



Anekant Education Society's

ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)

Baramati, Dist. Pune. 413 102.

RELIGIOUS MINORITY INSTITUTION

Ph. No.: 02112 - 227299

Website : www.aimsbaramati.org

E-mail : director.aimsbaramati@gmail.com

Year : 201 - 201

Course: Book Reviews

Course Code: ENR - 21

Semester: III

Academic Year: 2020-2021

MBA Batch: 2019-2022

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
Academic Year 2020-2021 Session I

MBA Batch (2019-2022) Semester III

(Add-On) Enrichment Course in Book Reviews (ENR-21)

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Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
Academic Year 2021-2022 Session I

Vision

AIMS Baramati envisage being a global epicentre and socially accountable Institute of Excellence which conserves, creates, imparts pertinent knowledge and values to students particularly of rural and remote areas. Our stakeholders are empowered to progressively conquer all the socio-economic, technological challenges and to uphold echelon of citizenry.

Mission

- *Establishing collaborations with globally acclaimed organizations in the sphere of socio-economics.*
- *Facilitating intellectual transactions to proactively develop business leaders with contemporary skill-sets.*
- *Elevating research quotient among the students.*
- *Inculcating moral, ethical, social values and professional etiquettes.*
- *Enabling students to integrate technological know-how with social wellbeing.*

Academic Policy 2021-2022

The Curricular Delivery is the mainstay of the institute's Academic and Administrative process. Anekant Institute of Management Studies (AIMS) is a teaching institute affiliated to Savitribai Phule Pune University, Pune and follows its legal framework for legitimizing its academic and administrative processes.

Planning:

1. Institute plans for the academic committee meeting, scheduled before the start of the session. The syllabus review, course allocation, workload allocation, course file content, comprehensive concurrent evaluation plan, academic calendar. The important points related to Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), comprises the points of discussion of the meeting.
2. The main focus is on the preparation of teaching plans for the allotted courses. The teaching plan contains methodology of teaching, detailing regular sessions and presentations on reading materials, assignments and class tests.
3. Institute plan for an orientation program for newly admitted students at the start of the actual academic session. The program helps students familiarize with institute academic culture, administrative practices, syllabus review, Outcome Based Education (OBE) system, curriculum plan, examination pattern, code of conduct, industry requirement.
4. Planning for industrial Visits (local and out of state), expert talks, events and activities in which experts from industry and academics participate in our curriculum delivery process to bridge the gap between industry and academia.
5. Planning for allotment of mentors to students and development of Mentor-Mentee system for student competency development and Guide allocation for Project internships, issues in academics, as well as administration, is practiced.

Implementation:

University has designed Choice Based Credit System (CBCS) and Grading System Outcome Based Education pattern which Institute follows in its curriculum.

1. Institute follows a cafeteria approach by providing Generic Core/Elective subjects every semester. The students have the flexibility to choose any one specialization from specializations offered in the university syllabus. The students are well explained in the orientation program about the specialization offered.
2. The delivery of course sessions carried out as per time table. Faculty adopts the advanced teaching methodology in delivery of course sessions. Faculty focuses on quality delivery and encourages student's active participation in the entire curriculum, curricular and extracurricular activities. This is reflected in the course files as evidence of institute teaching pedagogy.

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Academic Year 2021-2022 Session I

Enrichment Course in Book Reviews

Rationale

Many aspiring writers get their first by line by writing a book review. Many successful writers continue to write book reviews throughout their careers. This course prepares students to excel at this genre of writing with the goal of having a book review pitch accepted for publication by the end of the course. We discuss the different types of book reviews, from the evaluative review to the round-up review to the review-essay. Students learn how to pitch a book review, how to read a book for the purposes of reviewing it, and how to conduct the outside research necessary for writing a strong review. Course readings include book reviews from a range of publications to show the different approaches to book reviewing. Guest speakers provide students with insight into how to launch a career as a reviewer and how to use book reviews to develop other writing projects.

Program Outcomes

- *Demonstrate the knowledge and skills needed to effectively Review the Literature.*
- *Describe the fundamental concepts and rules of reading and writing that apply to business activities, the employment function, and academic writings.*
- *Demonstrate skills needed for reading, comprehending and preface writing.*
- *Communicate Reviews via written and oral presentations.*
- *Integrate learning from Reviews through teamwork, leadership and motivational skills to organizational scenarios and evaluate outcomes.*

Academic calendar AY. 2021-22

Month	Activity Schedule	Duration
December 2021	Commencement	09.12.2021 onwards
	Induction Program	29.12.2021 (One Day)
	Learner Level Assessment	3 rd Week
	CCE 1 Assessment	Last Week
January 2022	Intaglio Series 2022	First Week
	CCE 2 Assessment	Last Week
	Industry Visit	Last Week
February 2022	CCE 3 Assessment	Last Week
March 2022	CCE Result Display	Second Week
	End Semester Examination(ESE)	3 rd Week
	ESE Results Display	4 th Week
April	University Examinations	First Week
	Semester Conclusion	Last Week

P.S.: Guest Sessions, Training & Placement Activities (One per Month) shall be held during weekends or as per the availability of the resource persons.



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Religious Minority Institution
Anekant Education Society Campus
Baramati, Dist-Pune, Maharashtra, PIN-413102
Phone : (02112) 227299 Website: www.aimsaramati.org
Contact us: director.aimsaramati@gmail.com

Ref: AES/AIMS/MBA/2021-22/

Date: 22/09/2021

NOTICE

This is to notify the all the students of MBA second year that, for the Academic Year 2021-22, we are starting a new course titled **“Enrichment Course in Book Reviews”**.

This course is intended to give updated practical knowledge, hands on experiences in skills & trainings related to reading, comprehending and precise writing of academic literatures. The course aims to *“Integrate learning from Reviews in helping students learn teamwork, leadership and motivational skills”*.

The course is **Institute based, autonomous and comes under the umbrella of Add-On Enrichment course** of the Institute. The last date for registering for the course is **30/10/2021**. Pl. registers your name at AIMS Office. The course is free of cost and for more details contact the **Academic Coordinator**.


