



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:

Literature, the Humanities, and Humanity



Literature,
the Humanities,
and Humanity



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Find it: [eTextbook Website](#)

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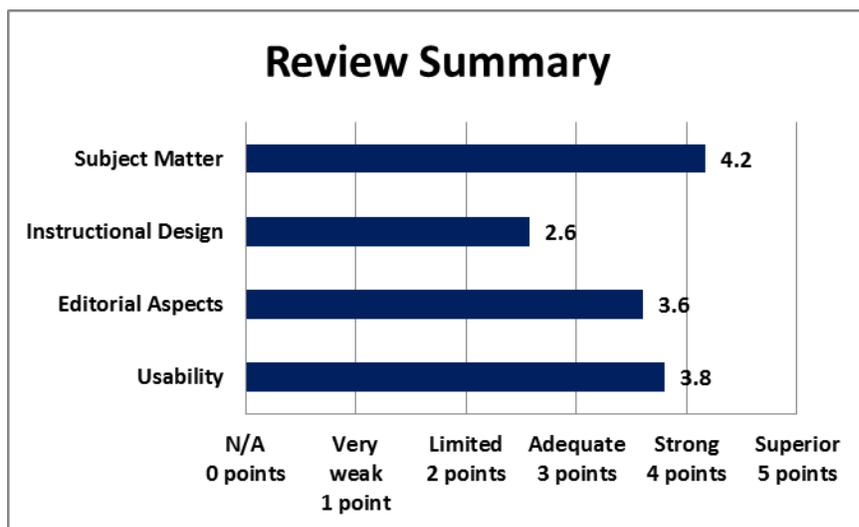
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

August 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [ENGL 120](#)

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: 25 out of 30

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

- I feel I should note that when discussing literature, as is the subject matter of the textbook, it is nearly impossible to be unbiased. Also, the author does acknowledge that the reading of literature is a good way to understand other ethnicities, backgrounds, religions, etc., but focuses more on classic literature which inherently excludes authors from a variety of backgrounds. This really has to do more with the literary canon, however, and not the author or textbook.

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: 18 out of 35

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

- The textbook is mainly introductions to different texts and reading designed to get students interested in continuing reading and exploring more about literature on their own. It does not include any exercises, test banks, activities, or actual readings of the literature discussed.

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.

- It doesn't have much graphic design, and contains no images.
- The textbook consists of chapters written as literary theory would be; that is, it is written in essay or prose form, without much of the spacing, highlighting, color, and images found in some textbooks.

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: 19 out of 25

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

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: 7 out of 10

Overall Comments

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

- This textbook does a great job introducing students to the field of literature without focusing on terminology, quizzes, symbolism, or other things literature tends to get bogged down with. Instead, the textbook reminds us that literature is a means of understanding the human experiences, and focuses more on the interesting or exciting aspects of the chosen texts in hopes that the students will catch the author's enthusiasm, and develop their own interest in literature.

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

- Access to actual works and readings reviewed, some graphic design to break up the text on the page, and maybe an inclusion of some authors of different backgrounds would help the textbook be more accessible and easy to read for my students.

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