

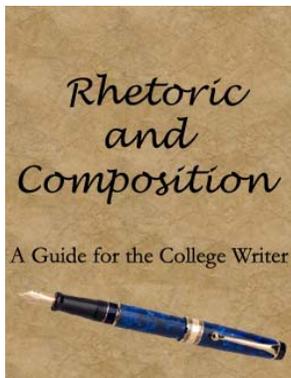


## Faculty Review of Open eTextbooks

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:

### Rhetoric and Composition



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Find it: [eTextbook Website](#)

Textbook Authors:

Multiple Authors, Wikibooks

Reviewed by:

Tara Lockhart

Institution:

San Francisco State University

Title/Position:

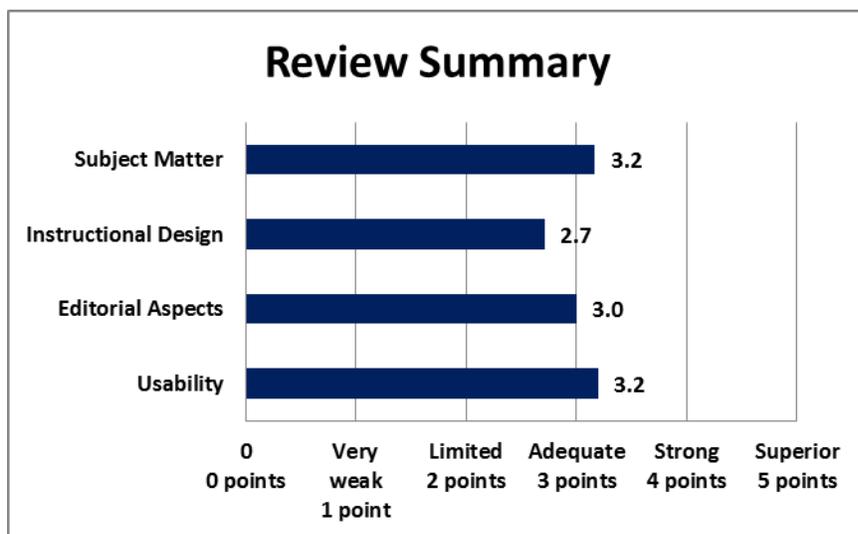
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

March 2015

### California OER Council eTextbook Evaluation Rubric

CA Course ID: [ENGL 105](#)

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				X		

to present its subject matter?						
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: 19 out of 30

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

- The resource is a good, general overview of college-level writing. More focus on the rhetorical situation (audience and purpose, particularly) and genres (this section appears to have been deleted/moved) would strengthen this text. The text does use a modes-approach (which is outdated and limited), however it is more nuanced than many texts which are modes-driven and provides numerous examples of assignments and writing that are not written in one pure mode. Foregrounding the richer material on genre and rhetoric – often buried in subpages – would create a clearer, more useful, and more up to date framework for the resource.

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: 19 out of 35

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

- Occasionally contains thinking/discussion questions or exercises. Does contain sample student writing, as well as sample feedback comments and revisions. No SLOS are cited. Searchable using pdf format. See below for comments on visual/instructional design.

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: 15 out of 25

Please provide comments on any editorial aspect of this textbook:

- Very text-heavy; resource could be strengthened with additional multimedia elements to increase interaction, illustration of key concepts, and student engagement. Links that point to other wiki pages or sponsored pages are not always as helpful as they should be. Detailed TOC (resource toward end) is quite useful, but would be more useful if hyperlinked. Glossary seems more focused for a literature class than a

composition-rhetoric/argumentative writing course.

Usability (30 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 30

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

- All pages with bottom previous/next navigation would improve usage, as would a hyperlinked "detailed TOC."

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?

- A strength of this book is the inclusion of student writing, sample peer feedback, and revisions of student writing, as well as an assortment of assignments and types of writing that students might encounter in a college-level writing class.

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

- A more interactive, visually informed style would strengthen this book, as would more relevant links/resources. Framing the text in terms of rhetorical situation and/or genre instead of modes of writing would also update the books significantly.

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](#).



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