**Resources for Writing an Article in the Quantitative Social Sciences**

**Academic Publishing: Advice & Guidance Books**

Belcher, Wendy Laura. [*Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008229120&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2009).

Germano, William. [*From Dissertation to Book*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008739300&context=L&vid=gc&search_scope=cunywide&isFrbr=true&tab=cuny_tab&lang=en_US), 2nd Ed. (2013).

Schimel, Joshua. [*Writing Science: How to write papers that get cited and proposals that get funded*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008395422&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2012).

[The Future of the University Press: A Forum](https://www.chronicle.com/specialreport/The-Future-of-the-University/118?cid=RCPACKAGE). *The Chronicle of Higher Education*: Special Report (06/01/17).

**Academic Writing: Advice & Guidance Books**

For ESL Writers

Caplan, Nigel A. [*Grammar Choices for Graduate and Professional Writers*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=TN_proquest1794837806&context=PC&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2012).[[1]](#footnote-1)

Swales, John & Christine Feak. [*Academic Writing for Graduate Students: Essential Tasks and Skills*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH007190541&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2004).[[2]](#footnote-2)

Rhetoric, Style & Productivity

Boice, Robert. [*Professors as Writers: A Self-Help Guide to Productive Writing*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008764989&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (1990).[[3]](#footnote-3)

Booth, Wayne C. [*The Craft of Research*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH009010639&context=L&vid=gc&search_scope=cunywide&isFrbr=true&tab=cuny_tab&lang=en_US) (2008).[[4]](#footnote-4)

Gopen, George [*The Sense of Structure: Writing from the Reader’s Perspective*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH004693698&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2004).[[5]](#footnote-5)

Graff, Gerald. [*“They Say/I Say”: the moves that matter in academic writing*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008770598&context=L&vid=gc&search_scope=cunywide&isFrbr=true&tab=cuny_tab&lang=en_US) (2017).[[6]](#footnote-6)

Pinker, Steven. [*The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH008784712&context=L&vid=gc&search_scope=cunywide&isFrbr=true&tab=cuny_tab&lang=en_US) (2014).[[7]](#footnote-7)

Lasch, Christopher. [*Plain Style: A Guide to Written English*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH005020881&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2002).[[8]](#footnote-8)

Silvia, Paul J. [*How to Write a Lot: A Practical Guide to Productive Academic Writing*](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH006769155&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US) (2007).[[9]](#footnote-9)

Sword, Helen. *Stylish Academic Writing* (2012).[[10]](#footnote-10)

Turner, Mark &Francis-Noёl Thomas. [*Clear and Simple as the Truth: Writing Classic* Prose](https://onesearch.cuny.edu/primo-explore/fulldisplay?docid=CUNY_ALEPH009054041&context=L&vid=gc&search_scope=cunywide&tab=cuny_tab&lang=en_US), 2nd Ed. (2011).[[11]](#footnote-11)

Free e-Book Series

Klima, Alan.[[12]](#footnote-12) [*How I Doubled My Daily Word Count*](https://academicmuse.org/free-ebook-series/).

\_\_\_\_\_\_\_\_\_\_\_. [*Clearing Your Way*](https://academicmuse.org/free-ebook-series/).

\_\_\_\_\_\_\_\_\_\_\_. [*Learning to Write from the Masters from the Inside-Out*](https://academicmuse.org/free-ebook-series/).

\_\_\_\_\_\_\_\_\_\_\_. [*Getting Free of What Hinders You*](https://academicmuse.org/free-ebook-series/).

\_\_\_\_\_\_\_\_\_\_\_. [*Step-by-Step to the Writer's Space*](https://academicmuse.org/free-ebook-series/).

**Academic Writing Style & Substance: Debate & Discussion**

Berlatsky, Noah. [“Why Most Academics Will Always Be Bad Writers.”](https://www.chronicle.com/article/Why-Most-Academics-Will-Always/237077) *The Chronicle of Higher Education* (07/11/16).

Dutton, Denis. [The Bad Writing Contest: Press Release, 1996-1998](http://www.denisdutton.com/bad_writing.htm).

Luzzi, Joseph. [“The Critic’s Soul.”](https://www.chronicle.com/article/The-Critic-s-Soul/235809) *The Chronicle Review: The Chronicle of Higher Education* (03/27/16).

