

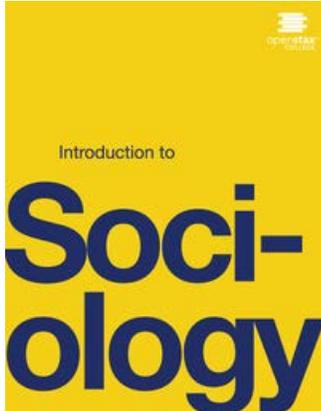


Faculty Review of Open eTextbooks

The [California Open Educational Resources Council](http://www.cool4ed.org) has designed and implemented a faculty review process of the free and open etextbooks showcased within the California Open Online Library for Education (www.cool4ed.org). Faculty from the California Community Colleges, the California State University, and the University of California were invited to review the selected free and open etextboks using a rubric. Faculty received a stipend for their efforts and funding was provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.

Textbook Name:

Introduction to Sociology



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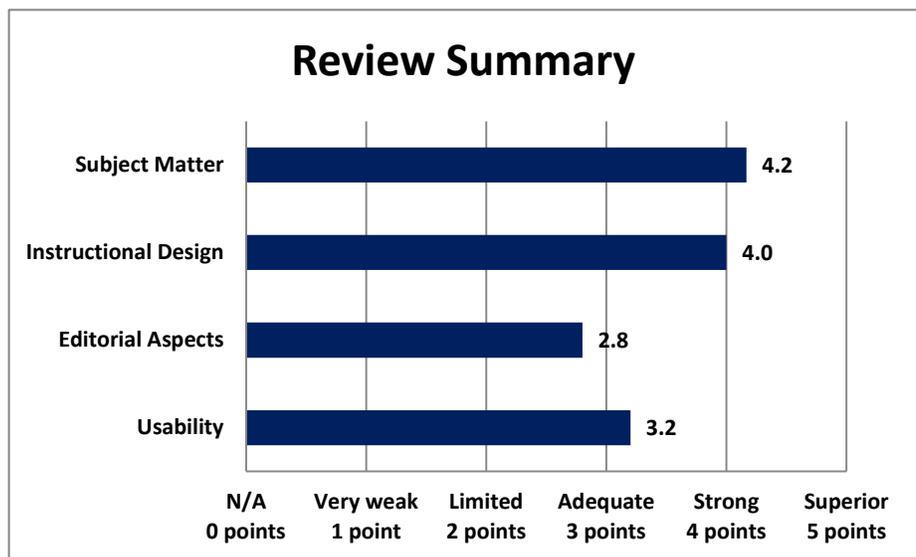
Format Reviewed:

[Online](#) and [PDF](#)

A fee may be associated with various formats.

Date Reviewed:

October, 2014



California OER Council eTextbook Evaluation

CA Course ID: [SOC110](#)

Subject Matter (30 possible points)	N/A	Very Weak	Limited	Adequate	Strong	Superior
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	(0 pts)	(1pt)	(2 pts)	(3pts)	(4 pts)	(5 pts)
Is the content accurate, error-free, and unbiased?					X	
Does the text adequately cover the designated course with a sufficient degree of depth and scope?						X
Does the textbook use sufficient and relevant examples to present its subject matter?					X	
Does the textbook use a clear, consistent terminology to present its subject matter?					X	
Does the textbook reflect current knowledge of the subject matter?					X	
Does the textbook present its subject matter in a culturally sensitive manner? (e.g. Is the textbook free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)					X	

Total Points: 25 out of 30

Please provide comments on any aspect of the subject matter of this textbook:

- The text includes a significant degree of depth and relevant content including application of theoretical analysis using the major paradigms at the end of each chapter. The material focuses on sociological phenomena but also compares biological and psychological explanations of major concepts to provide a holistic perspective on human behavior and thinking.
- The images and supporting materials for the text stand alone. The text may be used with or without other OpenStax supplementary materials. The section quizzes are significantly different than those provided in the test bank, but cover similar course material. The PowerPoint slides only display images and captions presented in the text (lectures are not provided).

Instructional Design (35 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Does the textbook present its subject materials at appropriate reading levels for undergrad use?						X
Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?)				X		
Does the textbook present explicit learning outcomes aligned with the course and curriculum?						X
Is a coherent organization of the textbook evident to the reader/student?						X
Does the textbook reflect best practices in the instruction of the designated course?				X		
Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.)			X			
Is the textbook searchable?						X

Total Points: 28 out of 35

Please provide comments on any aspect of the instructional design of this textbook:

- In evaluating a cross-section of the text (excerpts from three chapters), the readability was calculated at a 12.0 Flesch-Kincaid Grade Level. Each chapter begins with the identification of Learning Objectives reflecting course objectives and content specified in the course descriptor. The text is not designed for all types of learners. Incorporation of tables, charts, and graphical images would improve the presentation and provide real world examples of major concepts and social patterns. There are limited instructional materials (i.e. lecture notes, slides, group or class activities, grading rubric, etc.).

Editorial Aspects (25 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the language of the textbook free of grammatical, spelling, usage, and typographical errors?					X	
Is the textbook written in a clear, engaging style?				X		
Does the textbook adhere to effective principles of design? (e.g. are pages laid out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?)				X		

Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)				X		
How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio)		X				

Total Points: 14 out of 25

Please provide comments on any editorial aspect of this textbook.

- This open source reads like a textbook and the citation information is difficult to find in the printed and pdf versions (located on page 6 under the heading Faculty Contributors). There are no interactive or multimedia applications for this text.

Usability (25 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs?						X
Is the textbook accessible in a variety of different electronic formats? (e.g .txt, .pdf, .epub, etc.)						X
Can the textbook be printed easily?						X
Does the user interface implicitly inform the reader how to interact with and navigate the textbook?	X					
How easily can the textbook be annotated by students and instructors?		X				

Total Points: 16 out of 25

Please provide comments on any aspect of access concerning this textbook.

- When downloading the text a donation message appears interfering and delaying the download procedure. The user must search for the "continue without donating" link below the solicitation to download the text. The user must be familiar with the interface chosen to be able to interact and navigate the text.

Overall Ratings	Not at all (0 pts)	Very Weak (1 pt)	Limited (2 pts)	Adequate (3 pts)	Strong (4 pts)	Superior (5 pts)
What is your overall impression of the textbook?					X	
How willing would you be to adopt this book?	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
				X		

Total Points: 7 out of 10

Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?

- The text is comprehensive providing instructors plenty of material to build their course with substantive and accurate content. In addition, each chapter provides thorough explanation of the application and uses of the three major theoretical paradigms to enhance learning.

What areas of this textbook require improvement in order for it to be used in your courses?

- The text is missing inclusion of the emerging paradigms (i.e. feminism, exchange theory, environmental theory, and integration theory). The addition of individual or group activities, exercises, and real world applications of key concepts would improve this open source.

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