

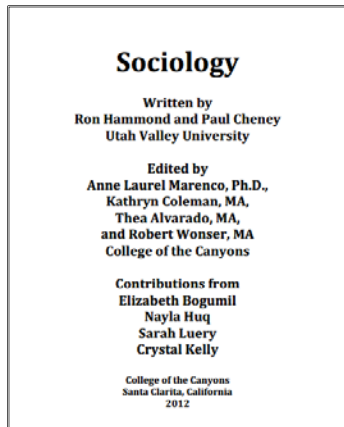


## Faculty Review of Open eTextbooks

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](http://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:

### Sociology



License:



*Sociology* by Ron Hammond and Paul Cheney is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/).

Find it: [eTextbook Website](#)

Textbook Authors:

Ron Hammond, Utah Valley University  
Paul Cheney, Utah Valley University

Reviewed by:

Vera Kennedy, Ph.D.

Institution:

West Hills Community College, CA

Title/Position:

Professor,  
Department of Sociology

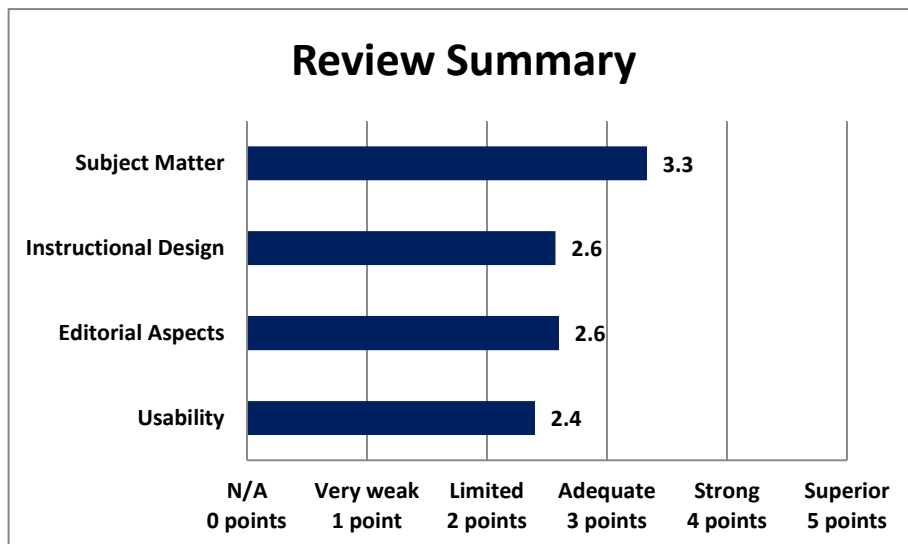
Format Reviewed:

[Online](#)

A fee may be associated with various formats.

Date Reviewed:

October, 2014



## California OER Council eTextbook Evaluation

CA Course ID: [SOCI 110](#)

Subject Matter (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (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: 20 out of 30

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

- The text is easy to read. There are no designated chapters or sections. Course material may be read and used in any order which is functional for instructors to design their course; however, because each section stands alone there is no continuity or connection between readings and the course material jumps around. The text is missing a discussion on the historical timeline or evolution of field and the emerging paradigms (i.e. feminism, exchange theory, environmental theory, and integration theory). The definitions of macro and micro perspectives are not accurately portrayed. The explanation of macro analysis does not include the study of organizations, institutions, systems, and process. The description of micro analysis does not include types of interactions between individuals and groups. There are some exercises and discussion questions provided throughout the text, but these applications are not easy to find. The instructor and students must read through the material to find discussion questions and exercises that are buried in content and not always included in each section. The text includes a section addressing sociology majors, but does not explain the types of jobs or fields students with sociology degrees might enter (i.e. basic, applied, and/or clinical). The glossary is well organized and may be useful simply as a vocabulary list or abbreviated dictionary.
- There are no ancillary materials (i.e. test bank, lecture notes, slides, data tables, images, etc.) for this text.

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: 18 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 12.5 Flesch-Kincaid Grade Level. Each chapter is introduced with Learning Outcomes. The content of the text is not comprehensive, and the curriculum is tailored to the author's emphasis and perspectives. There is a section entitled "Getting through School" which may be a better fit as a supplemental reading or for a College Success course.

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: 13 out of 25

Please provide comments on any editorial aspect of this textbook.

- 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: 12 out of 25

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

- The user must be familiar with the interface 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: 5 out of 10

## Overall Comments

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

- Sections of the text may be used in any order or grouping. Each section of the source stands alone. Overall, the text is easy to read and comprehend.

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 format and presentation of content is not well organized. The text lacks consistency and connections between sections where instructional customization risks exclusion of core content specified in the course descriptor. Also, the addition of individual or groups activities, exercises, and real world applications of key concepts in each section would improve this open source.

We invite you to add your feedback on the textbook or the review [to the textbook site in MERLOT](#).  
(Please [register](#) in MERLOT to post your feedback.)

For questions or more information, contact the [CA Open Educational Resources Council](#)



This [review](#) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).