

Postgraduate School

BOOKS ON ACADEMIC WRITING AVAILABLE IN THE UFS LIBRARY

Compiled by R du Plessis

Aldred, G.J., C.T. Brusaw & W.E. Oliu. 2012. *Handbook of technical writing*. 10th ed. Boston: Bedford/St. Martin's. **(808.0666 ALR)**. This book is alphabetically organized. Its nearly 400 entries provide guidance for writing all the most common types of professional documents and correspondence, including reports, proposals, manuals, memos, and white papers. In addition, advice for organizing, researching, writing, and revising complements thorough treatment of grammar, usage, style, and punctuation to provide comprehensive help with writing skills. Coverage of the latest types of writing for the Web discusses FAQs and blogs as forms of collaborative writing and business promotion. New digital tips focus on using technology to assist with writing tasks, such as using wikis for collaborative documents.

Badenhorst, C. 2010. *Productive writing: becoming a prolific academic writer*. Pretoria: Van Schaik. **(808.02 BAD)**. The book are dealing with themes such as writer's block, procrastination and making time to write. The increasing focus on research and publishing at universities makes this book an important contribution to available literature on research.

Bailey, S. 2011. *Academic writing for international students of business*. London: Routledge. **(808.06665 BAI)**. This book can be used for self-study and contains information on a) the writing process, from assessing sources to proof-reading the completed work, b) elements of writing, practising skills such as giving definitions and examples, c) accuracy in writing, with 15 units on areas from abbreviations to verb tenses and d) writing models, which illustrate emails, CV's, reports and long essays.

Biggam, J. 2011. *Succeeding with your master's dissertation: a step-by-step handbook*. 2nd ed. Maidenhead: McGraw Hill/Open University Press.

(808.066 BIG). Taking a step-by-step approach to the dissertation life cycle and highlighting examples of good and bad practice as well as the common mistakes students often make, the book provides guidance on how to gain marks, as well as how to avoid losing them. This edition offers additional advice on mind-mapping, note taking and speed reading techniques, as well as time management and how to make the most of your supervisor. There are also more information on research methods as well as a new chapter on systematic reviews.

Blackwell, J. & J. Martin. 2011. *A scientific approach to scientific writing*. New York: Springer. **(808.0666 BLA)**. The book does not focus primarily on grammar, but includes sections on important facets, such as “voices” and tenses. It also addresses problems associated with writing other texts (reports, reviews, emails etc.).

Bolton, G. & S. Rowland. 2014. **(808.1 BOL)**. *Inspirational writing for academic publication*. Los Angeles, Calif. : SAGE. The author introduces her “key phases” method (write for myself, redraft for my reader, edit for posterity) to make the writing process less daunting, and offers support on how to develop your own writing voice to use this to engage readers in your research. Drawing on case studies, as well as their own extensive writing experience, the authors suggest strategies for dealing with common difficulties such as time and energy management, restoring flagging enthusiasm, maintain inspiration and dealing with potential burnout and writer’s block.

Christiansen, T. 2011. *Cohesion: a discourse perspective*. Bern: Lang. **(401.41 CHR)**. This book looks at cohesion from the wider perspective of discourse, seen as an interactive process. Consequently, different sociolinguistic and cultural factors are also taken into consideration. How far is cohesion a constitutive feature of text? What is the precise link between cohesion and coherence? What specific role does discourse have in phenomena such as anaphora? Do such things as cohesive universals exist across languages? How far do socio-cultural, or discourse-specific, conventions contribute to the type and degree of cohesion present in a text?

Connelly, M. 2012. *Get writing: paragraphs and essays*. 3rd ed. Boston, MA. Wadsworth. **(808.042 CON)**. The text helps those who are struggling with writing requirements, including recent high school graduates, returning students, or those for whom English is a second language. Integrated exercises enable them to practice what they have just learned, and student papers in

annotated first and revised drafts provide realistic models. Sample professional writing demonstrates how writers understand the context of their writing, utilize writing strategies, and make language choices. Writing prompts and collaborative writing projects teach students how to write personal, academic, or work-related papers, and how to evaluate their own and others' writing.

Craswell, G. & M. Poore. 2012. *Writing for academic success*. 2nd ed. London: SAGE. **(808.066 CRA)**. If you seek to manage your writing effectively, reduce stress and improve your confidence and efficiency, this book is for you. The authors show you how to acquire communicative rigor in research essays, reports, book and article reviews, exam papers, research proposals, and literature reviews, through thesis writing, posters and papers for presentation and publication. The book includes advice on common writing concerns, cross-cultural and inter-disciplinary practices, a list of helpful words and phrases, and subject-specific examples of writing ranging from economics to philosophy to medicine.

