



**MOR 545 (1.5 units.)
CORPORATE GOVERNANCE AND THE ROLE OF THE BOARD OF DIRECTORS
Fall 2015**

Wednesday: 6:30-9:30

Section 16693 Room JKP 102

Professor: Judith Blumenthal

Office: BRI 307H Bridge Hall

Office Phone: 213-740-0734

MOR Phone: 213-740-0728

E-mail: judith.blumenthal@marshall.usc.edu

Office Hours: W: 4:15- 5:15 and by appointment

INTRODUCTION AND COURSE OBJECTIVES:

Corporate governance is the overall system by which business corporations are directed and controlled. Corporate governance includes rights and responsibilities of various stakeholders (board of directors, managers, shareholders, and others) as well as rules and procedures for decision-making. *This course will focus on the roles and responsibilities of the Board of Directors and the key issues that boards face today.*

The board of directors is empowered with oversight responsibilities of the corporation, and is ultimately responsible for the corporation's strategy and performance, along with its compliance with laws, rules and customs in the society. Boards must achieve balance and alignment among external and internal factors, sustainability and risk considerations, and competitive behaviors. There are many challenges in achieving this balance, but ultimately, successful management of these disparate and often competing factors is the benchmark against which boards and entire corporate governance systems are evaluated.

Through its focus on the role of the board of directors, this course will inform your overall understanding of business. It will expand on the management perspective you have already gained in the MBA program and enable you to understand corporations from the larger perspective of those who hold ultimate responsibility for their direction. In doing so, it will help you at many stages throughout your career, as you assume increasing responsibility and have opportunities to prepare materials for boards, interact with boards, and eventually serve on boards.

Upon completing the course, students will be able to:

- Understand the foundations of corporate governance, and the role and perspective of the Board of Directors,
- Understand and identify problems associated with the interactions of the board, the CEO, and management, as well as shareholders, and other stakeholders of a corporation,
- Evaluate and analyze the governance of a company from the perspective of an investor, potential investor, or other stakeholder in the company,
- Prepare presentations for boards of directors,
- Serve as members of suitable boards (Several recent USC MBA students have already had director opportunities in private or not-for-profit organizations), and
- Apply analytical and critical thinking skills to complex board situations.

REQUIRED COURSE MATERIALS:

Required Textbook:

K. De Kluyver, *A Primer on Corporate Governance*, 2nd ed. (Business Expert Press, 2013) (deK) *This is a short paperback text that takes an executive perspective on corporate governance.*

Course Package:

Assigned cases and readings are available from the University Bookstore in both electronic and hard copy versions. Please see Appendix D of this syllabus for instructions on purchasing course pack.

(Please also see *Case Analysis Questions-- Appendix A of this syllabus-- and the Guides to Case Analysis and Article Analysis--appendices B and C of this syllabus-- for guidance on preparing cases and readings.*)

Ares: USC Electronic Library Reserves:

A few additional readings are available on the university electronic course reserves (ARES).

Blackboard (BB):

I use BB as my primary method of communicating with you. E-mails sent to the class originate from the Blackboard system, and will also be archived as Announcements on Blackboard. In addition to direct communications, you will also find other important materials posted to BB, including any syllabus updates, information about class sessions, including preparation requirements, additional required and supplemental reading, as well as news posts. You should check BB *daily* for any new information posted relevant to upcoming sessions.

It is your responsibility to insure that your e-mail address and account settings in Blackboard are correct for you to receive messages. Please insure that your BB account settings forward your messages to your preferred internet provider (IP) account such as your correct USC e-mail address, AOL, G-Mail, Hotmail, etc.

You can access BB by going through the "My Marshall" portal <http://mymarshall.usc.edu>. You will need your UNIX password.

Wall Street Journal: The daily Wall Street Journal is *highly recommended* for this class.

- To order the Wall Street Journal at the student discount price, use the following link: WSJ.com/studentoffer
- After you type in your payment and delivery information, you will need to provide School information. USC's zip code is: 90089. On the scroll bar, USC is listed as: U S THRN CAL LS ANG
- You will then scroll and select "referring professor."
- Subscription, print and online, will start very quickly.

