

Review Of Thompson, P & Kamler, B. (2012). *Writing For Peer Reviewed Journals: Strategies For Getting Published*. Routledge.

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There is no doubt that research, scholarship and publication are central to the work of higher education but academics can struggle to get published and this has resulted in a growing literature on writing for publication. Many of the previous books on writing for academic publishing offer a step-by-step approach; beginning by selecting a journal, developing the text of the article through drafting and redrafting, then submitting the article and revising it. This book by Pat Thomson and Barbara Kamler deals with all of these topics but it takes a novel approach in that they have chosen not to organise the text as a set of stages because they argue that the writer does not move simply and logically from one step to another. Rather, they draw attention to the emotional and intellectual labour involved in producing a fully fledged text and offer a theorised approach.

They do not put forward a set of tips to be followed but they do offer constructive strategies for the academic writer with a focus on both the scholar and the text. Their concern is not with writing development only but with the production, nurturing and sustainability of scholarship. They contend that scholarly writing is not a simple process or a question of mastering some technical issues, but involves helping the writer to imagine themselves as an authoritative scholar. The book makes explicit many of the difficulties and struggles faced by all writers and it offers an approach to writing a journal article that is organised and structured but rooted in the notion of scholarly identity.

There are 9 chapters focusing on a range of topics such as:

The writer

The reader

What's the contribution

Beginning work

Refining the argument

Engaging with reviewers and editors

Writing with others

The text can be read straight through but each chapter does to an extent stand alone and the academic writer who is at a particular point in their writing may just want to move to the relevant chapter. As is clear from the titles of the chapters, the authors engage with issues

which are central to the process of getting published as an academic writer and they offer frameworks and strategies for writing abstracts, beginning the journal article, refining the ground, formulating the conclusion, dealing with reviewer comments and writing to the editor.

Writing for Peer Reviewed Journals offers a wide range of examples from across the disciplines drawn from the writing workshops they have conducted in universities across the world, including the U.K., Canada, Australia, New Zealand, Ireland, South Africa, Norway, Sweden, Denmark and the United States. The authors emphasise the production and fostering of scholarship through writing and provide a range of useful strategies which could be adopted and adapted by individuals and writing groups. The book is written in a clear and accessible style and offers a detailed and systematic approach to the task of getting published in peer reviewed journals for academics, which is a demanding task regardless of years of experience. Thus, the book is useful to anyone seeking to get published in a peer reviewed journal from the early career academic, to the more experienced writer and complements and enhances the kinds of advice that is already available in other texts and online. There is increasing pressure on academics to write and publish and this book makes a very real contribution to supporting academics in the task of writing for scholarly journals and building a scholarly writing career.