

Handbook: Supervision of Master's Theses

1. Introduction: Aims of this Document

This handbook is for both experienced supervisors who are interested in the practice of their colleagues and want to reflect on their own and for new colleagues who are now developing their approach to supervision. It offers you an insight to the specifics of the institute as well as recommendations for your own approach to supervision.

In the summer semester of 2021, a development process was launched at the Department of Philosophy in cooperation with the Centre for Teaching and Learning (CTL) with the aim of making the actual practice of supervising Master's theses tangible for new supervisors. To this end, two discussion rounds, a survey of supervisors and interviews with three volunteers from the Institute from different subject areas were conducted. The result of this process is this handbook on Master's thesis supervision.

The first round of discussions aimed to identify the questions and concerns of supervisors at the Institute. The results of the discussion were used to develop a survey that was sent out to supervisors of Master's theses at the Department of Philosophy in the summer semester of 2021. The aim of the survey was to gain insight into the supervision practice and to determine the general conditions under which Master's theses are supervised. 25 of 34 supervisors at the Institute took part.

These results were discussed once more. It became clear that the final phase needs to be scrutinized further. In order to gain insight into the considerations "behind the scenes" after submission of the Master's thesis, interviews were conducted with three supervisors at the institute in the winter semester of 2021. These interviews focused on the process of writing reviews.

The results of this process were supplemented with current findings from research around academic writing and university didactics and have found their way into this handbook.

The first part of this handbook deals with the framework conditions under which Master's theses are written, whereby both the legal framework and the internal practices of the institution are presented, taking into account one's own role(s) and attitude as a supervisor. In the second part, the supervision process is discussed, including resources from the Centre for Teaching and Learning and recommendations from the institute. The third part provides an insight into the final phase of the Master's thesis, namely the assessment and the final examination.

We want to thank all of the members of the Institute who took part in the process!

David Wagner, Institute for Philosophy

Erika Unterpentinger, Center for Teaching and Learning

2. Master's Thesis: General Conditions

The general conditions include the legal requirements as well as the deadlines and the length of the master's thesis. The internal practices of the institute result from protocols from group discussions as well as the questionnaire, which was sent to the supervisors of the MA-theses.

a. Legal Requirements

According to the statutes of the University of Vienna and the Universities Act, the Master's thesis is a scientific qualification thesis in which students demonstrate that they can work on scientific topics "independently and in a content-related and methodologically justifiable manner" (§51, para. 2, sentence 8, UG 2002; see also Handbook for Teachers, 2021, p. 67). The topic should be feasible within 6 months (§ 81, para. 2, sentence 2, UG 2002; see also Handbuch für Lehrende, 2021, p. 67). This also means that a Master's thesis does not have to contribute anything "new" to the field. Rather, the aim is for students to independently formulate a question and develop answers to it.

Students can find resources to help them pinpoint their topics in the workshops and offers of the CTL, in the Handouts of the CTL on the topics of writing as well as in MOOC "Was mach ich hier eigentlich? Den Master Meistern!".

b. Deadline

There is no hard deadline for the submission of Master's theses. It is therefore very important to give students an approximate number of pages as a guideline for their Master's theses and to ensure during supervision that the topic is as clear and limited as possible and that students have a timetable to guide their own project when they are working on their synopsis. Supervision officially begins with the registration of the topic. After submitting the Master's thesis, supervisors have a maximum of two months to write a review and assess the thesis. After a positive assessment of the Master's thesis, students can register for the oral Master's examination in writing using the contact form at the SSC Philosophy. There must be at least two weeks between the positive assessment of the Master's thesis and the examination.

c. Length of the MA-Thesis

There is no official requirement for the length of a MA-Thesis. The questionnaire of the institute showed that the minimal length and the maximal lengths are ca.50 and ca.150 pages respectively. In the course of the discussions and the questionnaire, participants spoke out in favour of setting a maximum length of the text in order to incentivize students to express themselves in a precise way and to keep a clear focus on the field of their topic.

