

# OER Review Criteria Template

In this activity, you will copy this document (File → Make a Copy) then edit the criteria to create your own review criteria template adapted for your discipline. You will use this review criteria template, for your next activity.

Text: *Writing For Success* ([https://saylordotorg.github.io/text\\_writing-for-success/](https://saylordotorg.github.io/text_writing-for-success/))

Review by Susan Wood (shamilto@hawaii.edu)

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## Open Textbooks Review Criteria

1. **Comprehensiveness** - The content covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary

The text does cover many important areas and ideas. If an instructor teaches modes of writing, be aware that the author combines all of the modes into one chapter, which may not be appealing. There is no index or glossary.

2. **Content Accuracy** - Content is accurate, error-free and unbiased.

The content seems to be accurate, error-free, and unbiased. It's actually very wordy, though, and I did not review all of the content.

3. **Relevance/Longevity** - Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

Yes, the content is up-to-date and it is arranged in a way that it is easy to update.

4. **Clarity** - The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.

Yes, the writing is clear and accessible. As I stated earlier, though, it can be dense in places as well as too much for a one-semester, first-year writing class. An instructor would need to select the information he/she would want to use. It seems unlikely that all of it could be used.

5. **Consistency** - The content is internally consistent in terms of terminology and framework.

The author follows patterns in the textbook. The framework is consistent.

6. **Modularity** - The content is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.

The author presents the material in a very accessible fashion. He uses headings to help orient the reader. Chunks of information follow each heading. The author uses lists, color, images, etc... to make the material more accessible and reader-friendly.

7. **Organization/Structure/Flow** - The topics are presented in a logical, clear fashion.

The topics are presented in a logical fashion. The author focuses the first seven chapters on writing basics. He then moves onto the writing process and how to write an essay. This is followed by a chapter on the modes of writing. The next two chapters cover writing a research paper. The final two chapters are on 1) presentations and 2) sample essays.

My own preference would be to have separate chapters on the modes of writing and then less of the material about writing basics. I think some of that could be combined into a shorter, single chapter. But, that is my preference.

8. **Interface** - There are no significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.

There are no significant interface issues.

9. **Grammatical Errors** - The text contains no grammatical errors.

I did not come across any grammatical errors.

10. **Cultural Relevance** - The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.

The text is not culturally insensitive or offensive. Not too many examples are used. Those that are used seem fairly generic (ex: Essay about a baseball game, essay about low-carb diets).

11. Are there any other comments you would like to make about this book, for example, its appropriateness in the local context or specific updates you think need to be made?

No

12. For what level would this text be appropriate (i.e. First year, Second year, etc.)

This would be appropriate for a first year writing class that requires some research writing.

Sample textbook reviews [click here](#).

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## Interactive Learning Materials Evaluation Criteria

There are no interactive learning materials with this textbook.

1. **Content Quality** - Validity of the information and alignment with learning objectives.
2. **Activity Types** - Learning activity, e.g. exercises, case studies, games, etc., matches the type and nature of the learning process.
3. **Interactivity** - Level of student engagement with the material.
4. **Feedback** - Built-in feedback component to gauge understanding of the material.
5. **Usability** - Navigation and ease of use.
6. **Technical Requirements** - Uses standard software programs which are accessible using common web browsers and operating systems.

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The Open Textbooks Review Criteria is found at [Open Textbook Library](#) and was developed for evaluating and reviewing textbooks.

The Interactive Learning Materials Review Criteria is from Shank, J. D. (2014). *Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching*. San Francisco: Jossey-Bass.