



Louisiana Board of Regents' E-Learning Task Force on OERs

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Project Timeline

- **December 2016:** Attended Project Kickoff Meeting
- **February 2017:** Nominated a source for review
- **March 2017:** Submitted comments on each source for review to the person who selected the source
- **March 2017:** Produced a single group review of her selected title, incorporating feedback from the 2 other members
- **April 2017:** Attend E-Learning Conference
- **May 2017:** Submit final reports

English Composition I

Common Course Learning Outcomes

1. Employ a variety of strategies in developing topics,
2. Construct thesis-driven essays that adhere to a specific purpose, context, and audience,
3. Effectively compose written ideas in standard, grammatically-correct, formal English, with no lapses in usage, mechanics, and spelling,
4. Demonstrate paragraph development skills,
5. Interpret assigned readings and other sources,
6. Illustrate proper use of MLA format, and
7. Integrate quotes and paraphrases from external sources.

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Successful College Composition

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Successful College Composition 2016



Successful College Composition (2016) is a text created as a writing, grammar, and research handbook for use in introductory freshman composition courses. This text is a transformation of Writing for Success, a text adapted by the Saylor Foundation under a Creative Commons Attribution-NonCommercial ShareAlike 3.0 License without attribution as requested by the work's original creator or licensee. Kathryn Crowther, Lauren Curtright, Nancy Gilbert, Barbara Hall, Tracienne Ravita, and Kirk... [More](#)

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Successful College Composition (2016)

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Writing for Success

WRITING FOR SUCCESS

Writing for Success is a text that provides instruction in steps, builds writing, reading, and critical thinking, and combines comprehensive grammar review with an introduction to paragraph writing and composition.



Writing for Success

READ

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English Composition 1

English Composition 1

Introductory composition with an emphasis on essay writing in common rhetorical styles



Composition I focuses on principles of writing, critical reading and essay composition using rhetorical styles common in college-level writing (narrative, example/illustration, compare/contrast, cause-and-effect, argument).

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- If you were to recommend this content to colleagues, what **merits** of the content would you highlight?
- What areas of this content require **improvement** in order for it to be used in your courses?

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- Compiled Reviews
- <http://libguides.uno.edu/EnglishOER/reviews>

Louisiana OER / eContent Evaluation Rubric – Successful College Composition

Subject Matter

- Is the content accurate, error-free, and unbiased?
Yes, everything seems to meet this criterion, though the MLA section references the 7th edition rather than the 8th edition.
- Does the content adequately cover the designated course with a sufficient degree of depth and scope?
The content does an excellent job of covering the writing process, as well as addressing grammatical and mechanical concerns. The portion of the text devoted to modes (Chapter 10) is comprehensive, though not terribly in depth. On the whole, it does an adequate job of introducing and explaining each mode of writing and providing some ideas for writing assignments. The research section of the text is effective, but the information on MLA references the 7th edition, as earlier noted.
- Does the content use sufficient and relevant examples to present its subject matter?
Yes, for the most part, relevant examples are included. The embedded tips and “Writing at Work” sections also provide useful takeaways. However, in discussing rhetorical modes, there could be more examples of essays and directions on how to develop effective introductions, thesis statements, and organizational structures.
- Does the content use a clear, consistent terminology to present its subject matter?
Yes, all terminology used is clear and consistent, as well as appropriate for the subject matter.
- Does the content reflect current knowledge of the subject matter?
On the whole, yes, the content is current. The MLA information, however, is not up-to-date.
- Does the content present its subject matter in a culturally sensitive manner? (e.g. Is the content free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)
Yes, this point is met.
- Please provide comments on any aspect of the subject matter of this content:
Overall, this is a comprehensive, effective textbook. While the inclusion of more specific writing assignments (such as illustration) would be helpful, the text does an efficient job of providing useful information on the entirety of the writing process. The other shortcoming is the text’s reference to the 7th edition of MLA rather than the 8th. However, the instructional designer counters this by including links to the Purdue University Writing Lab, a website that highlights the current MLA documentation style.

Instructional Design

- Does the content present its subject materials at appropriate reading levels for undergrad use?
Yes, the content seems easy to understand and appropriate for a freshman-level course.
- Does the content reflect a consideration of different learning styles? (e.g. visual, textual?)
In addition to its extensive textual components, the book also includes visual elements, such as charts, diagrams,

