

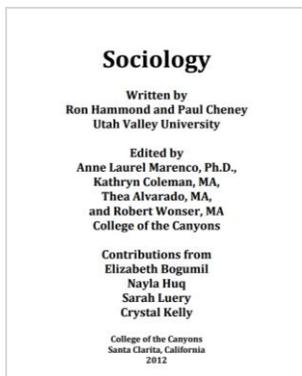


Faculty Review of Open eTextbooks

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 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:

Sociology



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Find it: [eTextbook Website](#)

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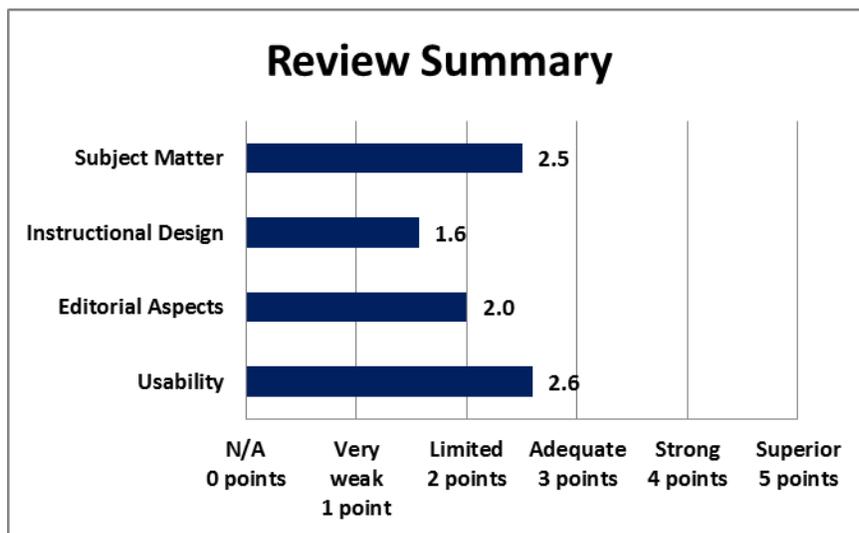
Professor

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: [SOCI 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: 15 out of 30

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

- The topic areas addressed in the text are clearly outlined in the table of contents, yet the contents appear alphabetically (meaning that the "cover" appears after the chapter on "aging").
- The content and quality of information is uneven for different substantive areas in Sociology. For example, chapters vary in length from 6 to 23 pages. Areas including work and occupations, health, environment, globalization/comparative cultures are not included in this text.
- Definitions are highlighted in italics. In some of the shorter chapters with less information, this means that up to 50% of the paragraph might be highlighted.

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: 11 out of 35

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

- The reading and content level are easily accessible and appear better oriented for junior and senior-level high school students.
- The text could be more interactively engaging. There are a number of links to data sets and websites provided (some are dated for an online text, i.e. 5-8 years old).
- The number of learning objectives in each chapter vary substantially across chapters, and the learning objectives are not directly nor clearly connected to the subsections within each chapter. Also, there are no meaningful summaries or set of test/instructional questions at the end of the chapter that connect back to each learning objective.
- Questions and exercises are included in the content of the chapter as part of the chapter substance. While these questions and exercises are appropriate, for the short chapters (i.e., those chapters ranging 6-10 pages in length), this means the depth and complexity of information is sorely lacking.

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: 10 out of 25

Please provide comments on any editorial aspect of this textbook:

- The textbook is quite structured and has some interesting bits. However, due to the lack of development/depth in many places, the text is not consistently engaging.
- There is a meaningful glossary with definitions of terms and notation on the chapter(s) where the terms can be found, but not link to the context of the term within the chapter.
- There are footnotes at the end of every chapter, but students cannot move back and forth between the chapter content and the footnote without scrolling down to the end of the chapter and back to the location of the footnote in the chapter.

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: 13 out of 25

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

- See notes above related to overall organization and movement between chapters as well as navigation between chapter text and footnotes.

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: 3 out of 10

Overall Comments

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

- This text might be useful for lower-level college students or for junior/senior high school students. There is a great chapter on how to do well in school that should be a must read for every senior high school and first year college student.

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

- There are substantive areas that represent large sections of the American Sociological Association and areas of applied sociology that are left out of this book (work and health being among the key areas to which I refer). The depth of information for each topic needs to be more developed and exemplified in

detail, AND information content must be more directly linked to the chapter objectives.

We invite you to add your feedback on the textbook or the review to [the textbook site in MERLOT](#)
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