

ENTRY A – DIGITAL PORTFOLIO INTERVIEW PROJECT
MEDIA ANALYSIS PROJECT

In order to maximize the Academy student's competitive edge in preparation for post-secondary study, the Media Analysis Project is bolstered by the following university-level learning standards:

Inter-segmental Committee of Academic Senates: Statement of Competencies

Released by the University of California system in 2002, this collection of standards identifies skills, attitudes and habits deemed crucial for successful post-secondary study but nevertheless excluded from many state standards for high school education.

PLEASE NOTE: THE FOLLOWING STANDARDS ARE INCLUDED FOR RESEARCH AND PEDAGOGICAL PURPOSES ONLY. STUDENTS, PARENTS AND PORTFOLIO INTERVIEW PANELISTS ARE INVITED BUT NOT REQUIRED TO PERUSE THIS DOCUMENT

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES: STATEMENT OF COMPETENCIES

ACADEMIC LITERACY & CRITICAL THINKING

Students entering colleges and universities will be expected to:

1. sustain and express intellectual curiosity
2. experiment with new ideas
3. generate hypotheses
4. identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audiences
5. read skeptically
6. prepare and ask provocative questions
7. challenge their own beliefs
8. postpone judgment and tolerate ambiguity
9. respect facts and information in situations where feelings and intuitions often prevail
10. compare and contrast own ideas with others'
11. interrogate own beliefs
12. sustain and support arguments with evidence
13. embrace the value of research to explore new ideas through reading and writing
14. enjoy the exchange of ideas
15. meet deadlines for assignments
16. demonstrate initiative and develop ownership of their education
17. gain attention appropriately
18. engage in self-advocacy

THE READING / WRITING CONNECTION

Students entering colleges and universities are expected to:

1. relate prior knowledge and experience to new information

2. make connections to related topics or information
3. use vocabulary appropriate to college-level work and the discipline
4. analyze information and argument

5. retain the information read
6. synthesize information from assigned reading
7. identify appeals made to reader
8. understand “rules” of various genres
9. relate prior knowledge and experience to new information
10. identify appeals made to the reader [pathos, logos, ethos]
11. have patience

LISTENING & SPEAKING COMPETENCIES IN ACADEMIC SETTINGS

Students entering colleges and universities will be expected to demonstrate these listening strategies:

1. identify emotional appeals
2. produce comprehensible speech
3. use the vocabulary of the discipline
4. attend to and understand directions for assignments

Students entering colleges and universities will be expected to demonstrate these speaking strategies:

1. engage in intellectual discussions and the serious interrogation of diverse views
2. ask questions for clarification
3. employ transitional language to show how various ideas are related

TECHNOLOGY COMPETENCIES

Students entering college are expected to be able to do the following:

1. navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov)
2. use search engines effectively
3. evaluate material found on the Web, including the authenticity of the Website and the author, and the validity of the material
4. know how to cite Internet sources
5. know what constitutes plagiarism and how to avoid it when using the Internet