Deane, M. 2010. *Inside track to academic reading, writing, and referencing*. Harlow, Essex: Pearson Education. **(808.02 DEA)**. This book will provide you with practical guidance and tips on searching for literature and referencing your sources in a scholarly manner, helping you to avoid plagiarism and to produce successful academic writing assignments whatever your course of study. With the in-depth understanding of the practice of integrating and referencing academic sources and research into your writing that this book delivers, you will be better prepared to deal with – and succeed in – the full range of writing tasks that will be expected of you over the course of your academic studies and on into your career.

Denicolo, P. 2012. *Developing research proposals*. Los Angeles, Calif. SAGE. **(001.44 DEN)**. This book explores the nature and purpose of different kinds of proposals, focuses on the actual research proposed, discusses how best to carry out and structure the literature review, examines the posing and phrasing of research questions and hypotheses, looks at how methods and methodology should be handled in a proposal and discusses the crucial issues of planning, strategy and timing in developing targeted proposals.

Feak, C.B. & J.B. Swales. 2011. *Creating contexts: writing introductions across genres*. Ann Arbor, Mich. University of Michigan Press. **(808.042 FEA)**. Research article introductions are central to creating contexts: writing across genres with the CaRS (creating a research space) model used as a starting point. This volume focuses on introductions for other kinds of texts that are also part of

the graduate student writing experience such as course papers and critiques, proposals and dissertations.

Finch, E. & S. Fafinski. 2011. *Legal skills*. 3rd ed. Oxford: Oxford University Press. **(340.0711 FIN)**. *Legal skills* encompasses all the academic and practical legal skills essential to the law student in one manageable volume. It is an ideal text for first year law students and is also a valuable resource for those studying law at any level. Clearly structured in three parts, the book covers the full range of legal skills students will need to succeed from the beginning of their law degree, through exams and assessments and into their future careers.

Francis, P. 2009. *Inspiring writing in art and design: taking a line for a write*. Bristol: Intellect. **(808.04207 FRA)**. This very practical volume, written for tutors and students, nurtures writing's creative role in the process of art and design. It uses short exercises and creative writing techniques combined with the energy and liveliness of the workshop situation to help with academic issues in writing assignments.

Greasley, P. 2011. *Doing essays & assignments: essential tips for students*. Los Angeles, Calif. SAGE. **(808.066 GRE)**. Greasley's tips are backed up by a survey of lecturers, which highlights the things that markers are really looking for in students' work. However the book remains closely focused on its readers' needs, paying particular attention to areas in which students commonly struggle. The following topics are included: Introductions, conclusions and structuring; finding and reading literature; answering the question; critical analysis & referencing.

Harris, R. A. 2005. *Using sources effectively: strengthening your writing and avoiding plagiarism*. 2nd ed. Glendale, CA. Pyczak Pub. **(808.02 HAR)**. This book is designed to assist writers of research papers, with practical and effective strategies for incorporating sources into their work.

Kail, R.V. 2015. *Scientific writing for psychology: lessons in clarity and style*. Los Angeles, Calif. : SAGE. **(808.06615 KAI)**. This book provides straightforward, hands-on strategies to help psychology students master scientific writing. At the core of this brief and engaging guide are seven class-tested lessons: three devoted to sentences, one to paragraphs, and three to writing research reports. Packed with helpful examples and an abundance of writing wisdom, this book addresses the skills every successful writer needs.

Lang, T.A. 2010. *How to write, publish, & present in the health sciences: a guide for clinicians & laboratory researchers*. Philadelphia, Pa. American College of Physicians. **(808.06661 LAN)**. Presented in a clear and concise manner, this new book shares with readers the important information and guidelines on successfully publishing or presenting work in medicine and the health sciences, and how to avoid the pitfalls that often lead to rejection letters or poorly conceived presentations. Suitable for readers who are contemplating publishing or presenting their work for the first time ,as well as more seasoned professionals who want to maximize efficiency and obtain better results, this now book is sure to become the standard reference on professional communications.

Laplane, P.A. 2012. *Technical writing: a practical guide for engineers and scientists*. Boca Raton, Fla.CRC Press. **(808.0665 LAP)**. Engineers and scientists of all types are often required to write reports, summaries, manuals, guides, and so forth. While these individuals certainly have had some sort of English or writing course, it is less likely that they have had any instruction in the special requirements of technical writing.