Business Press:

In addition, you are expected to peruse the business press, seeking articles pertaining to the topics covered in the course, and particularly the topic you have chosen for your team report. This reading will enable you to contribute examples and applications.

Additional Materials:

Additional materials may be assigned during the semester, which may be posted electronically or require purchase at the USC Bookstore.

RESTRICTION: Online registration is open only to graduate business and accounting majors.

GRADING SUMMARY

The components of the final course grade will be weighted as follows:

Participation	15%
Quizzes	40%
Group Governance Paper	45%
Total	100%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a

mandated target, but on your performance. Historically, the average grade for this class is about A-/B+ (3.5).

Class Participation And The Classroom Environment

Case courses work well, and are enjoyable effective learning experiences, if everyone is an active productive participant. To encourage you to participate actively in class, I will call on people on both a random (involuntary) and a rotating voluntary basis, and class participation will provide a material portion of your grade. I do this for several reasons. First, it improves grading accuracy. I can learn a great deal from hearing you share your ideas over a series of classes. I keep track of participation.

But perhaps more importantly, grading class participation motivates class participation, and having highly interactive class sessions helps the learning process. Active class participation encourages students to be well prepared and thus to become active, rather than passive, learners. Participation provides students with the opportunity to gain from the experiences and talents of everyone in the class. And class participation helps students improve their oral communication skills. This is important because research shows that people in business tend to spend very little time reading and even less time writing reports. A great deal of managers' and other professionals' interactions with others are through oral communication.

Class participation evaluations will be based primarily on the quality of the contributions to our classroom discussions. To help you understand what I am looking for regarding class participation, I have listed below some questions I will try to answer in evaluating class participation:

- (1) Does the class member make points that are especially pertinent to the discussion? Do they increase the understanding of the class or are they simply a regurgitation of the problem or case facts?
- (2) Is there continuity in one's contribution from what has been said previously during class, or are the comments disjointed, isolated, or tangential? The best class contributions are those that reflect not only excellent preparation, but also good listening, interpretive and integrative skills.
- (3) Do the comments reflect a willingness to put forth new, challenging ideas or are they always agreeable and "safe"?
- (4) Is the participant able and willing to interact with others by asking questions, providing supportive comments or challenging **constructively** what has been said?

I will evaluate participation on an ordinal scale, the end points of which can be described as follows:

Outstanding Contributor: This person's contributions reflect exceptional preparation, and the ideas offered are always substantive and provide major insights and direction for the class. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

Unsatisfactory Contributor: This person may be absent from class or someone who rarely participates in class discussion. Alternatively, this person's contribution in class reflects inadequate preparation and/or understanding. Ideas offered are not substantive and provide few, if any, insights and rarely or never a constructive direction for the class. Integrative comments and effective arguments are absent. Class comments are either obvious, isolated from the main discussion, or confusing to the class.

While attendance per se is not graded, you cannot contribute to your participation grade without being in class. There are no excused absences. You are accountable for your active participation in each class session. Habitual lateness and/or leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. I expect professionalism in this respect. Please notify me by email of any unavoidable absences in advance. Also, if an emergency has prevented you from thorough preparation in a particular class, please let me know in advance to spare us both the embarrassment of my calling on you.

Finally, a few words about classroom etiquette: An atmosphere of *mutual respect* is in order. So please...

- arrive at class on time: late arrivals are disruptive to your fellow classmates and to the conduct of the class;
- turn off your cell phones before you enter the classroom;
- do not engage in side conversations during class;
- do not pack up and leave towards the end of the class until it is clear the class is over.

Quizzes

Several short quizzes will be given at the beginning of class, covering material from the previous class. No make-up quizzes will be given, although I may drop the lowest quiz grade.

Group Paper: Governance Issue

A final group paper will be due the last day of class. Your group will write a paper based on a governance issue related to a class topic. Allowable group sizes will depend on the total class size. I will announce group size range in the second week of class.