DIRECTOR

Copy to:

1. AIMS Master file
2. Academic Coordinator File
3. CEO AIMS



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Contact us: director.aimsaramati@gmail.com

Ref: AES/AIMS/MBA/2021-22/

Date: 15/12/2021

NOTICE

This is to notify that following students of MBA second year had registered their names seeking admission to **“Enrichment Course in Book Reviews”**.

MBA Second Year			
Roll No	Name of the Student	Roll No	Name of the Student
673119080	Narote Sayali Rajendra	673120026	Gaikwad Mansi Dattaram
673120123	Wayse Akash Ramdas	673120057	Khandare Prashant Manoj
673120087	Pawar Akshay Balaso	673120059	Khilare Ketan Balasaheb
673120114	Varma Nikeshwari Tikamchand	673120074	Magar Patil Amrita Nandkumar
673120017	Deshmukh Shubham Nagnath	673120062	Khomane Sonu Shantaram
673120118	Waghmode Prajka Balbhim	673120105	Shinde Pooja Harishchandra
Total	13 Enrolled	673120014	Chavan Omkar Namdev

It is with utmost pleasure that we hereby inform the above students that, their admission to this course is confirmed. The practical sessions for the course will be held in semester III and the classes will be conducted daily 19th December 2021 onwards from 5PM to 6PM. For further queries, please contact Academic Coordinator.


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Ref: AES/AIMS/MBA/2021-22/

Date: 21/02/2022

NOTICE

This is to notify the students of MBA second year admitted to “**Enrichment course in Book Reviews**” that, examinations for continuous evaluation will be held as below:

Evaluation Schedule		Marks	Time	Venue
26 th February 2022 (Saturday)	Book Review Presentations	10	4 PM To 5 PM	Board Room
5 th March 2022 (Saturday)	Situational Analysis Test	10	4 PM To 5 PM	Board Room
12 th March 2022 (Saturday)	Role Play	10	4 PM To 5 PM	Seminar Hall
19 nd March 2022 (Saturday)	IT Lab based E- <i>Review</i>	10	4 PM To 5 PM	IT LAB
26 th March 2022 (Saturday)	Viva – Voce Test	10	4 PM To 5 PM	Board Room
Pl. Note: Attendance in Dress Code is Compulsory and it carries 10 Marks				

Evaluation of the student performance in this course will be carried out on 27th March 2022 (Sunday) by the Academic Committee of AIMS and Result will be declared on 31st March 2022 (Thursday). Successful students can collect their certificate 4PM onwards on the same day. For further queries, please contact Academic Coordinator.


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Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session I

Enrichment Course in Book Reviews

Course Syllabus

Obj. No	Course Objectives	
CO1	To read your favourite books with a critical eye and then share your thoughts with your audience in a clear and concise way.	
CO2	To help other readers find excellent books (and avoid not-so-great ones) and help support the authors you love at the same time.	
CO3	To cover some of the best places to share your review online and what to discuss in the body of your review.	
CO4	To write and share a book review using the tips and guidelines covered in the class.	
CO5	To help students communicate more effectively in spoken and written contexts, read and comprehend scholarly texts, and take notes more efficiently.	
Unit Number	Course Content	Hrs.
1	Listening, Speaking, and Critical Thinking: In this module, students will learn some skills necessary for listening to and speaking about academic topics at the post-graduate level.	5
2	Writer's Workshop: In this module, students will learn some skills necessary for writing about academic topics at the post-graduate level.	5
3	Reading and Note-taking: In this module, students will learn some skills necessary for reading and note-taking about academic topics at the graduate level.	5
4	Book Review Presentation: In this module, students will learn academic English language skills to communicate effectively in spoken and written contexts. The strategies to read academic materials and take notes more efficiently will be taught. The guidelines for common assignments in MBA courses such as academic presentations and critical reviews of a scholarly text will be taught. At the end students will orally present a Book Review.	5
5	Capstone: In the capstone project module, students will not learn new information as you did in the previous modules, but rather apply the knowledge and skills you learned from the other modules in this academic certificate in order to complete a series of tasks. The word "capstone" was historically used to signify the completion of a building. The capstone was considered the most important and last stone placed on a newly constructed building. In keeping with this tradition, your successful capstone project signifies students have completed the certificate program and earned a crowning achievement.	10
Total Hours		30
Text Books:		
1. Drewry, J. E. (1974). Writing book reviews. Greenwood Press.		
2. Teitelbaum, H. (1982). How to write book reports (Ser. A monarch book). Monarch Press.		

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Enrichment Course in Book Reviews

Course Syllabus

Obj. No	Course Objectives	
CO1	To read your favourite books with a critical eye and then share your thoughts with your audience in a clear and concise way.	
CO2	To help other readers find excellent books (and avoid not-so-great ones) and help support the authors you love at the same time.	
CO3	To cover some of the best places to share your review online and what to discuss in the body of your review.	
CO4	To write and share a book review using the tips and guidelines covered in the class.	
CO5	To help students communicate more effectively in spoken and written contexts, read and comprehend scholarly texts, and take notes more efficiently.	
Unit Number	Course Content	Hrs.
1	Listening, Speaking, and Critical Thinking: In this module, students will learn some skills <u>necessary</u> for listening to and speaking about academic topics at the post-graduate level.	5
2	Writer's Workshop: In this module, students will learn some skills necessary for writing about academic topics at the post-graduate level.	5
3	Reading and Note-taking: In this module, students will learn some skills necessary for reading and note-taking about academic topics at the graduate level.	5
4	Book Review Presentation: In this module, students will learn academic English language skills to communicate effectively in spoken and written contexts. The strategies to read academic materials and take notes more efficiently will be taught. The guidelines for common assignments in MBA courses such as academic presentations and critical reviews of a scholarly text will be taught. At the end students will orally present a Book Review.	5
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Enrichment Course in Book Reviews
Teaching Plan & Course Completion Report

