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:

Calculus – Early Transcendentals
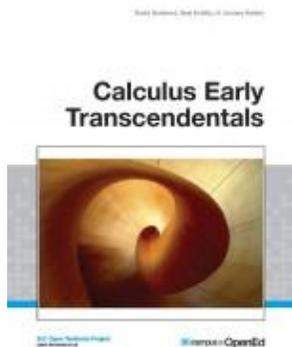
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Format Reviewed:
Online
A small fee may be associated with various formats.
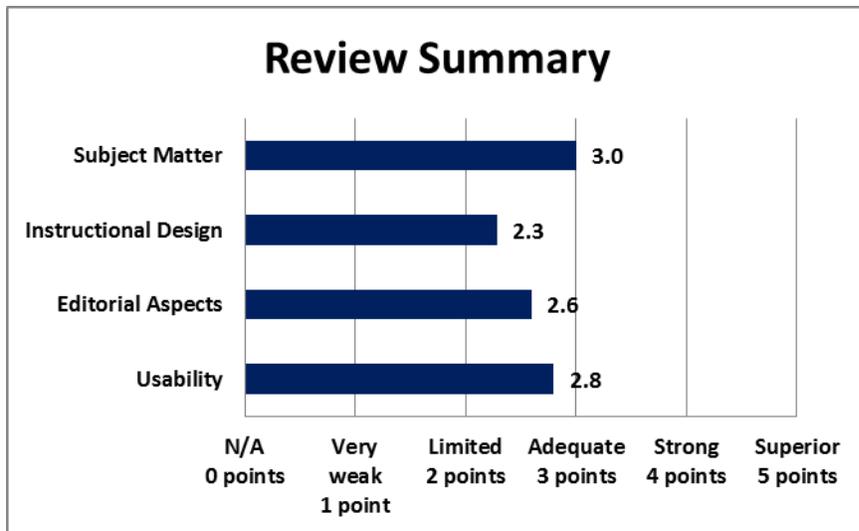
Date Reviewed:
August 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: MATH 210

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			

	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
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:

- Most of the textbooks on calculus explain the material the same way and this book is no different. Although the material is explained at a level appropriate for undergraduate classes, the presentation is very dry.
- What I would like to see in a textbook that would make a difference is to give actual examples from different fields of human activity which use the basic concept covered in that chapter – where the concepts they are learning will come in handy later on. A good example is the series of books by Mario Triola on Statistics.
- An 'Applied Calculus' approach would make it more interesting for students even if the book is not 'officially' an applied calculus book. A good example is the Applied Calculus book by Hoffman, Bradley et al...particular aspects of textbook typically required….Hoffman's book also has a feature called 'Explore' on the side of the page with suggestions for trying examples on a calculator. This book could use such features also.

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: 16 out of 35

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

- The design is very mediocre.
- There are a lot of run-on paragraphs with numbers and symbols that make the subject matter look very dry.
- The book doesn't have adequate figures or pictures to make a more visual appeal to a student who is being introduced to the subject for the first time.
- Each chapter just starts off with a very matter of fact definition and then an elaboration of the definition. This will turn off students who are taking their first calculus course.
- The exercises at the end of each section could be fleshed out with some context.
- There are no review exercises at the end of each chapter, no 'wrapping up' of the concepts covered etc.

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			

	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
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: 13 out of 25

Please provide comments on any editorial aspect of this textbook.
- Page layout and graphics are very poor quality and unappealing.
- Q 4: No citations and no further references.
- Q 5: No animations, no audio

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: 14 out of 25

Please provide comments on any aspect of access concerning this textbook.
- Q 1: There is no information on how it can be integrated with different course management systems.
- Q 2: The web format has problems with notations. For instance, the Greek letter Delta does not show up and instead y instead of Δ.
- Q 5: If it is downloaded as a pdf, you can annotate it easily.

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?
- The subject matter is dealt with thoroughness albeit in a very dry manner.

What areas of this textbook require improvement in order for it to be used in your courses?
- As mentioned in my previous comments above, the book looks very dry; does not have any real-world examples leading into the topic; no real-world related problems; does not give application examples or group activities that will explore real-world applications.
- There are no enumerations of the sub-topics covered.
- The explanations are verbose and uninspiring.

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](#).