Levin, P. 2011. *Excellent dissertations*. 2nd ed. Maidenhead: Open University Press. **(808.066378 LEV)**. A dissertation is likely to be the largest single piece of work you will be asked to produce. This handy book guides you through the whole process: planning your dissertation project, managing it, and writing it up. It offers friendly and practical advice and addresses all the questions students ask.

Lomas, R. 2010. *Mastering your business dissertation: how to conceive, research, and write a good business dissertation*. London: Routledge. **(808.06658 LOM)**. The ability to write to a high standard is a key skill that is often overlooked in the business world. This short book from an international, best-selling author offers a practical guide to conceiving, researching and writing a business or management dissertation.

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 getting their academic work published.

Mabbett, I.W. 2007. *Writing history essays: a student's guide*. Basingstoke: Palgrave Macmillan. **(808.0669 MAB)**.To write history successfully, it is essential to understand the nuts and bolts of technique as well as the underlying principles which are too rarely made explicit, but which govern the

whole process. The author shows how history differs from other disciplines, outlines the methods of historical research and writing, and clearly illustrates their application to writing assignments, essays and dissertations in history.

Machin, A.M. & R. Ward. 2008. *Mirror images: reading and writing arguments*. New York: Pearson/Longman. **(808.0427 MAC)**. *Mirror images* is a comprehensive argument rhetoric with readings that explains reading and writing as mirror images of each other and helps students develop skills by intentionally connecting these two processes.

Maree, K. (ed). 2012. *Complete your thesis or dissertation successfully: practical guidelines*. Claremont: Juta. **(808.066378 COM)**. This book provides fundamentally important information to students of the social sciences completing their master's or doctoral studies, as well as to their supervisors and study leaders. Eminent scholars have contributed to the book and have created a text that is easy to read and use, yet does not water down the conceptual and terminological complexities of the process. For the very first time the most recent and current perspectives on how to complete master's or doctoral studies have been brought together in one publication that will equip relatively inexperienced researchers to write a thesis or dissertation.

Markman, P., A.L. Heney, R. Markman & M.L. Waddell. 2011. *10 steps in writing the research paper*. Hauppauge, N.Y. : New York. **(808.066 TEN)**. This guide gives students clear directions for writing papers in virtually all academic subjects. The authors describe how to determine a subject, formulate and outline a provisional thesis, prepare a bibliography, take notes from sources, write a draft, then revise and edit the paper, bringing it to its final form. Added advice includes avoiding plagiarism and making the most of library and Internet resources.

McNiff, J. 2014. *Writing and doing action research*. Los Angeles, Calif. : Sage. **808.066 MCN**). Written for practitioners involved in higher degree courses and professional development programmes, and students undertaking methods courses, this book includes guidance on how to carry out an action research project; present your findings in a dissertation, report or thesis; demonstrate the quality of your research and writing; be critical and write theoretically; write for journals and prepare thesis and book proposals.

Naoum, S.G. 2013. *Dissertation research and writing for construction students*. 3rd ed. London: Routledge. **(808.066624 NAO)**. The book covers topic selection, research planning, data collection and methodology, as well as structuring and writing the dissertation - in fact, everything needed for a

successful write-up. A new section advising students on the use of the SPSS software 'Statistical Package for Social Sciences' will help readers make the best use of this tool.

Neville, C. 2010. *The complete guide to referencing and avoiding plagiarism*. 2nd ed. Maidenhead: Open University Press. **(808.027 NEV)**. This new edition of *the Complete Guide to Referencing and Avoiding Plagiarism* continues to demystify the referencing process and provide essential guidance to make sure you are not committing plagiarism. It provides clear guidelines on why and when to reference as well as how to correctly cite from a huge range of sources.

Oliver, P. 2012. *Succeeding with your literature review: a handbook for students*. Maidenhead: Open University Press. **(001.4 OLI)**. This step-by-step handbook provides comprehensive and practical guidance on the process of researching a range of relevant literature on a subject, as well as planning and writing a literature review. The book takes a student friendly approach to offer complete novices a simple review of a process which is often central to producing a research study.

Oliver, P. 2014. *Writing your thesis*. 3rd ed. Los Angeles, Calif. : SAGE. **(808.066478 OLI)**. This revised edition contains examples of common mistakes students make when writing a thesis and how to avoid them as well as the relationship between students and their supervisors. Information on online and digital work will bring students up to date with the latest developments in thesis writing.

