Summer Writing Group
Special Topics Series

Writing With and Writing As and International Scholar

Gigi Taylor, PhD
Senior English Language Specialist
UNC Writing Center

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Writing With and Writing As an International Scholar

Learning Objectives

• To understand the challenges of writing with and writing as an international scholar
• To learn about strategies associated with collaborative writing in multilingual teams
• To learn about other available resources
Foreign Language Proficiency

Choose the highest level of your own second language (L2) proficiency:

• I know a few common expressions, but not much more.
• I can have comfortable social conversations in my L2.
• I could pursue my career at an **equally prestigious institution** in my L2.
Three Key Activities

- Writing
- Responding
- Publishing
Thinking about writing, responding, and publishing…

With your group, write your thoughts on the Padlet boards.

• Challenges of writing AS an international scholar
• Challenges of writing WITH an international scholar
• Strategies that HAVE worked
• Strategies that HAVE NOT worked
• Questions and Concerns
Designing the Alliance

• Discuss these things before agreeing to or starting on a project
  • Roles and responsibilities: "How do you see us collaborating on this project?"
  • Strengths and weaknesses: "I feel very confident that I can do X. I'm less confident with Y."
  • Needs and preferences: "I appreciate detailed written feedback/the opportunity to discuss the draft together." "Please ignore grammar mistakes and concentrate on the ideas for now."
  • Timelines: For the project and for your check-ins.
  • Concerns: Specify how you'd like them to address language issues (more later).
Additional Strategies to the Padlet

**Writing AS**
- Prioritize the content.
- Consult / share models of target texts.
- Seek specific feedback. Respect requests.
- Ignore minor language errors until final editing.
- Seek and provide good disciplinary mentoring.

**Writing WITH**
- Prioritize the content
- Consult / share models of target texts.
- Seek specific feedback. Respect requests.
- Ignore minor language errors until final editing.
- Seek and provide good disciplinary mentoring.
Pennsylvania Oil: How to Write and Read Drafts

- P...Point
  - Am I making / Do I get the general point?
- A...Assignment
  - Does the draft match the assignment? Does it meet the requirements of the genre?
- O...Organization
  - Have I created / Do I detect a pattern of organization?
- I...Interest
  - Is the content interesting?
- L...Language
  - How much am I bothered by language issues?

Language: Error Gravity

• High gravity errors *thoroughly impede* communication
  • Request / Provide feedback on these
  • “Tell me more about this idea” is more fruitful than “What are you trying to say?”

• Low gravity errors *do not seriously interfere* with communication
  • Ignore or correct / Hire an editor for these
Resources

- Advice on seeking and providing useful feedback
  https://writingcenter.unc.edu/tips-and-tools/writing-groups/
- Academic and social communication support for international scholars
  https://writingcenter.unc.edu/esl/resources/
- F1000 Research—Browse articles for review and response language
  https://f1000research.com/browse/articles
- ResearchGate.net thread on plagiarism detection tools
  https://www.researchgate.net/post/What_other_free_plagiarism-checking_software_do_you_use_other_than_Turnitin
- Help for Hire when you need a professional editor
  https://writingcenter.unc.edu/about/help-for-hire/
Thanks and Happy Writing!

Please contact me with questions and concerns.

Gigi Taylor

vgtaylor@unc.edu
Additional Resources and Session Survey

• Center for Faculty Excellence support:
  – National Science Foundation writing series
  – Fulbright Scholars and Specialist awards
  – Summer Writing Group and special topics
  – National Center for Faculty Development and Diversity (NCFDD)
  – 1 on 1 writing project consulting

• See this Session’s brief online survey that will be delivered to your email inbox shortly.

• Thank you for attending!