

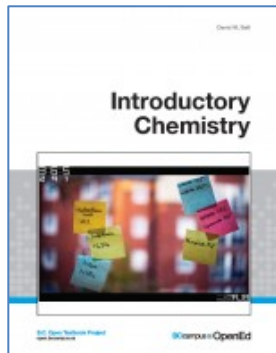


## Faculty Review of Open eTextbooks

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 no/low cost 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:

### Introductory Chemistry



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Find it: [eTextbook Website](#)

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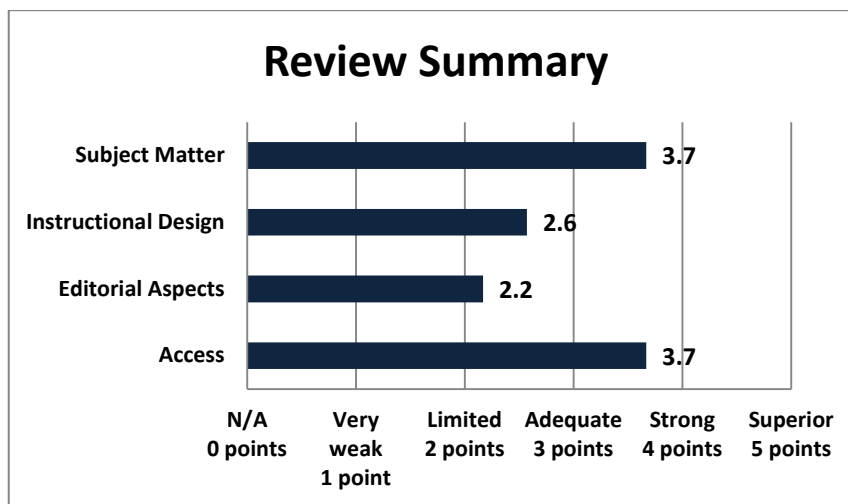
Format Reviewed:

[Online](#) and [PDF](#)

A small fee may be associated with various formats.

Date Reviewed:

August, 2014.



### California OER Council eTextbook Evaluation Rubric

CA Course ID: [CHEM 110](#) or [CHEM 120S](#)

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

<b>Subject Matter (30 possible points)</b>	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
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: 22 out of 30

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

- This book might be able to be used for a one-semester book, but it's unlikely that it would be sufficient for a yearlong course. It also has some prominent omissions in terms of typical content for an introductory chemistry course.
- The bonding section in particular is surprisingly weak.
- Most instructors would have to augment the text with outside sources of information. Since the text is available as a word document, this would be much easier than for some of the other texts.

<b>Instructional Design (35 possible points)</b>	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: 18 out of 35 points

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

- Not as many visuals as most students are used to.
- There are learning outcomes, but not many.
- There are a fair number of problems for students to work and examples to follow, although not nearly as many as you would find in a typical chemistry textbook.
- In the html version when you placed your cursor over underlined text you got a definition of the term, which didn't seem to happen in the pdf version.
- The author really needs to consider a different format.
- There is a large amount of white space and relatively short examples span multiple pages.

<b>Editorial Aspects (25 possible points)</b>	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: 13 out of 25 points

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

- The biggest issue I had with the text was a lack of a table of contents in the pdf version and a real difficulty in finding particular material.
- There were no labels on the pages to let you know where you were in the text (pdf or html), so I got lost frequently. I could see students getting really frustrated with this.
- There was no built-in search in either format, although you could use your pdf reader or browser to search.
- If you downloaded the html version, navigation was much easier. The layout of the text was better as well.
- More effort needs to be made to format the pdf document.

Access (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: 22 out of 30 points

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

- Printing would require a color printer and because of the spacing it would be very long (too much white space).
- The text is available in word format, so it could be edited by an instructor.
- I've already commented on the navigation issues, which are serious.
- Another version of this text is being released at the end of August 2014, so some of the issues may be resolved by that time.

Overall Ratings (10 possible points)	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		

## Overall Comments

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

- In general the format is a good one for facilitating student understanding of the material.
- The statement of student learning outcomes at the beginning of each section is useful and there are a reasonable (although not overly large) number of problems to be work.
- And of course it's free.

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

- Some sections need to be expanded or augmented (bonding was particularly weak).
- More figures would be useful.
- I'd prefer more problems for students to work and the navigation issue must be resolved.
- I would not be willing to use this text until that issue at least is resolved.

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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