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MES Day is celebrated on 26 September every year. Its 90th anniversary was celebrated on 26 September 2012, with the theme "Cementing a Bond with Users



Book Review: Structure

- Your book reviews should be divided into four paragraphs:

Paragraph 1: Introduction.

Paragraph 2: Description of the plot.

Paragraph 3: Evaluation.

Paragraph 4: Recommendation.

- Rudyard Kipling
- Avid readers!!
- How many have reading goals?
- How many have a 'need to write' book reviews?
- How many of you buy books?
- **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
- Dialogue (mark & comment)
- Pause /reflect

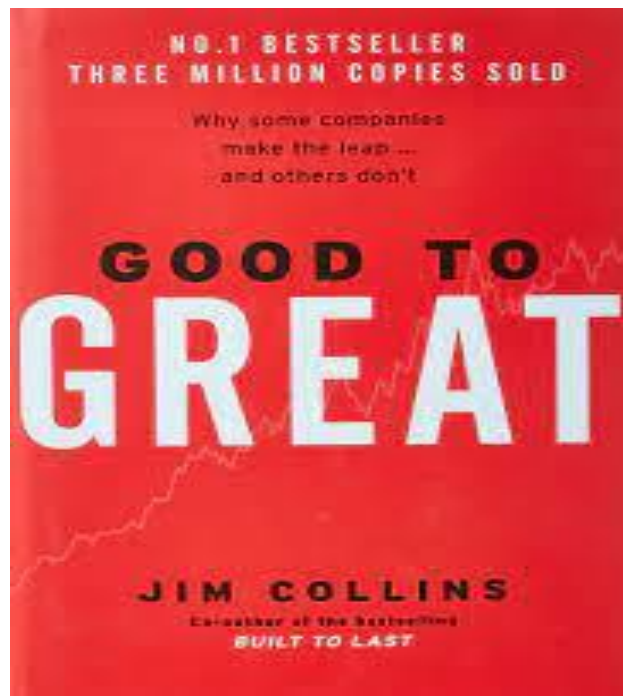
Points to ponder as you read the entire book

- 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? (foreign policy/licensing/life during a past time/education policy/automobile policy)
- 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.)

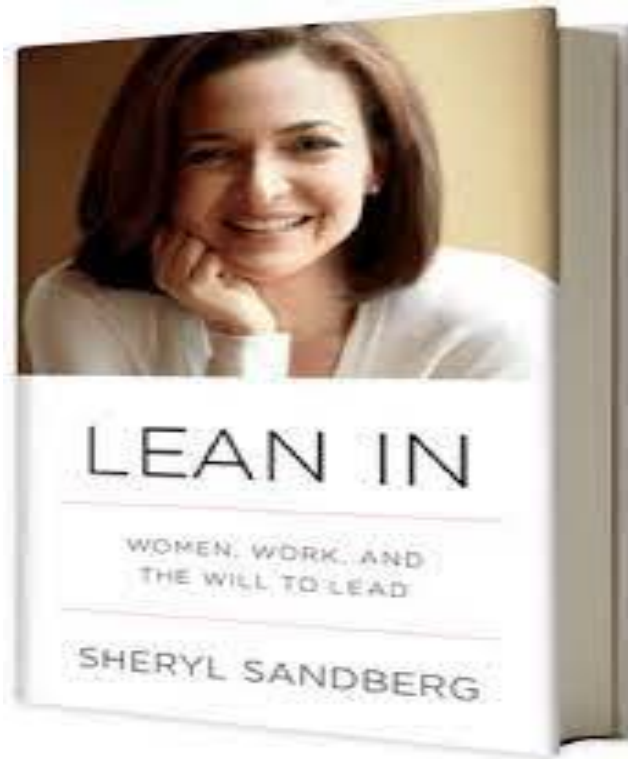
Elements of a BR

- Bibliographic information
- Opening sentence (AIDA) (Hook)
- Introduction (author & context)
- Purpose & thesis
- Author's methodology
- Trace the arguments
- Evaluation (S & W)
- Relationship with other writings
- Factual errors
- Relevance
- Appropriateness for the intended audience
- Music filler (broadcasting) past books/qualified/
- Display bias: personal/parochial /sexist
- Conclusion

- **Spelling, grammar, accuracy of foreign language translation, author's background.**



- Good companies become great by confronting realities of their business, finding out what they are good at, creating a culture of discipline, and building and maintaining momentum.