Teams should be finalized (and emailed to me) by the end of the second week of class, and topics must be submitted for approval no later than the third week. Every group must clear its topic with me and receive approval. NOTE: Your topic will need to be related to a topic covered by the class. Select a topic that interests you!

You can use a current governance situation in the news for your paper. Alternatively, you could select a governance topic that you wish to explore in greater depth. Another possibility is to examine some current trend(s) in governance or a recent change in policy that may impact corporate governance, and see what impact it is likely to have going forward. I will be interested the relevance and clarify your coverage, and particularly in the depth of your analysis. I expect you to apply frameworks we have studied in class.

Papers will be turned in on the last day of class, and also provided to me electronically within 24 hours. No formal presentations will be made in class, but you can expect to be called upon to give the class a short description of your paper. NOTE: Papers are due at the beginning of the last class. Points will be deducted if this deadline is missed.

Maximum length will be 3000 words, plus a one –page executive summary. You may include up to five appendices. Appendices must support and be referenced in the body of your report. Use headings, sub-headings, etc. to help the reader follow your discussion and analysis. Bibliographic references must be provided, using APA form.

Papers must be typed on plain white 8 ½ x 11” paper in 11 or 12-point font with one-inch margins around the page. All text material (not tables or references) must be double-spaced. Papers must include a cover page with assignment title, course title and number, section number, and, each team member’s name with e-mail address. All pages, including appendices and references, must be numbered. Papers should be fastened with a staple in the upper left corner—no folders please. No creative formatting!

Additional information will be provided in class.

ADDITIONAL MARSHALL POLICIES

Technology policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by me. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, i-Pads, and i-Pods) must be completely turned off during class time. Upon request, you must comply and put your device on the

table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by me. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

No Recording and Copyright Notice

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Bb or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students with disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Academic conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

Support Systems

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Emergency preparedness/Course continuity

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. This

preparation will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

ABOUT YOUR PROFESSOR

Judith Blumenthal has published, taught, and consulted in the areas of: strategic management; corporate governance; organizational design, development and leadership; strategic alliances; and the management of retail and services firms. She has also served as a senior corporate executive and a university administrator. Dr. Blumenthal was Associate Dean of the Marshall School of Business (January 1996 through March 2000) and USC's Chief Alumni Officer and Executive Director of the USC Alumni Association (April 2000 through June 2006).

She currently serves on the Board of Directors of the California Council on Economic Education, where she has been Chair of the Board Affairs Committee and a member of the Executive Committee. She is also a member of the USC Radio (KUSC) Advisory Board. She was a member of the Board of Directors of Guess? Inc. (2007 to 2013) and also served as Chair of the Nominating and Governance Committee and a member the Audit and Compensation Committee. She previously served as a member the Community Advisors for the Natural History Museum of Los Angeles County, a member of USC Alumni Association Board of Governors, and a member of the Board of Directors of the Council for Advancement and Support of Education (CASE), District VII. She is a member of Women Corporate Directors.

Judith Blumenthal received her bachelor's degree in English from Hunter College of the University of New York, and her M.B.A. and Ph.D. degrees in Business Administration from USC.

