

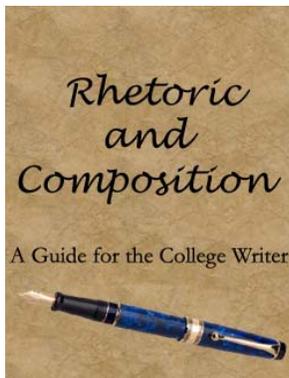


Faculty Review of Open eTextbooks

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:

Rhetoric and Composition



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Textbook Authors:

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Reviewed by:

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Title/Position:

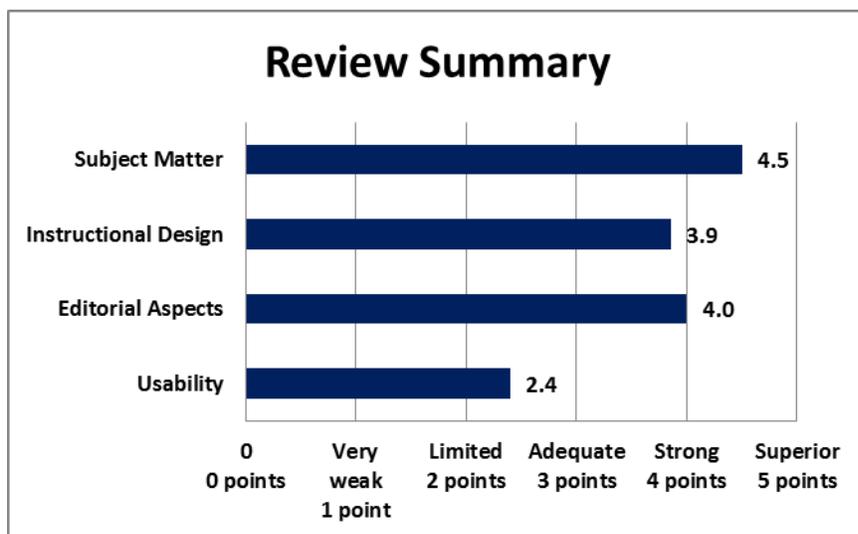
Professor

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: 27 out of 30

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

- The book seems to do a great job of covering the basics of academic writing, yet again, I am not sure this is the best fit for a critical thinking course. There should be a more thorough review of types of argument, for example. Instead of providing this material in-text, the book refers to external links. As for culturally sensitive, the text feels a bit dry, and more importantly, the images used feel a bit random and out of place.

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: 27 out of 35

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

- The book is well organized and has a functional, search-able table of contents. There are clever and insightful quotes from famous authors that help illustrate a lesson. The text is easy to read and explains subject matter clearly. The book does not explicitly discuss learning styles but there is some implicit discussion of learning and reading. The first chapter discusses basic writing procedures and evaluation criteria -- unclear how the authors see these mapped to course or program learning outcomes -- yet this is something I believe the instructor would cover when reviewing the SLOs for an assignment and for the course. I did not see any test banks but there were some activities and exercises.

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: 20 out of 25

Please provide comments on any editorial aspect of this textbook:

- The text is well written but a bit dry and could use some modernization to refer to current issues and events. The writing examples are interesting, and the author quotes provide interest or springboards for

discussion. The images are sometimes confusing, like the image of George W. Bush on page 55. What does he have to do with sentence structure and action verbs -- unless the authors are trying to be ironic? The multimedia elements of the book are external links -- some may have more interactive and visually engaging content. Within the book itself there is no audio, video or animation.

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 book comes as a basic PDF as well as a web page with a simple, yet well-designed navigation bar on the left. The PDF and the site can be read by virtually anything, with varying degrees of success. How accessible the book actually is, depends on the reader software used. A browser on a desktop or laptop would probably work best and perhaps a tablet computer if the screen were not too small.
- At 346 pages, the book is too cost prohibitive to print for an average student. It could possibly work well with Kurzweil 3000, if a college district has this installed. The advantage to using this with Kurzweil 3000 would be advanced annotation and tools for readability.

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: 6 out of 10

Overall Comments

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

- Solid information and background on basic college writing, good coverage of grammar and genre.

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

- The images would need to be adjusted so that they directly reflect the content in a chapter and make more sense. The images would need to be more culturally diverse.

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.)





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