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Book Review - Structure

- Title and Introduction
- Body
 - a. Summary/Description
 - b. Evaluation/Arguments
- Conclusion
- References

- Rudyard Kipling
- Many read!!!!
- How many have reading goals?
- How many read book reviews regularly?
- How many of you buy books?
- How many have a 'need to write' book reviews?
- **Nature of the probationer**
- Average age 25 & believe Leaders are readers
- Why read?
- Requirement of probationers (assignments)
- Language skills
- Play multiple roles (I/I/D)
- Inspire others (Duty calls)

- How come I am here?
- What do I teach?
- What did I do for today's presentation?
(Articles/Y.T./PPT) average Y.T.
- Have I written/when/how many?
- How did I go about it? Xerox/Highlighter/Chapter
summary
- Did I read do's and don'ts
- Am I an expert?
- What do I hope?

- Distinguish Book report and Book review
- Are there prerequisites for a B.R.?
- ✓ Avid reader
- ✓ need to review
- ✓ getting down to it
- ✓ self confidence/ ability to write independently
- ✓ writing skills
- ✓ good vocabulary
- Opportunities Where & Why
- Business dailies/newspapers/website/
- WHY number of books/ on leadership
- Do YOU have an advantage?

- **Why do BR?**
- Source of revenue
- Source of recognition
- Source of intrinsic reward
- Evaluate your thinking with regard to the thinking of others.
- To better understand literature ideas in your field
- To provide information to someone who has not yet read the book
- To practice writing for an academic audience
- First step toward academic publishing

- What should a Book review do?
- Identify the author's purpose.
- Identify the author's thesis
- Identify the author's arguments.
- Evaluate the arguments.
- Conclusion. Who should read. How do they benefit.

Do's

- Reading strategy
- Time management
- Read actively
- Read it a couple of times
- Understand levels of reading:
Inspectional/Analytical
- Inspectional before analytical

- **Inspectional:**
- Cover/subtitle
- Table of contents
- Index
- Bibliography
- Special type of formatting
- Pictures
- Introduction
- Conclusion

- **Analytical:**
- Know the author
- Know the context (innate/in response)
- Dialogue (mark & comment)
- Pause /reflect



Points to ponder as you read the entire book

- What's the general field or genre? Does the book fit?
- From what point of view is the book written?
- Do you agree or disagree with the author's point of view?
- Make notes as you read, passages to quote in your review.
- Can you follow the author's thesis, "common thread"?
- What is the author's style? Formal? Informal? Suitable for the intended audience?
- Are concepts well defined? Is the language clear and convincing? Are the ideas developed? What areas are covered, not covered? How accurate is the information?
- Is the author's concluding chapter, the summary, convincing?
- If there are footnotes, do they provide important information? Do they clarify or extend points made in the text?
- If relevant, make note of the book's format - layout, binding, etc. Are there maps, illustrations? Are they helpful?
- Is the index accurate? What sources did the author use -- primary, secondary? Make note of important omissions.
- What did the book accomplish? Is more work needed? Compare the book to others by this author, or books in this field by other authors. (Use the books listed in the bibliography.)

Elements of a BR

- Bibliographic information
- Opening sentence (AIDA)
- Introduction (author & context)
- Purpose & thesis
- Summary (gist before rest)
- Trace the arguments
- Evaluation (S & W)
- Conclusion

FICTION



- **Who was your favourite character, and why?**
- **Did the characters feel real to you?**
- **Did the story keep you guessing?**
- **What was your favourite part of the book, and why?**
- **Were certain types of scene written particularly well - for example sad scenes, tense scenes, mysterious ones...?**
- **Did the book make you laugh or cry?**
- **Did the story grip you and keep you turning the pages?**



- **Talk about why you think it didn't work for you. For example:**
- **Did you wish the ending hadn't been a cliffhanger because you found it frustrating?**
- **Did you find it difficult to care about a main character, and could you work out why?**
- **Was the story too scary for your liking, or focused on a theme you didn't find interesting?**



Visualize

- describe the images
- create a movie in your mind



Clarify

- stop and check for understanding
- summarize/explain
- note answers to questions



Question

- ask questions before, during, and after reading
- question to clarify and probe the text



Predict

- figure out what will happen next
- confirm and revise predictions



Connect

- make connections between the text and yourself, the world, and other texts



Evaluate

- form opinions
- draw conclusions

ACTIVE READING

READING STRATEGIES

PREDICT

Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

VISUALIZE

Create mental images of the settings, characters, and events in the text.

QUESTION

Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

CONNECT

Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

IDENTIFY

Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

INFER

Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

EVALUATE

Think about the text as a whole and form opinions about what you read.

The pleasures of reading?

- Getting totally lost in a book
- Being emotionally engaged with the text
- Becoming absorbed in an unfolding narrative; needing to know what happens next
- Being fascinated by information on a topic that intrigues you
- Anticipating enjoyment from reading both the words and the images
- Talking to other readers – informally or in organised book groups
- Being inspired by books (response).



**NO ENTERTAINMENT IS SO
CHEAP AS READING, NOR
ANY PLEASURE SO LASTING**

MARY WORTLEY MONTAGU

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