Neem, Johann N. “[Coming Down from the Clouds: On Academic Writing](https://www.chronicle.com/article/Coming-Down-From-the-Clouds-/235581).” *The Chronicle of Higher Education* (03/06/16).

Pinker, Steven. “[Why Academics Stink at Writing](https://www.chronicle.com/article/Why-Academics-Writing-Stinks/148989).” *The Chronicle Review: The Chronicle of Higher Education* (09/26/14).

\_\_\_\_\_\_\_\_\_\_\_, Michael C. Munger, Helen Sword, Rachel Toor, & Theresa MacPhail. [“Why Academic Writing Stinks and How to Fix It.”](https://www.chronicle.com/article/Why-Academics-Stink-at/149105) *The Chronicle of Higher Education* (09/26/14).

Sunstein, Cass R. [“In Praise of Jargon.”](https://www.chronicle.com/article/In-Praise-of-Jargon/235266) *The Chronicle Review: The Chronicle of Higher Education* (02/14/16).

Toor, Rachel. [“Ph.D.s Are Still Writing Poorly, Part 1.”](https://www.chronicle.com/article/PhDs-Are-Still-Writing/241700?cid=wcontentgrid) *The Chronicle of Higher Education* (11/08/17).

\_\_\_\_\_\_\_\_\_\_\_. [“Ph.D.s Are Still Writing Poorly, Part 2.”](https://www.chronicle.com/article/PhDs-Are-Still-Writing/242039)*The Chronicle of Higher Education* (12/13/17).

\_\_\_\_\_\_\_\_\_\_\_. [“Ph.D.s Are Still Writing Poorly, Part 3.”](https://www.chronicle.com/article/PhDs-Are-Still-Writing/242249?cid=wcontentgrid)*The Chronicle of Higher Education* (01/07/18).

\_\_\_\_\_\_\_\_\_\_\_. [“Failing to Dare Greatly: Is it only the tenured who have the freedom to take risks anymore in scholarly writing?”](https://www.chronicle.com/article/Is-It-Only-the-Tenured-Who-Are/236413) *The Chronicle of Higher Education* (05/11/16).

\_\_\_\_\_\_\_\_\_\_\_. [Scholars Talk Writing series](https://www.chronicle.com/specialreport/Scholars-Talk-Writing/26). *The Chronicle of Higher Education* (06/15/15-present [ongoing]).

**Online University Writing Resources**

Graduate Center Library [Citation Managers & Style Guides](http://libguides.gc.cuny.edu/Citation).

Cornell University Graduate School [Productive Writer listserv](http://gradschool.cornell.edu/announcement/productive-writer-listserv) (“advice and strategies”).

Michigan Technological University [Multiliteracies Center](http://mtmc.hu.mtu.edu/).

Resources: [Handouts & Presentations](https://sites.google.com/mtu.edu/mtmcresources) (includes Writing Guides & sample Professional Documents).

Montclair State University [Center for Writing Excellence](https://www.montclair.edu/center-for-writing-excellence/).

[CWE Digital Dashboard: Resources for Writers](https://www.montclair.edu/center-for-writing-excellence/digital-dashboard/writer-resources/) (includes: Writing with Technology; Professional Writing; Writing in the Disciplines; Multilingual writers; and Writing at the Graduate Level).

NC State University Libraries Tutorials: [Literature Reviews: An Overview for Graduate Students](https://www.lib.ncsu.edu/tutorials/litreview/) (video presentation).

Purdue [Online Writing Lab (OWL)](https://owl.english.purdue.edu/owl/).[[13]](#footnote-13)

St. Louis University [Writing Services](https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/).

[Graduate Writing Resources](http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php) (Supporting the Writing Process; Reference Sites; Grammar and Sentence Structure; Science and Technical Writing Guides; English for Non-Native Speakers and ESL).

Stanford [Humanities Center](http://shc.stanford.edu/).

University of Connecticut [Writing Center](https://writingcenter.uconn.edu/).

[Graduate Writers: Resources](https://writingcenter.uconn.edu/resources/) (includes: Books; Websites; Productivity; Apps; Citation Managers).

Websites includes link to: [Explorations of Style: A Blog about Academic Writing](https://explorationsofstyle.com/for-new-visitors/).

University of California-Los Angeles [Graduate Writing Center](https://gwc.gsrc.ucla.edu/).

