

Department of Education Statement on Writing

Concordia College, Moorhead, MN

All of our courses in the Department of Education require that students complete a variety of writing assignments as seen in the chart below.

Genre & (<i>critical thinking</i>)	Courses
Reflections on readings, speakers, class... (<i>analysis; synthesis; evaluation</i>)	210, 221, 322, “Elementary Methods”, 350/351, 379, 420, 425
Reflections on clinical experiences (<i>analysis; synthesis; evaluation</i>)	All Education Courses
Research for analytical papers (<i>knowledge; analysis; synthesis</i>)	425
Technical Writing for the profession: lesson plans, units, rubrics, essay and objective exams (<i>knowledge; synthesis; summation</i>)	“Elementary Methods”, 350/351, 379, 420
Website & PowerPoint presentations (<i>synthesis & connection; summary; reflection</i>)	350/351, “Elementary Methods”
Review of curriculum material, trade books, online sources (<i>analysis; summation; connection</i>)	322, 334, 379, 420, 439
Writing as a method for extending personal understanding (<i>synthesis; reflection</i>)	350/351, 420

The Department of Education expects future teachers to write with a minimum of errors and we’ve established writing guidelines which are distributed to students in their introductory education course and implemented throughout courses in the department. Guidelines address writing meaning and standard English usage. Students are referred to the Writing Center if consistent writing difficulties are noted by a faculty member in the department.

In addition to evaluating written assignments in each course, the quality of written communication is considered for being admitted to the teacher education program, endorsement for student teaching, and final evaluation of student teaching.