

Textbooks

Scientific Writing Books I

Michael Jay Katz

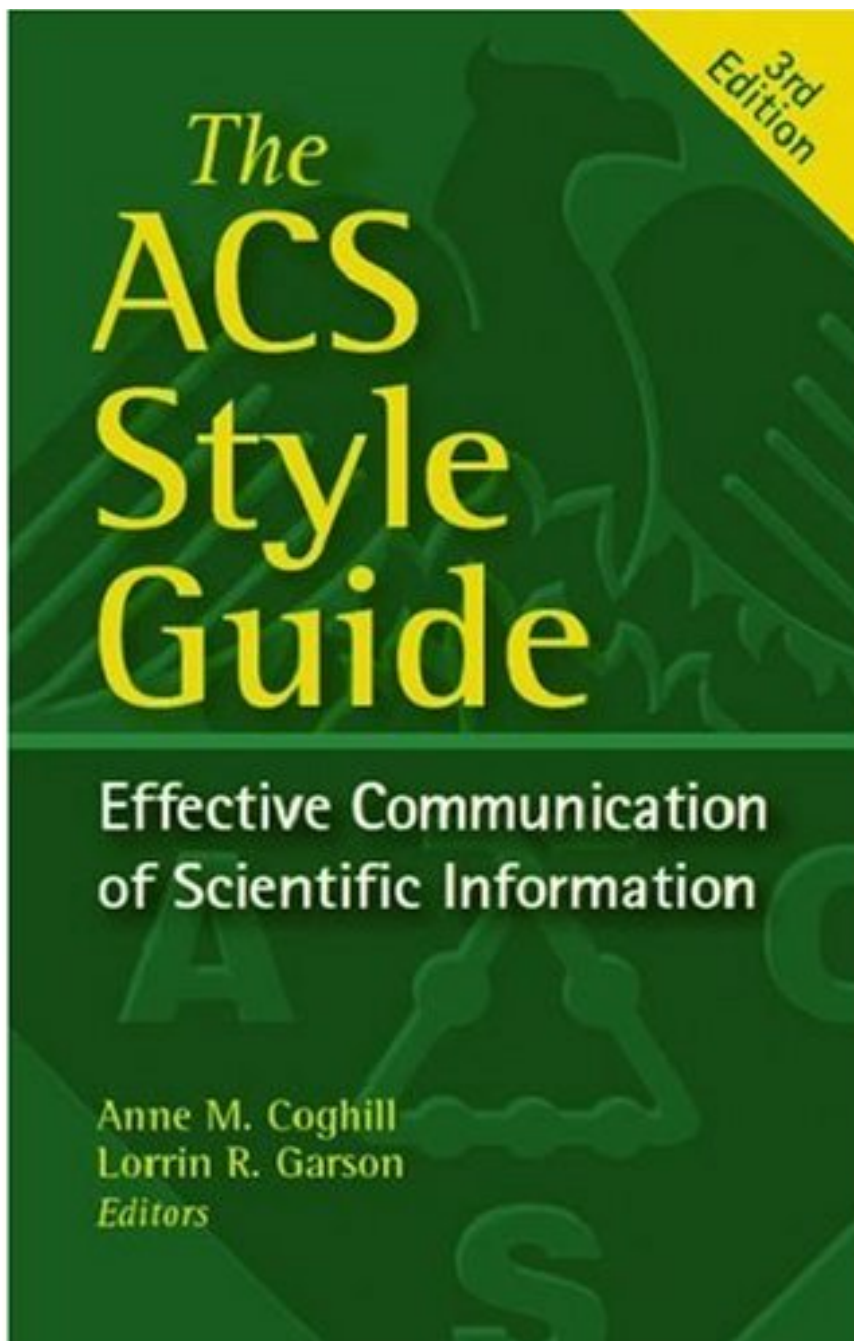
From Research to Manuscript

A Guide to Scientific Writing
Second Edition



