

Reading list for PhD course in Academic writing, UiB, 2025

Core literature (*broad introductions)

Badenhorst, C. M., Joy, R., Penney, S., Pickett, S., Hesson, J., Young, G., McLeod, H, Vaandering, D. & Li, X. (2016). Becoming an academic: Reflective writing and professional Development. In G. Ortoleva, M. Betrancourt, P. Tynjala & S. Billet (Eds.) *Writing for Professional Development* (pp. 340-359). Brill Publishers.

DOI: https://doi.org/10.1163/9789004264830_018

*Booth, W. C., Colomb, G. G., Bizup, J., Williams, J. M. & FitzGerald, W. T. (2016). *The craft of research* (4th ed.). University Of Chicago Press.

Brinch, I. (2023). Reboot and gather your thoughts. Place-based writing as a learning resource for novice scholars. I H. Roll-Hansen, K. C. Alvestad & K. Nordberg (Eds.), *New perspectives on educational resources: Learning material beyond the traditional classroom* (s. 73-86). Routledge. <https://doi.org/10.4324/9781003322696>

European Commission (April 2025). *Living guidelines on the responsible use of generative AI in research*. (reading date 15/05/25) [2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en](https://european-council.europa.eu/media/e40400/publication/?publication_id=143dc_en)

Fahnestock, J. (1999). *Rhetorical figures in science* (1st ed.). Oxford University Press. (Selected chapters) ("Preface" and ch. 1)

<https://ebookcentral.proquest.com/lib/bergen-ebooks/reader.action?docID=430826&c=UERG&ppg=1>

Gunkel, D.J. (2024). Large language models: Logos without ethos. In A. Hess & J. E. Kjeldsen (Eds.) *Ethos, technology, and AI in contemporary society: The character in the Machine* (1st ed.) (p. 231-248). Routledge. <https://doi.org/10.4324/9781032688503-13>

Moon, J. A. (2006). Learning journals. *A handbook of reflective practice and professional development*. Routledge. (Ch. 1, 2, 6, 7, 8, 9)

*Nygaard, L. P. (2015). *Writing for scholars: a practical guide to making sense & being heard* (2. Ed.). Sage.

*Rienecker, L. & Jørgensen, S. P. (2012). From working with students to working *through* faculty: A genre-centered focus to writing development. In C. Thaiss, G. Bräuer, P. Carlino, L. Ganobcsik-Williams & A. Sinha *Writing programs worldwide: Profiles of academic writing in many places* (pp. 169-180). Parlor Press

<https://wac.colostate.edu/books/perspectives/wpww/>

Richardson, L. & St. Pierre, E. A. (2018). Writing: A method of inquiry. In Denzin, N. K. & Lincoln, Y. S. (Eds.) *The SAGE handbook of qualitative research* (5th ed.), p. 959-978. Sage

Wang, Z. (2024). Post-rhetoric: A rhetorical profile of the generative artificial intelligence chatbot. *Rhetoric Review*, 43(3), 155–172.
<https://doi.org/10.1080/07350198.2024.2351723>

In addition select 200 pages from this list:

In English

Brinch, I. (2023). Rampant texts and potted plants. Place- and material-based writing and the transformation of academic authorship. I G.H. Helskog & M. Weiss (Eds.), *Reflective practice research in higher education pedagogies*. (Volume II Reflective Practice Research) pp. 135-154. LIT Verlag. ISBN: 978-3-643-91229-9

Cherry, R. D. (1988). Ethos vs. persona: Self representation in written discourse. *Written Communication* 5/1988, 251-271

Elbow, P. (2000). Illiteracy at Oxford and Harvard. Reflections of the inability to write. In P. Elbow *Everyone can write: essays toward a hopeful theory of writing and teaching writing* (pp. 5-28). Oxford University Press.

Lund, M. (2017). *An argument on rhetorical style*. Aarhus University Press. (Selected chapters)

Micciche, L.R. (2010). Writing as feminist rhetorical theory. In E. Schell. & K. J. Rawson (Eds.) *Rhetorica in motion: feminist rhetorical methods and methodologies* (pp. 173-188). University of Pittsburgh Press

Moon, J. A. (2010). *Using story: in higher education and professional development* (1st ed.). Routledge. (Selected chapters).

Moon, J. A. (2004). *A handbook of reflective and experiential learning: theory and practice*. Routledge Falmer. (Selected chapters)

Paré, A. (2018). Thinking rhetorically. In S. Carter & D. Laurs (Eds.) *Developing Research Writing* (1st ed., Vol. 1, pp. 224-231). Routledge.

Prescott, L. (2011). Life writing and life-learning: an analysis of creative writing students work. *Studies in Continuing Education*, 34 (2), 145-157.

Yu, S., & Jiang, L. (2022). Doctoral students' engagement with journal reviewers' feedback on academic writing. *Studies in continuing education*, 44(1), 87-104

Reckwitz, A. & Rosa, H. (2023). Late modernity in crisis. Polity press. (Selected chapters)

Rosengren, M. (2007). On creation, cave art and perception: a doxological approach. *Thesis Eleven*, 90, 79–96.

Toulmin, S. E. (2003). *The uses of argument* (Updated edition). Cambridge University Press. (Selected chapters)

In Scandinavian

Becker Jensen, L. (2004). *Fra patos til logos: videnskabsretorik for begyndere*. Roskilde Universitetsforlag. (Utvælgte kapitler)

Brinch, I. (2024). Kreativitet: – en femte etosdimensjon? *Rhetorica Scandinavica*, 28(89). <https://rhs.retorikforlaget.se/index.php/rhs/article/view/317>

Brinch, I. (2024). Ethos i skrift, sak og sjel: - tanker om skriving som karakterskaping. *Rhetorica Scandinavica*, 27(87), 72–88. <https://doi.org/10.52610/rhs.v27i87.119>

Brinch, I. (2020). Skrivning som metode. I M. Bengtsson, K. M. Berg, & S. Iversen (red.), *Retorik og metode. Medier, kommunikation, journalistik* (1. utgave. red., Vol. 15, s. 281-301). Samfundslitteratur.

Johansen, A. (2003). *Samtalens tynne tråd. Skriveerfaringer*. Spartacus Forlag. (Utvælgte kapitler)

Jørgensen, I. B., & Askeland, N (red.). (2019). *Kreativ akademisk skriving*. Universitetsforlaget. (Introduksjon og utvælgte kapitler)

Nyrnes, A. (2012). Kunnskapstopologi. I A. Johansen (red.) (2012) *Kunnskapens språk*. Skrivearbeid som forskningsmetode (s. 31-47). Scandinavian Academic Press.

Pontoppidan, C. (2024). Frie og nye steder: – topisk nyskabende argumentation. *Rhetorica Scandinavica*, 28(89). <https://rhs.retorikforlaget.se/index.php/rhs/article/view/348>