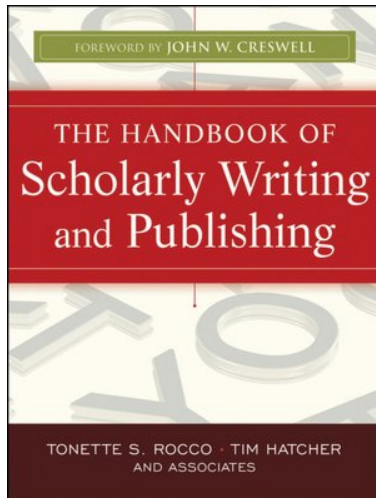


*The Handbook of Scholarly Writing and Publishing*, edited by Tonette S. Rocco and Tim Hatcher, 2011. San Francisco, CA: Jossey-Bass. \$ 30.19

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Academic writing and publishing is an essential part of teaching and learning for scholars in institutions of higher education globally. Scholarly works written by students, staff, and faculty members are well received in academia as such writing enhances their professional career, is sometimes required for graduation requirement, and as a means of sharing ideas with colleagues worldwide. In this context, the *Handbook of Scholarly Writing and Publishing*, edited by Tonette S. Rocco and Tim

Hatcher, is a valuable resource for emerging and experienced scholars from all disciplines and countries. The authors share the essential components required to craft academic peer-reviewed papers, non-refereed papers, and book reviews. They also explain the process of manuscript preparation, submission guidelines, journal requirements, and dealing with rejection, rewriting, and resubmitting their work.

The handbook is organized into four sections—becoming a published scholar,

improving writing techniques, preparing scholarly manuscript, and reflecting on the writing and publishing process. The authors in each section present diverse perspectives of research elements from various disciplines such as higher education, special education, communication, curriculum and instruction, and comparative education. Among thirty six authors of this handbook (including doctoral students and prolific authors), a majority of them come from a wide range of experience and expertise with several years of writing and publishing in well-established journals.

The first section “becoming published scholars” includes six chapters. Chapter 1 discusses “reasons to write, creating writing opportunities, learning to write, writing tips, and helping others write” (p. 3). Chapter 2 offers tips and strategies about the process of publishing in both peer-reviewed and non-peer-reviewed journals. The three authors of this chapter examine selecting topics for articles, writing and rewriting, steps of manuscript preparation, selecting the field related journal, and working with editors. Chapter 3 is about the writing experiences of three doctoral students in which they share tips on developing a research agenda, organizing the literature using software like EndNote, taking reflective notes, building mentoring relationships, developing writing skills, and overcoming writer’s block. Chapter 4 describes developing critical reading skills as “a model for self-critical writing” (p. 60) by looking at the content and structure of arguments and its benefits. Chapter 5 focuses on issues and dilemmas of doctoral students while writing for publication. The last chapter of this section (Chapter 6) offers steps, skills, and rationales for publishing an article from a doctoral dissertation. All chapters in this

section are targeted to graduate students and junior faculty who are seeking a publication record.

The second section “improving writing techniques” contains four chapters. Chapter 7 offers helpful information for authors on pitfalls (avoiding verbosity, ambiguity) and pit stops (revising, contextualizing, balancing, modeling). Chapter 8 describes finding a scholarly and academic voice. Chapter 9 describes the parts and qualities of good writing such as a compelling problem, comprehensive literature review, theoretical framework, method, findings, conclusions, and implementation. Chapter 10 is about constructing a problem statement which is an “intellectually demanding process that requires a range of analytical skills” (p. 140) and discusses the role of problem solving skills in developing a problem statement.

There are six chapters in section three “preparing scholarly manuscripts”. The chapters are about developing different types of manuscripts including literature reviews (Chapter 11), qualitative research (Chapter 12), quantitative research (Chapter 13), mixed-methods (Chapter 14), reports and position papers (Chapter 15) and book reviews, editorials, and essays (Chapter 16). As the literature review provides foundation for the study, the author offers strategies to develop concise, analytical, recent, and selected sources in a paper. In preparing a qualitative empirical manuscript, the authors suggests not only the elements of research design but also “logic and flow of the presentation, analysis, and discussion” (p. 162). In quantitative manuscript preparations, the authors focuses on organization, consistency, and skillful presentation of the research title, purpose, problem, design, data sources, sampling procedures, instrumentation, analyses,

results, and ethical standards. For mixed-method studies the authors present information to be considered such as philosophical assumptions, purposes, mixed-method designs, and legitimation techniques. Information offered in this section of the handbook is helpful to all kinds of scholars. Although conceptual/position papers, book reviews, and editorials are often not well-received scholarly writings, the authors believe that such papers help educators “understand more fully the phenomena that are critical to a concept under investigation” (p. 213), bridge the gap between peer-reviewed work and opinion articles, and meet the “needs and interests of all authors” (p.220).

The final section “reflecting on the writing and publishing process” of the handbook contains five chapters. Chapter 17 suggests that emerging scholars serve as reviewers to become familiar with the writing and publishing process and to be successful writers. Chapter 18 provides tips for addressing both negative and positive feedback received from reviewers. Chapter 19 presents very important information for both non-English speaking scholars and non-European scholars about cross cultural issues and ethical issues when publishing their work. Chapter 20 presents a successful tale of working with coauthors. Chapter 21, the final chapter of the handbook, describes the importance of mentoring relationships for graduate students and junior scholars in research writing and publishing. The handbook ends with a section providing resources for further reading on scholarly writing which is helpful to all types of scholars while developing a manuscript for publication.

Overall, the authors of the *Handbook of Scholarly Writing and Publishing* offer a plethora of advice about finding a

research topic, writing a literature review, submitting a manuscript to a journal, handling comments/feedbacks and suggestions from reviewers, and becoming a reviewer. The handbook is helpful tool for doctoral students, dissertation advisors, practitioners, and other scholars interested in scholarly writing and publishing. Equally, emerging scholars such as undergraduate research students and other graduate students seeking information on publication guidance also will benefit from reading this book.