COURSE SCHEDULE						
Cl	D	Date	Topics <i>Class Activities</i>	Text (deK)	Assigned Readings CP=case packet; BB=Blackboard; ARES=library electronic reserves	Assigned Cases (in CP)
Course Introduction: The Corporation, Accountability, and the Board of Directors						
1	W	8/26	Course Introduction The Governance Problem and Role of the Board; Board Composition <i>Lecture/Discussion</i> Decision to Join to Board <i>Case Analysis: Jonathan Elderslie</i>	deK: Ch.1-3	ARES: The director's dilemma: What's my job?	CP: Jonathan Elderslie and the Board Decision
2	W	9/2	The Corporation and Corporate Governance: Purpose/Structure/Powers <i>Lecture/Discussion</i> An Effective Board <i>Case Analysis: CCL</i>		ARES: Report on the task force of the ABA section on business law corporate governance (skim) ARES: Berkshire Hathaway Annual Report (excerpt)	CP: CCL Industries
Board Responsibilities and Board Performance						
3	W	9/9	CEO selection, evaluation, succession compensation. <i>Case Analysis: Al Dunlap</i>	deK: 5,8	ARES: Boards that Deliver, CEO Compensation	CP: Al Dunlap at Sunbeam
4	W	9/16	Oversight, compliance and risk management <i>Lecture/Discussion</i> <i>Case Analysis: Why didn't we know?</i> <i>Case Analysis: Baker-Hughes</i>	deK: 6	CP :Building better boards CP Leading from the boardroom.	CP: Why didn't we know? CP: Baker Hughes: Foreign Corrupt Practices Act
5	W	9/23	The Board's Role in Strategy Enron Corporation How could this have happened? <i>Case Discussion: Enron</i>	deK: 7		CP: Enron Corp.
6	W	9/30	Governance Reforms Recovering from Governance Failure Building High-Performing Boards <i>Case Discussion: Worldcom</i>	deK: Ch. 4, 10	CP: The boardroom's quiet revolution CP: What makes great boards great?	CP: Restoring Trust at Worldcom
Shareholders, Activists, and the Market for Corporate Control						
Course Wrap-up						
7	W	10/7	-Shareholders: Who They Are: What They Want; How They Try to Get It The Market for Corporate Control Special Topics (Student Interests) <i>Lecture/Discussion</i> <i>Student Presentations</i> Course wrap-up Student Papers Due Peer Evaluations Due (Appendix E)	deK:Ch.9	BB: Current articles, TBA	

deK: (on Blackboard) De Kluyver, *A Primer on Corporate Governance*, 2nd ed. (Business Expert Press, 2013)

CP: Course packet

ARES: Electronic library resources

BB: Blackboard

APPENDIX A
CASE ASSIGNMENT QUESTIONS

Jonathon Elderslie and the Board Decision

1. What attitudes toward corporate governance are revealed in the comments made to Jonathon Elderslie by his friend, Jerome Haskins, as well as in Elderslie's own experience as an executive reporting to a board?
2. Do you think these attitudes are widespread or confined to few directors?
3. To the extent that these attitudes exist, what needs to change to create more effective corporate governance?
4. What questions should Elderslie be asking before deciding to take on a directorship?

CCL Industries

1. Analyse the development of the CCL board.
2. Identify problems that could have arisen under the various board structures.
3. If you were consulting to CCL management, what recommendations would you make to improve the effectiveness of the CCL board?

Al Dunlap at Sunbeam

1. Do you agree with Dunlap's view of shareholder primacy (see page 3)?
2. What are the strengths and weaknesses of Dunlap's compensation package? What type(s) of behavior did it motivate?
3. Was the second compensation package well-structured?
4. Did the board make the right decision in firing Dunlap? Is this an example of effective or poor corporate governance?

Why didn't we know?

1. How should Galvatrens strengthen its system for uncovering misconduct?
2. What roles should the board and management play?

Baker Hughes: Foreign Corrupt Practices Act

1. What actions were taken by Baker Hughes in response to the company's being accused of violating the Foreign Corrupt Practices Act (FCPA)?
2. Were the changes adequate and appropriate to address the current situation and prevent future violations? Explain.
3. Would you describe the situation at Baker Hughes as a corporate governance issue? Explain.

Enron Corp.

1. What was the nature of the corporate financial reporting failures in this case?
2. What allow these things to occur?
3. Was Enron an anomaly? Explain.
4. What, if anything, could have been done to prevent a case such as Enron's?
5. What changes are in place today to prevent such a failure? How effective are these likely to be? Explain.

