**DOL Statement**

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| **Survey response** |
| Date submitted | 2014-04-10 15:24:45 |
| Textbook that was reviewed | [Introductory Biology](http://open.bccampus.ca/find-open-textbooks/?uuid=561e303a-5a74-4bfe-af71-e884daece4e5&contributor=&keyword=&subject=) |
| For what level would this textbook be appropriate? | First Year |
| My name | Katharine B. Lormand |
| My Title/Position | Biology Adjunct  |
| My Institution | Color |
| Is this review the result of a collaboration with other BC post-secondary instructors? | No |
| The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary | The text appears to be very comprehensive and matches the content of other majors level biology textbooks such as the Campbell Biology text. The glossary is comprehensive, Useful listing of key words with definitions at the end of each chapter, it would be good to have key terms at the beginning of a chapter as well no definitions just a list of terms to keep in mind as they read. I would like to see a bit of information on the domains archea and bacteria in the Evolution of metabolic pathways section. At least a mentioning of prokaryotes in this section would be appropriate. Nice work on providing a bit of historical perspective.  |
| How do you rate the book's overall comprehensiveness? | 4 |
| Content is accurate, error-free and unbiased. | In the key terms section page 35 for botany and biology specifically state the scientific study of… Page 114 ceu – true should be eu – true Chapter 5 the section on tonicity lack the detail expected in a majors level text. The text is unbiased and can be used either in the US or in Canada. There are minor errors throughout, these can be more easily pin pointed in a chapter by chapter review by individuals.  |
| Overall, how do you rate the accuracy of the content? | 4 |
| 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. | We have a much better understanding of the Archea and their origins than is presented in chapter 1. The introduction of domains and the division of kingdoms is a great way to introduce students to the way science changes as we get more information. There are several uses of terminology that are more appropriate to the layman not the science student, such as hot and cold blooded, high and low organisms. Another example is the definition of microscope on page 138. In chapter 2 the Bohr model is discussed but then the images of the chemical reactions to show bonding only show the valence electrons (Lewis structure) with no explanation of this diagraming as different from the Bohr model. ATP molecule should be included in the Nucleic acid section of chapter 3 Page 122 – The section on lysosomes leaves the reader confused as to whether you are discussing plant or animal cells. This is a good place to add in detail about the differences in lysosomes between plants and animals which is a question students always ask about. Page 132 chart states that plant cells do not have lysosomes, this is still being debated. Figure 5.2 and 5.7 are the same figure.  |
| Overall, how do you rate the relevance/longevity of the book? | 3 |
| The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used. | Overall yes but I think that some of the terminology is too simplistic for a major’s level textbook. The connection to real life in the “art connections” is a nice tool to keep students focused on putting the information into a context they can relate to. The text does a good job of explaining concepts but sometimes the terms are introduced prior to the explanation. The use of non-scientific common terminology and use of terms can lead to confusion. In chapter 5 the term diffusion is used in an example as the layman might use the term but in a major level textbook we want students to recognize that this process is not just a random movement of molecules but based on molecular concentration and other factors like temperature.  |
| Overall, how do you rate the clarity of the book? | 4 |
| The text is internally consistent in terms of terminology and framework. | The text seems to be consistent in writing style and terminology. There are several instances of terminology that is not scientific pg 143 “receptors are hijacked by viruses” The organization within the chapters is consistent. There are several instances where a term is used prior to being defined. This can lead to confusion for the students and is based on the “assumption” that they already have knowledge something. I would suggest making sure that the terms at the end of the chapters are listed at the beginning of a chapter (just list as key terms not defined) then a second review to make sure that these terms are defined as they are used.  |
| How do you rate the overall consistency of the text? | 5 |
| The text 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. | I like the learning objectives posted at the beginning of each chapter and a way of giving the student an idea of what they should get out of the chapter. If it is possible it would be great to link the key terms to the location in the chapter. It seems well organized and can be divided up into “chunkable” sections for the reader. The chapters build on one another but can used independently of one another.  |
| Overall, how do you rate the modularity of the text? | 5 |
| The topics in the text are presented in a logical, clear fashion. | Logical presentation of the content, very consistent with other majors level text books. Mitosis should be in chapter title in the table of contents  |
| Overall, how do you rate the organization/structure/flow of the text? | 4 |
| The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader. | There is a large blank space on page 18 this should be reduced by decreasing the size of image 1.6, also indicate in this image the examples are indicated by the a-f letters. I like the “connections” but I am unclear as to why the “art connections” are titled as “art” On page 63 the text in the image 2.24 is difficult to read. Art Connection page 102 difficult to read Page 108/109 is blank Page 195 is blank, Page 223 Blank Figure 7.9 makes sense to someone who understands the concept of following the # of carbons but I feel like this would need more explaining in this text. Page 216 is it GLUT4 or Glut4 this should be consistent. On page 219 it is simply called GLUT Text has different fonts for – text type, figure type and connection type. Page 117 the text of the art connection is difficult to read at anything less than 150%.  |
| Overall, how do you rate the textbook's interface? | 3 |
| The text contains no grammatical errors. | Overall I did not find too many but the occasional typo did occur Unites States page 53/52  |
| How do you rate the grammar of the text? | 4 |
| 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. | Content did not seem culturally insensitive or offensive, there is some terminology that is more “American” based but it was not unfamiliar so it should not be a problem for use in different cultures. |
| Overall, how do you rate the cultural relevance of the text? | 4 |
| Are there any other comments you would like to make about this book or specific updates you think need to be made? | This is a nice start on an open source textbook. I would suggest having individuals hired to review 2 -3 chapters rather than the entire text. This would give much more specific information and allow reviewers to review chapters in their area of expertise resulting in giving you a well-reviewed text. I really like many of the features such as the wealth of information at the end of the chapters from the terminology and summary to the review questions.  |



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