

## Postgraduate School

### **BOOKS ON JOURNAL ARTICLE WRITING AVAILABLE IN THE UFS LIBRARY**

**Compiled by R du Plessis**

Aitchison, C., B. Kamler & A. Lee. (eds). 2010. *Publishing pedagogies for the doctorate and beyond*. London: Routledge. **(070.5 PUB)**. This book explores the challenges and rewards of supporting doctoral publishing and provides new ways to increase research publication outputs in a pedagogically sound way.

Becker, L.M. & P. Denicolo. 2012. *Publishing journal articles*. Los Angeles: SAGE. **(808.066 BEC)**. This book provides practical strategies to help maximize the chances of success in getting your work published in the journal of your choice. It offers advice on vital topics such as: how to write and get the style right; what to select for publication; how to plan for success; how to cope with writer's block; working with editors and reviewers; and how to cope with rejection.

Beins, B. & A.M. Beins. 2012. *Effective writing in psychology: papers, posters, and presentations*. 2<sup>nd</sup> ed. Chichester: Wiley-Blackwell. **(808.06615 BEI)**.

This book helps students, writers and speakers at all levels refine their communication skills by guiding them at every stage of the process. It not only focuses on principles of good writing and writing in APA style, it also offers tips on internet publishing, poster presentations, and making presentations to Institutional Review Boards (IRBs) and highlights methods for selecting a research topic, organizing papers and communicating statistics in an accessible way.

Belcher, W.L. 2009. *Writing your journal article in 12 weeks: a guide to academic publishing success*. Thousand Oaks, Calif. : SAGE. **(808.066 BEL)**. Belcher's book is a revolutionary approach enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising their articles accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is

the only guide that focuses specifically on publishing humanities and social science journal articles.

Benson, P.J. & S.C. Silver. 2013. *What editors want: an author's guide to scientific journal publishing*. Chicago: University of Chicago Press. **(070.5 BEN)**. The authors instruct readers on how to identify journals that are most likely to publish a given paper, how to write an effective cover letter, how to avoid common pitfalls of the submission process, and how to effectively navigate the peer review process, including dealing with revisions and rejection.

Blanpain, K. 2012. *Academic writing: a resource for researchers*. 3rd ed. Leuven: Acco. **(808.066 BLA)**. This book assists new and established researchers in the process of writing and editing English texts. Its objectives are threefold: 1) to give guidelines for using academic style and language and for writing specific academic genres, such as abstracts, research proposals and **especially research articles**; 2) to provide a wide range of vocabulary and grammar resources for practice and consultation; 3) to teach learners strategies for improving and editing their own writing.

Bolton, G. & S. Rowland. 2014. *Inspirational writing for academic publication*. Los Angeles, Calif. : SAGE. **(808.1 BOL)**. The authors introduce readers to a three "key phases" method (write for yourself, redraft for your reader and edit for posterity) to make the writing process less daunting. They also offer support and advice on how to develop your own writing voice to use this to engage readers in your research.

Cargill, M. and P. O'Connor. 2013. *Writing scientific research articles: strategy and steps*. 2<sup>nd</sup> ed. Chichester: Wiley-Blackwell. **(808.0666 CAR)**. The book is designed for scientists who use English as a first or an additional language as well as for research students and those who teach them paper writing skills. It provides clear processes for selecting target journals and writing each section of a manuscript, starting with the results. The stepwise learning process uses practical exercises to develop writing and data presentation skills through analysis of well-written example papers. Strategies are presented for responding to referee comments, as well as ideas for developing discipline-specific English language skills for manuscript writing.

Furman, R. and J.T. Kinn. 2012. *Practical tips for publishing scholarly articles: writing and publishing in the helping professions*. 2<sup>nd</sup> ed. Chicago, Ill. : Lyceum Books. **(808.02 FUR)**. Furman and Kinn guide readers through each step of publication from idea generation through structuring an article and journal selection to submission, revision, and collaboration.

Girden, E.R. and R. Kabacoff. 2011. *Evaluating research articles from start to finish*. 3<sup>rd</sup> ed. Los Angeles, Calif. : SAGE. **(001.42 GIR)**. The authors provide readers with valuable suggestions for reading, evaluating, and assessing research articles in terms of the design employed and techniques used to carry out statistical analysis of the data collected... the well-written work provides guidance to students as well as professionals on how to examine research reports and articles with an inquisitive mind.

Harris, A. & A. Tyner-Mullings. 2013. *Writing for emerging sociologists*. Los Angeles, Calif. : SAGE. **(808.066301 HAR)**. This book not only offers practical knowledge concerning topics such as peer reviewed journal manuscripts, book reviews, grant proposals, and field notes, it also provides useful advice and instruction for sociology undergraduate and graduate students whether they plan to enter or continue in the academy or in the private, non-profit, or government sectors.

