify

- Can you clarify the part about.....
- Can you be more specific?
- Do you know what I mean?
- What do you think?
- To paraphrase.....
- It sounds like you think....

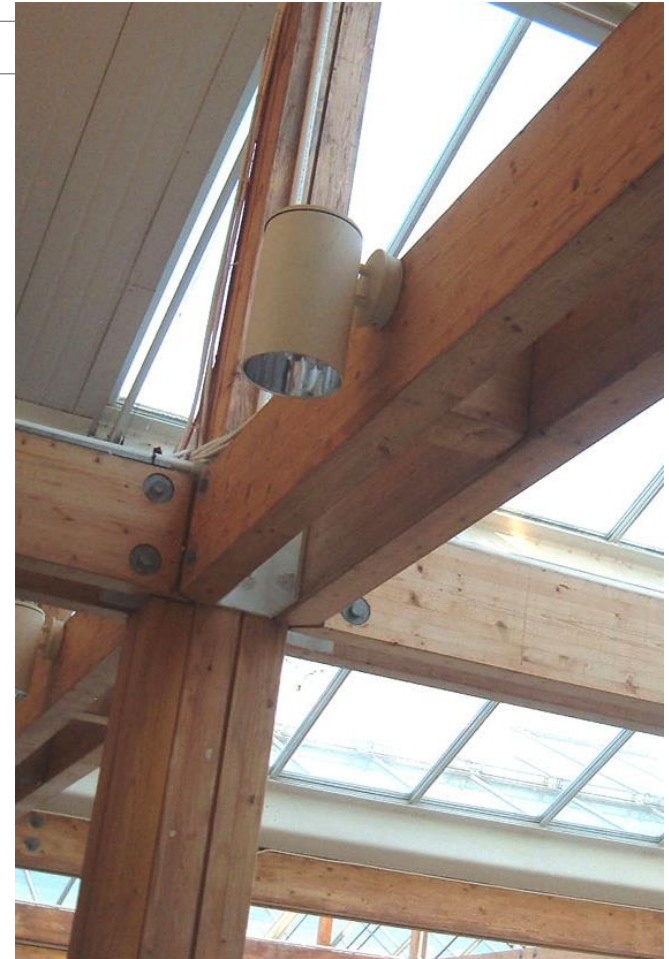


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Constructive Conversation Skills

Fortify & Support

- Can you give an example of.....
- What is the strongest support for....
- Where does it say that?
- What are examples from other sources?
- An example from.....



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Constructive Conversation Skills

Evaluate & Compare

- How can we decide.....
- How do we compare....
- What is your opinion?
Why?
- How might we take the best
from both ideas?
- How does the evidence
compare?



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Examples of Academic Conversations

WHAT DO YOU THINK ABOUT MR. PENDANSKI?

- A: I think Mr. Pendanski is bad because he treats Zero like nothing
- B: I think he is good cause he treats Thadding nice
- A: and one more reason I think Mr. Pendanski...one more...one reason Mr. Pendanski is bad is because he insults Zero he is...there is nothing going on in his goofy little head.
- B: Mr. Pendanski is a bad person because he is being mean to Zero

WHAT DO YOU THINK ABOUT MR. PENDANSKI?

- B: I think he's a little bit nice, but he's a little bit bad
- A: What do you mean by a little nice and a little bad?
- B: Like sometimes he's nice to people and sometimes he is not nice.
- A: Can you give evidence?
- B: Like when he said to Zero that he is not really useless and he said to Stanley that he 's gonna be good.

Examples of Academic Conversations

WHAT DO YOU THINK ABOUT MR. PENDANSKI?

C: I think Mr. Pendanski is a bad guy because, because he treats Zero unfair with the other people, the other kids

D: I think Mr Pendanski is bad because he doesn't treat Zero the same as the other boys

C: Another reason is, Mr. Pendanski acts good so that the other boys can get used to him and think that he's a good guy

D: Another reason he is bad is that he cares about the other boys but doesn't like talk to Zero and stuff

WHAT DO YOU THINK ABOUT MR. PENDANSKI?

C: I think Mr Pendanski is...is bad

D: What do you mean about Mr. Pendanski being bad?

C: Mr. Pendansk is bad because he doesn't treat zero the same, because he treats Zero unfair.

D: Can you give evidence?

C: like...hmmm... like when he was talking to the caveman...that he...hmmm...like he said that Zero doesn't have anything in his own head

Be P.I.E. about 4 skills for academic conversations

- **P**urposeful
- **I**ntentional
- **E**xplicit



How To (cont.)

- Demonstrate an academic conversation using the 4 skills with the prompt:
 - Think about one invention that has had an impact on the way you live.
- Explain how this invention has changed your life.

How To (cont.)

- Pairs participate with the prompt:
 - Your school principal is considering a new policy that will require all students and teachers to wear uniforms.
- State your position and support it with convincing reasons.

Comments? Questions?