

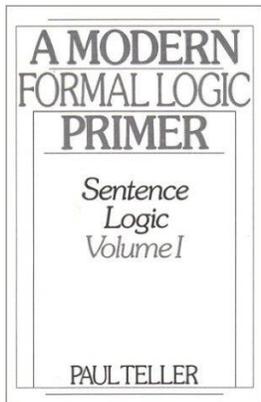


## Faculty Review of Open eTextbooks

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 etextbooks 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:

### A Modern Formal Logic Primer



License:  
*A Modern Formal Logic Primer* by Paul Teller: license unknown

Find it: [eTextbook Website](#)

Textbook Authors:

Paul Teller

Reviewed by:

Francisco Fernflores

Institution:

California State University, San Luis Obispo

Title/Position:

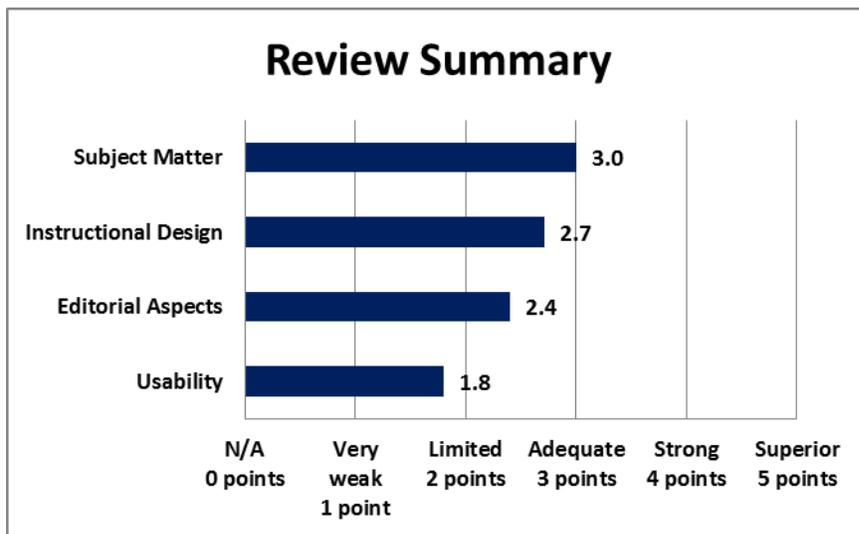
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

December 2015

### California OER Council eTextbook Evaluation Rubric

CA Course ID: [PHIL 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: 18 out of 30

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

- The content of this book is really for a more advanced course in symbolic logic. It is not a good textbook for PHIL 110. Overall, this was not a good selection as a potential candidate for a textbook for PHIL 110.
- Teller's book compares, more or less, with The Logic Book by Bergman, Moore, and Nelson, which is quite different from Copi's book.
- In logic, we often create sample sentences for students to symbolize. Lots of Teller's examples refer to Adam and Eve. There is no cultural or ethnic diversity in the examples.
- Exercises are fine, but they are not offered to the student in increasing levels of difficulty.

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:

- The textbook is written, as the author explains in the preface, in "lecture style" as opposed to the "dry" style typical in logic books. This has merits and demerits.
- This style of writing works best if the instructor teaching the course wrote the book. For the rest of us, we may not find it that engaging and may find it more difficult to "sell" to our students. Finally, written lectures can be great only if the lectures themselves are outstanding.
- There are no test banks, which would be a great addition.

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: 12 out of 25

Please provide comments on any editorial aspect of this textbook:

- This book is a pdf of what looks like a rather dated logic book. The typeface is quite dated and some of the editorial devices are a bit clumsy. For example, using single quotation marks around sentence letters such as 'A' to emphasize the use-mention distinction can be avoided with a more elegantly selected set of typefaces.
- The solutions manual looks as if it was typewritten with a typewriter and does not use the same notation as the book.
- In terms of design, the book feels a bit crowded and cluttered, as opposed to elegant and open.

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: 9 out of 25

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

- In terms of accessibility, because the book appears to be scanned printed pages that have been through the OCR process, it's not easy to do something as simple as increase the font size.
- Making a fully accessible logic text is hard. But this book looks just like a scanned printed book.

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?	X	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)

Total Points: 2 out of 10

## Overall Comments

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

- I really would not recommend it.

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

- The book is not appropriate for PHIL 110.

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](#).