

# Review Commission Form

## Johnson: *THE LIVING WORLD*, 5<sup>th</sup> edition

Please fill out this form completely and return with your review. **We are asking reviews be completed by December 15<sup>th</sup>, 2006.** When your review is received, we will issue an honorarium of \$75.00. Please indicate if you want your honorarium check sent to your school or home address. **Please email or mail your review to:**

McGraw-Hill Higher Education  
Attn: Beth Parkin  
2460 Kerper Boulevard • Dubuque, IA 52001  
fax: 563-589-1364 or [beth\\_parkin@mcgraw-hill.com](mailto:beth_parkin@mcgraw-hill.com)

<b>Full Name</b>		<b>Date</b>	
<b>*Social Security#</b>		<b>Office Ph #</b>	
<b>Email</b>			
___	<b>Send check to school address</b>		
<b>School</b>			
<b>Department and Shipping Address</b>			
<b>City/State/ZIP</b>			
___	<b>Send check to home address</b>		
<b>Home Address</b>			
<b>City/State/ZIP</b>			

Yes \_\_\_ No \_\_\_ I give McGraw-Hill permission to list my name in the front matter of *The Living World*, 6<sup>th</sup> edition: by **George Johnson**.

Yes \_\_\_ No \_\_\_ I give McGraw-Hill permission to list my name and quote my remarks in advertising and marketing information for *The Living World* by **George Johnson**.

Signature: \_\_\_\_\_

Printed name as it will appear in text: \_\_\_\_\_

Printed Institution or school as it will appear in text: \_\_\_\_\_

\*Required for tax purposes.

Dear Professor,

Thank you for agreeing to review Johnson: *The Living World*, 5e. Below are the questions we would like you to consider as you are reviewing the material, though you should also feel free to include any additional comments you have. We value all of your feedback, however due to the late stage of production some suggestions may need to be considered for a future edition. Please remember that for your review to be helpful we need you to be as specific as possible and give explanations for “yes” and “no” answers.

### **A. Questions about your course and textbook**

- A-1** Please describe your course in terms of its title, length, and annual enrollment. Are there particular problems that you and your colleagues encounter in teaching this course?
- A-2** Is the textbook for this course chosen by a committee, and if so, are you a member of that committee? If possible, please list the other members of the committee.
- A-3** What are the top three criteria you or your committee uses in selecting a text? What supplements do you consider when making your decision?
- A-4** What textbook was most recently used in this course? Why was that particular text chosen? How well has it worked for you and your students?

### **B. Questions to be answered for each chapter in your review**

- B-1** Is the subject matter in this chapter discussed at the appropriate level for the students who take your course? Is the level of discussion consistent throughout the chapter? How does the level compare to that of your current text?
- B-2** Is the chapter organized logically? Does the chapter itself occur in a logical place in the textbook? Would you suggest any reorganization?
- B-3** Do we need to add or delete any material? If so, please identify what material should be added or deleted.
- B-4** Have you found any information in this chapter that is out of date or inaccurate? Please explain and give corrections and/or references where possible.
- B-5** Are the photos clear and compelling? Are there any photos you would suggest replacing? If you have seen a photo that would make a good replacement, please provide a citation.
- B-6** How clearly are the illustrations tied to the text? Are there any illustrations that need improvement? How would you edit those illustrations to make them more helpful for students? Are there any ideas not currently supported by an illustration that would benefit from one? How does the art in this chapter compare to the art program of your current text?
- B-7** How effective are the examples and analogies used in this chapter? Are there too many or too few? Can you suggest an analogy that you use with your own students that helps them make connections?
- B-8** Are the chapter review questions at an appropriate level of difficulty for the students taking your course? How do they compare to those found in your current text?
- B-9** Please tell us the single biggest strength and weakness of this chapter. If you are using a competing text, please indicate the biggest strength your text has over Johnson: *The Living World*, 5e, and indicate a strength that Johnson: *The Living World*, 5e has over your current text.

### **C. General Questions**

- C-1** Compare the writing style of Johnson: *The Living World*, 5e to your current text. Is the writing style appropriate to the course you are teaching? How would the authors' writing affect your students' ability to learn the material?

- C-2** Should the answers to review questions be provided to the student? If so, is it acceptable to provide them on the companion website or should they be in the text? Would you suggest the addition of any other end of chapter review materials?
- C-3** In one or two sentences, how would you describe Johnson: *The Living World*, 5e?
- C-4** What is the single most important thing we can do to improve this text in the next edition?

**D. Evaluation for adoption**

- D-1** On a scale of A-F, please rate Johnson: *The Living World*, 5e for each of the top three criteria you or your committee uses to evaluate textbooks.
- D-2** Based on the material you reviewed, do you think there would be any barriers to the committee adoption of this textbook? If so, please identify them specifically.
- D-3** How likely are you to adopt this textbook for your course, or recommend its adoption to your colleagues?

Thank you again for taking part in this project. I look forward to reading your comments.

Best regards,

Tamara Maury  
Introductory Biology  
McGraw-Hill Higher Education  
800-553-4920 ext. 2814  
tamara\_maury@mcgraw-hill.com