



**Inter L&S 145**  
**Credits:** 1 Credit

**Course Designations and Attributes**  
Elementary

**Meeting Time and Location**  
4-week Online course

**Instructional Mode**  
All online

**How Credit Hours are met by the Course**

The credit standard for this course is met by an expectation of a total of 45 hours of student engagement with the course learning activities, which include online lessons, quizzes, and other student work as described in the syllabus.

**INSTRUCTORS AND TEACHING ASSISTANTS**

**Instructor:** Professor Leonora Neville

**Office Hours:** Fridays 9-10 am, Central Time, or Professor Neville to set up an appointment

**Instructor Email:** [leonora.neville@wisc.edu](mailto:leonora.neville@wisc.edu)

**OFFICIAL COURSE DESCRIPTION**

**Course Description**

*How to Succeed in College* introduces students to current research on learning and guides them in applying that knowledge to their own academic experience and course work. The course will cover research and its practical application in the areas of study skills, time management, academic writing, motivation, and self-direction. The course will equip students with strong foundational skills to succeed at a higher education institution.

**Requisites**

None

**Enrollment Information:**

This course may be taken concurrently with other college classes and assignments given in other classes can be used as the basis for completing some of the assignments of this class. For example, an exercise in evaluating reading speed can be completed with readings assigned in other classes. The course also may be taken by itself using only assignments integral to the course.

## LEARNING OUTCOMES

Students who complete this course will:

- Articulate and practice self-regulated learning
- Interpret rubrics, assignments, and feedback accurately
- Describe and use effective strategies for college-level knowledge acquisition
- Articulate and practice introductory college-level skills used in writing academic papers and reports
- Identify necessary steps to undertake long-term projects, and develop actionable plans to ensure that projects are completed on time and accurately

## GRADING

This course contains 20 online lessons each ending with an online quiz and a learning activity.

Each quiz may be taken five times. The highest score is counted. The average of all quizzes is worth 60% of the total grade.

All learning activities are graded as passing with 100% credit or failing with 0% credit. All learning activities may be rewritten until they pass. The average of all learning activities is 40% of the total grade.

As a one credit class, this course should take no more than 45 hours. Students should budget two hours to complete each lesson, with its quiz and learning activity, and an additional five hours over the course of the term for organization, processing feedback, and participating in online discussions.

## COURSE STRUCTURE

Course materials presented by the instructor are captured in a series of videos, readings, and exercises, all of which must be watched and completed in the appropriate sequence before the student can access the final quiz.

Each week will have an online forum in which students may ask questions and discuss the lesson and its activities amongst themselves and with the instructor. There will be regular online office-hours for one-on-one conversations with students. Students whose progress is not on track for successful completion will be contacted to discuss progress and develop plans for improvement.

## LESSONS AND LEARNING ACTIVITIES

### 1. Lessons & Learning Activities

<b>Module</b>	<b>Lesson</b>	<b>Due Date</b>
Self-Regulation	1 Self-regulation & Bloom's Taxonomy of Learning	First Sunday
Self-Regulation	2 Imposterism & Growth Mindset	First Sunday
Self-Regulation	3 Motivation I: Understanding your Brain	First Sunday

Self-Regulation	4 Motivation II: Expectations, Value, & Environment	First Sunday
Self-Regulation	5 Time Management	First Sunday
Self-Regulation	6 Understanding & using Feedback	Second Sunday
Self-Regulation	7 Mentors, Peers, & Supporters	Second Sunday
Knowledge Acquisition	8 Prior Knowledge	Second Sunday
Knowledge Acquisition	9 Retrieval Practice & the Spacing Effect	Second Sunday
Knowledge Acquisition	10 Interleaved Practice & Transfer	Second Sunday
Knowledge Acquisition	11 Active Reading & Elaboration	Third Sunday
Knowledge Acquisition	12 Concept Mapping & Memory Cues	Third Sunday
Knowledge Acquisition	13 Reflection & Introspection	Third Sunday
Knowledge Acquisition	14 The Learning Cycle	Third Sunday
Academic Production	15 Understanding College Writing Assignments	Third Sunday
Academic Production	16 Writing Argument and Review Papers	Fourth Sunday
Academic Production	17 Paper Structure, Rhetoric, & Tools	Fourth Sunday
Academic Production	18 Citations and Avoiding Plagiarism	Fourth Sunday
Academic Production	19 Project planning	Fourth Sunday
Academic Production	20 Successful Presentations	Fourth Sunday

## **RULES, RIGHTS & RESPONSIBILITIES**

- See the Guide's [Rules, Rights and Responsibilities](#)

## **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of

misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## **STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)**

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

## **UW-MADISON [BADGER PLEDGE](#)**

## **UW-MADISON [FACE COVERING GUIDELINES](#)**

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

### **Face Coverings During In-person Instruction Statement (COVID-19)**

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

## **QUARANTINE OR ISOLATION DUE TO COVID-19**

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

## **COURSE EVALUATIONS**

## Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

## ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

## ACADEMIC INTEGRITY STATEMENT

*Instructors should discuss academic integrity with students early and often. For suggested ways to engage students in these discussions, see the College of Letters and Science [Remote Teaching Toolkit](#).*

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

## DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.