



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). 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:

Music Appreciation



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Find it: [eTextbook Website](#)

Textbook Authors:

Tom Caswell

Reviewed by:

Amy Bauer

Institution:

University of California, Irvine

Title/Position:

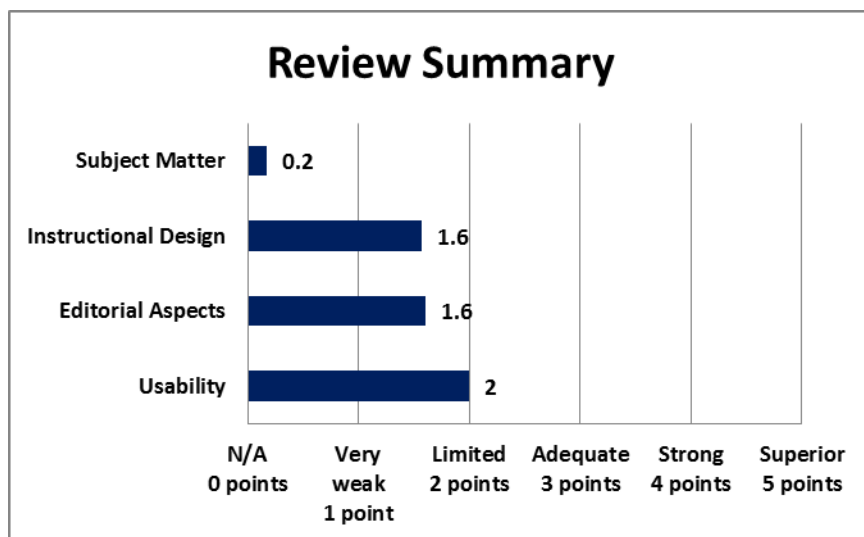
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

March 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [MUS 100](#)

| 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 | X | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| examples that are inclusive of a variety of races, ethnicities, and backgrounds?) | | | | | | |
|---|--|--|--|--|--|--|

Total Points: 1 out of 30

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

- I was very confused, as the MUSC 105 site is not an independent text, but a series of supplementary materials designed to be used in tandem with a very pricey existing text (The World of Music. 7th Edition. David Willoughby. McGraw-Hill). The content of this text does not reflect that of the typical music appreciation text, as outlined below.

| 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:

- Download structured in terms of five modules. Each module includes text readings, listening examples, videos, and study/review questions. Discussion board topics, written assignments, Power Point presentations, and group projects are included in some of the modules. That said, the modules were very difficult to access in Google Drive, featured repeated and missing materials, and were not coherently organized.

| 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: 8 out of 25

Please provide comments on any editorial aspect of this textbook.

- The introduction to the course commits the egregious sin of calling a work, John Cage's 4/33" a "song." Despite the huge shift iTunes would have in our language, a "song" remains a vocal work, and I lose confidence in the instructor who would begin a course with such a lapse. Poorly-written introduction, which should be left to individual instructor. Confused by Module 1 Objective: what is "Angel" (1. "Achieve a Working Familiarity with Angel and the Course Design"?). I only later determined that this does not represent a self-sufficient course.

| Usability (30 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: 10 out of 30

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

- This is not a text, but auxiliary supplementary materials. The instructions seem to refer to a website (referring to “Course,” “Resources,” “Calendar” and “Communicate” tabs) and not to folders of documents. There is a quiz referring solely to work due (a schedule that necessitates its own exam is too complex!). Mod 2 consists of pages of links without annotation, and a confused collection of notes on why music corporations “suck,” and animal sounds. What links these together in a module? Why not an overview of the sociology of listening rather than a simplistic rant? An instruction to “Listen, Just Listen!” Brief writing samples banal: “Do you agree or disagree that there is too much bad music being produced and affecting our quality of living?” One audio sample
- Mod 3 blues lesson focuses on lyric rhyming rather than music. Analyze Holiday’s “Fine and Mellow” links to blog and YouTube clip (may not be permanent). Paragraph on Holiday focuses on tragic life rather than artistry. First two Mod 3 assignments seem to be the same thing. Refers to text (what text?). Poor description of vernacular styles.
- Field research in Peru content missing. Resources available refer to local public library. Entire module on how to make a PowerPoint.

| 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: 1 out of 10

Overall Comments

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

- Auxiliary materials on Peruvian field research (in Mod 5) are the only items worth accessing.

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

- Not a textbook! This should perhaps be removed from the Open Course Library.

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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