Month	Course Unit	Session L/T/P		Topics	Date	Attendance in Class (Max 13)	
Dec	Unit I	1	P	Explain the Components of the Communication Process	19/12/21	10	
		2	P	Explain the Listening Process	20/12/21	11	
		3	P	Explain the Key Elements of Active Listening	21/12/21	9	
		4	P	Describe the various Questioning Techniques	22/12/21	10	
		5	P	Explain the Techniques to Improve Listening Skills	23/12/21	12	
		6	P	Know Your Audience	24/12/21	10	
Dec	Unit V	7	P	Overcome The Fear And Build Confidence	25/12/21	11	
		8	P	Have A Strong Body Language	26/12/21	9	
		9	P	How To Prepare For Your Speech	27/12/21	10	
		10	P	Learn Great Transition Words	28/12/21	12	
		11	P	Be The Leader	29/12/21	10	
		12	P	Master Communication Skills	30/12/21	11	
		22	L	Positioning On The Stage	3/1/22	9	
		14	L	Successful Elements Of Speech	4/1/22	10	
Jan	Unit II	15	L	How To Structure Content	10/1/22	12	
		16	L	Have Excellent Audience Engagement	11/1/22	10	
		17	L	Write effectively in English	17/1/22	11	
		18	L	Use English grammar correctly in writing	18/1/22	9	
		Unit III	19	L	Build your vocabulary and choose the best words when writing	24/1/22	10
			20	L	Construct a complete and correct English sentence	25/1/22	12
Feb	Unit IV	21	L	Use English punctuation properly	1/2/22	9	
		22	L	Save time when planning your writing	7/2/22	10	
		23	L	Use comfortable and confident body language in every business situation	8/2/22	11	
		24	L	Move, gesture and stand with poise and confidence in every business situation	22/2/22	11	
	Unit II	25	T	Look relaxed and at ease in meetings, presentations and Book Reviews	5/3/22	9	
		26	T	Book Review Presentations	26/2/22	10	
	Unit III	27	T	Situational Analysis Test	5/2/22	10	
		28	T	Role Play	12/3/22	10	
March	Unit IV	29	T	IT Lab based E- Review	19/3/22	10	
		30	T	Viva – Voce Test	26/3/22	10	
Total Sessions: 30							
Faculty: Dr. Abhishek Dikshit							

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session I
 MBA Batch (2019-2022)

Enrichment Course in Book Reviews (ENR21)

Attendance Sheet

Attendance Sheet															
Roll. No. ENR21	Name of the Student L/T/P		Lerner Level	1	2	3	4	5	6	7	8	9	10	Total Number of Sessions attended by Student	
	Lecture = L	Slow=S	S/M/F	1	2	3	4	5	6	7	8	9	10		
	Tutorial = T	Medium=M	Date	19/12	20/12	21/12	22/12	23/12	24/12	25/12	26/12	27/12	28/12		
	Practical = P	Fast=F													
	Name														
673119080	Narote Sayali Rajendra		M	P	P	P	P	P	P	P	P	P	P	10	
673120123	Wayse Akash Ramdas		M	P	P	A	P	P	P	P	P	P	P	9	
673120087.	Pawar Akshay Balaso		S	A	A	A	A	P	A	A	A	A	P	2	
673120114	Varma Nikeshwari Tikamchand		F	P	P	P	P	P	P	A	P	P		9	
673120017	Deshmukh Shubham Nagnath		M	P	P	P	P	P	P	P	P	P	P	10	
673120118.	Waghmode Prajkta Balbhim		S	A	A	A	A	A	A	A	A	A	A	0	
673120026	Gaikwad Mansi Dattaram		M	P	P	P	P	P	P	P	P	P	P	10	
673120057.	Khandare Prashant Manoj		S	A	P	A	P	P	A	P	A	A	A	4	
673120059	Khilare Ketan Balasaheb		M	P	P	P	P	P	P	P	P	P	P	10	
673120074	Magar Patil Amrita Nandkumar		M	P	P	P	P	P	P	P	P	P	P	10	
673120062	Khomane Sonu Shantaram		M	P	P	P	P	P	P	P	P	P	P	10	
673120105	Shinde Pooja Harishchandra		S	P	P	P	P	P	P	P	P	P	P	10	
673120014	Chavan Omkar Namdev		S	P	P	P	P	P	P	P	P	P	P	10	
Total Attendance in the Session				10	11	9	10	12	10	11	9	10	12		


 Faculty

Director

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session I
 MBA Batch (2019-2022)
Enrichment Course in Book Reviews (ENR21)

Attendance Sheet

Attendance Sheet															
Roll. No. ENR21	Name of the Student L/T/P		Lerner Level	1	2	3	4	5	6	7	8	9	10	Total Number of Sessions attended by Student	
	Lecture = L	Slow=S	S/M/F	11	12	13	14	15	16	17	18	19	20		
	Tutorial = T	Medium=M	Date	29/12/21	30/12	31/12	4/1/22	10/1/22	11/1/22	17/1/22	18/1/22	24/1/22	25/1/22		
	Practical = P	Fast=F													
	Name														
673119080	Narote Sayali Rajendra		M	P	P	P	P	P	P	P	P	P	P	10	
673120123	Wayse Akash Ramdas		M	P	P	P	P	P	P	P	P	P	P	10	
673120087	Pawar Akshay Balaso		S	A	A	A	A	P	A	A	A	A	P	2	
673120114	Varma Nikeshwari Tikamchand		F	P	P	P	P	P	P	P	P	P	P	10	
673120017	Deshmukh Shubham Nagnath		A	A	A	A	A	A	A	A	A	A	P	1	
673120118	Waghmode Prajka Balbhim		M	P	P	P	P	P	P	P	P	P	P	10	
673120026	Gaikwad Mansi Dattaram		S	P	P	P	P	P	P	P	P	P	P	10	
673120057	Khandare Prashant Manoj		S	A	P	A	A	A	A	P	A	A	A	2	
673120059	Khilare Ketan Balasaheb		M	P	P	P	P	P	P	P	P	P	P	10	
673120074	Magar Patil Amrita Nandkumar		M	P	P	A	P	P	P	P	A	P	P	8	
673120062	Khomane Sonu Shantaram		M	P	P	P	P	P	P	P	P	P	P	10	
673120105	Shinde Pooja Harishchandra		S	P	P	P	P	P	P	P	P	P	P	10	
673120014	Chavan Omkar Namdev		S	P	P	P	P	P	P	P	P	P	P	10	
Total Attendance in the Session				10	11	9	10	12	10	11	9	10	12		


