

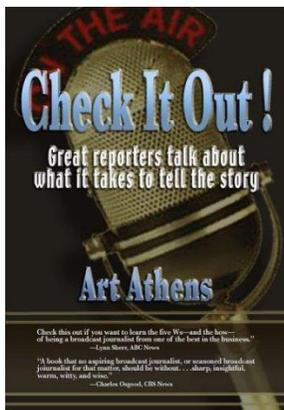


Faculty Review of Open eTextbooks

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:

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Textbook Authors:

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Reviewed by:

Bradford Owen

Institution:

California State University,
San Bernardino

Title/Position:

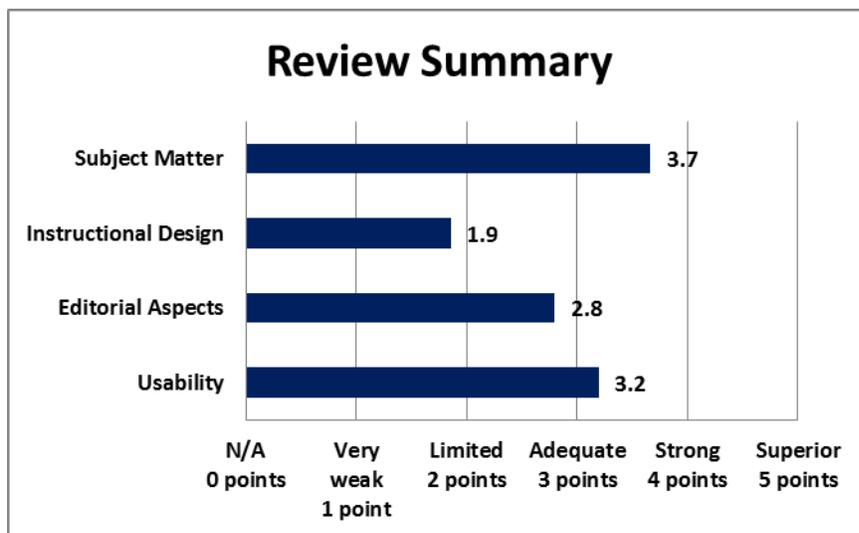
Professor

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: [JOUR 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: 22 out of 30

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

- This highly engaging 2004 188-page book by a veteran broadcast journalist is made largely of anecdotes from interviews with well-known TV news figures such as Mike Wallace, Charles Osgood, Linda Ellerbee, and Lynn Sherr. The excerpts are organized into chapters around themes such as what it takes to make it in broadcast journalism; motivation; what makes a good story; acting as an element of news delivery; the definition of news; fairness in reporting; what makes for good TV newswriting; and the importance of fact-checking. Most of the interviewees began in radio or TV in the 1940s to 1960s, as did the author, and the content is oriented to TV news as it was under the Big Three network system. News on digital media or even cable are not addressed.
- This book would not be suitable as a sole textbook in an introductory reporting and newswriting course, but, even though it is dated, could make a very good supplementary textbook. It should be noted that it addresses only TV journalism, not journalism in print or other media.
- The book has no images, weblinks, review questions, exercises, or test banks.

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: 13 out of 35

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

- The work is text-only and its organization is not immediately clear due to vague chapter and section heading titles such as "Wireitis (y-er-eye-tis)" "Coochy, Coochy, Coo" and "Get Your News From Us."
- The book contains no ancillary materials.

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: 14 out of 25

Please provide comments on any editorial aspect of this textbook.

- The book is monochrome text-only.
- It has a table of contents and an index, but no glossary, citations (except for identifying the source of the quotes by name), further references, or multimedia.

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: 16 out of 25

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

- The work is a pdf of a print book.

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?

- Valuable and extensive insights and advice from veteran broadcast journalists.
- The writing is engaging, energetic, and often humorous.

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

- As a book of anecdotal memories and advice, it is not structured with a course in mind; thus, it would not be suitable as the main textbook for this course, but could be an informative supplemental work.

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