eText

Expanding a Locally Developed, Proven Online Textbook Service

John Tubbs & Glenda Morgan
• Author

Publishing

Delivery

Usage
Undergraduate Rhetoric Program at the University of Illinois

• 4000+ students/year

• 100+ instructors
Why do it?
Revenue
Custom Content
Price Control
What’s in it for the author?

• Intellectual Property can be maintained appropriately
  • Portability of publishing

• Revenue
  • Personal and Departmental
### This can be WIN/WIN/WIN for students, faculty/dept. and campus

<table>
<thead>
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<th>Title</th>
<th>Copyright</th>
<th>Publisher</th>
<th>Market</th>
<th>Price</th>
<th>Author Royalty</th>
<th>Revenue University</th>
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<td>Southern Illinois University Press</td>
<td>Scholarship</td>
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<td>8%</td>
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<td>Catherine Prendergast</td>
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<td>$40.00</td>
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Changing the Roles

Money Coming Back to Publishing Players with Author’s Intellectual Property in Tact

Before eText

After eText
• Author

Publishing

Delivery

Usage
“Do Less Than the Competition Intentionally”
Jason Fried, 37signals

make something that works
Books in Browsers

• ePub

• no reader application

• browsers are ubiquitous

• nearly zero platform issues

@craigmod
"The Simpler Page"

Three Presses.org
Arrangement

There is no one set way to structure an argument that will carry you through all disciplines in the university. But all the disciplines do want to see an argument. A list of sources, no matter how authoritative or credible, does not make a paper. Building an argument requires you not simply to marshal a body of evidence, but also, as Professor Anderson suggests, to make a forceful argument.
foster local authorship and content

accessibility at its core rather than an after thought

social learning tools

works for the individual and groups

allow for possibility of revenue stream
allow for possibility of revenue stream

foster local authorship and content

social learning tools
foster local authorship and content

University Archive and Library

topics of significance to our campus

allow for possibility of revenue stream

Reading and Writing Exercises

1. Finally, read the following photograph taken in September of 1957, located in the University Archives by Rhetoric 105 student Eleonora Kuzmanova during her research on accessibility at the U of I:

![Photograph](image-url)

Photograph by Creative Services | University of Illinois.

Begin by generating a list, in small groups, of the sorts of questions (as above) you might bring to this image in order to read it. Discern your reading approach. Once you've done that, individually, read and annotate the image, being sure to address the questions you came up with as a group. As a final step, compare your reading to the kinds of notes and questions raised by Kuzmanova, who was specifically interested in investigating how accessible the U of I has been over time to social learning tools rather than an afterthought.
foster local authorship and content

University Archive and Library

to topics that mean something to our campus

videos from Professors they will study with

accessibility at its core rather than an after thought

allow for possibility of revenue stream

social learning tools

works for the individual as well as groups
accessibility at its core rather than an after thought

good design benefits all

several tools and features

it's not just a good idea, it's the law

allow for possibility of revenue stream

foster local authorship and content

social learning tools works for the individual and groups
Rhetorical Principles and Argument Structure

Take a moment to look beyond the screen and think about us—yes, us, the authors. Why do we call us "us" and you "you"? Using the first-person form of address to refer to "us" and the second-person form of address to refer to "you" is a choice we made early on in this process. We could have used the third person, referring to us as "the authors" and to you as "students," but that seemed very impersonal. It also struck us as inaccurate. We hope to address you not only as students, but also as thinkers, budding researchers, members of the University of Illinois community, and people. Similarly, we think we are as much struggling writers as experienced authors as we write this ebook, because writing never gets any easier. In short we have made our decision about how to refer to ourselves and you by considering our purpose, you as an audience, and the tone we would like to create. Were we writing something different, we might have decided to avoid the first- and second-person forms of address altogether. It depends. And in this chapter we would like to discuss upon what it depends.

What we will not do is provide you with a list of stylistic "do's" and "don'ts" that you can take with you into every writing situation. Whether you can use "I" in a paper, whether you should or shouldn't use contractions, or whether you are allowed to boldly split an infinitive or end a sentence with a preposition are not matters we feel much confidence pontificating on. Different instructors tend to have different views on these matters, largely based on their own disciplinary training; your best strategy may be to ask your instructors for their preferences. For our part, our greatest concern is conveying to you that you do have choices when it comes to style. But we would also like to encourage you to base your choices on the salience of the issue you wish to address, the conventions of the discipline within which you might be writing, and the specific purpose for which you compose. Understanding the rhetorical principles that govern conventions in a given situation is often the best first step toward considering your stylistic options.

Think about the last time you wrote a text message or email that you wished you could have taken back the second you pressed "Send." What specific words that you wrote gave you that sinking feeling of remorse? Often it's those little words that betray some feeling we don't want others to know we have, whether they express resentment, overeagerness, or sarcasm. If you had a chance to take the message back and write it all over again (sorry, we've all been there), how would you have written it differently, and why? Odds are that before you wrote the initial message, you did not sufficiently think through your audience, the exact purpose of your message, or the message's timing.
allow for possibility of revenue stream
foster local authorship and content
accessibility at its core rather than an after thought
social learning tools
and groups work for the individual and groups
allow for possibility of revenue stream
foster local authorship and content accessibility at its core rather than an after thought
social learning tools works for the individual and groups
authoring

- plain text, HTML, ePub, Word
- images, charts, graphs, video
- if it works in HTML it works in eText
login to UIUC

prevents cheating
one less ID to remember
future integration with
campus tools
our best review
Why I am interested in eTexts

Glenda Morgan
The University of Illinois at Urbana-Champaign
6/7/2011
Three Major Issues

• Scholarly Communication
• Affordability
• Learning
Scholarly Communication
Learning
Affordability
Challenges of eTexts
Other Models
Indiana University's eTexts Initiative

Resources

Reports on Indiana University Pilot (two semesters)
- Use of Digital Course Materials - July 2010
- eTextbook Project Report - Spring 2010

Open Educational Materials (no cost)
- Connexions
- Flat World Knowledge
- MIT Open Courseware
- Open Courseware Consortium

Commercial Options for eTexts/Digital Educational Resources
- IU Bookstores
- Amazon.com
- Barnes & Noble
- Courseload
- CourseSmart
- Flat World Knowledge
- iTunes U

Video
Remarks to the Bloomington Faculty Council
November 2nd, 2010

PowerPoint
View VP for IT Brad Wheeler's PowerPoint presentations:
THE SCHOLARLY PUBLISHING OFFICE IS NOW MPUBLISHING

Since 2001, the Scholarly Publishing Office at the University of Michigan Library has been working with scholars to improve publishing. We have published a broad range of material of interest to scholars in many fields and partnered with scholars to design affordable and sustainable publishing solutions as we have created models of library-based publishing. Now the Scholarly Publishing Office is growing and changing as we define and develop MPublishing, the publishing division of the University Library. We will be updating our web presence in 2011 to reflect our new organization.

About SPO *

About MPublishing *

MPUBLISHING BLOG

May Serials (and more!) Round-Up
6/5/2011

May was a busy month—here’s what’s new at MPublishing: The second issue of the Trans-Asia Photography Review was published...

Four New digitalculturebooks Titles Now Available Online
5/24/2011

Four titles in our imprint, digitalculturebooks, have just been made available to view for free online through Creative Commons...

New Collaborations & Ideas: EDMs Inspire
Next Steps for UIUC?
Develop Local eTextbooks
To Achieve Your Instructional Goals

Thank You

John Tubbs
Glenda Morgan