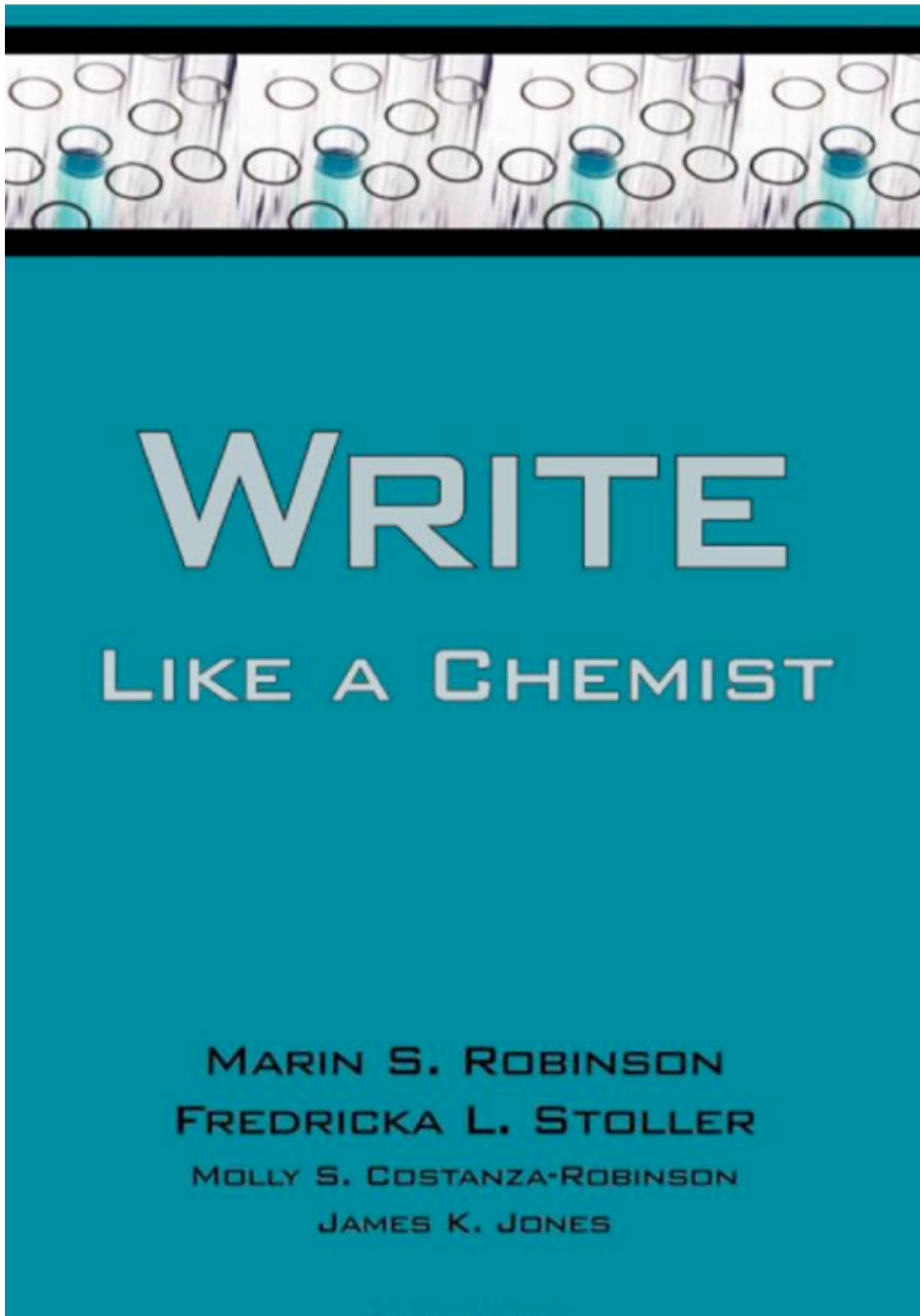
From Research to Manuscript: A Guide to Scientific Writing. 2/e. Michael J. Katz.
Springer: New York, **2009**. (\$27.28;
Amazon, accessed 01/09/13)

