

Suggested Resources for Writers of Scholarly Papers

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Something for Everyone

Scholarly writing is a skill we are constantly developing. Good writing requires resources. At the GSN, we've put information about a variety of writing resources in one place, and we've created a program of active supports for writers at the doctoral level. Read on to learn more.

Peer Review

Doctoral students, alumni, and faculty often rely on peers to review papers prior to submitting them for external review and publication. Many faculty also suggest seeking peer review of papers prior to submission within courses. Ask a peer to read a draft and share balanced, substantive comments and suggestions. It's a good idea to ask for grammar and spelling edits, too. Use software tools (e.g., Microsoft Word) to track changes facilitates peer review.

Mock Review

Request a Mock Review of your manuscript, grant proposal, poster or presentation prior to external submission. Two faculty reviewers will formally review your draft in a group meeting, and others choosing to attend may offer suggestions. To request a Mock Review, contact jean.boucher@umassmed.edu.

Software Tools

- Always use grammar and spelling tools in your word processing program.
- Check in with your librarian to learn about helpful formatting programs such as RefWorks and Endnote.
- Check your drafts for similarity to other authors' works at www.TurnItIn.com or other anti-plagiarism software sites. Ask your advisor or personal librarian to help you set up access.

Writing Workshops and Courses

Hands-on writing workshops focus on particular aspects of scholarly science and philosophy writing and reviewing. Check out Hurley Write course*, Purdue's OWL site*, Duke University's Graduate Scientific Writing Resource*, Pearson's SmartThinking tutoring*, and Grammarly's* grammar check, and other sites. Locally, arrange a workshop for your group by contacting your advisor or program director.

Writing Coaches & Editors

Novices and published authors alike may use professional coaching or editing services to continually improve their writing. Services assist writers to structure their work, express ideas cogently, and comply with style and space mandates. Some provide English language writing support. Services may also include proofreading. Editors and coaches are not responsible for the accuracy or quality of content. Grant writing services range from technical support to preparation of complete applications.

Some writers have access to free or discounted professional editorial services through their employers. Others contract independently, typically on a fee-for-service or project basis. If you are looking for services, you might explore these:*

- Elizabeth Philips (lizep36@gmail.com) is an experienced writing editor and coach serving authors of dissertations, capstone, academic papers, articles, and books.
- Joellen Hawkins (joellenhawkins@mac.com) is a well-published nurse author and retired BC faculty member. She offers coaching and editing services.
- Maine Desk, LLC, Professional Editorial Services (www.mainedesk.com) offers coaching and editing services to writers under the direction of nurse leader, author, and journal editor Leslie Nicoll.
- Claire Baldwin (Claire.Baldwin@umassmed.edu) is a writing consultant internal to UM-W. She offers coaching and editing services.

*No one employed by the GSN shares any financial interests with these providers, nor receives any remuneration of any kind via these recommendations or any contracts that may be established as a result of this sharing of resource information.

Doctoral Students and Faculty Recommend...

Sources Supporting Writing Your Paper or Manuscript:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

Graff, G., Birkentstein, C. and Durst, (2014). *They say, I say* (3rd edition). New York: Norton.

Cheney, T. (1984). *Getting the words right: How to write, re-write, edit & revise*. Cincinnati: Writer's Digest Books.

Day, R. A. & Gastel, B. (2006). *How to write and publish a scientific paper*. (6th edition). Santa Barbara, CA: Greenwood.

Dexter, P. (2000). [Tips for scholarly writing in nursing](#). *Journal of Professional Nursing*, 16, 6-12.

Gopen, G. D. & Swan, J. A. (1990). [The science of scientific writing](#). *American Scientist*, 78, 500-558

Hayes, M. (2008). *Encouraging Words*. Silver Spring, MD: Beckham.

Hegyvary, S. (2005). [Writing that matters](#). *Journal of Nursing Scholarship*, 37, 193-194.

Kots, D., Cals, J., Tugwell, P., & Knottnerus, J. (2013) [Introducing a new series on effective writing and publishing of scientific papers](#). *Journal of Clinical Epidemiology*. 359-360. (See series in subsequent issues.)

May, D. (2000). *Proofreading plain and simple*. Clifton Park, NY: Delmar Learning.

Miller, Jane E. (2005). *The Chicago guide to writing about multivariate analysis*. Chicago: The University of Chicago Press.

Plotnik, A. (1996). *The elements of editing*. Needham Heights, MA: Pearson.

Rico, G. L. (1983). *Writing the natural way*. Los Angeles: Tarcher.

Rhodes, R. (1996). *How to write: Advice and reflections*. New York: Harper Collins.

Shertzer, M. (1996). *The elements of grammar*. Needham Heights, MA: Pearson.

Schilling, L. (2005). [Publish or perish: Writing under pressure](#). *Pediatric Nursing*, 31, (3), 234-236.

Strunk, W., White, E., & Angell, R. (2000). *Elements of style* (4th ed.). Needham Heights, MA: Pearson.

Williams, J. (2005). *Style: Ten Lessons in clarity and grace* (8th ed.). New York: Pearson Longman.

Sources for Writing and Responding to Reviewers:

Many journals publish information for reviewers, including ethical guidelines and instructions for writing balanced reviews. For examples, explore journals publishing in your area of interest for their review information. For examples of balanced reviews, see [Journal of Advanced Nursing's review exemplars](#).

For instruction on responding to reviews, see Price, B. (2014). [Improving your journal article using feedback from peer review](#). *Nursing Standard*, 29, (4), 43-50.

Wisdom from the Lived Experience of Scholarly Writing:*

Read, read, read-fiction as well as good professional writing.

Write every day.

Write with others.

Write one day, edit the next. (Editing counts as writing!)

Don't try to write a perfect draft. Get it down on paper first, then worry about editing.

Sometimes it takes days to write a "perfect" paragraph.

A metaphor or two can do wonders.

Say it in as few words as possible.

Develop a love for the craft itself.

Recognize what you need to do to set up an environment in which to write.

Get up from your writing spot and move every hour or so.

READ WHAT YOU WRITE - OUT LOUD!!!!

Keep chocolate handy.

Write as if you are speaking to an educated person who is not familiar with your work.

Define terms early in your paper. Use them consistently.

Break long sentences for clarity.

Limit sentences to less than three typed lines.

Avoid semi-colons.

Avoid heavy use of adverbs.

Avoid colloquial, sensational, and emotional expressions.

Insert citations directly after the data/findings you mention, not at the ends of sentences.

Use computerized spelling and grammar tools to your advantage.

Only use family members as final editors if they are science editors familiar with APA.

Always proof-read your work before you submit it.

Read the APA Manual, cover to cover.

*Tips from GSN writers