Harris, S.R. 2013. *How to critique journal articles in the social sciences*. 2013. Los Angeles, Calif. : SAGE. **(808.0663 HAR)**. The book provides readers with a step-by-step guide to reading and understanding a social research article. The author guides readers through the questions they should be asking themselves as they read an article so they can make an informed decision about the quality of the research. This book instills in readers a critical perspective – one that appreciates the strengths and weaknesses of any piece of scholarship.

Hartley, J. 2008. *Academic writing and publishing: a practical handbook*. London: Routledge. **(808.02 HAR)**. This book guides the reader through the process of writing and publishing.

Holland, K. & R. Watson. 2012. *Writing for publication in nursing and healthcare: getting it right*. Chichester, West Sussex: Wiley-Blackwell. **(808.06661 WRI)**. This book provides concrete strategies for writing everything from a conference abstract and literature review to a book. It includes many examples and tips to help an inexperienced writer gain the skills to become a good writer. *Writing for Publication* includes strategies for how to be a good article reviewer as well.

Huff, A.S. 2009. *Designing research for publication*. Los Angeles: SAGE. **(300.72 HUF)**. It is easy to be paralyzed by the possibilities and responsibilities of academic work or distracted into one fascinating alley after another without cumulative insight. Even when well underway too many scholars sink into necessary details and do not complete the less inviting tasks that are required to engage the attention of others. This book addresses efforts to avoid these

pitfalls. It is written especially for those early in their careers who must quickly master the basic mechanics of research and publication if they are to succeed as academics, and for those who try to assist them.

Johnson, N.F. 2011. *Publishing from your Ph.D. : negotiating a crowded jungle*. Farnham, Surrey: Ashgate. **(070.5 JOH)**. The book focuses on providing early career researchers with emotional and collegial support that is often not available in academe. It specifically clarifies the difficulty in having written the PhD thesis and then rewriting it to suit the genre of journal articles.

Lambert, N.M. 2014. *Publish and prosper: a strategy guide for students and researchers*. New York, N.Y. : Routledge. **(070.5 LAM)**. This book is a strategy guide for students and researchers to maximize their writing potential. The core of the strategy is to make research a priority, enhance your efficiency and minimize pitfalls. The strategies reviewed will help readers successfully navigate through graduate school, get a good job, receive grants and promotions, and make important contributions to their field.

Lichtfouse, E. 2013. *Scientific writing for impact factor journals*. New York, N.Y. : Novinka. **(808.0665 LIC)**. This book presents the “golden rules” for publishing scientific articles. In order to do away with major recurring errors, the author explains how to easily structure an article and offers support for the typical mistakes made by most scientists, tips on how to make the style more academic or more general to fit your intended readership and, in the book’s closing section, suggests new publishing techniques of the Internet age such as the micro-article, which allows researchers to focus their findings into a single innovative point.

Lussier, R.N. 2010. *Publish don’t perish: 100 tips that improve your ability to get published*. Charlotte, N.C. : Information Age Pub. **(070.5 LUS)**. The purpose of this book is to help academics get their academic work published. The author is a professor of business management and the tips are based on his experience in the field of management. However, most of the tips are generic to all academic publishing.

Maree, K. (ed). 2012. *First steps in journal article writing*. Claremont, South Africa: Juta. **(808.02 FIR)**. This book brings together various perspectives, techniques and traditions in scholarly writing in an accessible, hands-on text that can be used to prepare manuscripts for journals.

McInerney, D.M. 2001. *Publishing your psychology research: a guide to writing for journals in psychology and related fields*. London: Sage. **(808.06615 MCI)**.

This practical guide demystifies the journal publication process. The author shows how to plan for publication from the beginning of a research project, how to write publishable articles and how to approach journals. Examples are drawn from a variety of internationally renowned journals and psychology fields.

Murray, R. 2013. *Writing for academic journals*. 3<sup>rd</sup> ed. Maidenhead, Berkshire: Open University Press. **(808.066 MUR)**. The book draws on current research and theory to provide new knowledge on writing across the disciplines. Drawing on her extensive experience of running writing workshops and working closely with academics on developing writing, the author offers a host of practical tried and tested strategies for good academic writing.

Owtram, N. 2010. *The pragmatics of academic writing: a relevance approach to the analysis of research article introductions*. Bern: Lang. **(808.042071 OWT)**. This book focuses on five key stylistic features of writing – paragraph structure, length and construction of sentences, organisation of information in sentences, relative formality of vocabulary, amount of nominalisation – widely seen as partly responsible for the different impressions created by academic writing in English and Italian. The author develops a theoretical framework for the investigation of intuitions about stylistic differences from a contrastive point of view. To this end, the book gives an overview of recent scholarly approaches to writing and reading, genre studies, contrastive rhetoric and the notions of style and stylistics, together with an assessment of several individual approaches.