[Writing Resources](http://gwc.gsrc.ucla.edu/Resources) (Conducting & Analyzing Research; Writing a Specific Genre; Writing in the Academic Disciplines; Writing in the Professions; Polishing Your Language; Citing Sources; Staying Motivated & Being Productive).

University of Maryland [Graduate School Writing Center](https://www.gradschool.umd.edu/graduate-school-writing-center).

[Resources for Writing in the Disciplines](https://www.gradschool.umd.edu/students/opportunities-success/writing-initiatives/resources-writing-disciplines) (Arts & Humanities; Social Sciences; Science & Engineering).

University of North Carolina-Chapel Hill: [The Writing Center](https://writingcenter.unc.edu/).

[Handouts](https://writingcenter.unc.edu/tips-and-tools/) (Writing the Paper; Citations, Style, Sentence; Specific Writing Assignments [e.g., abstracts, literature reviews]; Writing in Specific Fields).

University of Oklahoma [Writing Center](http://www.ou.edu/writingcenter.html).

 [Writing Guides](http://www.ou.edu/content/writingcenter/guides.html) (includes: Specialized Genres; Professional Writing).

University of Texas-Austin: [The University Writing Center](http://uwc.utexas.edu/).

For Graduate Students: [Resources by Genre & Discipline](http://uwc.utexas.edu/grad/resources/) (Grammar & Style; International Students; Writers in the Sciences; Writing Job Materials; Grant Writing).

For Faculty: [Handouts](http://uwc.utexas.edu/handouts/) (The Basics; Documentation & Style Guides; Grammar, Usage & Punctuation; Writing Guides; Research Papers; Additional Resources);[[14]](#footnote-14) [Resources for Doctoral Advisors](http://uwc.utexas.edu/grad/resources/doctoral-advisors/) (Handbooks & Online Guides).

University of Toronto-Scarborough: [The Writing Centre](http://www.utsc.utoronto.ca/twc/).

 [Handouts](http://www.utsc.utoronto.ca/twc/handouts-and-online-resources-writing) (PDFs: Writing Process; Types of Writing; Academic Style; Grammar).

[Books on Writing for Graduate Students](http://writing.utoronto.ca/books/writing-for-graduate-students/) (list covers all major disciplines, including STEM and Social & Behavioral Sciences).

University of Wisconsin-Madison: [The Writing Center](https://writing.wisc.edu/).

[UW-Madison Writer’s Handbook](https://writing.wisc.edu/Handbook/index.html) (Academic & Professional Writing [e.g., Grant Proposals; Scientific Reports]; Writing Process & Structure; Improving Your Writing Style; Grammar & Punctuation; Cite References in Your Paper).

University of Minnesota [Center for Writing](http://writing.umn.edu/).

Student Writing Support: [Especially for graduate writers](http://writing.umn.edu/sws/quickhelp/graduate.html).

University of Wisconsin-Milwaukee [Graduate Resources](http://uwm.edu/writing-center/resources/graduate-resources/) (Style Guides).

Yale Center for Teaching and Learning [Graduate Writing Lab](https://ctl.yale.edu/writing/graduate).

[Writing through Graduate School](https://ctl.yale.edu/writing/graduate/writing-through-graduate-school) (resources).

**Other Online Writing Resources**

Caplan, Nigel A. [nigelcaplan.com](https://nigelcaplan.com/).

Cayley, Rachael. [Explorations of Style: A Blog about Academic Writing](https://explorationsofstyle.com/for-new-visitors/).[[15]](#footnote-15)

The Chronicle of Higher Education. [Arts & Letters Daily](https://www.aldaily.com/): Articles, Books, Essays, Opinions.

Eaton, Sarah Elaine. “[10 Great writing resources for grad students](https://drsaraheaton.wordpress.com/2013/04/23/10-great-writing-resources-for-grad-students/).” Learning, Teaching and Leadership: A blog for educators, researchers and other thinkers (04/23/13).

ETS Writing Mentor: [mentormywriting.org](https://mentormywriting.org/) (free Google Docs add-on application that provides feedback on writing using Natural Language Processing [NLP]).

Klima, Alan. [Academic Muse](https://academicmuse.org/): online writing juice to finish your creative academic book, dissertation or article. {See Free e-Book Series above.}

Open Education Database: [oedb.org](http://oedb.org/). “[150 Resources to Help You Write Better, Faster, and More Persuasively](http://oedb.org/ilibrarian/150-writing-resources/)” (2017).

