

## JOEL Book Review Guidelines

### Key Requirements:

- Choose a piece of literature published within the past two years, unless you are specifically interested in doing a critical update/reflection on an historical but seminal work.
- Please write in a language and style accessible to educational practitioner readership, avoiding jargon and technical terms, and use the opportunity to illuminate themes that may seem obvious to you but not to readers new to the field.
- Reviews must be typed in Microsoft Word and doubled spaced with unjustified right margin. Please be sure to precede the review with double-spaced citation(s) in APA style format.
- Please do not exceed the allotted word length of 1,500-2,000 words (11 point font, Arial, with 1-inch margins all around).
- Along with your review, please submit a short autobiography. Include your position and institutional affiliation (if any), research interests and/or one or two key publications (if any), and e-mail address.

### More on writing a Book Review:

A book review is a description, critical analysis, and an evaluation of the quality, meaning, and significance of a book, not a retelling. It should include a statement of what the author has tried to do, evaluate how well (in the opinion of the reviewer) the author has succeeded, and present evidence to support this evaluation.

1. Write a statement giving essential information about the book: title, author, and first copyright date, general subject matter, and ISBN.
2. State the author(s) main argument(s) and offer the reader a sense of the scope of the topic(s) covered in the book. Some questions to consider are: What is the standpoint of the author(s) and who is their intended audience? Did they situate their study/work in a specific field and if so, what elements might be missing with regards to other research or knowledge in that area?
3. Offer praise and critique. What does the book afford us to see? What are some of the limitations of the book? While thinking about praise and critique ask the following questions: "Is the review fair and accurate in its presentation of the evidence, arguments, and methodology of the book?" "Does the review present a reasoned evaluation of the book and its conclusions?" Is the review "written in a manner that will promote understanding and further discussion," specifically for practitioners of organizational and educational leadership?
4. Evaluate the book for interest, accuracy, and objectivity, as well as importance, thoroughness, and usefulness to its intended audience. Explain the ways in which the works relate to other work on the subject. Note the extent to which the authors address appropriate issues of organizational and educational leadership.
5. Offer a reading recommendation. Should people read this book, and if so, who?

It is unlikely that everyone should read the book so think about who might benefit from a read. Here it might be helpful to reflect on how the book helps you think about your own work.

6. Try to find further information about the author - reputation, qualifications, influences, biographical, etc. - any information that is relevant to the book being reviewed and that would help to establish the author's authority. Can you discern any connections between the author's philosophy, life experience, and the reviewed book?

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The quotations in this section are from the criteria for evaluating book reviews at *Education Review*, an online review of books in the field of education (<http://www.edrev.info/guidelines.html>).