Pho, P.D. 2013. *Authorial stance in research articles: examples from applied linguistics and educational technology*. Houndmills, Basingstoke: Palgrave Macmillan. **(401.47 PHO)**. Research on academic writing in general, and on the research article genre in particular, has investigated the generic structure of the Abstract, or of the Introduction section of the research article, with little attention being paid to other sections (Methods, Results, Discussion and Conclusions). Using both quantitative and qualitative approaches, this work investigates the move structures of all the sections of the research article, including the Abstract. The book explores the sequencing and structure of moves, and shows how linguistic features are used to realize authorial stance in the moves. It reveals that there are some differences between the two closely related disciplines in terms of move structure and typical linguistic features of moves. However, more significant is the finding that authorial stance, as expressed in linguistic realizations of moves, varies systematically across moves in both disciplines.

Rocco, T.S. and T. Hatcher. (eds). 2011. *The handbook of scholarly writing and publishing*. San Francisco, Calif. : Jossey-Bass. **(808.02 HAN)**. Focusing on writing for publication, *The Handbook of Scholarly Writing and Publishing* discusses the components of a manuscript, types of manuscripts, and the submission process. It shows how to craft scholarly papers and other writing suitable for submission to academic journals.

Shon, P.C. 2012. *How to read journal articles in the social sciences: a very practical guide for students*. Los Angeles, Calif. : SAGE. **(300 SHO)**. This handy guide teaches you how to read so you're able to maximize your output in the writing process, whether you're a student or early career researcher. The included reading code sheet and reading strategies will allow students and researchers to systematize the reading, note-taking, and organizing of voluminous amounts of information in an easily identifiable and retrievable format.

Spector, T. and R. Damron. 2013. *How architects write*. New York, N.Y. : Routledge. **(720.2 SPE)**. This is a writing reference book for designers. Whether you're an architect, landscape architect, interior designer, or an industrial designer, this book shows you the interdependence of writing and design. The authors present typical writing assignments and explain principles of effective writing by including examples of good form and illustrating common pitfalls. The book includes resources for how to write a designer's manifesto, statements of design intent, criticism, thesis, proposals, review statements, research reports, specifications, field reports, client communications, post-occupancy evaluations, and e-mailed meeting agendas so that you can navigate your career from school to the profession.

Swales, J.M. 2011. *Aspects of article introductions*. Ann Arbor: University of Michigan Press. **(808.0666 SWA)**. The research article has become the most influential genre in most areas of scholarship, and introductions are at least *supposed* to be read first and to be designed in such a way as to attract as large readership as possible.

Taylor, D.B. 2013. *Writing skills for nursing and midwifery students*. Los Angeles, Calif. : SAGE. **(808.06661 TAY)**. This book teaches students to write persuasively and correctly, both to support them in their courses and to prepare them for their professional careers. The book contains samples of good and improvable writing and focuses on the genres and styles of writing that nursing and midwifery students asked for. With regular summaries, learning aids, checklists and a glossary of key terms, nursing and midwifery

students at all levels will find this book easy to follow and handy to refer to for help with the writing they need to do throughout their course.

Thomson, P. 2013. *Writing for peer reviewed journals: strategies for getting published*. London: Routledge. **(808.02 THO)**. The book presents an insider's perspective on the secret business of academic publishing. It offers a set of moves for writing a journal article that is structured and doable but also attends to the identity issues that manifest on the page and in the politics of academic life. The book comprehensively assists anyone concerned about getting published; whether they are early in their career or moving from a practice base into higher education, or more experienced but still feeling in need of further information. Avoiding a 'tips and tricks' approach, which tends to oversimplify what is at stake in getting published, the authors emphasize the production, nurture and sustainability of scholarship through writing – a focus on both the scholar and the text or what they call *text work/identity work*.

Wallwork, A. 2011. *English for writing research papers*. New York, N.Y. : Springer. **(371.30281 WAL)**. Publishing your research in an international journal is key to your success in academia. This guide is based on a study of referees' reports and letters from journal editors on reasons why papers written by non-native researchers are rejected due to problems with English usage. It draws on English-related errors from around 5000 papers written by non-native authors, 500 abstracts by PhD students, and over 1000 hours of teaching researchers how to write and present research papers.

Williams, J.M. 2012. *Style: the basics of clarity and grace*. Boston: Longman. **(808.042 WIL)**. The concise clarity of this book makes it a handy reference for anyone interested in good writing--as well as a quick and ideal guide for freshman composition courses, writing courses across the disciplines, and as a supporting text in courses that require clear and direct writing.

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## **Postgraduate School**

Johannes Brill building, Ground floor

Phone: 051 401 3541

Email: [postgraduatersvp@ufs.ac.za](mailto:postgraduatersvp@ufs.ac.za)