



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:

POLS 202 - American Government



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Find it: [eTextbook Website](#)

Textbook Authors:

Mary Haberman and Barry Maxwell

Reviewed by:

Michael Siler

Institution:

California State University, Los Angeles

Title/Position:

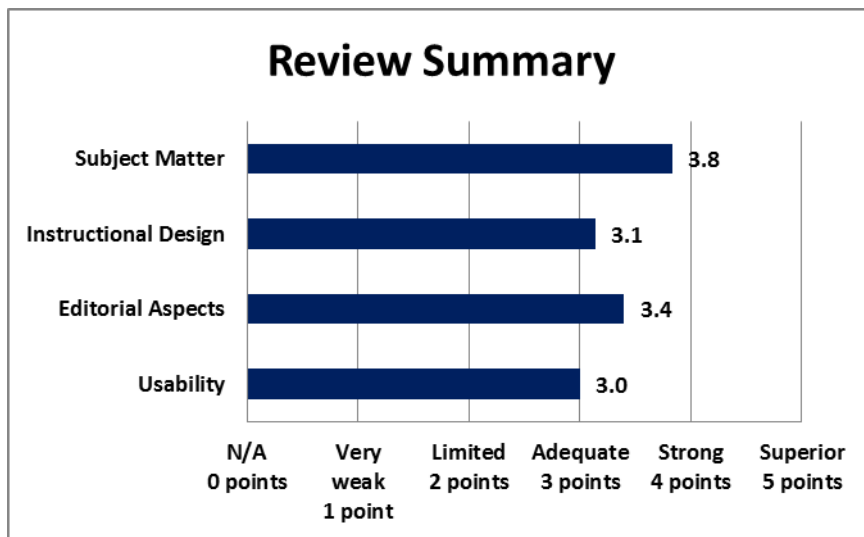
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

December 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [POLS 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				X		

offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)						
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Total Points: 23 out of 30

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

- The author has modules filled with an array of packaged information sets that are well organized. While each module has interesting information, I did not find any annotations or references helpful to students or the faculty. Assuming that at the community college level there is not a research program for students explaining perhaps the lack of references for each module.
- The modules all have study guides, learn objectives, study questions, tests and quizzes connected to each module. In this sense, it is student learning sensitive and measures how much they have learned through the information literary assessment instrument and rubric guided by the content global objectives. Nonetheless, there is a sense that there is a level of chaos in the overall organization and presentation of the material.

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: 22 out of 35

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

- The instructional design has some merit, but it seemed weak in learning style sensitivity of students, the coherent organization of the textbook seems weaker than it should be, and the textbook does not seem searchable. However, there is a pattern of instructional design in the learning assessment methodology in assessing what students are learning and the extent of their learning.

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: 17 out of 25

Please provide comments on any editorial aspect of this textbook.

- Editorially, the text is divided into two sets of modules, module 1 has 18 units contained within and module 2 has 9 units contained within. It is a cumbersome organizational format from the outside looking in making it difficult to determine where and what is in each unit.

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.

- I found the text cumbersome to access because of the module organization.

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		
	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
How willing would you be to adopt this book?				X		

Total Points: 6 out of 10

Overall Comments

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

- The merits of the text book is that there is a study guide, learning outcomes, study questions and tests linked to each chapter.
- There are also content global objectives and an information literacy assessment mechanism to test the learning progress and outcomes of students. At the community college level, these are learning assets that assists students in learning and to test how much they learned.

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

- At the community college level, the improvements I would suggest is to do away with the module organization of the text and simplify the book's organization. It appears that while there is solid learning information in the modules it was hard locating what was available quickly.

We invite you to add your feedback on the textbook or the review to [the textbook site in MERLOT](#)
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For questions or more information, contact the [CA Open Educational Resources Council](#).



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