Instructional Design

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- Does the content reflect a consideration of different learning styles? (e.g. visual, textual?)
In addition to its extensive textual components, the book also includes visual elements, such as charts, diagrams, and screenshots. While this helps to reach students with different learning styles, the inclusion of more images would be beneficial.
- Does the content present explicit learning outcomes that align with the course and curriculum?
The textbook includes learning outcomes in each sub-chapter so that the student's goals are clear. They align with our common course learning objectives for ENGL 1010 as follows:
 - 1. Employ a variety of strategies in developing topics**
~Chapter 2 (The Writing Process) meets this learning outcome.
 - 2. Construct thesis-driven essays that adhere to a specific purpose, context, and audience**
~Chapter 1 (Sub-chapter 1.4, Writing Thesis Statements) addresses this point.
~The importance of purpose, context, and audience are specifically addressed in Chapter 1 (sub-chapter 1.2, Purpose, Audience, Tone, and Content).
 - 3. Effectively compose written ideas in standard, grammatically-correct, formal English, with no lapses in usage, mechanics, and spelling**
~Chapters 5 (Grammar) thoroughly addresses all aspects of common grammatical and mechanical concerns.
 - 4. Demonstrate paragraph development skills**
~Chapters 1 (Sub-chapter 1.6, Writing Paragraphs) and 2 (Sub-chapter 2.3, Drafting) help to meet this outcome
 - 5. Interpret assigned readings and other sources**
~Most useful to meeting this outcome is Chapter 3 (Rhetorical Modes of Writing), as it includes sample essays, as well as references to additional examples of the various rhetorical modes illustrated in the book; these are linked for easy reference.
 - 6. Illustrate proper use of MLA format**
~The textbook includes limited references to MLA; while numerous student essays are included, which are formatted re: MLA, they follow the 7th edition. Nevertheless, the textbook links to the OWL at Purdue website, which is up-to-date. This (or other outside resources) will be needed to effectively meet this outcome.
 - 7. Integrate quotes and paraphrases from external sources**
~Chapters 11 (Writing from Research: What Will I Learn?) and 12 (Writing a Research Paper) both include information regarding summaries, paraphrases, and quotations; while the examples from MLA may have changed slightly, the core information concerning the integration of summaries, paraphrases, and quotations into a student's work remains relevant and helps to meet this learning outcome.

- Is a coherent organization of the content evident to the reader/student?
Yes, the textbook is logically and coherently arranged for students. It effectively walks readers/students through the writing process.
- Does the content reflect best practices in the instruction of the designated course?
Yes, the textbook reflects best practices for a freshman-level composition course.
- Does the content contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.)
Included within the textbook are exercises and group activities. There also are links to ancillary materials within the textbook, such as supplemental example essays. One drawback, however, is the absence of an answer key with suggested responses or an instructor's guide.
- Is the content searchable?
If a PDF editor is used to access the textbook, then the text is searchable. Otherwise, the text is not searchable and the internal links are inconsequential; the designer should establish functioning internal links within the existing text and then save the document as a PDF file, as this would enhance the user's experience with the subject matter.
- Please provide comments on any aspect of the instructional design of this content:
The textbook's instructional design is organized and comprehensive, though an index would be a nice addition. Also, as noted above, the text should be saved and made available as a PDF file. Nevertheless, on the whole, the textbook effectively meets the basic learning outcomes for a typical freshman-level composition course.

Editorial Aspects

- Is the language of the content free of grammatical, spelling, usage, and typographical errors?
Yes
- Is the content written in a clear, engaging style?
Yes
- Does the content 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?)
While there is consistency among chapters in terms of colors, font, and organization, certain editorial features—namely, color and font theme—are distracting to viewers. The visuals also are lacking.
- Does the content include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)
Yes, there is a table of contents, but no glossary, list of references, or bibliography.
- How effective are multimedia elements of the content? (e.g. graphics, animations, audio)
The textbook includes some graphics, but no animation or audio elements.
- Please provide comments on any editorial aspect of this content.
The textbook follows a logical, predictable layout and employs an engaging, clear writing style. However, the color scheme, font theme, and congested typescript make reading a challenge at times. Additionally, it would be useful for viewers to be able to move between chapters without only scrolling.

Usability

- Is the content compatible with standard and commonly available hardware/software in college/university campus student computer labs?
Yes, the text is compatible.
- Is the content accessible in a variety of different electronic formats? (e.g. .txt, .pdf, .epub, etc.)
Yes, the content is available in many electronic formats including .pdf, .epub, and .odt.
- Can the content be printed easily?
Yes, but, since the textbook is lengthy, I would advise printing only those chapters that are necessary.
- Does the user interface implicitly inform the reader how to interact with and navigate the content?
No, not clearly.
- How easily can the content be annotated by students and instructors?
By using Adobe Reader, for example, viewers are able to add comments and annotate the text. Assuming students are familiar with the electronic format they utilize, it seems that the content can be annotated, as needed. This requires effort and know-how on the part of the instructor and students, though.
- Please provide comments on any aspect of access concerning this content.
Having the textbook available in various formats should make it more accessible to a wider array of students and faculty.

faculty.

Overall Ratings

- What is your overall impression of the content?

This free textbook, overall, is an effective, comprehensive resource. However, drawbacks certainly exist, such as usability, instructional design, editorial features, and the lack of guided material.

- How willing would you be to adopt this book?

I would be willing to adopt this book for use in my own freshman composition course. Nevertheless, some parts are more useful than others, and novice instructors may have a more difficult time utilizing the text than more seasoned faculty members.

Overall Comments

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

I would emphasize the following positive traits of the book: comprehensive, useful for review of grammar/mechanics, helpful in explaining the writing process, and easy to read. It also thoroughly covers most rhetorical modes, offers some essential and engaging external links, presents a detailed discussion about the bases of writing, and provides several student sample essays.

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

The text should include more essay assignments, provide more in-depth information about rhetorical modes, and update its MLA references throughout.



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Feedback from Colleagues

~Cost-Effectiveness

~Student Access at the start of class

~Classroom Technology

~Training for Students and Instructors

~Faculty Buy-In

~Student Engagement

~Allocation of Resources

~Continued Affordability

~Quality of Instruction

~Student Access outside of the classroom