Restoring Trust at Worldcom

1. What are the three or four central objectives that Breedon hopes to achieve with the proposals in "Restoring Trust"?
2. Will these proposals be effective in preventing another WorldCom or will they devolve into a checklist?
3. Are Breedon's recommendations aimed at avoiding major misconduct or at improving firm performance?
4. Which of the five possible board models is ideal from the perspective of Capellas, the newly appointed CEO? From the perspective of a prospective board member? Which will be encouraged by Breedon's proposals?
5. Would you sign the Undertaking and Pledge as Capellas did? As the CEO of any public company? As a prospective director? Employee?

APPENDIX B

GUIDE TO CASE ANALYSIS

PURPOSE

Case analysis helps students to develop the kinds of skills that are essential to success in business organizations: identification and analysis of complex business problems, application of judgment in developing solutions, interactive problem-solving, and persuasive presentation of conclusions.

THE NATURE OF BUSINESS CASES

Business cases are detailed descriptions of real company situations in which management is confronted with important issues or problems. Students are required to (1) identify problems or key issues that management needs to address, (2) assemble relevant data, (3) perform appropriate analysis and evaluation, and (4) propose an action plan and a set of recommendations that address the issues identified. Cases contain a rich variety of data, including company background and performance, environmental forces, and points of view of key decision makers. Not unlike real world situations, cases will not contain all the data you would like. Your challenge is to do the best job you can with the information available.

HOW TO APPROACH A CASE

A. GETTING THE LAY OF THE LAND

1. Read the case quickly to get a sense of layout and form preliminary hypotheses about major issues. Initial impressions can be revised, but this groundwork will provide structure and direction for a more in-depth reading.
2. Read assignment questions and think about where in the case you might discover answers. Assignment questions are provided to help guide your analysis.
3. Reread the case carefully, annotating, highlighting, and distinguishing important information, omissions, and questions.
 - a. Take notes that sort information, facts, and observations under a number of relevant headings.
 - b. Try to formulate theories or hypotheses about what is going on as you read ("the company's exposure to xyz risk as increased as it has..."), modifying or rejecting them as new information surfaces.

B. IDENTIFICATION OF PROBLEMS/ISSUES AND ANALYSIS QUESTIONS

1. Now decide what the action issues really are. These are the one or two *key* issues and problems that your in-depth analysis will address. Remember, every issue in the case will not rise to the level of a key issue. The true underlying problems/key issues will become further clarified as you gain greater insight through analyses and additional review of the case.
2. Decide exactly what you have to analyze in order to solve the key issues you have identified. Asking focused analysis questions will provide direction on where and how to spend your time. Remember, ask questions whose answers will inform what action needs to be taken.

C. PERFORM ANALYSES

1. Perform quantitative and qualitative analyses to answer the questions you have identified. You will apply *appropriate* concepts and models in this section. This is not a "dump" of all models you know, but rather an opportunity to apply particular concepts, models, and analytical tools that will enable you to gain insight and advance your analysis. Your objective is to get beyond the level of problem symptoms to analyze underlying issues and causes.

You will support your analysis with case data and any well-informed assumptions you make about necessary but missing information. Be sure to distinguish between factual data from the case, opinions of actors in the case, and assumptions you make. **Use only information that was available at the time the case ends.**

2. Integrate the findings of your analysis. Formulate an analytical synthesis which clarifies the critical issues.

D. ACTION PLANNING

1. Alternatives

Identify and evaluate alternative courses of action. Alternatives must address the issues you have identified and follow logically from your analysis. You will explicitly consider and reject various alternatives, based on criteria you identify as most important. Some alternatives may not be effective in addressing the issues you identified, others may cause more problems than they solve or cost more than they are worth, others may not be feasible or acceptable to management (solutions should be compatible with the values and preferences of management and those who will implement them). In formulating alternatives, avoid cop-outs such as: "Hire a new president who can solve the problem," or "Hire a management consultant to solve the problem."

2. Recommendations

Based on your evaluation of alternatives, decide on a course of action. You will develop a plan by which the desired action may be achieved or implemented within the constraints encountered in the situation.

