



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# READING AND WRITING SKILLS

Quarter 3 – Module 7

## Book Review/Article Critique



NegOr\_Q3\_RWS\_Module7\_v2

English – Grade 11

## Alternative Delivery Mode

## **Quarter 3– Module 7 -Reading and Writing Skills on Book Review/ Article Critique Second Edition, 2021**

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## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

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## WHAT I NEED TO KNOW

This lesson presents the features and requirements in composing a book review or article critique. This will guide you in understanding the different steps towards your attainment in producing your own book review or article critique.

### Learning Competency

- Identify the unique features and requirements in composing texts that are useful across disciplines: Book Review or Article Critique. EN11/12RWS-IVdg-12

### Learning Objectives:

At the end of this module, you should be able to:

1. Identify the unique features and requirements of a book review or article critique;
2. Write a book review or article critique; and
3. Show fairness in writing book review or article critique.



## WHAT I KNOW

### Task 1

**Directions:** Identify whether the statement is true or false about book review or article critique. Write your answer in your activity notebook.

- \_\_\_\_\_ 1. Article critique is not only a criticism.
- \_\_\_\_\_ 2. In article critique, the author's purpose is not important.
- \_\_\_\_\_ 3. Negative responses are not allowed in making an article critique.
- \_\_\_\_\_ 4. Your critique must be supported with instincts and emotions only.
- \_\_\_\_\_ 5. You must fully understand what the argument is about.
- \_\_\_\_\_ 6. There are certain steps to follow in writing a book review or article critique.

- \_\_\_\_\_ 7. Providing evidence to arguments is vital in article critique.  
\_\_\_\_\_ 8. Writing a book review or article critique is self-centered.  
\_\_\_\_\_ 9. A book review or article critique is a process.  
\_\_\_\_\_ 10. Recognition of sources of evidence to support an argument is not important.



## WHAT'S IN

### Task 2

Set A

**Directions:** Inside the box are the three main steps in writing a book review or article critique. In your activity notebook, draw a flow chart on these three steps.

- Reading Actively
- Gathering of evidence
- Formatting the book review or article critique

Set B

**Directions:** Below are the jumbled steps in writing a book review or article critique. Arrange them according to which of the three main steps in writing an article critique they should belong. Follow the format below and do this in your activity notebook.

- Read through the article to get the main idea.
- Mark up the text as you read it through again.
- Create a legend for your markings.
- Take some longer notes during subsequent readings.
- Ask question whether the writer's overall message is logical.
- Search the article for any biases.
- Consider the author's interpretations of other texts.
- Dig deeply by using your existing knowledge or any research you can gather to support or disagree the author's article.
- Begin with introduction that outlines the argument.
- Provide evidence for your argument.
- Conclude the critique by summarizing the argument and suggesting potential implications.

<b>Reading Actively</b>	<b>Gathering of Evidence</b>	<b>Formatting the Book Review</b>



## **WHAT'S NEW**

### **Task 3**

Directions: Answer the following questions based on your activity in task 2 set B. Write your answer in your activity notebook.

1. What are the main steps in making an article critique? Give your idea in each of the step.
2. Why is gathering evidence important in doing an article critique?
3. How is the formatting of the article critique done?



## **WHAT IS IT**

**A book review** or article review is a critical analysis of a book or article. A review is a means of going beyond the literal content of a source and is a tool for connecting ideas from a variety of academic sources. A review provides an objective analysis of ideas, support for opinions, and a way to evaluate your own opinions.

Reviews let you relate to book or article authors and agree or disagree with their ideas. A review allows you to examine your understanding of a subject area considering the ideas presented in the reviewed book or article and interact with the author and his or her ideas. It helps you broaden your knowledge and understanding of a topic. Also, a book or article review helps your instructor evaluate your understanding of the subject matter and your ability to think competently in your discipline.

There are three main steps in writing a book or article review. First is the reading of the article actively. Next is the gathering of evidence and lastly is the formatting of the book or article review. Each of these main steps contains specific steps which you can read below.

Source: <https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter8/ch8-13.html#:~:text=A%20book%20review%20or%20article,understanding%20of%20a%20topic>

## **Reading Actively**

1. Read through the article to get the main idea.
2. Mark up the text as you read it through again.
3. Create a legend for your markings.
4. Take some longer notes during subsequent readings.

## **Gathering of Evidence**

5. Ask question whether the writer's overall message is logical.
6. Search the article for any biases.
7. Consider the author's interpretations of other texts.
8. Dig deeply by using your existing knowledge or any research you can gather to support or disagree the author's article.

## **Formatting the book review or article**

9. Begin with introduction that outlines the argument.
10. Provide evidence for your argument.
11. Conclude the critique by summarizing the argument and suggesting potential implications.

Source: <https://www.slideshare.net/ariandeisecalalang/article-critique-73299809>

Below is a sample article review.

### Introduction

Kenneth Grahame's 'The Wind in the Willows' is a novel aimed at youngsters. The plot, itself, is not American humor, but that of Great Britain. In terms of sarcasm, and British-related jokes. The novel illustrates a fair mix of the relationships between the human-like animals, and wildlife. The narrative acts as an important milestone in post-Victorian children's literature.