Oruç, A. Y. 2012. *Handbook of scientific proposal writing*. Boca Raton, Fla. CRC Press. **(808.0665 ORU)**. The *Handbook of Scientific Proposal Writing* offers researchers and research administrators a broad perspective on the process of initiating and conducting funded scientific research projects. Written for students and researchers in all fields and disciplines, this reference offers a holistic approach to conceiving and then converting new ideas into effective proposals. It focuses on the technical aspects of writing proposals rather than the fund-raising issues. Chapters provide full coverage of the scientific method, including information on how scientific research should be conducted.

Redman, P. & W. Maples. 2011. *Good essay writing: a social sciences guide*. 4th ed. Los Angeles, Calif. : SAGE. **(808.0663 RED)**. The authors focus on answering key questions you will face when preparing essays - What do tutors look for when marking my essay? What kind of skills do I need as I progress through my

course? How can I avoid inadvertent plagiarism? What are the protocols for referencing?

Riley, K., Campbell, K.S., Manning, A. & F. Parker. 2011. *Revising professional writing in science and technology, business, and the social sciences*. Hilton Head, SC. Parlay Press. **(808.0666 REV)**. This is a textbook for courses in scientific and technical writing, business writing, and other types of advanced writing. Each chapter explains principles for revising or editing a single feature of a draft. Students then solve revision and editing problems in the applications section of each chapter.

Rottenberg, A.T. & D.H. Winchell. 2009. *Elements of argument: a text and reader*. 9th ed. Boston, M.A. Bedford/St.Martin's. **(808.042 ROT)**. *Elements of Argument* was the first text based on the accessible Toulmin model — the model of argument that fits best with the methods and goals of college composition. It combines a thorough argument text on critical thinking, reading, writing, and research with an extensive reader on both current and timeless controversial issues.

Schmidt, D.E. 2010. *Writing in political science: a practical guide*. 4th ed. Boston: Longman. **(808.06632 SCH)**. A practical guide for writing and arguing about political events, ideas, passions and agendas. A collection of actual student essays shows you how to write your way to a better grade.

Scott, G.M. & S.M. Garrison. 2008. *The political science student writer's manual*. 6th ed. Upper Saddle River, N.J. Pearson Prentice Hall. **(808.06632 SCO)**. This writer's manual considers the different types of papers common to political science classes at all levels—exploring the purposes and characteristics of each paper, the steps for writing a successful paper, and typical formats.

Smith, K.G., N. Woodbridge & M. Pretorius. 2008. *Academic writing and theological research: a guide for students*. Johannesburg: South African Theological Seminary Press. **(808.02 SMI)**. This book deals with technical aspects of scholarly writing.

Sutherland-Smith, W. 2008. *Plagiarism, the Internet, and student learning: improving academic integrity*. New York: Routledge. **(808 SUT)**. Written for Higher Education educators, managers and policy makers, this book combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed.

Swales, J.M. 2011. *Aspects of article introductions*. Ann Arbor, Mich. University of Michigan Press. **(808.0666 SWA)**. This title has been reissued to make it more easily available than it has ever been, particularly for the use of university libraries and for younger and newer practitioners and researchers in the rapidly expanding and increasingly global field of English for Academic Purposes (EAP).

Swales, J.M. & C. Feak. 2011. *Navigating academia: writing supporting genres*. Ann Arbor, Mich. University of Michigan Press. **(808.02 SWA)**. This book focuses on the supporting genres that facilitate the more public genres that form the building blocks of an academic and/or research career. Included are statements of purpose for graduate school applications, letters of recommendation, and responses to journal reviewers.

Taylor, D.B. 2013. *Writing skills for nursing and midwifery students*. **(808.06661 TAY)**. This book contains samples of good and improvable writing, leading the student through the whole writing process and teaches students to write persuasively and correctly.

Wallace, M. 2011. *Critical reading and writing for postgraduates*. 2nd ed. London: SAGE. **(378.170281 WAL)**. This guide helps you develop both the ability to critically ask questions, and a reflective and critical approach to your own research and writing. Broken down into three parts, it builds up your skills and confidence through focused activities that progressively develop your ability to critically read and write.

Webley, L. 2010. *Legal writing*. 2nd ed. London: Routledge-Cavendish. **(808.06634 WEB)**. *Legal Writing* guides students comprehensively through this essential legal skill, and addresses a range of examining methods, from questions to final essays and problem answers. It considers how to deconstruct essay and problem questions and how to conduct and apply legal research to answer set questions. The book explains how to reference others' work clearly and correctly, and is a useful tool for students concerned about issues of plagiarism. It also focuses on how to develop and communicate legal arguments, and both good and bad examples of written work are considered and discussed.

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