**DOL Statement**

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| **Survey response** | |
| Date submitted | 2014-04-23 15:46:48 |
| Textbook that was reviewed | [Introductory Chemistry](http://open.bccampus.ca/find-open-textbooks/?uuid=2b7740b5-88cb-4e78-8f93-9f582afa605a&contributor=&keyword=&subject=) |
| For what level would this textbook be appropriate? | First Year |
| My name | Naresh Pandya |
| My Title/Position | Assistant Professor |
| My Institution | Kapio |
| 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 | I reviewed the pdf copy of the textbook. The textbook meets the needs of students taking chemistry at high school or an introductory chemistry class at college. Except for the omission of kinetics all topics you expect to find in an introductory textbook are covered. The textbook consists of short modules that at times appear to be too numerous. Some of the modules could easy be combined. Also, the topic Equilibrium needs to be discussed before covering Acids and Bases. The textbook lacks an index, glossary and chapter summaries. The addition of these would clearly add to the utility of the textbook. The textbook is very readable and provides clear explanations that students taking their first course in Chemistry can comprehend. |
| How do you rate the book's overall comprehensiveness? | 4 |
| Content is accurate, error-free and unbiased. | There are many errors throughout the textbook both in text these include: 1. Figures 1.1-1.5 are missing in the pdf version. 2. Denominator for conversion factor is missing for converting units. 3. Superscripts and subscripts not used throughout textbook. 4. Spacing between words uneven. 5. Equations not numbered. 6. Diagrams lack the color and not visually appealing. 7. The discussion of Daltons’ Atomic Theory doesn’t include reference to Law of Conservation of Energy and Law of Definite Proportions (Chapter 2 page 113). 8. The standard enthalpy values lack the missing superscript (o) to denote standard conditions. (ΔHo ) 9. Kw stated without reference to temperature. 10. Lewis Electron dot Structures (Symbols) not apply to Transition metals. 11. Lewis electron dot symbols do not relate to electron configurations. Instead, the focus is on how many bonds they are likely to form. |
| Overall, how do you rate the accuracy of the content? | 3 |
| 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. | The content will of course not change over time. The author may want to reorganize and combine sections to make the text flow better. Topics that discuss application of chemistry in everyday life, with a specific focus on food, may need to be updated over time. These changes will not require much time and should be relatively easy to accomplish. |
| Overall, how do you rate the relevance/longevity of the book? | 4 |
| The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used. | Overall the textbook is written at a layman level. So students in general should have little difficulty comprehending the material. However, the author should avoid trying to simplify definitions to the point of leaving out important information such as temperature and pressure conditions. Some students may go onto General Chemistry and other science classes where these omissions would impact their learning. |
| Overall, how do you rate the clarity of the book? | 4 |
| The text is internally consistent in terms of terminology and framework. | The textbook is in general consistent in terms of terminology and framework. However, a consistent strategy for problem solving and the link between the macroscopic and microscopic world is required. Students taking introductory science classes lack good problem solving skills and the ability to check if numerical answers are reasonable. Chemistry is best understood when students are able to relate visual occurrences to the atomic level. |
| How do you rate the overall consistency of the text? | 3 |
| 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. | The textbook is already in modular form and instructors can easily rearrange sections as they see fit. However, there are too many short sections and the questions that follow do not allow students to see how the material discussed relates to the overall chapter topic and what had already been discussed. Chemistry is by nature cumulative. Also, the textbook has an abundance of questions after each sections and also at the end of the chapter, students are not given sufficient opportunity to gain a deeper understanding of both the topic and how the material relate to each other. |
| Overall, how do you rate the modularity of the text? | 4 |
| The topics in the text are presented in a logical, clear fashion. | The chapter on equilibrium must be discussed before discussing acids and bases. Some of the sections can be combined. For instance when discussing Nomenclature for Ionic and Molecular (Covalent) compounds. The answers to questions need to be put into the appendix so that students are not tempted to look at the answer first. Also, tables that require several pages should be deposited into the appendix. The inclusion of the following would also significantly help students in using the book: Chapter contents, glossary of new terms and short review of the overall chapter including mathematical equations. |
| Overall, how do you rate the organization/structure/flow of the text? | 3 |
| 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. | Here are the issues I noted: 1. Unable to view any of the hyperlinked figures and other pertinent information. 2. The denominator of the conversion factors was missing (pages 77-78, 98-100) 3. Superscripts and subscripts are not allows shown. (Pages 42, 4. Some of the text was a little fuzzy and make reading difficult. (page 122-125, 142, 177,203, 207). 5. Some Figures didn’t in fact have a figure. (Figure 1.9 Page 29) 6. Tables were not always formatted correctly and made reading difficult. (Figure 7.2 on pages 401). 7. Spacing between words and equations is uneven. 8. Html tags appear frequently (pages 50,51,53, 62,65) 9. Table of Contents would have made navigation easier. 10. Headings appear on last line of page. (Page 32, 53, 65, 116, 218). 11. Some sections starting at bottom of page rather than being shifted to next page (page 106) 12. Figures are not always placed close to where they are been discussed. 13. On page 43 the number 56 appears with an arrow underneath at the end of a paragraph. 14. Top of page 63. 337/217 doesn’t equal 337. 15. In correct equation at bottom of page 93.-94. 16. Page 97 formula for density is incomplete. 17. No chapter 17 (Reference to chapter 17 on page 118, 139). 18. Table 3.6 on page 149 could have been better if presented on a Periodic Table. 19. Answer to question 5 is incorrect on page 179. 20. Table 6.2 in spit over pages 345-346. |
| Overall, how do you rate the textbook's interface? | 2 |
| The text contains no grammatical errors. | The text has the following minor errors: 1. Start of new paragraphs not indented. 2. Some sentences end mid sentence 3. Uneven spacing between words |
| How do you rate the grammar of the text? | 5 |
| 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. | I have not seen any material that can be construed as culturally insensitive. |
| Overall, how do you rate the cultural relevance of the text? | 5 |
| Are there any other comments you would like to make about this book or specific updates you think need to be made? | The use of English units will not impact US students but will be a problem for Canadian students. This textbook is appropriate for high school or students taking an introductory class in chemistry. |

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