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Director

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session I
 MBA Batch (2019-2022)
Enrichment Course in Book Reviews (ENR21)

Attendance Sheet															
Roll. No. ENR21	Name of the Student L/T/P		Lerner Level	1	2	3	4	5	6	7	8	9	10	Total Number of Sessions attended by Student	
	Lecture = L	Slow=S	S/M/F	21	22	23	24	25	26	27	28	29	30		
	Tutorial = T	Medium=M	Date	1/2/22	7/2/22	8/2/22	22/2/22	5/3/22	26/3/22	5/3/22	12/3/22	19/3/22	26/3/22		
	Practical = P	Fast=F													
	Name														
673119080	Narote Sayali Rajendra		M	P	P	P	P	P	P	P	P	P	P	10	
673120123	Wayse Akash Ramdas		M	P	P	P	P	P	P	P	P	P	P	10	
673120087	Pawar Akshay Balaso		S	A	A	A	P	A	A	A	A	A	A	9	
673120114	Varma Nikeshwari Tikamchand		F	P	P	P	P	P	P	P	P	P	P	10	
673120017	Deshmukh Shubham Nagnath		M	P	P	P	P	P	P	P	P	P	P	10	
673120118	Waghmode Prajkta Balbhim		S	A	A	A	A	A	A	A	A	A	A	0	
673120026	Gaikwad Mansi Dattaram		M	P	P	P	P	P	P	P	P	P	P	10	
673120057	Khandare Prashant Manoj		S	A	A	P	A	A	A	A	A	A	A	1	
673120059	Khilare Ketan Balasaheb		M	A	P	P	P	P	P	P	P	P	P	9	
673120074	Magar Patil Amrita Nandkumar		M	P	P	P	P	P	P	P	P	P	P	10	
673120062	Khomane Sonu Shantaram		M	P	P	P	P	A	P	P	P	P	P	9	
673120105	Shinde Pooja Harishchandra		S	P	P	P	P	P	P	P	P	P	P	10	
673120014	Chavan Omkar Namdev		S	P	P	P	P	P	P	P	P	P	P	10	
Total Attendance in the Session				9	10	11	11	9	10	10	10	10	10		


 Faculty

Director

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session II
 MBA Batch (2019-2022)
Enrichment Course in Book Reviews (ENR21)
Concurrent Evaluation Attendance Sheet

S#	Student Name	Book Review Presentations (T)	Situational Analysis Test (T)	Role Play Test (T)	IT Lab Book Review Work (T)	Viva Voce (T)
Day		Saturday	Saturday	Saturday	Saturday	Saturday
Date		26/2/22	5/2/22	12/3/22	19/3/22	26/3/22
Time		4PM-5PM	4PM-5PM	4PM-5PM	4PM-5PM	4PM-5PM
673119080	Narote Sayali Rajendra	Sayali	Sayali	Sayali	Sayali	Sayali
673120123	Wayse Akash Ramdas	A.R. Wayse	A.R. Wayse	A.R. Wayse	A.R. Wayse	A.R. Wayse
673120087	Pawar Akshay Balaso	A	A	A	A	A
673120114	Varma Nikeshwari Tikamchand	Nikeshwari	Nikeshwari	Nikeshwari	Nikeshwari	Nikeshwari
673120017	Deshmukh Shubham Nagnath	Shubham	Shubham	Shubham	Shubham	Shubham
673120118	Waghmode Prajкта Balbhim	A	A	A	A	A
673120026	Gaikwad Mansi Dattaram	M.D. Gaikwad	M.D. Gaikwad	M.D. Gaikwad	M.D. Gaikwad	M.D. Gaikwad
673120057	Khandare Prashant Manoj	A	A	A	A	A
673120059	Khilare Ketan Balasaheb	K. Khilare	K. Khilare	K. Khilare	K. Khilare	K. Khilare
673120074	Magar Patil Amrita Nandkumar	Amrita	Amrita	Amrita	Amrita	Amrita
673120062	Khomane Sonu Shantaram	S. Khomane	S. Khomane	S. Khomane	S. Khomane	S. Khomane
673120105	Shinde Pooja Harishchandra	Pooja	Pooja	Pooja	Pooja	Pooja
673120014	Chavan Omkar Namdev	Omkar	Omkar	Omkar	Omkar	Omkar

Faculty

CEO

Director

Anekant Education Society's
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 Academic Year 2021-2022 Session II
 MBA Batch (2019-2022)
Enrichment Course in Book Reviews (ENR21)

Evaluation Sheet

Roll. No.	Name of the Student	Parameter 1	Parameter 2	Parameter 3	Parameter 4	Parameter 5	Total Max 50	Grade
		Book Review Presentations (T)	Situational Analysis Test (T)	Role Play Test (T)	IT Lab Book Review Work (T)	Viva Voce (T)		
	ENR21	Max 10	Max 10	Max 10	Max 10	Max 10		
01	Narote Sayali Rajendra	7	7	7	7	6	34	B
02	Wayse Akash Ramdas	8	7	7	7	7	36	B
03	Pawar Akshay Balaso	A	A	A	A	A	A	F
04	Varma Nikeshwari Tikamchand	9	9	9	9	10	46	A
05	Deshmukh Shubham Nagnath	6	6	6	7	7	32	B
06	Waghmode Prajka Balbhim	A	A	A	A	A	A	F
07	Gaikwad Mansi Dattaram	7	7	6	6	6	32	B
08	Khandare Prashant Manoj	A	A	A	A	A	A	F
09	Khilare Ketan Balasaheb	7	8	8	8	7	38	B
10	Magar Patil Amrita Nandkumar	7	6	7	7	7	34	B
11	Khomane Sonu Shantaram	7	7	6	6	6	32	B
12	Shinde Pooja Harishchandra	5	5	4	5	5	24	C
13	Chavan Omkar Namdev	4	5	5	5	5	24	C
Grading System								
Marks	Less than 20	20 to 29	30 to 39	More than 40	Admitted	Appeared	Pass	Passing %
Grade	F	C	B	A	13	10	10	100

Faculty

C.E.O.

