

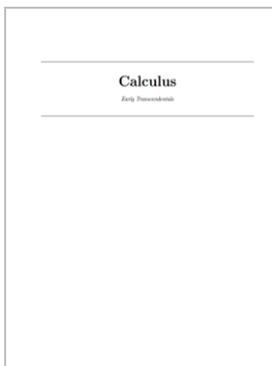


Faculty Review of Open eTextbooks

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:

Calculus: Early Transcendentals



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Find it: [eTextbook Website](#)

Textbook Authors:
David Guichard, et al.

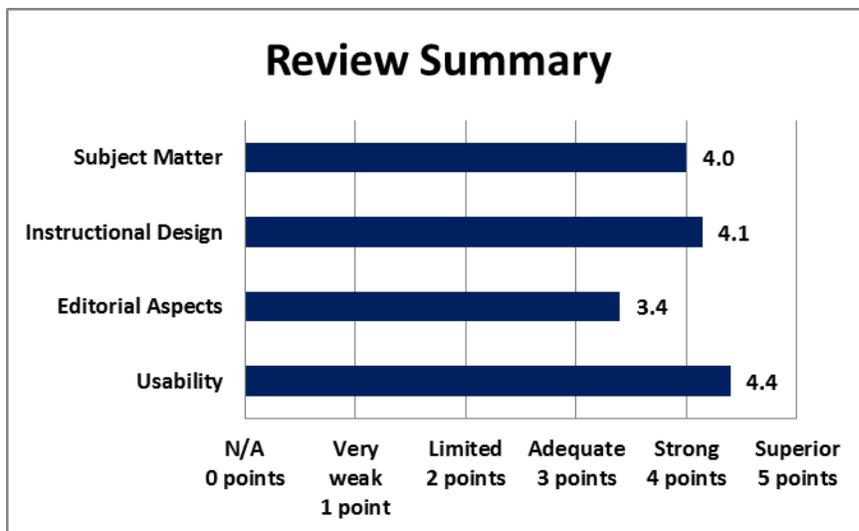
Reviewed by:
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Institution:
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Title/Position:
Professor

Format
Reviewed:
[Online](#)

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Date Reviewed:
December 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [MATH 220](#)

| 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: 24 out of 30

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

- As a reviewer for "Calculus II---Early Transcendentals", I only deal with the integration part of the textbook, i.e., Chapter 7 to 11. Since this version put the transcendental function chapter in the first part, it has nothing to do with this class. This is good for the semester system. For the quarter system, the reviewer would suggest the instructor to use the "late transcendentals" version. That is exactly what we are doing in UCR.
- Personally, I found that most contents in this textbook is proper, except that the authors should possibly put more details in the antiderivatives before letting students apply them to the definite integrals by the Fundamental Theorem of the Calculus. One might also use slides in the teaching, which might be easily adjusted to the textbook.
- Nowadays, the most universities might only use the textbook for the lectures and try to reduce the cost of the textbook for the students. An ebook which is free is very desirable for the students. We usually use other material for the quizzes, homework and tests. If there could be more connection among these material, that would be more helpful.

| 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: 29 out of 35

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

- Mostly are good. Just give students more practice in the antiderivatives.

| 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:

- It might be better to give a list and examples of indefinite integrals.

| 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: 22 out of 25

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

- It is perfect.

| 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: 8 out of 10

Overall Comments

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

- It is easy to access. It is culture friendly to the students. At least I think so.

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

- Add more details in how to integrate indefinite integrals before applying the fundamental Theorem of Calculus to the definite integrals.

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