Online Academic Success
APP0750

Course Description
The goal of the Online Academic Success course is to help students master their ability to study, learn, and retain information in a way that best fits their learning style. Students will discover their learning style, learn how to use time effectively, learn study skills, learn tips for taking better notes and learn how to be a successful online student.

Rationale
The middle school Online Academic Success course offers students lessons in how to get organized and manage their academic stress. They will also learn how to have confidence in their personal preparation time for tests and quizzes, which will in turn maximize their potential for success in middle school, high school and beyond.

Prerequisite
None

Measurable Learning Outcomes
A. The student will explain different learning styles and identify his/her learning preference.
B. The student will use and explain the different methods of note taking.
C. The student will use strategies to engage with text based materials and how to evaluate different types of text.
D. The student will build reading comprehension while reading for speed.
E. The student will use strategies for studying in an online environment.
F. The student will use strategies for active learning in his/her online course.
G. Use strategies to build memory.

Course Materials
See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution,
LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Scripture Attribution

- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible.
- Sixth grade is a “transition” grade in which both NIrV® and ESV are used as students are introduced to the ESV translation.

Course Grading Policies

The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
</tr>
<tr>
<td>F 0-59%</td>
<td></td>
</tr>
</tbody>
</table>

In order for students to receive credit for a course, the following conditions have to be met:

1. All semester exams and module tests have to be completed,
2. All Tier 3 projects or papers have to be completed, and
3. Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course, 5 zeros for blank submissions in a semester course, and 3 zeros for blank submissions in a quarter course.

Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.
Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2. W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson**: Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment**: Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz**: Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test**: Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy
Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson**: Students are automatically permitted two attempts on a Lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment**: Students should do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz**: Students may NOT resubmit for an increased grade.

- **Test**: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his
or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons**: A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment**: The student must redo his or her work; however, the student may retain his or her original grade.

- **1st Offense**:
  - **Lesson, Quiz, or Test**: The student will receive a 0% on the entire assessment.
  - **Assignment**: The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%

- **2nd Offense**: The student will receive a 0% and be placed on academic probation.

- **3rd Offense**: The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

**Materials Selection Policy**

LUOA curates educational materials that are consistent with the school’s philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
• Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian value.

Department chairs have approved required educational materials for students.
Scope and Sequence
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Module 1:
Week 1: Learning Styles
Week 2: Get Organized!
Week 3: Learning Online
Week 4: Time Management

Module 2:
Week 5: Note-taking Strategies
Week 6: Note-taking Strategies cont.
Week 7: Note-taking Strategies cont.
Week 8: Note-taking Strategies cont.

Module 3:
Week 9: Study Skills
Week 10: Summarizing Strategies
Week 11: Reading Comprehension Tips

Module 4:
Week 12: Critical Thinking
Week 13: Memory Devices
Week 14: Mind Mapping

Module 5:
Week 15: Overcoming Test Anxiety
Week 16: Online Safety
Week 17: Internet Research
Week 18: Finishing Up!