About one-third from the participants in the questionnaire have suggested a limit of 80 – 100 pages. It is important to keep in mind that the final length of the text depends from the topic and the approach of the student.

An alternative, which was suggested in relation to the question about the number of pages, was to limit the work in terms of numbers of words.

d. MA Philosophy and Economics: Thesis Scope and Timeline

The MA thesis and MA exam in Philosophy and Economics is the capstone of this interdisciplinary MA programme. The P&E team thanks all supervisors and examiners for contributing to the programme, and kindly ask you to take into consideration the following specifics about the thesis and exam that differ from other MA programmes with which you may be familiar.

- The scope of the MA thesis required for the completion of the P&E curriculum is 18 ECTS. This is substantially less compared to other Philosophy programmes, therefore the workload and the length of the thesis should be adjusted accordingly.
- The scope of the research project should be chosen so that the project can reasonably be completed within three months. This corresponds to the workload indicated by 18 ECTS.
- The thesis must be written in English.
- As soon as the student starts their work on the thesis with you, they should formally register the topic with the Vice-SPL for the MA P&E. This is essential for the SPL to check suitability of the topic as part of the degree programme, and advise on necessary changes. This in particular concerns the ability of the topic to connect to both disciplines of the programme.

As for a very rough, non-binding indication concerning thesis length: in economics, a 20 ECTS thesis tend to comprise between 30-60 pages (13,500-27,000 words). In philosophy, 30 ECTS theses tend to run from 50-150 pages (22,500-67,500 words), which pro rata amounts to 30-90 pages (13,500-40,500 words) for 18 ECTS. The large ranges are largely due to differences in methodology (in economics) and philosophical tradition and type of philosophy (e.g. contemporary analytic vs. historical).

e. An exception: General requirements in MEd Philosophy & Psychology and in MA Ethics

Students studying for a teaching degree (MEd) in Philosophy & Psychology and a Master's degree (MA) in Ethics have different prerequisites to students studying for a Master's degree in Philosophy. Due to the combination of subjects, they have an in-depth focus on (subject) didactics instead of an in-depth subject focus.

In addition, both Master's programmes are part-time; around 80-90% of all students on these programmes are already working in the field. This access to the field can also be utilized for Master's theses - for example through an empirical research design.

If they are pursuing a didactic goal, students can build on the other competences they have acquired during their studies. Students of the relevant degree programmes can base their Master's theses on topics such as philosophy didactics and/or the interface between philosophy and psychology.

In BEd Philosophy & Psychology there are 72 ECTS intended for Philosophy, in the MEd Philosophy & Psychology they are 16 ECTS.

If students from the MEd PP or the MA Ethics approach you with a request for supervision and you have had little contact with students from these subject areas, you can use the following questions for orientation:

- How much have the students already researched the desired topic?

Some students attend seminars very purposefully and are well familiarized with a topic despite the relatively few opportunities for in-depth study. Discuss your expectations of the work to be done with the students.

- What is the aim of the Master's thesis?

The objective influences the focus of the topic and the structure of the content. Some students are interested in the subject and in this case write a thesis that differs only slightly from a Master's thesis in MA Philosophy. Other students are interested in working at the interface with didactics; in such a case, it is important to check whether access to the material (e.g. textbooks) and people (e.g. pupils, teachers) as well as corresponding methodological knowledge is already available or whether the students still need to build this up.

A MA-thesis should not consist largely of an illustration of practical-empirical didactic aids (e.g. timetables), as this does not correspond to the text type of a MA-thesis.

3. Supervision of MA-Theses

How the supervision takes place can be very different and has to do with the style of the supervisor as well as the needs of the students. This section gives an insight in the general conditions and the possible structure of supervision.

a. Topic Choice and Acceptation of Supervision

Officially, the supervision relationship begins when students register their topic. However, many students approach potential supervisors in advance with a topic proposal.