Scientific Writing Books II



The ACS Style Guide: Effective Communication of Scientific Information.
Anne M. Coghill and Lorrin R. Garson.
American Chemical Society: Washington, D.C., **2006**. (\$41.06; Amazon, accessed 01/09/13)

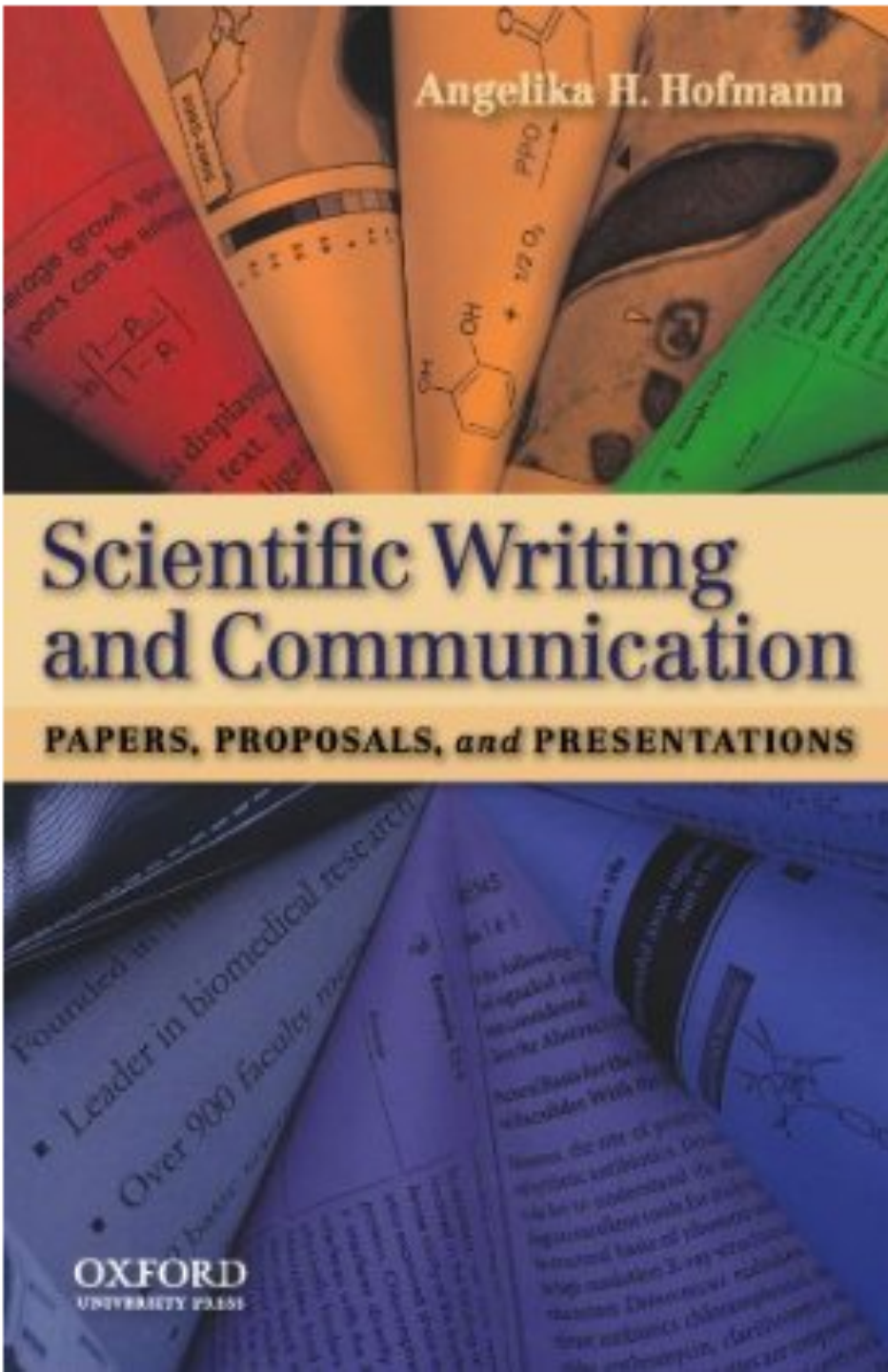
Scientific Writing Books III



WRITE LIKE A CHEMIST

MARIN S. ROBINSON
FREDRICKA L. STOLLER
MOLLY S. COSTANZA-ROBINSON
JAMES K. JONES

Write Like a Chemist: A Guide and Resource. Marin S. Robinson, Fredricka L. Stoller, Molly