DIRECTOR

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
 Academic Year 2021-2022 Session II
 MBA Batch (2019-2022)
Enrichment Course in Book Reviews (ENR21)

Evaluation Sheet

Roll. No.	Name of the Student	Parameter 1	Parameter 2	Parameter 3	Parameter 4	Parameter 5	Total Max 50	Grade
		Book Review Presentations (T)	Situational Analysis Test (T)	Role Play Test (T)	IT Lab Book Review Work (T)	Viva Voce (T)		
ENR21		Max 10	Max 10	Max 10	Max 10	Max 10		
01	Narote Sayali Rajendra	7	7	7	7	6	34	B
02	Wayse Akash Ramdas	8	7	7	7	7	36	B
03	Pawar Akshay Balaso	A	A	A	A	A	A	F
04	Varma Nikeshwari Tikamchand	9	9	9	9	10	46	A
05	Deshmukh Shubham Nagnath	6	6	6	7	7	32	B
06	Waghmode Prajkta Balbhim	A	A	A	A	A	A	F
07	Gaikwad Mansi Dattaram	7	7	6	6	6	32	B
08	Khandare Prashant Manoj	A	A	A	A	A	A	F
09	Khilare Ketan Balasaheb	7	8	8	8	7	38	B
10	Magar Patil Amrita Nandkumar	7	6	7	7	7	34	B
11	Khomane Sonu Shantaram	7	7	6	6	6	32	B
12	Shinde Pooja Harishchandra	5	5	4	5	5	24	C
13	Chavan Omkar Namdev	4	5	5	5	5	24	C
Grading System								
Marks	Less than 20	20 to 29	30 to 39	More than 40	Admitted	Appeared	Pass	Passing %
Grade	F	C	B	A	13	10	10	100

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Student Feedback Analysis Sheet								
Roll. No. BCHRM13	Name of Student	Parameter 1	Parameter 2	Parameter 3	Parameter 4	Parameter 5	Average	
		Course Content	Course Delivery	Practical & Tutorial	Registration & Certification	Utility & Skill Development		
Rate out of 5 (1 for Highly Dissatisfied.....5 for Highly Satisfied)								
01	Narote Sayali Rajendra	4	3	4	3	3	3.4	
02	Wayse Akash Ramdas	4	4	4	3	3	3.6	
03	Pawar Akshay Balaso	NA	NA	NA	NA	NA	NA	
04	Varma Nikeshwari Tikamchand	5	5	5	4	4	4.6	
05	Deshmukh Shubham Nagnath	3	3	3	4	3	3.2	
06	Waghmode Prajkta Balbhim	NA	NA	NA	NA	NA	NA	
07	Gaikwad Mansi Dattaram	3	4	3	3	3	3.2	
08	Khandare Prashant Manoj	NA	NA	NA	NA	NA	NA	
09	Khilare Ketan Balasaheb	3	4	4	4	4	3.8	
10	Magar Patil Amrita Nandkumar	4	4	3	3	3	3.4	
11	Khomane Sonu Shantaram	3	4	3	3	3	3.2	
12	Shinde Pooja Harishchandra	2	3	3	2	2	2.4	
13	Chavan Omkar Namdev	2	2	2	3	3	2.4	
Average Per Parameter		3.3	3.6	3.4	3.2	3.1	Over All	3.3
Interpretation							Neutral	

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MBA Batch () Roll Number

has successfully completed the
Enrichment Course in Book Reviews

With Grade ____ in Academic Year () at A.E.S.'s AIMS, Baramati

FACULTY

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DIRECTOR

BOOK REVIEWS: How to write a book review

There are two approaches to book reviewing:

Descriptive reviews give the essential information about a book. This is done with description and exposition, by stating the perceived aims and purposes of the author, and by quoting striking passages from the text.

Critical reviews describe and evaluate the book, in terms of accepted literary and historical standards, and supports this evaluation with evidence from the text. The following pointers are meant to be suggestions for writing a critical review.

Basic requirements

To write a critical review, the reviewer must know two things:

Knowing the work under review: This demands not only attempting to understand the author's purpose and how the component parts of the work contribute to that purpose, but also knowledge of the author: his/her nationality, time period, other works etc.

Requirements of the genre: This means understanding the art form and how it functions. Without such context, the reviewer has no historical or literary standard upon which to base an evaluation.

Reviewing essentials

Description of the book. Sufficient description should be given so that the reader will have some understanding of the author's thoughts. This account is not a summary. It can be woven into the critical remarks.

Discuss the author. Biographical information should be relevant to the subject of the review and enhance the reader's understanding of the work under discussion.

Appraise the book. A review must be a considered judgment that includes:

- a statement of the reviewer's understanding of the author's purpose
- how well the reviewer feels the author's purpose has been achieved
- evidence to support the reviewer's judgement of the author's achievement.

While you read:

- Read the book with care.
- Highlight quotable passages.
- Note your impressions as you read.
- Allow time to assimilate what you read so that the book can be seen in perspective.
- Keep in mind the need for a single impression which must be clear to the reader.

The review outline

A review outline gives you an over-all grasp of the organization of the review, to determine the central point your review will make, to eliminate inessentials or irrelevancies, and to fill in gaps or omissions.

- Examine the notes you have made and eliminate those with no relationship to your central thesis.
- By organizing your discussion topics into groups, aspects of the book will emerge: e.g., theme, character, structure, etc.
- Write down all the major headings of the outline and fill in the subdivisions.
- All parts should support your thesis or central point.

First draft

Opening paragraphs set the tone of the paper. Possible introductions usually make a statement about the:

- Thesis
- Authorial purpose
- Topicality of the work or its significance
- Comparison of the work to others by the same author or within the same genre
- Author.

The **body of the review** logically develops your thesis. Follow your outline or adjust it to further your argument. The aim should be to push your central point. Put quoted material in quotation marks, or indented, and properly footnoted.

Concluding paragraphs sums up or restates your thesis or it may make a final judgement regarding the book. Do not introduce new information or ideas in the conclusion.

Revising the draft

- Allow time to elapse, at least a day, before starting your revision.
- Correct grammatical mistakes and punctuation as you find them.
- Read your paper through again looking for unity, organization and logical development.
- If necessary, do not hesitate to make major revisions in your draft.
- Verify quotations for accuracy and check the format and content of references.

Reviewing considerations

Fiction

Rule number one: do not give away the story!