\_\_\_\_\_\_\_\_\_\_\_. “[50 Essential Resources for ESL Students](http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/)” (2017).

Turner, Mark &Francis-Noёl Thomas. [classicprose.com](http://classicprose.com/): website & online Guide with Exercises and Additional Museum Exhibits for *Clear and Simple as the Truth*.

**Academic & Professional Writing-Related Organizations**

[Conference on College Composition & Communication](http://cccc.ncte.org/cccc) (CCCC).

[International Writing Centers Association](http://writingcenters.org/) (IWCA).

1. **Caplan**: Cross-referenced with Swales & Feak. [↑](#footnote-ref-1)
2. **Swales & Feak**: “is targeted primarily, but not exclusively, at those whose first language is other than English” (2). [↑](#footnote-ref-2)
3. **Boice**: Contents: **Section A. The Nature of Writing Problems; Section B: Strategies for the Short Run; Section C: A Regimen for Productive and Painless Writing: Strategies for the Long Run; Section D: Beyond Solutions, to Growth; Section E: Appendices.** [↑](#footnote-ref-3)
4. **Booth**: “foundational for understanding the research process from beginning to end, and the appendix lists sources for disciplinary-specific guidance” (Choice). [↑](#footnote-ref-4)
5. **Gopen**: “demonstrates that readers have relatively fixed expectations of where certain words or grammatical constructions will appear in a unit of discourse. By bringing these intuitive reading processes to conscious thought, this text provides students with tools for understanding how readers interact with the structure of writing” (Pearson). [↑](#footnote-ref-5)
6. **Graff**: Part 4. In Specific Academic Contexts. Chapter 17: “Analyze This”: Writing in the Social Sciences. [↑](#footnote-ref-6)
7. **Pinker**: “While The Sense of Style is very much a practical guide to clear and compelling writing, it’s also far more. Pinker dives deep into the neuroscience of language to explain why some writing is clear, some murky and some sublime…" (Mike Lemonick, Time). [↑](#footnote-ref-7)
8. **Lasch**: “covering the principles of literary construction; conventions governing punctuation, capitalization, typography, and footnotes; characteristics of bad writing; words often misused; words often mispronounced; and a table of proofreaders' marks" (Joanne Wilkinson, *Booklist*). [↑](#footnote-ref-8)
9. **Silvia**: “explains that writing productively does not require innate skills or specific traits but specific targets and actions. Drawing examples from his own field of psychology, he shows readers how to overcome motivational roadblocks and become prolific” (Canadian Association of University Teachers Bulletin). Contents: 1. Intro; 2. Specious Barriers to Writing a Lot; 3. Motivational Tools; 4. Starting Your Own Agraphia Group; 5. A Brief Foray Into Style; 6. Writing Journal Articles; 7. Writing Books; “The Good Things Still to Be Written.” [↑](#footnote-ref-9)
10. **Sword**: “For scholars frustrated with disciplinary conventions, and for specialists who want to write for a larger audience but are unsure where to begin…showcases a range of scholars from the sciences, humanities, and social sciences who write with vividness and panache. Individual chapters take up specific elements of style, such as titles and headings, chapter openings, and structure, and close with examples of transferable techniques that any writer can master” (Harvard University Press). [↑](#footnote-ref-10)
11. **Turner & Thomas**: “In classic style, the motive is truth, the purpose is presentation, the reader and writer are intellectual equals, and the occasion is informal. This general style of presentation is at home everywhere… The book is divided into four parts. The first, "Principles of Classic Style," defines the style and contrasts it with a number of others. "The Museum" is a guided tour through examples of writing, both exquisite and execrable. "The Studio," new to this edition, presents a series of structured exercises. Finally, "Further Readings in Classic Prose" offers a list of additional examples drawn from a range of times, places, and subjects. A companion website, classicprose.com, offers supplementary examples, exhibits, and commentary…” (Princeton University Press). [↑](#footnote-ref-11)
12. **Klima**: Professor of Anthropology at University of California-Davis. [↑](#footnote-ref-12)
13. **Purdue**: Excellent, extensive—essential. [↑](#footnote-ref-13)
14. **University of Texas-Austin**: “writing resources, distilled from hundreds of hours of working with students.” [↑](#footnote-ref-14)
15. **Cayley**: Excellent, with posts, key sources, links. Site maintained by an instructor of academic writing for graduate students. [↑](#footnote-ref-15)