For most students, the Master's thesis is a major challenge because they have not yet written a project of this size. Your support in the form of availability, feedback and agreements on the adaptation of the project during the development and supervision of the "Master's thesis" writing project is therefore very important for your students and contributes to motivation and clarity.

Supervision agreements provide clarity.

The more clearly you communicate your expectations and practices to students, the more clarity students will have. You can agree this individually with a supervision agreement (Girgensohn 2010), for example; alternatively, you can provide information about your supervision approach with an information document on the institute's website.

This can specify:

- Your expectations of students (e.g. how independently students should work or what they should prepare for meetings)
- The general conditions of supervision (e.g. frequency of meetings, dealing with feedback, handling feedback, dealing with personal interruptions to the writing process, ...),
- The scope for adaptations to the topic of the work (e.g. how much can and may the topic change?)
- Agreements at personal level (e.g. what happens if you as the supervisor or the student is absent for a longer period of time due to illness),
- Agreements at research level (e.g. what to do if there are delays in data collection?)
- Possible requirements for supervision (what do students have to do to be supervised by you - e.g. attend a master's seminar with you)
- Any resources such as literature recommendations (e.g. which guidebooks on academic writing that are available should the students know of?)

What if I do not want to or cannot supervise a topic?

The two most common reasons for not supervising a topic are

- if you are already supervising too many other projects and therefore have no resources
- if the proposed topic is too far removed from the areas of your expertise.

In such cases, we recommend that you guide the students to other potential supervisors. A list of possible supervisors at the Institute of Philosophy can be found on the Institute's website.

Even if the supervision relationship has already begun, it is still possible to change supervisors (Handbuch für Lehre, 2021, p. 68). This has no negative consequences for anyone and can be initiated by supervisors or requested by students (e.g. if you leave the university as a supervisor).

Registration of the topic after confirmation of supervision

At the University of Vienna, supervision becomes official when the topic is registered. To do this, students must complete the form "Announcement of the topic of the Master's thesis", the form "Rules of good scientific practice" and an exposé. There is an information sheet and checklist from the Institute, as well as a handout from the CTL on the type of text that the exposé is.

You can find all information regarding the registration of the topic on the website of the institute under the respective study.

b. MA Philosophy and Economics: Thesis Topic

Supervisors should take these topic constraints into account when making suggestions about the direction of the thesis topic. The thesis should not become a monodisciplinary project that is of no interest to the second discipline – it would then not be possible to find a suitable second examiner from the second discipline.

- The topic of a Philosophy and Economics MA thesis should be of interest to researchers from both disciplines.
- The thesis may be primarily rooted in one of the disciplines philosophy and economics, or may be fully interdisciplinary, drawing on both disciplines for its academic background and methodology.
- If the thesis topic leans more towards Philosophy or more towards Economics, the relevance of the thesis for the “second” discipline should nevertheless be properly engaged with. This is because:
 - the thesis is the capstone of an interdisciplinary Master's programme.
 - The second examiner in the defensio has to be from the “second” discipline of the thesis, i.e. if the supervisor is a philosopher, the second examiner will be an economist and vice versa. The second examiner will examine on material relevant to the thesis topic.
 - To give them enough material to be able to properly examine the MA candidate, the thesis topic needs to sufficiently connect to their discipline. As a bare minimum, this means that the significance of the thesis for the secondary discipline must be addressed in the introduction and conclusion, as well as in the thesis presentation. The student may also opt for developing material from the second discipline in separate chapters, or an appendix to the thesis. Of course, the thesis may also be a fully integrated piece of interdisciplinary research throughout.

c. Supervision Meetings

Depending on the students' prior knowledge, experience in academic work and existing competences, the amount of time and effort required for supervision can vary greatly. Discussions with members of the institute have shown that on average eight meetings take place.

The number and length of supervision meetings depend on the needs and wishes of students and supervisors. At the beginning of the supervision process, agree on the points in the process at which you would like to meet with the students, e.g. when the research question has been formulated, when the students have completed an initial literature search, etc. A meeting is useful and desirable on the following occasions:

- An **initial meeting** to clarify the framework conditions for supervision and the topic of interest. Encourage students to prepare initial ideas and questions that interest them.

