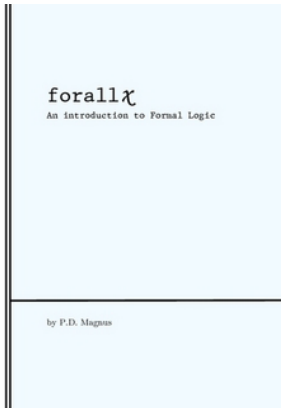
Faculty Review of Open eTextbooks

The California Open Educational Resources Council 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:

Forallx: An Introduction to Formal Logic



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Format Reviewed:
Online

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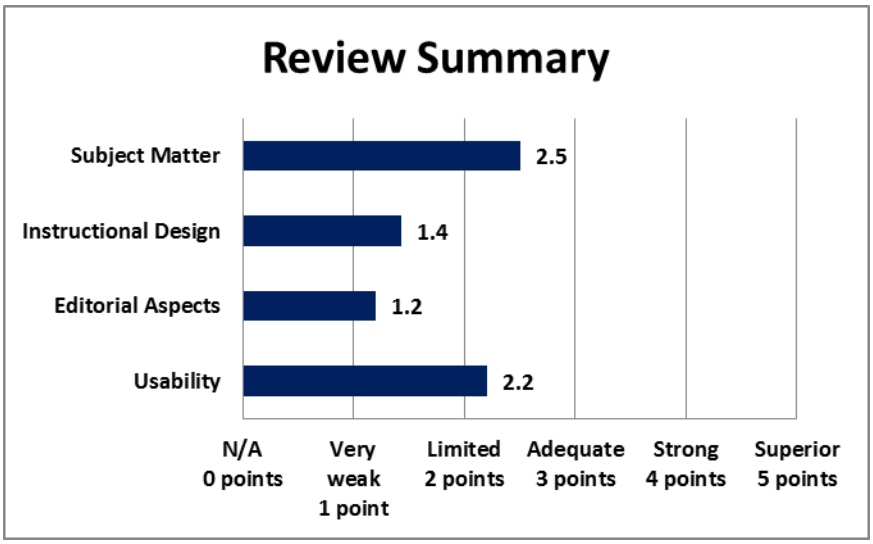

Date Reviewed:
August 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: PHIL 100

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: 15 out of 30

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

- In the first sentence the author defines logic as the business of evaluating arguments as opposed to the study of arguments or relating it a branch of philosophy. The author does not relate logic to any philosophers, nor does the author use any other source material for his text, with the exception of one quote in the afterward from another symbolic text book. The quote used demonstrates that the author has a limited knowledge of learning theories. The author does not make any reference to logical fallacies, nor does the author make reference to the Law of Non contradiction albeit, the author uses it.
- The text proves the author has extensive knowledge and is able to use symbolic logic. Further, this book seems to be written that the reason of logic can overcome the empirical data of scientific research. The rationalist (Descartes, Leibniz, Spinoza and Aristotle) would be proud. George Berkeley would probably continue to claim nothing exists.

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: 10 out of 35

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

- The author doesn't provide any student learning outcomes. The text fails to provide any test materials or other resource materials. There is only one learning method, read, read, read and read it again. The organization of the chapter could be improved by defining inductive and deductive in the first section.
- While there are examples at the end of each chapter, there are no examples for the students to work on within the chapters in order to permit the student to practice the concept. There are no activities for the student to demonstrate the new terms or their definition or practical application of the term.
- There is so much about logic that is like math in that there are symbols and math. It seems likely that students would benefit from more practice including defining the terms. There needs to be specific and measurable learning objectives for each chapter.

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 latid0out 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: 6 out of 25

Please provide comments on any editorial aspect of this textbook.

- There were several misspellings and non-sentences.

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: 11 out of 25

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

- There are other online textbooks which seem to be more user friendly and have a more elementary instructional design available.

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			
	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
How willing would you be to adopt this book?		X				

Total Points: 3 out of 10

Overall Comments

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

- If I were talking to a colleague about this book, I would mention there are other online free texts available which are easier for the beginning student. This particular text is an easy download of a single pdf file.

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

- Practice exercises within the body of the chapter. The answers to the chapter exercises ought to be close at hand, for easy checking, and references for the student to go back and relearn the material.
- A Glossary of terms - with tests on the terms.
- A webinar on each concept.
- A bibliography.
- References at the end of the chapter to online resources, You tube videos, online sources on the chapter's content.
- A change in the author's perspective that reading something is the only way we learn to do symbolic logic.
- Make use of the "The Witch" from Monty Python.
- Make use of the Argument Clinic from Monty Python.
- Relate fallacies to symbolic logic.
- Relate logic to philosophical issues within the different branches of philosophy, or practical application within introductory level class.
- Online applications of text chapter exercises, and other practices specifically for Moodle and other

common software for online classes or hybrid classes.

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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For questions or more information, contact the CA Open Educational Resources Council.