



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:

Music Appreciation



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Find it: [eTextbook Website](#)

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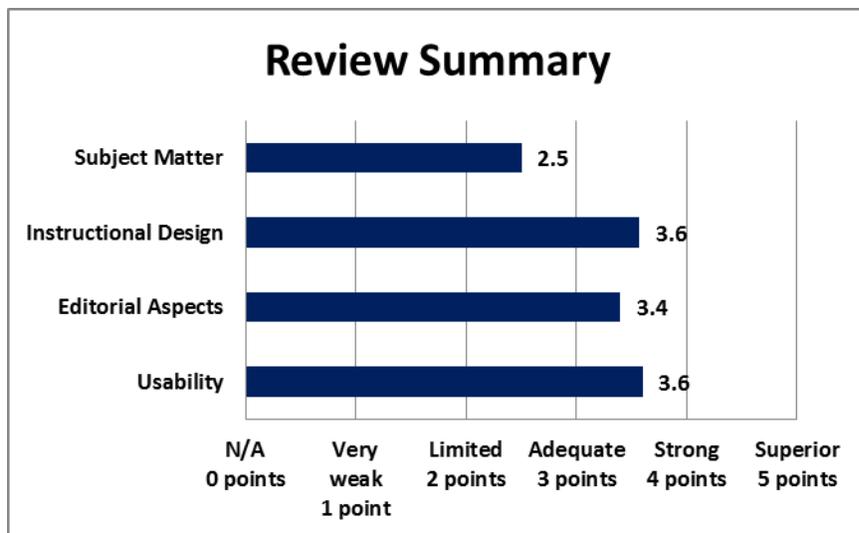
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

March 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [MUS 100](#)

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				X		

examples that are inclusive of a variety of races, ethnicities, and backgrounds?)						
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Total Points: 15 out of 30

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

- Music Appreciation adopts the old-fashioned model of the music appreciation course that focuses on inculcating a taste for Western art music through acquiring knowledge of its development, with only a nod toward non-Western and vernacular music (see Craig Wright, *Listening to Music* (Schirmer/Cengage), and Joseph Machlis, *The Enjoyment of Music: An Introduction to Perceptive Listening* (Norton)). Yet Music Appreciation does not appear to represent a complete music appreciation text in its online form. The online content appears to combine an extremely general text aimed at a vast audience (from Kindergarten to College students) with the instructor's version of that text. Sometimes the instructor's page follows and expands on material aimed at the student (chapters 1–11, 16–17, and 23–34 on rhythm, meter, tempo, dynamics, timbre, harmony, introduction to counterpoint, form, and the truncated discussion of musical genres and periodization that constitutes the final 6 chapters). At other times both types of material appear on the same page (chapters 12-15 and 18–22 on Melody and motif, and harmonic forms, and textures. It would be difficult to use this as a course text in its current form; it seems designed more as a resource for instructors (see below).

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: 25 out of 35

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

- As noted above, this text combines a limited student text with instructor's resources. Although clearly organized, it is weighted toward material aimed at the instructor; the student text is limited and insufficient as the sole text of the course. But the instructor who employs another text or her own materials will find many suggestions for individual and group activities as well as lists of supplementary materials.

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.

- Two musical scores to traditional songs are introduced in chapter 17 (Harmonies with Drones) and used in subsequent chapters. Chapter 25 (Counterpoint Activities) featured broken links to six musical examples at <http://www.noteflight.com>. The pdf version of the text did not include "hot" links, but did provide text links in footnotes (as did the epub version).

Usability (30 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: 18 out of 30

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

- The textbook is archived at <http://cnx.org>, and is thus easy to access for any instructor. As noted above, it can't be used in its current form as a textbook. Were the instructor to employ parts of it as a text, she would have to either link directly to certain pages or assemble a text from portions of the pdf or ebook.

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: 4 out of 10

Overall Comments

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

- I would recommend Music Appreciation not as an independent text, but as a supplementary resource for music appreciation courses, notably primarily for the variety of class activities it introduces, and for its suggested resources. These activities include novel explorations of basic musical qualities (rhythm, tempo, dynamics, timbre, melody, harmony, counterpoint and form) graded for different student ages and abilities.

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

- The student content of the text is limited to sparse, if accurate, descriptions of basic musical topics, and a wikipedia-lite appendix delineating music periods and genres. Were I to employ it, I would give students more detailed reading on each topic, and use my own audio and visual aids.

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