- Depending on the students' level of knowledge and the status quo of the project, the **development of the concept** may require more supervision. However, the teachers interviewed described that the time they invested in this phase had a positive effect on the students and on the amount of supervision required later on. Use diagrams of the writing process, for example, to determine where the students are in the process.
- Vary and accompany the process with personal **discussions of parts of the text** in consultations and / or written feedback by e-mail. Encourage students to ask specific questions about their texts (e.g. about uncertainties, how satisfied they are with the text section, etc.).
- A **final meeting** in which final details are clarified before the Master's thesis is submitted. In addition, this meeting can give students the opportunity to ask about the final exam.

Support meetings can vary in length: Some questions can be clarified very quickly, but if a part of the text needs to be discussed, this can take more time. According to the survey, support meetings last between half an hour between half an hour and two hours. On average, support meetings last about one hour.

d. Resources for Supervisors

The following resources (mostly in German) contain practical advice for your own supervision practice and give you insight into the practices of other supervisors:

- Betreuen schriftlicher Arbeiten. Aus der Video-Serie Wie machen Sie das? Infopool besser lehren. Center for Teaching and Learning: Universität Wien o.J..
- Dreo, Klara: Feedback in den Phasen des Schreibprozesses. Infopool besser lehren. Center for Teaching and Learning: Universität Wien 2017.
- Lee, Ann: Successful Research Supervision. Advising Students Doing Research. London [u.a.]: Routledge 2012.
- Louis, Barbara: Feedback von Lehrenden auf schriftliche Arbeiten. Infopool besser lehren. Center for Teaching and Learning: Universität Wien 2017
- Schmolitzky, Axel; Schümmer, Till: Entwurfsmuster zur Betreuung von Abschlussarbeiten. ETeaching.org. 2008-2009.

e. Resources for students

The University of Vienna offers a range of support services for students who are writing a Master's thesis:

- External support in the form of writing assistance in the development of their own in the workshops and advisory services of the CTL.
- The MOOC "Was mach ich hier eigentlich? Den Master meistern!" has a whole lesson on narrowing down your own topic and formulating your research question (Lesson 2).
- In case of financial uncertainties, students can apply for a number of scholarships at the University of Vienna.
- The psychological student counselling service offers psychological support free of charge for students free of charge.

4. Grading of MA-Theses: The Review

The review is a written justification of the grade and refers to the completed Master's thesis, i.e. the final product of the research and supervision process. It makes the grade transparent and is submitted together with the thesis as part of the final examination. It is therefore a legal safeguarding of the assessment.

Reviews do not have a uniform length, so the effort involved can vary considerably. The interviewees mentioned lengths of between one and five pages.

There is no standardized structure for a review. However, it usually includes:

- an introductory contextualization of the project,
- a summary and reflection of the most important content and
- a concluding judgment and evaluation

A deadline of two months from submission is set for the assessment of the Master's thesis. The assessment includes the writing of the review and the grading of the thesis. The review must be submitted at least two weeks before the date of the final examination date.

The following questions can provide guidance when writing and structuring the review:

- What kind of work is this?
- What is the central question and / or the aim of this work?
- How is the paper structured? What are the central theses and arguments?
- What methods are used to address the question?
- What is the linguistic and stylistic structure of the thesis?
- How is literature used?
- What are the strengths and / or potentials of the work? (Could it be published as an or developed into a dissertation?)
- What questions remain unanswered and how does the student deal with them?
- What is the overall impression of the work? What grade is it given and why?

The supervisors who agreed to be interviewed made a number of recommendations for writing reviews:

- The e-mail correspondence with the students can provide a good overlook on how supervision went.
- Take notes on your own impressions during the supervision process, e.g. when you notice something particularly good or something in need of correction. You can use these notes when writing the review.
- Prepare a structure for the review as well as content-related and formal "must haves", that you want to address in the review.

a. What makes a good MA-Thesis?

