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| Book Name: | **Mastering Academic Writing Skills: A handbook for university students** |
| Manuscript Number: | **Ms\_BPR\_5901** |
| Title of the Manuscript:  | **Mastering Academic Writing Skills: A handbook for university students**  |
| Type of the Article | **Complete Book** |

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| PART 1: Comments |
|  | Reviewer’s comment**Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | Author’s Feedback *(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | **This is a comprehensive and pedagogically rich handbook that covers the fundamentals of academic writing for university students in a variety of subject areas. The book provides a clear path from fundamental ideas to more complex scholarly communication practices and is organized, comprehensive, and easy to read. The book gains substantial depth and interdisciplinary relevance from the collaborative authorship, which incorporates knowledge from curriculum designers, educators, and philosophers.** |  |
| **Is the title of the article suitable?****(If not please suggest an alternative title)** | **YES** |  |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | **NA** |  |
| **Is the manuscript scientifically, correct? Please write here.**  | **YES.**  |  |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.****-** | **NA** |  |
| Is the language/English quality of the article suitable for scholarly communications? | **YES.** The tone throughout the handbook is supportive and encouraging. Language is formal and accessible, with technical terms explained and academic jargon used appropriately. Occasional typographical errors and formatting inconsistencies (e.g., “SENTENSES” instead of “SENTENCES”) should be addressed. |  |
| Optional/General comments | * The handbook is logically organized into chapters that flow naturally from defining academic writing (Chapter 1), through exploring its types (Chapter 2), conventions in education (Chapter 3), writing techniques (Chapter 4), and finally citation and referencing practices (Chapter 5). The text is inclusive, explicitly addressing the needs of students with English as an additional language and providing frameworks to accommodate diverse academic experiences.
* Some chapters are dense with information and could benefit from more visual elements (e.g., infographics, summary tables). Occasionally, the text repeats key concepts (e.g., characteristics of good writing), which could be consolidated for brevity without loss of clarity.
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| **PART 2:**  |
|  | Reviewer’s comment | Author’s comment *(if agreed with the reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?**  | *(If yes, Kindly please write down the ethical issues here in detail)* |  |

**Reviewer details:**

**Mojibur Rahman, India**