

Writing with your Mentor: The Process Behind Group Composition
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The combined efforts of two summer scholars' projects, both centered on composing and editing scholarly work, reveal the multifaceted process of writing under the tutelage of a mentor. The four students involved with these projects worked closely with their respective mentors to investigate the subjects of ASL linguistics and *Harry Potter* and to develop a process to guide their work throughout the summer. One student composed and revised a new chapter for her professor's linguistic textbook, and the other three worked to write, compile, and edit a book of scholarly essays regarding *Harry Potter*. As they researched and collected resources, the students learned how to navigate the communicative gap between mentor and mentee and ensure they received the support they needed. They tackled questions of editorial authority and how to be an authoritative writer while still remaining open to comments. In the case of the ASL chapter, this process involved numerous drafts and revisions, confirming ideas with the ASL department, and discovering how to make the topic accessible to a larger audience. The *Harry Potter* students, meanwhile, worked with various essay authors on rounds of revisions, began the vigorous process of copy editing, and started compiling necessary materials for the book's publication. Time management and balancing the often-conflicting roles of student and scholar were key tools throughout the projects, both of which are ongoing. The students hope to see them through to publication within the next year.