Character

- From what sources are the characters drawn?
- What is the author's attitude toward his characters?
- Are the characters flat or three dimensional?
- Does character development occur?
- Is character delineation direct or indirect?

Theme

- What is/are the major theme(s)?
- How are they revealed and developed?
- Is the theme traditional and familiar, or new and original?

- Is the theme didactic, psychological, social, entertaining, escapist, etc. in purpose or intent?

Plot

- How are the various elements of plot (eg, introduction, suspense, climax, conclusion) handled?
- What is the relationship of plot to character delineation?
- To what extent, and how, is accident employed as a complicating and/or resolving force?
- What are the elements of mystery and suspense?
- What other devices of plot complication and resolution are employed?
- Is there a sub-plot and how is it related to the main plot?
- Is the plot primary or secondary to some of the other essential elements of the story (character, setting, style, etc.)?

Style

- What are the "intellectual qualities" of the writing (e.g., simplicity, clarity)?
- What are the "emotional qualities" of the writing (e.g., humour, wit, satire)?
- What are the "aesthetic qualities" of the writing (e.g., harmony, rhythm)?
- What stylistic devices are employed (e.g., symbolism, motifs, parody, allegory)?
- How effective is dialogue?

Setting

- What is the setting and does it play a significant role in the work?
- Is a sense of atmosphere evoked, and how?
- What scenic effects are used and how important and effective are they?
- Does the setting influence or impinge on the characters and/or plot?

Biography

- Does the book give a "full-length" picture of the subject?
- What phases of the subject's life receive greatest treatment and is this treatment justified?
- What is the point of view of the author?
- How is the subject matter organized: chronologically, retrospectively, etc.?
- Is the treatment superficial or does the author show extensive study into the subject's life?
- What source materials were used in the preparation of the biography?
- Is the work documented?
- Does the author attempt to get at the subject's hidden motives?
- What important new facts about the subject's life are revealed in the book?
- What is the relationship of the subject's career to contemporary history?
- How does the biography compare with others about the same person?
- How does it compare with other works by the same author?

History

- With what particular period does the book deal?
- How thorough is the treatment?
- What were the sources used?
- Is the account given in broad outline or in detail?
- Is the style that of reportorial writing, or is there an effort at interpretive writing?
- What is the point of view or thesis of the author?
- Is the treatment superficial or profound?
- For what group is the book intended (textbook, popular, scholarly, etc.)?
- What part does biographical writing play in the book?
- Is social history or political history emphasized?
- Are dates used extensively, and if so, are they used intelligently?
- Is the book a revision? How does it compare with earlier editions?
- Are maps, illustrations, charts, etc. used and how are these to be evaluated?

Reviewing poetry

- Is this a work of power, originality, individuality?
- What kind of poetry is under review (epic, lyrical, elegaic, etc.)?
- What poetical devices have been used (rhyme, rhythm, figures of speech, imagery, etc.), and to what effect?
- What is the central concern of the poem and is it effectively expressed?

Finding book reviews

Many indexes, such as ABI Inform and Historical Abstracts include citations to book reviews. Reviews can also be found at book-related online sites, such as Amazon.Com.

The following indexes are devoted entirely to book reviews:

- Book Review Digest 1905+ (Z 1219 B72 REF INDEX)
- Book Review Index 1965+ (Z 1035 A1 B72 REF INDEX)
- An Index to Book Reviews in the Humanities 1960-1990 (Z 1219 I38 REF INDEX)
- Canadian Book Review Annual 1975+ (Z 1375 C3 REF INDEX)

Book Reviews

 Like  17 people like this.

What this handout is about

This handout will help you write a book review, a report or essay that offers a critical perspective on a text. It offers a process and suggests some strategies for writing book reviews.

What is a review?

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. This handout will focus on book reviews.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Becoming an expert reviewer: three short examples

Reviewing can be a daunting task. Someone has asked for your opinion about something that you may feel unqualified to evaluate. Who are you to criticize Toni Morrison's new book if you've never written a novel yourself, much less won a Nobel Prize? The point is that someone—a professor, a journal editor, peers in a study group—wants to know what you think about a particular work. You may not be (or feel like) an expert, but you need to pretend to be one for your particular audience. Nobody expects you to be the intellectual equal of the work's creator, but your careful observations can provide you with the raw material to make reasoned judgments. Tactfully voicing agreement and disagreement, praise and criticism, is a valuable, challenging skill, and like many forms of writing, reviews require you to provide concrete evidence for your assertions.

Consider the following brief book review written for a history course on medieval Europe by a student who is fascinated with beer:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600, investigates how women used to brew and sell the majority of ale drunk in England. Historically, ale and beer (not milk, wine, or water) were important elements of the English diet. Ale brewing was low-skill and low status labor that was complimentary to women's domestic responsibilities. In the early fifteenth century, brewers began to make ale with hops, and they called this new drink "beer." This technique allowed brewers to produce their beverages at a lower cost and to sell it more easily, although women generally stopped brewing once the business became more profitable.

The student describes the subject of the book and provides an accurate summary of its contents. But the reader does not learn some key information expected from a review: the author's argument, the student's appraisal of the book and its argument, and whether or not the student would recommend the book. As a critical assessment, a book review should focus on opinions, not facts and details. Summary should be kept to a minimum, and specific details should serve to illustrate arguments.

Now consider a review of the same book written by a slightly more opinionated student:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600 was a colossal disappointment. I wanted to know about the rituals surrounding drinking in medieval England: the songs, the games, the parties. Bennett provided none of that information. I liked how the book showed ale and beer brewing as an economic activity, but the reader gets lost in the details of prices and wages. I was more interested in the private lives of the women brewsters. The book was divided into eight long chapters, and I can't imagine why anyone would ever want to read it.

There's no shortage of judgments in this review! But the student does not display a working knowledge of the book's argument. The reader has a sense of what the student expected of the book, but no sense of what the author herself set out to prove. Although the student gives several reasons for the negative review, those examples do not clearly relate to each other as

part of an overall evaluation—in other words, in support of a specific thesis. This review is indeed an assessment, but not a critical one.

