BOOK REVIEWS

Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory. Edited by Diane Nahl and Dania Bilal. Information Today, Inc.: Medford, NJ, USA, 2007. xxix + 359 pp. + index. Hardcover. US $59.50. ISBN 978-1-57387-310-9.

This book is obviously a meeting of the worlds of psychology and information. Why should readers of this journal be interested in such work? After all, most if not all of us are scientists and why should we be concerned about such "soft science" issues? The answer is, if you are at all concerned with the production of information (database design, etc.) as well as the effective use of the same (teacher, librarian, intermediary, etc.), you should be.

The work described in this multiauthored monograph has an impact on a lot of current hot topics in the world of information. When the Sesame Street and computer maven generations encounter the likes of Google and "free" full-text information, we are in for yet another revolution. Librarians, educators, and information providers (publishers, database producers, etc.) are encountering massive upheavals in the use of information, especially by, but not confined to, students. Use of those wonderful, abstracted and indexed comprehensive databases is giving way to Google and the like yielding full text sources, directly searchable. Combined with widespread budget restrictions, possession of and access to valuable yet costly resources is being restricted.

Information behavior by users is greatly affected by their emotional state (including motivation) not only in the acquisition of information but also in its further use, including dissemination, interpretation, etc. A student under a course deadline for a report will madly search for "a few good references", hurriedly assimilate them, and go on to the next concurrent project. When these attitudes continue into the professional "adulthood" of a researcher, the resulting work products may suffer.

This book describes the phenomenon of emotion on information behavior in 17 chapters grouped into 3 or 4 categories including theoretical aspects, empirical studies, and the effect of "disturbances". The latter could include such frustrations as program bugs, system crashes, online drops, slow system response, and even annoying pop-ups. The message to system designers should be obvious: presentability of the product (use of color, formatting), reliability, results, etc. Intermediaries should also take note and use these results to better know their customers (and even themselves in the process). This book is recommended to all those described above and any others with curiosity on the topic (including psychologists and administrators).

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Write Like a Chemist. By Marin S. Robinson, Fredricka L. Stoller, Molly S. Costanza-Robinson, and James K. Jones. Oxford University Press: Oxford, New York, 2008. 720 pp + index. US $49.95. ISBN (paperback) 978-0-19-530507-4. US $125. ISBN (hardcover) 978-0-19-530507-3.

Communication by writing is an essential skill for most professions, especially in the sciences and in chemistry in particular. From a team of chemists and applied linguists at Northern Arizona University comes this excellent teaching and training resource, of use as a text in upper division undergraduate and graduate courses and also as a resource for faculty and professionals. Working with two NSF grants, the authors have prepared an excellent resource and supplement to The ACS Style Guide,[1] also essential to good writing and publishing in chemistry. Although directed at chemists, this volume can also be used for instruction in, and as a resource for, other sciences and scientists.

The educational approach is read/analyze/write, the key to which is genre analysis. The genres treated are journal articles, scientific posters and presentation abstracts, and research proposals. Genre analysis studies include audience and purpose, organization, writing conventions, grammar and mechanics, and science content. For study resources, a database of more than 250 examples extracted from ACS journals and NSF research proposals is used. Portions of the chemical literature are analyzed for genre conventions. Various writing projects are taught followed by "real" writing assignments.

In addition to the genre modules, included are chapters on formatting figures, tables, and schemes; formatting citations and references; and finalizing written work (proofreading, revising, and editing). Concluding appendixes contain sections on language tips on audience and purpose (concise, fluid, and unambiguous writing); writing conventions (abbreviations, active/passive voice); grammar and mechanics; word usage (pairs of often-misused words); and structural formats ("move structures") for the writing taught in the modules.

In these days of reliance all too often on spell-checkers, the sections on proofreading, revising, and editing are most valuable. Also, unlike technical writing recommendations in many commercial organizations, the correct and beneficial use of the passive voice is described. Although excessive wordiness is discouraged, mercifully there is no mention of the "Fog Index" or other alleged wordiness countermeasures.

A Web site with Supporting Information is also provided by the publisher.[2] Both instructor and student resource links are offered. Four "canned" research projects are provided with enough material and data for the reader to prepare a poster or journal article. Although poster samples appear in black and white in the book, the Web site shows them in color.

Write Like a Chemist is highly recommended to scientific and chemical educators and professionals as well as students. The reviewer regrets not having this resource available during his education and professional career.

REFERENCES AND NOTES

(1) *The ACS Style Guide: Effective Communication of Scientific Information*, 3rd ed.; American Chemical Society: Washington, DC, 2006. Review: Buntrock, R. E. The ACS Style Guide, Third Edition: Effective Communication of Scientific Information. *J. Chem. Inf. Model.* **2007**, *47*, 703. DOI: 10.1021/ci600536f.

(2) http://www.oup.com/us/companion.websites/9780195305074/(accessed June 2009).

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