**Metropolitan State College of Denver**  
**General Studies: Arts and Humanities Course Selection Criteria**

The purpose of this table is to assist faculty in preparation of General Studies designation form. The criteria described here and weights associated with each Student Learning Outcome are particular to this General Studies Category.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO):</th>
<th>Specific possible ways the course addresses the outcomes:</th>
<th>Potential data sources that demonstrate that the course addresses the SLOs:</th>
<th>Minimum percent of student time and/or course content and/or grading to meet the student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some SLOs are associated with more than one category and the emphasis may differ across categories.</td>
<td>The examples provided in this column are for illustrative purposes only. They are not intended to be exhaustive of all possibilities.</td>
<td>The examples provided in this column are representative of the range of potential data sources which may be used. Details related to the proposed course should be referenced in the course request form.</td>
<td>Since some activities may meet more than one SLO, the sum of the percentages may be greater than 100%.</td>
</tr>
</tbody>
</table>

| 2. Demonstrate the ability to locate sources when information is needed and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose. | Student is able to select appropriate primary or secondary sources: examples include interviews, observations, journal articles, websites, or any other activity that indicates a student’s ability to do independent investigation of an issue. Student is able to evaluate the credibility of sources: examples include reflection within the assignment itself or peer-group review. | • Written assignments  
• Assigned papers or other writing projects  
• Discussions/lectures  
• Course Readings  
• Examinations  
• Oral presentations | 10% |

| 3. Create persuasive and well-reasoned arguments that are appropriate to topic and purpose. | A student is able to write or create for an oral presentation a thesis statement and support the claims made therein. | • Written assignments  
• Assigned papers or other writing projects  
• Discussions/lectures  
• Course Readings  
• Examinations  
• Oral Presentations | 10% |
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| 5. Communicate in writing with an awareness of audience by using language conventions appropriate to the occasion and task. | A student is able to appropriate and use academic language through formal papers, is able to write reflective pieces in the language of the discipline, or creative pieces appropriate to the discipline. | • Written assignments  
• Assigned papers or other writing projects  
• Discussions/lectures  
• Course Readings  
• Examinations | 10% |
|---|---|---|---|
| 12. Identify important examples of texts, creative works, artifacts, or problems in the discipline including the cultural context. | A student is able to answer test questions that ask for identifications and provide a cultural context, create a paper or presentation that makes such an identification supported by knowledge of the cultural contexts. | • Written assignments  
• Assigned papers or other writing projects  
• Discussions/lectures  
• Course Readings  
• Examinations | 20% |
| 13. Analyze text(s), artifact(s), or problem(s) using a point of view informed by the critical or aesthetic perspectives appropriate to the discipline. | A student is able to create and develop an analysis of a text, artifact, or problem by applying a critical or aesthetic approach appropriate to the discipline. | • Written assignments  
• Assigned papers or other writing projects  
• Discussions/lectures  
• Course Readings  
• Examinations | 20% |