

## The Review

In some units, you will be asked to write a review of specified book chapters or of a whole book. A review is generally more detailed (and longer) than an annotated bibliography though it answers similar questions (see the section titled “The Annotated Bibliography”). It goes much further than the type of book report done in high school which tends to just focus on “major plots, overarching themes, or key ideas” (Fang, 2021, p. 111)—see the first category on the rubric below (adapted from Sheridan’s “Christianity as a Worldview” unit). Writing a great book review requires critical thinking skills in analysis and appraisal (Fang, 2021) as represented by the second rubric category.

<b>Review of Readings</b> (adapted from the SIHE CS300 Unit Outline, 2022, p. 3)	
<b>Rubric Categories</b>	<b>Learning Tasks</b>
<b>“Identification of the Main Points”</b>	“summarise the main point(s) of the reading”
<b>“Analysis of the Issues”</b>	“evaluate whether you think the author(s) is correct in his or her presentation of the subject matter, outlining why you think this is the case”

The types of questions (from Fang, 2021, p. 112) leading to this deeper, analytical thinking include:

- “How is the book related to other books on the same topic?”
- “What is assumed or [taken for granted]?”
- “How did the author set up [their] argument/s?”
- “What evidence did the author use to prove [their] points?”
- “What, if [anything], is missing, outdated, poorly [conceptualised], or inadequately addressed in the book?”

It is also beneficial to read academic book reviews, often found in journals, to gain insights into writing within this genre.

### References

- Fang, Z. (2021). *Demystifying academic writing: Genres, moves, skills, and strategies*. Routledge.
- Sheridan Institute of Higher Education (SIHE). (2022). *CS300 Christianity as a worldview: Unit outline 22S1.v.3.0*. Author.