When writing a review, it is important to set priorities and to have criteria in place, both in terms of content and formal criteria according to which you assess the Master's thesis. The following table suggests a number of criteria that you can pay attention to. The list is neither comprehensive nor complete, but should be seen as suggestions from which you can compile your own assessment criteria.

Criteria	Questions
Content and Research Question	<ul style="list-style-type: none"> • Are the topic and research question clearly formulated and recognizable? • Is the aim of the work stated?
Argumentation	<ul style="list-style-type: none"> • How is the argumentation structured? • How are the premises structured?

	<ul style="list-style-type: none"> • Is the argumentation comprehensible and understandable? If no, where do disruptions occur? • How does the student deal with different positions? • What position does the student take? • Is the argumentation convincing? • Are there digressions?
State of Research	<ul style="list-style-type: none"> • How are the research question and the state of research related? • Is the state of research presented in a comprehensible way? • Does the state of research in the thesis show that the student is familiar with the state of research in the field?
Approach to the Literature	<ul style="list-style-type: none"> • How does the student deal with positions in the literature? • Is the literature basis of the work narrowed down and focused on the research question? • How are quotations, tables and figures embedded in the text?
Methods	<p>For theoretical papers: see point "Argumentation"</p> <p>For empirical work: How is the method of data collection described and justified?</p> <ul style="list-style-type: none"> • How is the method of data analysis described and justified? • How is the data described? • How are the results presented? • How are the results interpreted?
Discussion	<ul style="list-style-type: none"> • How are the results of the work presented? • How are your own results linked to the theoretical and empirical state of research? • How is reference made to the other parts of the work in the discussion? • Is your own contribution to the research field / state of research discussed? • Has the aim of the work been achieved?
Language and Style	<ul style="list-style-type: none"> • Is the line of thought coherent? Are there gaps in the work and if so, where? • Are there cross-references within the work? How are these dealt with? • Is the text linguistically (orthographically, grammatically, syntactically) correct? • Is literature cited correctly?

Others	<ul style="list-style-type: none"> • Does the work reflect on further research and questions? • What potential (for articles, expansion into a doctoral thesis, ...) do you see in the work? • Was there any particular progress during the writing process?
--------	---

With the review, you assess the finished text as the final product of the research and supervision process. Depending on your personal supervision philosophy, you can incorporate your observations from the supervision process into the review. The following questions can help you to define this:

- How did the collaboration develop over the course of the Master's thesis project? Where did the student start, how far have they come?
- How did the student deal with challenges in the process?
- How did the student deal with feedback?

Are you interested in how other supervisors assess Master's theses?

In the MOOC "Was mach ich hier eigentlich? Den Master meistern!", lecturers from different faculties talk about what makes a good Master's thesis for them. The Writing Center of the Alpen-Adria-Universität has also put together a module on the topic of "Expert opinions" compiled: WriLab Moodle - Module 10 Expert opinions. Klagenfurt: Alpen-Adria-Universität Klagenfurt. An account is required to view this content. This can be created free of charge.

b. The Transition from Supervision to Grading

The dual role of supervisor and assessor is nothing new for most supervisors. Teachers also take on both roles when grading seminar papers. The difference between seminar papers and Master's theses lies primarily in the fact that the supervision of Master's theses largely takes place away from seminars and the process is longer.

In order to make the transition from the role of supervisor to the role of assessor, it is particularly important to clarify:

- That the responsibility for the Master's thesis remains with the student.
- How long and how often students receive feedback on parts of the text.
- What constitutes a good Master's thesis for you.

Would you like to talk to colleagues about the balancing act between supervision and assessment? You can do this, for example, as part of supervision and peer teaching advice for lecturers or in a consultation at the Center for Teaching and Learning.

c. What happens if the MA-Thesis is graded negatively?

