



**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:** Thursdays 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.

## **COURSE WEBSITE & LEARNING MANAGEMENT SYSTEM**

This course will be taught via Canvas at: <https://canvas.wisc.edu/courses/244285>

## **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.

## **REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS**

None

## **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

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.

## **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**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student 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.

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**

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.