# Metropolitan State College of Denver
## General Studies: Oral Communication Course Selection Criteria

The purpose of this table is to assist faculty in preparation of General Studies designation forms. 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>
</table>
| 1. Demonstrate effective use of *technologies* appropriate to the task and discipline | Students will enhance their oral presentations through appropriate use of technology. Examples include:  
  - Powerpoint slides to support a presentation  
  - Use of opaque projector  
Students will use technology as a research tool. Examples include:  
  - Search for electronic sources appropriate to the purpose or topic |  
  - Oral presentations assessed by grading rubric.  
  - Peer evaluations  
  - Cumulative content exams | Since some activities may meet more than one SLO, the sum of the percentages may be greater than 100%. |
| 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. |  
  - Apply research strategies (accessing electronic data bases, using search engines, etc.) to locate information appropriate to the purpose or topic  
  - Evaluate authenticity, validity, and reliability of selected |  
  - Oral presentations assessed by grading rubric  
  - Annotated bibliography assignment | 20% |

10%
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| 3. Create *persuasive* and well-reasoned *arguments* that are appropriate to the topic and purpose. | resources  
• Differentiate between primary and secondary source materials  
• Synthesize information to support a logical argument  
• Distinguish between evidence and inferences  
• Identify fallacies of reasoning  
• Analyze rhetorical devices used in persuasive appeals  
• Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation  
• Use semantic cues, signal words, and transitions to advance an argument. |  
• Oral presentation assessed by grading rubric  
• Oral presentation assessed by peer evaluations  
• Argument analysis essay  
• Specific test questions addressing building arguments | 30% |

| 4. Communicate in *speech* with an awareness of audience, by using language conventions appropriate to the occasion and task. | resources  
• Deliver an oral presentation appropriate to the task and audience  
• Utilize and cite resources such as: examples, illustrations, graphics, quotations, analogies, facts, and statistics to support the theme and content of an oral presentation  
• Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose  
• Demonstrate the appropriate use of technical, specialized or |  
• Oral presentations assessed by grading rubric  
• Audience analysis essay | 80% |
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| 6. Analyze texts, sources, argumentation, identify cause and effect relationships, and recognize fallacies of argument. | foreign language terms for intended effect and meaning  
- Critique and offer suggestions for improving presentations given by own group and other groups  
- Support others in discussions, activities, and presentations through active listening | 10%  
- Argument analysis essay  
- Specific test questions regarding argument fallacies  
- Peer evaluations | 10% |
|---|---|---|---|
| 7. Use and document sources in an ethical manner. | Differentiate between paraphrasing and using direct quotes in a report  
- Organize and present research appropriately for audience and purpose  
- Document information and quotations in both written and oral communication. | Supporting material in oral presentations assessed by grading rubric and peer evaluation | 20% |