Here is one final review of the same book:

*One of feminism's paradoxes—one that challenges many of its optimistic histories—is how patriarchy remains persistent over time. While Judith Bennett's *Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600* recognizes medieval women as historical actors through their ale brewing, it also shows that female agency had its limits with the advent of beer. I had assumed that those limits were religious and political, but Bennett shows how a "patriarchal equilibrium" shut women out of economic life as well. Her analysis of women's wages in ale and beer production proves that a change in women's work does not equate to a change in working women's status. Contemporary feminists and historians alike should read Bennett's book and think twice when they crack open their next brewsky.*

This student's review avoids the problems of the previous two examples. It combines balanced opinion and concrete example, a critical assessment based on an explicitly stated rationale, and a recommendation to a potential audience. The reader gets a sense of what the book's author intended to demonstrate. Moreover, the student refers to an argument about feminist history in general that places the book in a specific genre and that reaches out to a general audience. The example of analyzing wages illustrates an argument, the analysis engages significant intellectual debates, and the reasons for the overall positive review are plainly visible. The review offers criteria, opinions, and support with which the reader can agree or disagree.

Developing an assessment: before you write

There is no definitive method to writing a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft.

What follows is a series of questions to focus your thinking as you dig into the work at hand. While the questions specifically consider book reviews, you can easily transpose them to an analysis of performances, exhibitions, and other review subjects. Don't feel obligated to address each of the questions; some will be more relevant than others to the book in question.

- What is the thesis—or main argument—of the book? If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?
- What exactly is the subject or topic of the book? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?
- How does the author support her argument? What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? Does any of the author's

information (or conclusions) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?

- How does the author structure her argument? What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?
- How has this book helped you understand the subject? Would you recommend the book to your reader?

Beyond the internal workings of the book, you may also consider some information about the author and the circumstances of the text's production:

- Who is the author? Nationality, political persuasion, training, intellectual interests, personal history, and historical context may provide crucial details about how a work takes shape. Does it matter, for example, that the biographer was the subject's best friend? What difference would it make if the author participated in the events she writes about?
- What is the book's genre? Out of what field does it emerge? Does it conform to or depart from the conventions of its genre? These questions can provide a historical or literary standard on which to base your evaluations. If you are reviewing the first book ever written on the subject, it will be important for your readers to know. Keep in mind, though, that naming "firsts"—alongside naming "bests" and "onlys"—can be a risky business unless you're absolutely certain.

Writing the review

Once you have made your observations and assessments of the work under review, carefully survey your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your review. Then, outline the arguments that support your thesis.

Your arguments should develop the thesis in a logical manner. That logic, unlike more standard academic writing, may initially emphasize the author's argument while you develop your own in the course of the review. The relative emphasis depends on the nature of the review: if readers may be more interested in the work itself, you may want to make the work and the author more prominent; if you want the review to be about your perspective and opinions, then you may structure the review to privilege your observations over (but never separate from) those of the work under review. What follows is just one of many ways to organize a review.

Introduction

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience. The Writing Center's handout on [introductions](#) can help you find an approach that works. In general, you should include:

- The name of the author and the book title and the main theme.
- Relevant details about who the author is and where he/she stands in the genre or field of inquiry. You could also link the title to the subject to show how the title explains the subject

matter.

- The context of the book and/or your review. Placing your review in a framework that makes sense to your audience alerts readers to your “take” on the book. Perhaps you want to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements. Your choice of context informs your argument.
- The thesis of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book’s particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.
- Your thesis about the book.

Summary of content

- This should be brief, as analysis takes priority. In the course of making your assessment, you’ll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.
- The necessary amount of summary also depends on your audience. Graduate students, beware! If you are writing book reviews for colleagues—to prepare for comprehensive exams, for example—you may want to devote more attention to summarizing the book’s contents. If, on the other hand, your audience has already read the book—such as an class assignment on the same work—you may have more liberty to explore more subtle points and to emphasize your own argument.

Analysis and evaluation of the book

- Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.
- You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book.
- If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight.
- Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author’s points in your own words.

Conclusion

- Sum up or restate your thesis or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis.
- This paragraph needs to balance the book’s strengths and weaknesses in order to unify

your evaluation. Did the body of your review have three negative paragraphs and one favorable one? What do they all add up to? The Writing Center's handout on conclusions can help you make a final assessment.

In review

Finally, a few general considerations:

- Review the book in front of you, not the book you wish the author had written. You can and should point out shortcomings or failures, but don't criticize the book for not being something it was never intended to be.
- With any luck, the author of the book worked hard to find the right words to express her ideas. You should attempt to do the same. Precise language allows you to control the tone of your review.
- Never hesitate to challenge an assumption, approach, or argument. Be sure, however, to cite specific examples to back up your assertions carefully.
- Try to present a balanced argument about the value of the book for its audience. You're entitled—and sometimes obligated—to voice strong agreement or disagreement. But keep in mind that a bad book takes as long to write as a good one, and every author deserves fair treatment. Harsh judgments are difficult to prove and can give readers the sense that you were unfair in your assessment.

For further reading

A great place to learn about book reviews is to look at examples. The New York Times Book Review, the New York Review of Books, and the Book Review Index can show you how professional writers review books.

Drewry, John. *Writing Book Reviews*. Boston: The Writer, 1974.

Literary Reviewing. Charlottesville: University Press of Virginia, 1987.

Teitelbaum, Harry. *How to Write Book Reports 3rd ed.*. New York: Macmillan, 1998.

Walford, A.J., ed. *Reviews and Reviewing: A Guide*. Phoenix, AZ: Oryx Press, 1986.



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How to Write a Critical Book Review

A book review is more than a book report or summary of a book's contents. A review is a critical essay evaluating the merits of an academic work. Its purpose is not to prove that you read the book—which is understood as a given—but to show that you can think critically about what you've read.

You can see examples of reviews in virtually any historical journal, and these may help you to write your own review. Reviews are a vital part of academic life, as you will see in the journals. Most professors regularly read and write reviews to find interesting books, stay informed of new work, and ensure that their voices continue to be heard.

A book review requires a lot of thought and effort. This handout will assist you. The process can be broken down into three main stages: as you read; as you prepare to write; and, as you write. With each stage there are a series of questions and factors to consider as you work on your review. Many of these issues are interrelated, but in this guide they are broken up to make them easier to understand.