If a Master's thesis is assessed negatively, students can revise it on the basis of the review and resubmit it. After the assessment, students have the right to inspect the assessment documents (in particular the review) within a period of six months.

d. What happens if there are suspicions of plagiarism in the MA-Thesis?

Plagiarism is the deliberate use of other people's texts, content or ideas which are taken over and passed off as your own (§51, para. 13, UG2002).

If you notice unmarked citations in a draft text of a Master's thesis during the supervision or if you suspect plagiarism, first seek a discussion with the student and clarify:

- whether your suspicion is justified and
- what steps are necessary to ensure that the student complies with the rules of good academic practice.

In many cases, a discussion of this kind during supervision and a reference to the rules of good rules of good academic practice is often enough to prevent plagiarism. When students submit their Master's theses, the work is checked using a text similarity tool. To do this, students upload their theses to a checking system. This program carries out an initial check for text similarity and creates a report. This is reviewed by reviewed by the study program directors.

- If there are no deficiencies in the citation, the thesis is released for assessment.
- If there are deficiencies in the citation or missing citations, students may correct the thesis and upload it again.
- In the event of plagiarism, the Studienpräses office will be involved.

We suggest providing the students with sources of additional information regarding plagiarism.

5. Master's Exam

The student takes the Master's examination in front of an examination board. The Master's examination consists of a defense and questions on the topic of the Master's thesis and a second topic from the field of philosophy. The grade, which is justified with the review, is part of the cumulative final grade.

a. The Exam Commission

In addition to the student concerned, a Master's examination also involves an examination chairperson, a first examiner (supervisor) and a second examiner.

The **examination chair** verifies the identity of the student at the beginning of the final examination and records the course of the examination (in writing). The examination chair can be any internal lecturer with a doctorate.

The **first examiner** is the supervisor of the Master's thesis. During the Master's examination the first examiner asks questions about the Master's thesis and the subject-related context of the Master's thesis.

The **second examiner** agrees with the student on the examination material for the second topic of the Master's examination and asks questions about it. The role of second examiner may only be persons who are active staff members of the University of Vienna and have completed a doctoral degree in philosophy or are habilitated.

MA Philosophy and Economy: Guidelines for the Second Examiner

The first examiner of the MA examination is typically the thesis supervisor. The second examiner must come from the respectively other discipline: if the supervisor is a philosopher, the second examiner will be an economist and vice versa.

- The examination topic for the second examiner should be taken from his or her discipline, but concern material relevant to the MA thesis. This can be material directly addressed in the thesis, or material that is significant for approaching the thesis topic from his or her discipline as a different angle from the one taken in the main body of the thesis.

- It is the responsibility of the student to identify thesis-relevant examination topics and suggest these to potential examiners whom they approach.
- The second examiner is not expected to read the thesis, though it may be helpful to read the introduction and conclusion.

The examination board at the Institute of Philosophy is organized and coordinated by the students themselves. Supervisors can support students, for example by asking colleagues whether they would like to take on the role of second examiner or chair.

The Master's examination has to be registered using the "Registration for the Master's examination" form and may not take place earlier than 14 days after the positive assessment of the Master's thesis.

Further information is available on the website of the institute.

b. Process of the Exam

This procedure is exemplary for the procedure of a Master's examination at the Institute of Philosophy with the exception of the Master's programs MEi:CogSci3 and the Master Philosophy and Economics (see below). As a rule, the final examination consists of six phases. These are shown schematically below. A Master's examination takes about one hour in total.

- **Opening:** The chairperson opens the Master's examination.
- **Defensio of the Master's thesis:** The student has 15-20 minutes to present their own Master's thesis to the examiners and the chair of the examination. PowerPoint presentations and / or handouts are permitted as an aid.
- **Examination on the field of the Master's thesis:** In the next 20 minutes, the student is first examined on the thematic context of the Master's thesis. The questions are first asked by the second examiner and then by the supervisor.
- **Examination on a second topic:** In the following 20 minutes, the student is examined on a second topic that belongs to a different field of philosophy than the topic of the Master's thesis. The questions are first asked by the second examiner, then by the supervisor.
- **Discussion of the grade:** The student leaves the room. The examination board discusses the assessment and agrees on a cumulative grade. This usually takes 5-10 minutes.
- **Notification of the grade:** The student is brought back into the room. The committee informs him/her of the final grade.

