

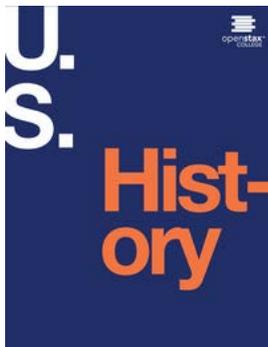


## Faculty Review of Open eTextbooks

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](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 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:

### U. S. History



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Reviewed by:

Lisa Solomon

Institution:

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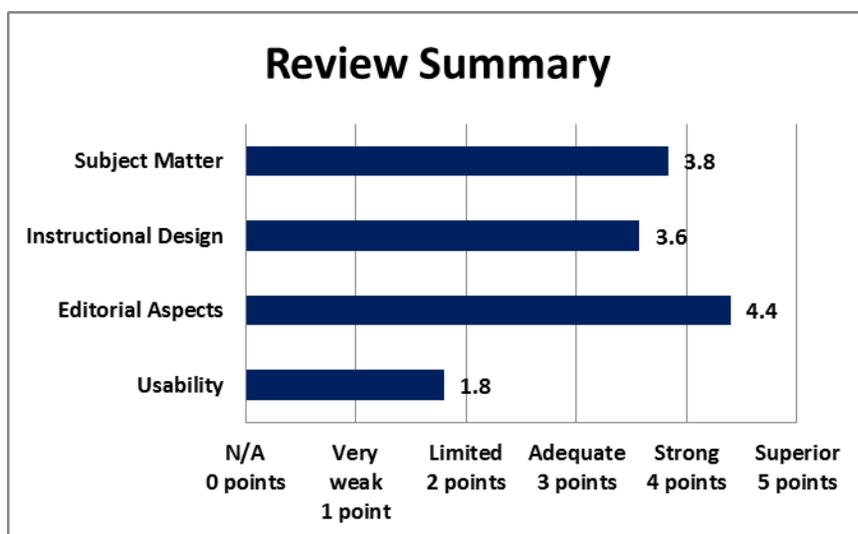
Professor

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: [HIST 140](#)

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

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

- There is nothing mentioned of Mexican-American labor movements of the early 1900s, their treatment during the Great Depression, or the post-WWII era civil rights actions. Likewise, there is little mention of Native Americans after the 1890s. Even their civil rights actions of the 1960s and 1970s are nominally covered.

<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: 25 out of 35

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

- Some chapters are better organized than others. It is somewhat confusing to be reading about Teddy Roosevelt's and Woodrow Wilson's actions of the early 1900s when they are not really introduced to students until the following chapter on empire. Some images did not load. I could not see where test banks or exercises were available.

<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: 22 out of 25

Please provide comments on any editorial aspect of this textbook.

- Again, since some images did not load, I could not access their links to multimedia elements. I like the "Americana" and "Defining 'American'" features.

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: 9 out of 25

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

- I could not find anything relating to annotations by an instructor. It takes some work to find assistance with navigation, especially if you are an English Language Learner (that applies to over 60% of my students).

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?

- The content is well-written, and most of the chapters are well-organized. The features mentioned above do help link History to the present day, as well as offer more individual views of major events.

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

- All of the chapters download; it cannot be separated into pre-Reconstruction or post-Reconstruction. That means you have to scroll through several chapters to get to the ones you want or need. More content on Hispanics/Mexican-Americans and Native Americans is needed.

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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