

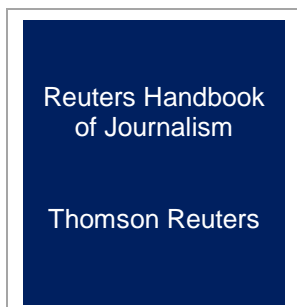


Faculty Review of Open eTextbooks

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:

Reuters Handbook of Journalism



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Find it: [eTextbook Website](#)

Textbook Authors:

Thomson Reuters

Reviewed by:

Bradford Owen

Institution:

California State University,
San Bernardino

Title/Position:

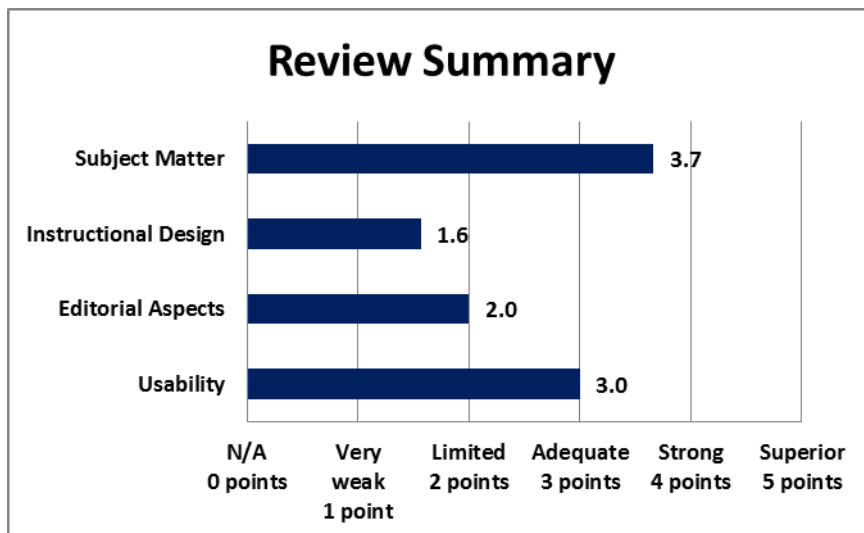
Professor

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 work is not a textbook, but rather an excellent 578-page reference resource from and for the Reuters news agency. Thus, it is not structured for sequential instruction, and it has too little information and examples for beginning students, and also too much information which should come later in a journalism curriculum.
- The work could be an excellent supplement to a basic textbook on reporting and newswriting.
- There is no table of contents; contents are divided into four sections, some of which have multiple sub-sections, as follows:
 - Standards and values (24 pages)
 - Guide to operations (8 pages)
 - Guide to standards and values of Reuters video news (5 pages)
 - Corrections, refiles, kills, repeats and embargoes (16 pages)
 - Cracking the codes (5 pages)
 - News presentation (17 pages)
 - Other common story forms (25 pages)
 - Reporting and writing basics (9 pages)
 - The desk (8 pages)
 - The drill for breaking news (9 pages)
 - The Reuters general style guide (345 pages)
 - Sports style guide (36 pages)
 - Specialized guidance
 - Attention editor items and hoaxes (5 pages)
 - Dealing with complaints (4 pages)
 - Dealing with stringers (6 pages)
 - Dealing with threats, dangerous situations... (4 pages)
 - Legal dangers and legal support (17 pages)
 - Personal investments by Reuters journalists (5 pages)
 - Reporting from the internet and using social media (3 pages)
 - Reporting about people (4 pages)
 - The essentials of Reuters sourcing (16 pages)
 - Using social media (5 pages)
- No instructional structure, but rather a kind of encyclopedia of standards, style, rules, and protocol for professional journalists
- No images
- No chapters, review questions, exercises, or test bank; and few examples

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:

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.

- No table of contents, citations, or further references.

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: 15 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: 4 out of 10

Overall Comments

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

- Excellent as an encyclopedic reference for professional journalists

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

- It is not a textbook, and would not be suitable for use as such; it would be excellent as a supplement to an introductory textbook in a first course in reporting and newswriting.

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