Costanza-Robinson, and James K. Jones. Oxford University Press, USA: New York, **2008**. (Paperback: \$37.67; Hardcover: \$125.00 Amazon, accessed 01/09/13).



Angelika H. Hofmann

Scientific Writing and Communication

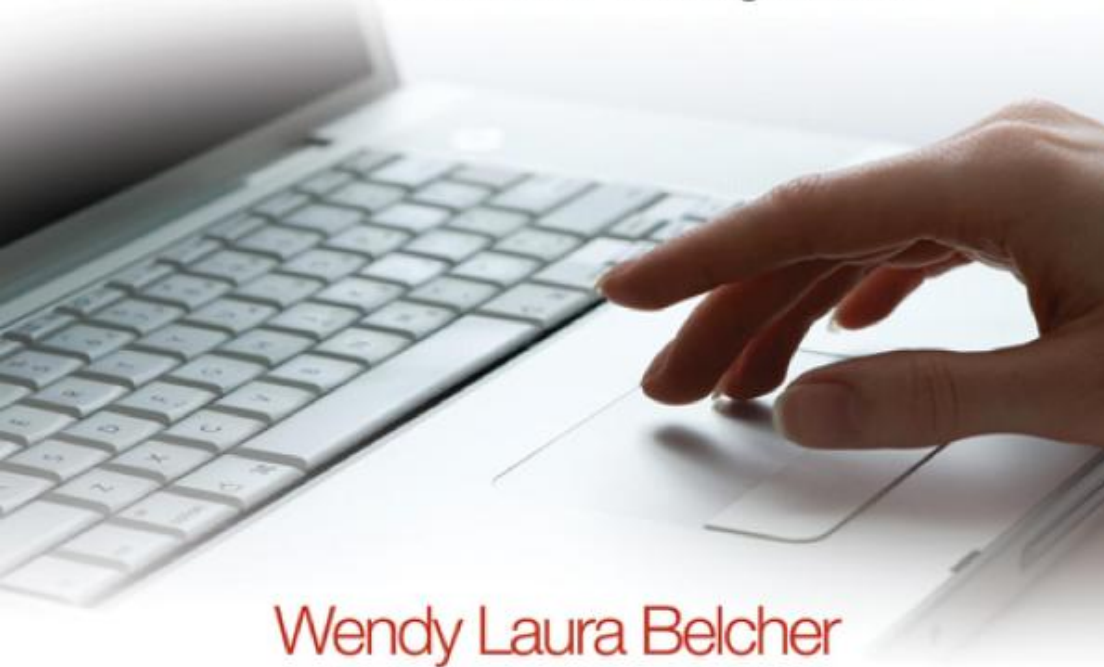
PAPERS, PROPOSALS, and PRESENTATIONS

Scientific Writing Books IV

Scientific Writing and Communication: Papers, Proposals, and Presentations.
Angelika H. Hofmann. Oxford University Press, USA: New York, **2009**. (Paperback: \$24.38; Amazon, accessed 01/09/13).