- Women continue to face career obstacles but can overcome them by speaking up, setting goals, working hard and finding supporters.

GOOD NIGHT, MR. WODEHOUSE



"An homage to the
struggle and moral
decisions of Faith Sullivan's
novels, written and in
the art of reading itself!"
—JULIE SCHWABER

Faith Sullivan

- **“Good Night, Mr. Wodehouse” by Faith Sullivan; Milkweed Editions; October 2015; \$26.00; 456 pp.**
- P.G. Wodehouse (1881-1975) was the author of nearly one hundred novels and more than two hundred short stories; he also penned lyrics for musical comedies. Born in the United Kingdom, he is considered to be one of the most widely read and best comic authors of the 20th century, giving readers “Love Among the Chickens,” numerous Jeeves and Bertie Wooster novels, and many others.

- Minnesota author Faith Sullivan **has been an “ardent fan” of Wodehouse for the past forty years**; her new novel “Good Night, Mr. Wodehouse” has his books playing an important role. **As in four of her previous seven novels**, this new book is set in the fictional southwestern Minnesota small town of Harvester.

“Good Night, Mr. Wodehouse” **begins with a prologue**, in which Nell Stillman, at age sixty-eight, has written her own obituary, despite her good health. It isn’t published in the Harvester paper until her death more than fifteen years later, but it gives readers an introduction to Nell, a brief snapshot of her life and, most clearly, her love of books.

- Nell has had a tough time in her early years; her parents were poor Irish immigrant farmers and, after attending teachers' college, she has married a crude man who moves the young couple to Harvester, Minnesota, where their son Hilyard is born in 1898. After the sudden death of her husband, Nell is offered a position teaching third grade at the school in Harvester. She hires a young farm girl to look after Hilly while she is teaching. **Nell soon forms lasting friendships in Harvester, giving her support while dealing with the challenges of living in a small town as a widow and single parent in the early 1900s. She spends much of her free time reading classics, such as "Pride and Prejudice" and "Sense and Sensibility," borrowing books from friends. In 1909, she finds a copy of Wodehouse's "Love Among the Chickens" and is instantly captivated by the author: "He was delicious, lighter than air. Generous to a fault. He made her laugh as no man had ever."**

- Sullivan takes readers through Nell's life as she deals with the many trials and changes within her family and social circle. The sinking of the Lusitania, two World Wars, the Great Depression, electricity and telephones, and a love interest all figure in her story. Through all of it, Nell relies on books – especially Wodehouse's -- to carry her through. Upon her retirement, **after 37 years of teaching, she hopes she has left her charges with a love of reading,** "one of the few things they could count on in life."

Excellent writing and a storyline that book lovers' will relish make "Good Night, Mr. Wodehouse" a wonderful read. Sullivan's novels, including "The Cape Ann," "What a Woman Must Do," "The Empress of One," and "Gardenias," **contain rich characters and strong women in small town life.** In her afterword, Sullivan states that it is a privilege to "celebrate the power of literature to comfort, enlighten, entertain, transform, and, doggone it, make us a lot more fun to be around." **Her latest novel is most definitely a celebration of reading.**

Cons and Pros

- The book would have been more enjoyable for me if....
- I would have enjoyed the book more if....
- I feel this book was particularly weak in the area of
- I was concerned....
- I was disappointed by ...
- I especially appreciate....
- I enjoyed the book because...
- I felt this book was particularly strong in the area of
- Was there an unexpected twist
- Whom would it inspire

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?**

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

PICTUREQUOTES.com



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

TRAINING

LEARN

PRACTICE GUIDING

LEADERSHIP

SEMINARS

INSPIRE

HELP

SUCCESS

SKILLS

WORKSHOPS

CAREER

MENTOR

METHOD

WORK

PEOPLE

GOALS

DIRECTION

IMPROVE

DEVELOP

PROGRAM

MOTIVATE

COACH

MENTORING