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Dear Author of Book Review Submission,

Thank you for submitting a book review to our journal for potential publication. Our Editorial Board will review your work and determine if it aligns with our focus on educational practitioners. Our Board has designed a reflection rubric for book review authors. The tool below should be utilized before, during, and after the writing process. This process will help to assure that you have completed your writing in a way that clearly reflects what the Board wants from our book review authors' submissions. Authors must write the book review in a way that closely aligns with each criteria description found in the rubric. Upon completing our review process, a member of our Editorial Board will notify you of our publication decision.

All the best on your writing journey!

Your *Essays in Education* (*EIE*) Editorial Board

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**Instructions and Guidance for Book Review Authors**

*Essays in Education* suggests submissions of a maximum of 6 single-spaced pages excluding title page, reference pages, and appendices. In our experience, articles of this length are most suitable for practitioners.

**Definition:**

Book Reviews are brief/concise appraisals of books relevant for educational practitioners that go beyond mere description of the contents (i.e., a book report). Like an essay, a book review should focus on the analysis of the substance of the book (or lack thereof) and the drawing out of implications for educational practice.

**NOTE:** All rubric ratings by the author and peer reviewer should reflect a “Meets” rating for each area being reviewed. When this is achieved, the peer reviewer considers the writing publishable.

**STEP 1: Study the Submission Rubric**

1. The writer should study the submission rubric below before beginning the writing project so they are aware of the Editorial Board’s standards for book review writers to the journal.

**STEP 2: Develop an Outline Aligned to the Submission Rubric**

1. Once the author has thoroughly reviewed the submission rubric, it is suggested they begin organizing thoughts and ideas by developing an outline aligned to the rubric. **NOTE:** It is important that all book review authors follow the rubric closely during the writing process so the author (and Editorial Board) can easily compare the writing to the rubric.

**STEP 3: Create and Submit an Initial Draft**

1. Create an initial draft of the writing. When doing so, recall the adage: first (opening) paragraph, *tell the reader what you’re going to tell them*; body of paper, *tell them*; summary paragraph, *tell them what you told them*.
2. When the writing closely matches the *Description of the Criteria* found in the rubric*,* **submit your initial draft ANDthe completed rubric to the Editorial Board.**
3. The Board will review the draft. If the Editorial Board deems the writing as satisfactory, it will be forwarded to a peer reviewer. If not, the writing will be returned to the author for revisions.
4. The peer reviewer will review the editorial in blind fashion and complete a review rubric.

**STEP 4:** **Receive Publishing Decision by Peer Reviewer**

1. The peer reviewer will make one of three recommendations to the Editorial Board, (1) Accept, (2) Revisions Required, or (3) Reject.
2. The Editorial Board will notify the author of the publication decision and a timeline for making revisions, as needed.

**Book Review Submission Rubric**

**REMINDER:** Please limit submissions to a maximum of 6 single-spaced pages excluding title page, reference pages, and appendices.

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| --- | --- | --- | --- | --- |
| **Author to reflect by placing an ‘X’ in all columns below (Missing, Approaching, or Meets)** | | | | |
| **Criteria** | **Description of Criteria** | **Missing** | **Approaching** | **Meets** |
| **The Writing is a brief/concise appraisal relevant for educational practitioners.** | The writing is communicated in six or less pages of writing and is aligned (or not) to the work of practitioners and can be implemented (or reflected upon) within their area of work. |  |  |  |
| **The Writing is an analysis of the book’s substance (or lack thereof).** | The writing provides a clear analysis of the book’s topic, details, and substantive message. Conversely, if the reviewer senses a lack of substantive details, this is reflected in the writing. |  |  |  |
| **The Writing draws out implications for educational practice.** | The writing displays a clear description of strategies and how the book impacts the work of an educational practitioner in a positive or negative way. |  |  |  |
|  | **FOR EDITOR’S USE ONLY** |  |  |  |
| **Editor’s Notes:** | | | | |
| **Decision to forward writing for peer review:**  Writing moves on for peer review\_\_\_\_  Writing does not move on for peer review and the writer is notified of decision\_\_\_\_ | | | | |
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