E. PREPARE NOTES FOR CLASS DISCUSSION

APPENDIX C **GUIDE TO ARTICLE ANALYSIS**

The following set of questions is provided to guide your analysis of the readings assigned this semester. Please use this guide to structure your article analyses.

1. What is the purpose or objective of this article? (To challenge or debunk a well-accepted view; to contribute to a body of theoretical work; to explain a puzzling exception; to update theory in response to current phenomena; etc.)
2. What is the article's basic argument/thesis? Its major findings/ conclusions?
3. What is the nature of evidence presented in support of the argument/ thesis? (Impressionistic, theoretical, empirical, etc.) Are the conclusions well supported?
4. Are there important assumptions, assertions, values, or biases that the author expects us to accept without support? Are these explicit or implicit?
5. How does this article contribute to your overall understanding of the subject? How does it relate to other articles you have read and to your own knowledge and experience?
6. How useful is the article for practicing managers?
7. Does the article leave you with any remaining problems or concerns?

APPENDIX D

Directions to Purchase Course Materials

NOTE: Please be sure you are permanently enrolled in the class before purchasing.
There are **NO REFUNDS** on course readers.

To purchase your course reader online, please follow these instructions:

- Go to https://www.universitycustompublishing.com/catalog/login.php?school_id=1
- Click on “Place an order”
- If you are a new customer, click Continue and fill out the required information
- If you are a returning customer, log-in with your E-mail address and password and click Sign-in
- Once on the main page, select the term and click on the DEPT from the “AREAS” section

OPTIONS:

- Purchase EZ-Link, EZ-Digital Reader, or EZ-Hard Copy Reader (all options may not be available)
 - **EZ-Link** – Students receive links to articles that are available through the USC Libraries Electronic Resources and a PDF file for any reading that does not have a link. Students then can print the readings or read them online.
 - **EZ-Digital Reader** – Students download a PDF of all the course reader readings for the course.
 - **EZ-Hard Copy Reader** is a spiral bound collection of the printed articles for the course. If you choose this option, you will also be given access to download a PDF file so that you will have access to your materials for the first 15% of the reader. This will ensure that you can start reading your material while your reader is being shipped.
- Click “Buy Now!”
- Click “Add to Cart”
- Verify your contents and click “Checkout”
- Choose your preferred method if purchasing an EZ-Reader: Home Delivery, Express Saver, 2 Day Air, or Pickup, in which we will hold it for you at the bookstore and notify you when it’s ready to be picked up.
- Fill in your credit card information; if your billing address is different from your mailing address, click on “Change Address”; click on “Continue”
- To view your purchase, click on “My Account”
- To start downloading your content, click on the corresponding red Adobe icon, where you will be able to download, view, save, and print your material.

****Keep the following in mind****

- Each time you download a file, you will be instructed to input your password.
- It is advised to save each file on your computer

If you need further assistance or have any questions, please contact us at
800.934.9313 or info@ucpreaders.com

APPENDIX E
PEER EVALUATION

This form must be completed and submitted to me on the last day of class. Aggregate results may cause me to adjust individual grades for team projects up or down. Please consider overall contribution of team members to all team assignments, taking into account the following:

Preparation: Rate the extent to which the member contributed to development of the assignment and the research.

Input: Rate the extent to which the member provided valuable input of ideas towards the team's work.

Diligence: Rate the extent to which the member took on the necessary roles to complete the team's work, his or her timeliness in completing and distributing work, and the quality of the work performed.

Facilitation: Rate the extent to which the member helped the team maintain a positive climate and work together effectively.

Learning: Rate the extent to which the member contributed to your own learning through the team's work together.

Please follow directions carefully!

Allocate 100 points across all the members of your team *apart from yourself* to reflect your assessment of their individual contributions to the team effort. I will treat your assessments as confidential.

Your name: _____

Course name: _____ Date form completed _____

Course number: _____ Section number: _____

Group #: _____

Team-member name:	Contribution %:	Comments
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
Total:	100%	

General Comments (Use additional page if necessary):