STAGE ONE: AS YOU READ

You should consider the following issues while you are reading the book to help you better evaluate it. Make notes as you read, so you won't forget your observations or have to go back and hunt for references.

- a. Purpose/Thesis: What was the author's purpose in writing the book? Did she state her purpose explicitly or did you have to infer it? The purpose for writing is usually the thesis or argument of the work. (Although academics often write books to refute another scholar's work or because something is en vogue, the underlying purpose for writing is always to present an argument). Does the book have a clear central thesis/argument? To what extent and how effectively (i.e., with what kinds of evidence) is this thesis developed? Does the author convince you of the validity of her thesis/argument?
- b. Sources: What types of sources does the author utilize in presenting the thesis? Are they mainly published documents, or do they include archival records? Does the author draw on other material such as novels, artwork, or interviews? How are the author's sources incorporated into the narrative? Do you think she has tapped all the major sources available or are there omissions?
- c. Contextualization: How well does the author explain the wider context of the events or developments he is discussing? Is the book narrowly focused or does the author try to connect to wider developments?
- d. Style: Is the book well written? Is it easy to understand? Does it flow well? Is the writing dense and heavy with jargon, making it hard to grasp? Does the author show a flair for effective writing that goes beyond simple communication? Does the writing make the book more interesting?

- e. Author's background: Look into the author's qualifications and experience. Use the web and the West Library catalogue to explore what other works the author has produced and what topics they have addressed.

STAGE TWO: AS YOU PREPARE TO WRITE

Once you've read the book and thought about it, you should start developing the main parts of your review before you start writing. Think about the following elements and how to include them in your essay. Then you should make a plan laying out the main points in the introduction, body, and conclusion of your paper. The following analogy might help you conceptualize your review: think of yourself as the judge in a courtroom. The author is an attorney who has just present his/her case=thesis/argument. It's up to you as reviewer to assess whether or not the author's thesis has validity. As in a court of law, the judge rules on the evidence presented by the attorney. This is what you will do.

- a. Profile: Articulate the author's thesis/argument in a clear and concise way. This will be roughly one paragraph in length and should not be a summary of the different sections or chapters. Rather, you should concentrate on the author's central intention behind the book to find an effective way to sum up the work for your reader.
- b. Major Points: Look back through your notes to pull out your most important observations—this may help you to find a central argument or theme for your review. Essentially your points are related to the evidence the author uses to support his thesis. Did a particular chapter or idea, for example, use evidence that supported the thesis? As you think about the main points that you want to make, consider what would be the most effective order in which to present them. If you consider the book successful, for example, you might want to present the parts you considered the most effective. You should also think about how you will support your points, as you do in any other essay. Look for specific examples and short, effective quotes that could illustrate your ideas, or think about how to summarize sections of the book to support your critique. You need to substantiate and illustrate any claims that you make.
- c. Theme: Your review needs a central argument. In this case it's whether the author has successfully accomplished his or her purpose in writing the book. Considering the author's purpose in writing/thesis/argument, did you find the work generally successful, partially successful, flawed, etc?

STAGE THREE: AS YOU WRITE

Your review is a short critical essay of approximately 1000-1250 words or 4-5 pages. As you write and edit your paper, you should ensure that you include the following:

- a. Introduction. This is where you briefly introduce the theme or topic of the work generally and the author's purpose in writing/thesis/argument. The degree to which the author accomplishes that purpose is the thesis of your review.
- b. Briefly say something about the author's qualifications. This should not be a biography of the author but a concise explanation of the author's background, and those things qualifying him or her to write this work.

- c. A concise profile of the book's sources. Consider the types of sources the author utilizes in presenting his purpose in writing/thesis/argument. For example, are they published documents, or do they include archival records; does he or she rely on primary and secondary sources and how are the sources incorporated into the narrative?
- d. The body of your essay should be a critique of the major points of the book and how those points support the author's purpose in writing/thesis/argument. Your ideas should flow in a logical order and be connected to one another. Don't just jumble ideas together—look for a way to organize your ideas effectively.
- d. A short conclusion summing up your evaluation of the book. Ideally it should leave your reader with something to reflect on and a sense of whether or not you consider the book a success.
- e. Your review should be grammatical and clear. Read it over carefully before you submit. You should be careful about spelling, the correct use of quotations and citations, italics, etc.
- f. Notice that opinion is not mentioned. Whether you liked the book is inconsequential. You are writing a critical review, not an op-ed.

MULTI-BOOK REVIEW or LITERARY WORK

Most review assignments require you to read and evaluate a single book. Sometimes, however, you will be asked to read two or more works on a single subject. The basic tasks in a multi-book review are the same, but you also have to compare the books and consider their strengths and weaknesses in relation to each other. These essays are usually longer than a review of a single book.

If you are reviewing a work of literature, review the work as you would a primary source on the period you're studying. All other points above will still apply.

FORMAT

With some slight requirement differences between professors (such as length), this is the general format for book reviews at Texas Wesleyan.

- a. No cover page. Instead, at the top of the first page of your review, provide the following information: author, title, place of publication, publisher, date of publication, number of pages (including any pages numbered with Roman numerals—usually the Preface), and any additional material (index, bibliography, maps, illustrations, charts).

Example:

Niccolo Machiavelli, *The Prince*. Translated by George Bull. London: Penguin Group, 1981. Pp. xxvii, 154.

- b. Standard length is 4-5 typed pages (approximately 1000-1250 words). You should use standard 12 point font and standard margins (1 inch on each side and one inch top and bottom of the page).
- c. Do not number the first page of the review, but do number subsequent pages.
- d. Justify the left margin but not the right margin.

- e. Limit quotations from the book to no more than two lines of text and limit the number of quotations you use. Put the page number of the quotation immediately at the conclusion of the sentence containing the quotation.

Example:

The people, Machiavelli suggests, "are more honest in their intentions than the nobles are, because the latter want to oppress the people, whereas they want only not to be oppressed" (68).

- f. After skipping three lines at the end of the review, you should type your name along the right margin with the course title and semester immediately below.

Donald Trump
HIS 3380 Introduction to Historical Methods
Fall 2018