Recently, I had the opportunity to take a sabbatical and focus on a couple of projects. For one project, I conducted research on the associations between two of my great passions in life: literacy and whitewater kayaking. Most people, including paddlers I know, do not immediately see a connection between the two. Paddlers venture to the river and leave the rest of the world—with all its literacy—behind. We take in remote river canyons and their natural surroundings while focusing on the challenge of navigating tumultuous whitewater rapids. Great adventure, yes! But literacy? Well, you’d be surprised. From whitewater adventure sports professionals, I’ve learned about literacy practices used in business and marketing. From adventure sports educators I’ve learned how literacy is used to prepare future professionals, and from recreational paddlers I’ve learned how US Geological Survey data, guide books, web forums, GPS, and email communications are used to get to the river—where all that literacy is then be left behind.

My interest in sharing this project here is not to impress upon you what an oddball professor I am. Rather, I’m interested in exploring and expanding the horizons of what we can and should include in our literacy curricula. Through my research I hope to contribute something about the role of literacy in outdoor, experiential, and environmental education.

For much of the last decade, we saw many schools dropping Social Studies, Science, Arts and Physical Education from the school day in order to focus on Reading and Math. Graduate Reading students have reported to me that this trend has been reversing in the last couple years. Still, I’m worried that we might return to those times and a narrow vision of literacy.

We are at the precipice of a new era in which our nation’s schools are gearing up for the great “race to the top.” I wonder about what this race will entail. Will the winners of the race know how to read widely and successfully across all subject areas and will the winners be able to use literacy and information?
Meet the Reading Program’s New Graduate Assistant!

Jimmy Lawson is a native of the Baltimore Metropolitan area. He recently graduated from Stevenson University, formerly Villa Julie College, with a Bachelor of Science Degree in Psychology. This fall, he started the Master’s program in School Psychology here at Towson University. He enjoys playing sports, attending concerts, and socializing with his friends and family. Jimmy is excited to be working in the Reading program and looks forward to meeting everyone.
Wearing shorts and drinking mint smoothies

It was the best of summers, it was the worst of summers. The Towson Reading Clinic of summer 2010 was a tale of a movable feast. Children from Arundel Elementary-Middle School were served up delicious books and nutritious strategies for reading. Teachers were nourished with exemplary collegiality and widening horizons.

On campus, we all faced dangling electrical wires, workmen on ladders, and considerable noise as major renovations occurred on the first floor of Hawkins Hall. We were very happy to arrive on the doorstep of Arundel School in Baltimore City on June 28.

Our school and parent liaison was Ms. Michelle Vaughn, a graduate of the M.Ed in Reading and a teacher at the school. Ms. Vaughn was a superb communicator. Rarely does it happen that we have perfect attendance with clients—Ms. Vaughn worked diligently to make sure all children were present and that many of the parents participated in the parent workshops.

Under the direction of Dr. Montana McCormick, the REED 626 teachers assessed and gave focused instruction to their clients. They used newly purchased Flip cameras for their Demonstration Lessons. Reed 726 teachers were skilled mentors of the REED 626 teachers, provided amazingly creative parent workshops, and demonstrated leadership and flexibility.

But, the heat soared. The district closed the schools for several days. So, we brought the clients to the campus of Towson University by bus. On another day to accommodate parent workshops, we used several spaces in the Cherry Hill Community Center. We served everyone cold drinks. During our last class session, when we debriefed about this amazing learning experience, everyone enjoyed cookies (Dr. Laster) and mint smoothies (Dr. McCormick). In the end, no matter what the obstacles, the Towson Reading Clinic keeps on going!

By: Dr. B.P. Laster

NEW GRADUATE GRADING SCALE!

Effective Fall 2010, Towson University has replaced the former grading scale of A/B/C/F with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
**Portfolio Requirements**

**REED 601:**  
*Literacy Autobiography  
*Reading Program Evaluation

**REED 609:**  
*Informal Assessment Report  
*Comparison of Test Results OR Emergent Literacy Assessment (2008)  
*Survey of School Literacy Assessments (2006 or later)

**REED 621:**  
*Disabled Reader Paper or Metacognition Paper  
*Conditions that Hinder Literacy Handouts and Reflection (2010)  
*Focused Case Study Report