Writing Your JOURNAL ARTICLE in 12 WEEKS

A Guide to Academic Publishing Success



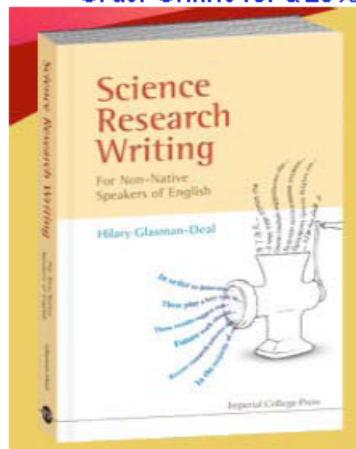
Wendy Laura Belcher

Scientific Writing Books V

Writing Your JOURNAL ARTICLE in 12 WEEKS – A Guide to Academic Publishing Success. Wendy Laura Belcher. Sage Publications: Los Angeles, **2009**. (Paperback: \$49.24, accessed 01/07/13).

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by **Hilary Glasman-Deal** (Imperial College London, UK)

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272pp Dec 2009

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Scientific Writing Books IV

SCIENCE RESEARCH WRITING FOR NON-NATIVE SPEAKERS OF ENGLISH, by Hilary Glasman-Deal (Imperial College London, UK)

Scientific Writing: Articles I

Posted at http://web.missouri.edu/~glaserr/RG_T_SS10.html

ADVANCED
MATERIALS

ESSAY

Whitesides' Group: Writing a Paper**

By *George M. Whitesides**

1. What is a Scientific Paper?

A paper is an organized description of hypotheses, data and conclusions, intended to instruct the reader. Papers are a central part of research. If your research does not generate papers, it might just as well not have been done. “Interesting and unpublished” is equivalent to “non-existent”.

Realize that your objective in research is to formulate and test hypotheses, to draw conclusions from these tests, and to teach these conclusions to others. Your objective is not to “collect data”.

A paper is not just an archival device for storing a completed research program; it is also a structure for *planning* your research in progress. If you clearly understand the purpose and form of a paper, it can be immensely useful to you in *organizing* and conducting your research. A good outline for the paper is also a good plan for the research program. You should write and rewrite these plans/outlines throughout the course of the research. At the beginning, you will have mostly

do *not* agree on the outline, any text is useless. Much of the *time* in writing a paper goes into the text; most of the *thought* goes into the organization of the data and into the analysis. It can be relatively efficient in time to go through several (even many) cycles of an outline before beginning to write text; writing many versions of the full text of a paper is slow.

All writing that I do—papers, reports, proposals (and, of course, slides for seminars)—I do from outlines. I urge you to learn how to use them as well.

2.2. How Should You Construct an Outline?

The classical approach is to start with a blank piece of paper, and write down, in any order, all important ideas that occur to you concerning the paper. Ask yourself the obvious questions: “Why did I do this work?”; “What does it mean?”; “What hypotheses did I mean to test?”; “What ones did I actually test?”; “What were the results? Did the work yield a

Scientific Writing: Articles II

Posted at http://web.missouri.edu/~glaserr/RG_T_SS10.html

AMERICAN Scientist

FEATURE ARTICLE

The Science of Scientific Writing

If the reader is to grasp what the writer means, the writer must understand what the reader needs

George Gopen, Judith Swan

This article was originally published in the November-December 1990 issue of American Scientist.

Science is often hard to read. Most people assume that its difficulties are born out of necessity, out of the extreme complexity of scientific concepts, data and analysis. We argue here that complexity of thought need not lead to impenetrability of expression; we demonstrate a number of rhetorical principles that can produce clarity in communication without oversimplifying scientific issues. The results are substantive, not merely cosmetic: Improving the quality of writing actually improves the quality of thought.

The fundamental purpose of scientific discourse is not the mere presentation of information and thought, but rather its actual communication. It does not matter how pleased an author might be to have converted all the right data into sentences and paragraphs; it matters only whether a large majority of the reading audience accurately perceives what the author had in mind. Therefore, in order to understand how best to improve writing, we would do well to understand better how readers go about reading. Such an understanding has recently become available through work done in the fields of rhetoric, linguistics and cognitive psychology. It has helped to produce a methodology based on the concept of reader expectations.