

ENTRY C – DIGITAL PORTFOLIO INTERVIEW PROJECT
UNIVERSITY-LEVEL RESEARCH PAPER PROJECT

In order to maximize the Academy student's competitive edge in preparation for post-secondary study, the University-Level Research Paper 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. synthesize multiple ideas into a theory
5. identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audiences
6. read skeptically
7. prepare and ask provocative questions
8. challenge their own beliefs
9. engage in intellectual discussions
10. manifest interest in and exhibit respect for others' diverse views
11. postpone judgment and tolerate ambiguity
12. respect principles as well as observations and experiences
13. respect facts and information in situations where feelings and intuitions often prevail
14. compare and contrast own ideas with others'
15. interrogate own beliefs
16. sustain and support arguments with evidence
17. embrace the value of research to explore new ideas through reading and writing
18. enjoy the exchange of ideas
19. work collaboratively on reading and writing
20. meet deadlines for assignments
21. demonstrate initiative and develop ownership of their education

22. exercise the stamina and persistence to pursue difficult subjects and tasks
23. work collaboratively with others
24. be attentive in class

THE READING / WRITING CONNECTION

Students entering colleges and universities are expected to:

1. read texts of complexity without instruction and guidance
2. summarize information
3. relate prior knowledge and experience to new information
4. make connections to related topics or information
5. synthesize information in discussion and written assignments
6. synthesize information from reading and incorporate it into a writing assignment
7. argue with the text
8. anticipate where an argument or narrative is heading
9. suspend information while searching for answers to self-generated questions
10. read a variety of texts, including news articles, textbooks, essays, research of others, internet resources
11. read texts of complexity without instruction and guidance
12. use vocabulary appropriate to college-level work and the discipline
13. summarize information
14. summarize reading
15. analyze information and argument
16. retain the information read
17. identify the main idea of a text
18. determine major and subordinate ideas in passages
19. synthesize information from assigned reading
20. synthesize information from reading and incorporate it into a writing assignment
21. identify appeals made to reader
22. use the title of the article/essay/text as an indication of what will come
23. predict the intention of the author from extra-textual cues
24. understand “rules” of various genres
25. retain versatility in reading various forms of organization—both essay and paragraph
26. read texts of complexity without instruction and guidance
27. decipher the meaning of vocabulary from the context
28. have strategies for reading convoluted sentences
29. reread (either parts or whole) for clarity
30. identify the evidence which supports, confutes, or contradicts a thesis

31. argue with the text
32. retain information while seeking answers to self-generated questions
33. understand separate ideas and then be able to see how these ideas form a whole
34. read with awareness of self and others
35. anticipate the direction of an argument or narrative
36. suspend information while searching for answers to self-generated questions
37. relate prior knowledge and experience to new information
38. make connections to related topics or information
identify appeals made to the reader [pathos, logos, ethos]
39. have patience

WRITING COMPETENCIES

Students entering colleges and universities will be expected to demonstrate these features of writing:

1. Invention

- a. generate ideas for writing by using texts in addition to past experience or observations
- b. duly consider audience, purpose
- c. participate in recursive prewriting process
- d. develop main point or thesis

2. Arrangement

- a. develop thesis convincingly with well-chosen examples
- b. reasons, and logic
- c. organize information
- d. structure writing so that it is clearly organized, logically developed, and coherent
- e. structure writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues
- f. use revision techniques to improve focus, support, and organization

3. Style/Expression

- a. vary sentence structures and word choice as appropriate for audience and purpose
- b. edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions

Students will be assigned writing tasks that require them to do the following:

1. write to discover and learn new ideas
2. critically analyze or evaluate the ideas or arguments of others' writing
3. summarize ideas and/or information contained in a text

4. write well-organized, well-developed essays
5. synthesize ideas from several sources
6. provide factual descriptions
7. report facts or narrate events
8. conduct college-level research to develop and support their own opinions and conclusions
9. use the library catalog and the Internet to locate relevant sources
10. critically assess the authority and value of research materials that have been located
11. correctly document research materials to avoid plagiarism

LISTENING & SPEAKING COMPETENCIES IN ACADEMIC SETTINGS

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

1. listen and simultaneously take notes
2. identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis
3. retain information
4. participate in class discussions

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

1. ask clearly framed and articulated questions
2. engage in intellectual discussions and the serious interrogation of diverse views
3. ask questions for clarification
4. contribute to class discussions
5. 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. type
2. use word-processing software to cut, paste, and format text; spell-check; and save and move files
3. navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov)
4. use search engines effectively
5. evaluate material found on the Web, including the authenticity of the Website and the author, and the validity of the material
6. know how to cite Internet sources
7. know what constitutes plagiarism and how to avoid it when using the Internet

In addition, while not yet considered essential, the desirable competencies listed below will enable a student to pursue greater success:

1. submit drafts and papers electronically
2. use electronic handbooks or references
3. join a class listserv, a threaded discussion, or mailing list