During the pandemic, some Master's exams have taken place online.

MA Philosophy and Economics: Structure of the examination

A P&E defensio lasts about 60 min.

- 10-15 min. Master's thesis presentation by the student
- 15-20 min. Questions by the first examiner
- 15-20 min. Questions by the second examiner
- 5-10 min. Examination committee grade discussion

c. What is important in the grading of the Master's examination?

In the Master's examination, three grades form a cumulative grade: the grade for the Master's thesis, which is determined before the oral the oral examination and is justified with the review, as well as the grades for the two oral examinations as part of the Master's examination. All three grades must be positive, for the Master's examination to be assessed positively.

- If none of the three grades is worse than a "good" (2) and at least two of the three grades were assessed as "very good" (1), the cumulative grade is "passed with honours".
- If the grades are positive but do not meet the requirements of a "passed with distinction", the cumulative grade is "passed".
- If one or more of the grades is insufficient (5), the examination is "failed".

d. [Resources for Students](#)

You can provide students with the following resources to help them prepare for the Master's exam:

- Center for Teaching and Learning: Handout "Die Masterarbeit präsentieren"
- univie bloggt: Wie bereite ich mich gut auf Prüfungen vor? 1. April 2021
- univie bloggt: Gut vorbereitet in die mündliche Prüfung. 1. April 2021
- univie bloggt: Wie kann ich der Prüfungsangst begegnen? 11. August 2021

6. Literature: Guides for Academic Work in Philosophy

Guides for Academic Work in German:

- Flatscher, Mathias; Posselt, Gerald; Weiberg, Anja: Wissenschaftliches Arbeiten im Philosophiestudium. 3. aktual. u. überarb. Aufl. Wien: Facultas 2021.
- Esselborn-Krumbiegel, Helga: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 5. Auflage. Paderborn: Schöningh (=UTB) 2017.
- Kruse, Otto: Keine Angst vor dem leeren Blatt. Frankfurt/Main: Campus Verlag 2007.
- Wolfsberger, Judith: Frei geschrieben. Mut, Freiheit & Strategie für wissenschaftliche Abschlussarbeiten. 4. Auflage. Wien: Böhlau 2016.

Guides with a specialised focus on language and style in German:

- Esselborn-Krumbiegel, Helga: Richtig wissenschaftlich schreiben. 5. Aktual. Ausgabe. Paderborn: Schöningh (=UTB) 2017.
- Fügert, Nadja; Richter, Ulrike: Wissenschaftssprache verstehen. Wortschatz – Grammatik – Stil – Lesestrategien. Lehr- und Arbeitsbuch. Stuttgart: Klett 2016.
- Schneider, Wolf: Deutsch für Profis. Wege zum guten Stil. München: Goldmann 2001.

Guides for Academic Work in English:

- Dummett, Michael: Grammar & Style for examination candidates and others. 2. Auflage Bristol: Bristol Classical Press 1997. (Erstausgabe 1993)
- Hacker, Diana; Sommers, Nancy I.: A Writer's Reference. 8th edition. Boston: Bedford/St. Martins 2015.
- Heffernan, James A.; Lincoln, John E.: Writing. A College Handbook. 3rd edition. New York [u.a.]: Norton. 1990
- Mautner, Gerlinde: Wissenschaftliches Englisch: Stilsicher Schreiben in Studium und Wissenschaft. Stuttgart: UTB 2016.
- Rienecker, Lotte; Jørgensen, Peter Stray: The Good Paper. A Handbook for Writing Papers in Higher Education. Frederiksberg: Samfundslitteratur 2013.
- Skern, Tim: Writing Scientific English. A Workbook. 3. Auflage. Stuttgart: UTB 2019