

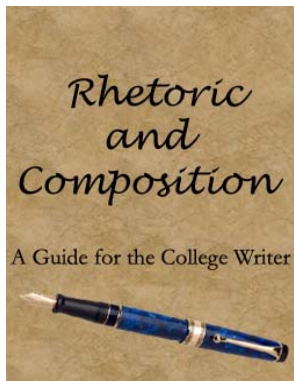


## Faculty Review of Open eTextbooks

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

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Michelle Baptiste

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Title/Position:

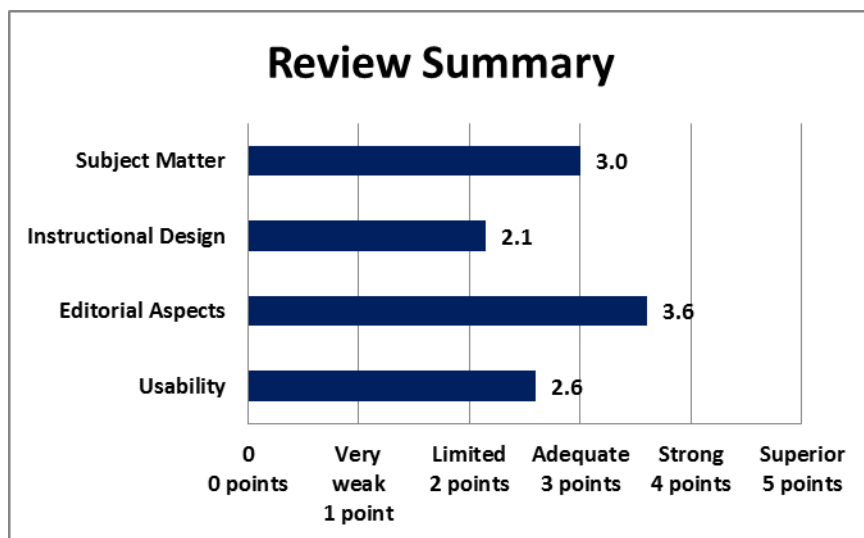
Professor

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: 18 out of 30

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

- Since this Wikitext is compiled by many users, there are parts of the description that are well-written and on-topic, whereas others stray; however, there is always the opportunity to offer comments on the Discussion page or make an edit yourself! Examples that did not seem academically-driven include the Red Herring and Ad Hominem, as well as the use of sexist language: "man" instead of humans. Another example is this line from the Writing Process section: "there is a difference between duplicating techniques and duplicating content"--not followed by any explanation of "stealing" style, as Wendy Bishop would call it vs. plagiarizing. (Note: There is a paragraph on plagiarism in the Research section though paraphrase is the one way of using sources that is neither hyperlinked nor explained.) Finally, as in many writing guide books, the content is repetitive; one example is the topic of logical fallacies--covered in at least three sections, rather than linking a reader to a thorough coverage one place in the text.
- There is an unusual section on collaborative writing and group conferencing that can be very useful if paired with interactive assignments. The example writing is usually reflective/narrative and not literary analysis or text analysis though some sample topics and thesis statements touch upon these genres and the pro-con argument genre.

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: 15 out of 35

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

- I would like to see this Wikitext be more multimodal and have many more links. For example, in the section on Editing, the text recommends keeping a dictionary close at hand instead of offering links to some of the best online dictionaries like Cambridge Learner's Dictionary or <http://onelook.com> In fact, in the Electronic Publishing sub-section there is no mention of nor links to specific blogs like Storify.com or tools like Prezi.com that students could use to publish online! In all fairness, there is discussion of social media in the Writing for the Web section with lots of general tips.
- Although not many links are integrated into the text, at the bottom of each page sits a list of useful links. The text is only searchable on a page-by-page basis, to my knowledge.

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: 18 out of 25

Please provide comments on any editorial aspect of this textbook:

- Usually it is easy to read from one section to another, but between some sections, such as the Editing and Reviewing sections, there is no arrow, so you need to go back to the original screen Table of Contents to keep on reading; the same is true in the Writing for the Web section. And this is the case several other times throughout the book.

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: 13 out of 30

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

- Reading this Wikitext feels like reading Wikipedia--only with fewer interactive and visual elements often. Despite the dull layout, familiarity with the layout and platform may make students feel comfortable using such a 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		
	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: 4 out of 10

## Overall Comments

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

- I would recommend this text more as a reference from which instructors could garner a few useful tips and links. The Instructor Section at the back has some useful lesson plan ideas, but it reads like most of the book as more of a bullet list than an in-depth study. The Teaching Rhetorical Analysis section contains some worthwhile in-class activities, whereas the Teaching Sentence Structure section contains nothing concrete nor useful. The Assignment Sheet Database will be helpful to teachers looking for assignment templates for each writing genre.

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

- This textbook would require more exercises and questions for the reader/student, as well as editing to clear up redundancy and confusing reference to terms in multiple ways (e.g., revising, editing, proofreading) and make it easy to read through the book from page to page. The Wikitext also needs

more current updates such as directions on how to use Storify or Prezi--tools students are actively engaging with in multi-modal writing assignments today! For the Teacher Handbook, the final page for teachers of links to university writing websites looked like a treasure trove until the first two I tried were no longer active links, but the third did produce some grammar exercises. This is a text that needs constant attention to stay up to date, and based on what I read on the Discussion page, it has not been updated much since 2012. The strength of this text is that it is still developing, and you can add to it!

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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