The characters featured in this book are Mole, Rat, Toad, Badger, & Otter. Toad showing big-headed & childlike traits. Mole shows traits of reasoning and sensible behavior patterns.

Badger shows traits of kindness and hospitality. Otter possesses traits of intelligence. All these characters participate equally in the narrative of both thrilling and neo-noir.

### Body

"When are you going to be sensible, and think of your friends, and try and be a credit to them?" One of the problems with Toad is that he enjoys crashing motor vehicles. As a result, Rat tries to talk some sense into him. Though, this doesn't work. Toad is illustrated as a child stuck in an adult's body. Furthermore, Rat always re-enforces the act of growing up onto Toad, and not to be careless for others.

As a result of Toad's motorcar crimes, he is sent to a deepest, darkest dungeon to pay for his crimes. "Toad Hall is an eligible self-contained gentleman's residence replete with every modern convenience." Toad, being the character showing the most affluence owns his own manner house. Having regained his big-headedness. During his sentence, he started to boast about this mansion and great wealth. While being chained to a black weight. Furthermore, surviving on a diet of bobilit and squeak.

"Now then, follow me! Mole first, 'cos I'm very pleased with him; Rat next; Toad last." Badger starts an invasion at Toad Hall. With this in mind, Mole begins to show traits of maturity. As a result of this invasion, Toad's behavior illustrates the opposite of Mole. His ordeal is going back to the dungeon, like a child being anxious about going to their bedroom for misbehaving.

"For it has roused a longing in me that is a pain." While in search of a missing infant otter, Rat becomes

### Conclusion

The characters having a variety of different personalities and views of the world. Their human-like features are included with their animal-like traits. In terms of Mole has a good sense of smell. The book is aimed at showing animals living British life, in the summer-time. The animals have a justice system, hence Toad was sent to pay for his motor-car crimes. The mansion was invaded by the other animals while Toad was imprisoned and during his escape. Toad's behavior is terrible and affects the rest of the animals.

<file:///C:/Users/jvg/Downloads/Book-review-of-Kenneth-Grahame-The-Wind-in-the-Willows.pdf>



## WHAT'S MORE

### Task 4

Directions: Using the given sample of an article review, identify what information is written in the introduction, body, and conclusion. The first one is given to serve as guide.

#### Introduction

- Title of the novel
- 
- 
- 
- 

#### Body

- 
- 
- 

#### Conclusion

- 
- 



## WHAT I HAVE LEARNED

### Task 5

Directions: Reflect the learning that you gained after taking up this lesson by completing the given chart. Do this in your activity notebook.

*What were your thoughts or ideas about the topic before taking up the lesson on book or article review?*

I thought that...

*What new or additional ideas have you had after taking up this lesson on communicative strategy?*

I learned that...

*How are you going to apply your learning from this lesson?*

I will apply...



## WHAT I CAN DO

### Task 6

Directions: Below is an article about the New Normal in Basic Education. Write a critique of this article by following the steps in making a book review or article critique. You will be graded according to the rubrics below.

#### The New Normal in Basic Education

**ACCRALAW**- Jenny Ann A. Pimentel-Tibon

As the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020.

The BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education.

Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the “new normal,” keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times.

In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality:

**1. Face-to-face.** This refers to a modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners. Notably, this modality is feasible only in very low risk areas with no history of infection, easily monitored external contacts, and with teachers and learners living in the vicinity of the school.

**2. Distance learning.** This refers to a modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types, namely: Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. This is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

**3. Blended Learning.** This refers to a learning delivery that combines face-to-face with any, or a mix of, Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.

**4. Homeschooling.** This modality aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. However, this modality will be the subject of a later DepEd issuance since there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the standard curriculum.

In application, however, the BE-LCP is confronted with different challenges.

First, in the implementation of the various learning delivery modalities, the challenge will be in dealing with learners under any of the modes of distance learning or blended learning who are not capable of learning independently, or who are not periodically supported by their parents or guardians. Also critical for the implementation will be the mass production of the needed teachers and learners' learning materials, as well as the support of media institutions like TV and radio stations.

Second, DepEd will need substantial and additional financial resources in order to meet the objectives of the BE-LCP. This is where the support of the respective local government units, civil society organizations, and other stakeholders become indispensable.

Third, the holistic development of students will likely be affected. With the BE-LCP in place, the students will have limited opportunities for interaction with their teachers and classmates. Thus, their learning outcomes may be affected, and there may be negative impacts on the students who cannot easily cope with the change. This is where support interventions not only by DepEd but also by the family becomes relevant to mitigate this effect.

Verily, the learning environment amidst the COVID-19 pandemic will be very different. Yet, the DepEd is optimistic that despite the various socio-economic situations of families which affect the provision of learning support in the home, and the peculiar needs of different learners, the BE-LCP could be the key to providing quality basic education which is accessible and responsive in the new normal.

