JELIS

Book Review Guidelines

Purpose:

The purpose of the book review is to clearly and succinctly convey the contents and value of the material to an audience that is unfamiliar with it. The review should offer a brief summary of the book's content, with attention to its main focus and goals and how well those are accomplished, along with attention to depth, scope, prose style, and audience. Reviewers should consider the value of the text to the field of LIS and, where appropriate, compare the text to similar works on the topic. Because the JELIS audience is primarily faculty in iSchools and LIS programs, book reviews should discuss the text's usefulness for LIS pedagogy, whether as a classroom textbook, as a guide to teaching and learning, or for informing classroom content.

Format of Book Review:

- Book reviews should be ~300 to 500 words in length
- The review title should be the title of the book under review, followed by: author(s) name(s). Place of publication: publisher, date of publication. Number of pages. Price for any available formats. ISBNs for any available formats. Prices, formats, and ISBNs should be verified through the publisher websites whenever possible. See example below:
    - **Libraries, Human Rights, and Social Justice: Enabling Access and Promoting Inclusion.** By Paul T. Jaeger, Natalie Greene Taylor, & Ursula Gorham. Lanham, MD: Rowman & Littlefield, 2015. 158 pp. $75.00 (hardcover), $74.99 (e-book). ISBN 978-1442250512 (hardcover), 978-1442250529 (e-book)
- Review author's name, email, and affiliation should be provided immediately after the review title.
- As per general JELIS guidelines, any additional references should be in alphabetical order by author, following the American Psychological Society style (APA) 6th edition found in the Publication Manual of the American Psychological Association (see http://www.apastyle.org). The author is responsible for providing complete and accurate citations.
- Reviews should be in 12-point font.
- Reviews should conform to all other JELIS style guidelines

Additional Considerations

- Because JELIS readers are primarily faculty and instructors in iSchools and LIS programs, reviewers should pay particular attention to the value of the work to LIS pedagogy (loosely defined). This could include its potential use as a textbook, its value as a guide to teaching (providing information on instructional design, lesson planning, learning theories, pedagogy,

etc.), its contribution to the scholarship of teaching and learning, or the potential influence of the material on approaches to classroom content.

- Reviews should be fair in their appraisal. The most helpful reviews are not excessively complimentary or critical, but objective in assessing strengths and weaknesses of the material under review. Consider whether the work breaks new ground; builds on previous works; encourages new ideas or approaches to the topics or to teaching and learning. Consider whether ideas are sound and logical, and whether appropriate data or evidence is provided to support the argument. If the books are based on original research, consider whether methodology is sound.
- Reviewers should not use the review space to debate the authors or text under review, or promote their own work or opinions on the topic.
- Reviewing edited volumes and collections of essays can be more challenging than single-authored texts. Reviews of such texts should begin by giving a sense of the whole, and the range of content covered on the topic. It is not necessary to give attention to every essay or chapter. Rather, the reviewer should highlight examples that make particularly interesting contributions, or display particular strengths (or weaknesses).

If a reviewer is unable to complete a review, they should return the review copy to the editor as soon as possible, to enable the editor to find a new reviewer in a timely manner.