<https://www.lexology.com/library/detail.aspx?g=f4c146a9-7ef0-4bc1-8d6d-e6516a4a14ff>

### Grading Rubric for Article Review

Components	Highly Competent	Competent	Satisfactory	Unsatisfactory	Your Score
Identification of Premise and Supporting Points (Argument) 5 points	<b>4-5 points</b> Includes accurate identification of article premise, significant points in support of the premise, and the significance of these to the course and/or field	<b>3 point</b> Includes accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field, but one or more of them need improvement	<b>2 point</b> One of the following is missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field	<b>0-1 points</b> More than one of the following are missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field; those included need improvement	
Application of Analysis 10 points	<b>9- 10 points</b> Includes several analyses that relate the article to course content and real-life situations	<b>6-8 points</b> Includes some analyses that relate the article to course content and real-life situations	<b>3-5 points</b> Includes few analytical statements that relate the article to course content and real-life situations	<b>0-2 points</b> Includes general opinionated statements that are unrelated to the course content and real-life and/or are substantiated.	
Explains and critiques the methods , sources, findings, conclusions , (argument) 10 points	<b>9-10 points</b> Includes critical thinking that clearly states the student's informed and substantiated opinion, thorough evaluation of the article's premise, and supporting points	<b>6-8 points</b> Includes critical thinking that clearly states the student's opinion and some evaluation of the article's premise and/or arguments but overlooks some points	<b>3-5 points</b> Student's opinion of the article is stated, along with critical evaluation of the article's premise and/or argument, but some significant points are overlooked	<b>0-2 points</b> Student's opinion of the article is not clear; critical thinking is not evident	
APA Formatting 5 points	<b>4- 5 points</b> Documents sources using APA formatting accurately and consistently	<b>3 point</b> Documents sources using APA formatting with minor violations	<b>2 point</b> Reflects incomplete knowledge of APA formatting.	<b>0-1 points</b> Uses little to no correct APA formatting	
Writing Mechanics 5 points	<b>4-5 points</b> Writing is clear and concise. Sentence structure and grammar are excellent. Correct use of punctuation. No spelling errors.	<b>3 point</b> Writing is mostly clear and concise. Sentence structure and grammar are strong and mostly correct. Few minor errors in punctuation and/or spelling.	<b>2 point</b> Writing lacks clarity or conciseness. Minor problems with sentence structure and some grammatical errors. Several minor errors in punctuation and spelling.	<b>0-1 point</b> Writing lacks clarity and conciseness. Serious problems with sentence structure and grammar. Numerous major and/or minor errors in punctuation and spelling.	
Organization 5 points	<b>4-5 points</b> The organization results in clarity and presents logically arranged points	<b>3 point</b> The overall arrangement is logical but can occasionally be difficult to follow	<b>2 point</b> Arrangement is less than clear, or organization is clear but there are some digressions	<b>0-1 points</b> Arrangement is haphazard and difficult to follow; paper strays substantially from topic	
				<b>Total</b>	

[https://www.google.com/search?q=rubrics+for+scoring+article+critique&source=lnms&tbo=isch&sa=X&ved=2ahUKEwjHuqSc4pLvAhUHfXAKHfWkBwkQ\\_AUoAXoECAQQAw&biw=1517&bih=708#imgrc=wC3EBWP2ZqsAdM](https://www.google.com/search?q=rubrics+for+scoring+article+critique&source=lnms&tbo=isch&sa=X&ved=2ahUKEwjHuqSc4pLvAhUHfXAKHfWkBwkQ_AUoAXoECAQQAw&biw=1517&bih=708#imgrc=wC3EBWP2ZqsAdM)



## ASSESSMENT

### Task 7

**Directions:** Identify whether the statement is true or false about book review or article critique. Write your answer in your activity notebook.

1. Article critique is not only a criticism.
2. In article critique, the author's purpose is not important.
3. Negative responses are not allowed in making an article critique.
4. Your critique must be supported with instincts and emotions only.
5. You must fully understand what the argument is about.
6. There are certain steps to follow in writing a book review or article critique.
7. Providing evidence to arguments is vital in article critique.
8. Writing a book review or article critique is self-centered.
9. A book review or article critique is a process.
10. Recognition of sources of evidence to support an argument is not important.



## GLOSSARY

**Book review/ Article review** - a critical analysis of a book or article



## ANSWER KEY

- |    |       |         |          |           |
|----|-------|---------|----------|-----------|
| 1. | True  | 5. True | 8. False | 10. False |
| 2. | False | 6. True | 9. True  |           |
| 3. | False | 7. True |          |           |
| 4. |       |         |          | False     |

### Task 6

The students may vary their answer.

### Task 5

The students may vary their output

### Task 4

The students may vary their answer

### Task 3

The students may vary their output

### Task 2

- |    |       |         |          |           |
|----|-------|---------|----------|-----------|
| 1. | True  | 5. True | 8. False | 10. False |
| 2. | False | 6. True | 9. True  |           |
| 3. | False | 7. True |          |           |
| 4. |       |         |          | False     |

### Task 1

Answer Key



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