**REED 626:**  
*Final Case Report  
*Memo to Parents  
*Demonstration Lesson

**REED 663:**  
*Research-based Instructional Project  
*Text Set

**REED 665:**  
*Curriculum Case Study  
*Curriculum Unit Plan

**REED 745:**  
(required for students who entered the program Fall 2008 or later)  
*Professional Development Project

**REED 726:**  
*Reflection Journal  
*Parent Workshops Materials  
*Final Case Report

**REED 729:**  
*Seminar Research Paper & Presentation Handout  
*Portfolio Reflective Essay

**ELECTIVES:**  
*Include one artifact from each of your three electives

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**SPRING 2011 ELECTIVES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Day(s)</th>
<th>Time</th>
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<tbody>
<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>Th</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 660</td>
<td>Integrating Literacy &amp; Technology</td>
<td>T</td>
<td>HEAT:4:30</td>
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<tr>
<td>ISTC 541</td>
<td>Foundations of Instructional Technology</td>
<td>T</td>
<td>4:20-6:50</td>
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<tr>
<td>ISTC 655</td>
<td>Multimedia Design</td>
<td>W</td>
<td>4:20-6:50</td>
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<tr>
<td>ISTC 663</td>
<td>Applied Psychology of Learning</td>
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<td>4:20-6:50</td>
</tr>
<tr>
<td>ISTC 667</td>
<td>Instructional Development (Class is 90% online)</td>
<td>R</td>
<td>7:00-9:40</td>
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<td>Course #</td>
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<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
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<td>7:00-9:30 (75% online)</td>
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<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
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<td>4:20-6:50</td>
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<td>REED 609</td>
<td>Reading Assessment</td>
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<td>Reading Assessment</td>
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<td>REED 609</td>
<td>Reading Assessment</td>
<td>TBA</td>
<td>Shady Grove</td>
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<td>4:20-6:50</td>
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<td>Baltimore County 4:30-7:30</td>
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<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Th</td>
<td>Howard County 4:30-7:30</td>
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<tr>
<td>REED 626</td>
<td>Internship</td>
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<td>4:20-6:50</td>
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<tr>
<td>REED 626</td>
<td>Internship</td>
<td>W</td>
<td>5:30-8:00</td>
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<tr>
<td>REED 626</td>
<td>Internship</td>
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<tr>
<td>REED 628</td>
<td>Guided Reading</td>
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<td>7:00-9:30</td>
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<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
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<td>4:20-6:50</td>
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<tr>
<td>REED 660</td>
<td>Integrating Literacy &amp; Technology</td>
<td>T</td>
<td>HEAT 4:30</td>
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<tr>
<td>REED 663</td>
<td>Strategic Use of Material</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>REED 665</td>
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<td>7:00-9:30</td>
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<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
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<td>Baltimore County</td>
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<td>REED 665</td>
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<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
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<tr>
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<td>Advanced Internship</td>
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<td>Howard County 5:30-8:00</td>
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<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Th</td>
<td>4:20-6:50</td>
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<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
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<td>5:30-8:00</td>
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<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>M</td>
<td>5:30-8:00</td>
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<tr>
<td>REED 745</td>
<td>Professional Development</td>
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<td>4:20-6:50</td>
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</tbody>
</table>
technologies to pursue personal interests and passions (like outdoor adventure, perhaps)? And, what about the losers, those who don’t get to the top?

In the new era, elementary teachers will find that their personal salaries will be tied to reading achievement. I worry that these teachers may be compelled to direct their focus to the bubble kids (the kids on the cusp of being identified as adequate achievers) and forsake the most in need—the focus of many of our Graduate Reading students. I’m concerned that Language Arts teachers will sacrifice content area learning and experiences in favor of what appears to be the priority of achievement tests? On the whole, I worry that we will revert to a circumscribed understanding of the purposes of literacy and schooling?

As a student in the Graduate Reading Program, you learn to become literacy leaders in schools and communities. As future leaders it is important that you raise your voice and share your beliefs about what effective literacy instruction should look like in our schools. I suggest that it will also be critical for you to preserve a broad conception of the role that literacy plays in our culture and the potential for students to use literacy in pursuit of their interests and passions.

I wish you wisdom and courage in the years ahead.

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**Maryland TESOL**

**Countdown to Maryland TESOL’s 30th Anniversary!**

*Conference date: Saturday, December 11, 2010*

*Time: 8:00 AM to 3:30 PM*

*Location: Towson University @ the University Union*

To find more information and registration forms, please visit:

http://www.marylandtesol.org/

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**Penn State York Presents...The 2011 Summer Institute!**

**Literacy Assessment: Successful Approaches to RTII**

*with special guest Henry Winkler!*

June 20-24, 2011

For more information, visit

www.psysummerinstitute.com

(Registration begins in February, and space is limited!)
Lynda Hoyt comes to Baltimore!

Lynda Hoyt is a well known reading specialist. She has created numerous professional books and video programs: *Revisit, Reflect, Retell; Snapshots; Make It Real; Exploring Informational Texts; and Spotlight on Comprehension.*

**Sponsored by:** Baltimore Co. Reading Council

**When:** Wed., Nov. 3, 2010, 5-7:30pm

**Where:** Havenwood Presbyterian Church, Fellowship Hall, 100 Ridgely Road, Timonium, MD

**Cost:** BCRC Members = $10

Nonmembers = $25

Visit the REED Alumni WikiSpace!

A new resource for jobs, news, and events. Collaborate, share, and stay connected!

reedalumni.wikispaces.com

Mark your calendar!

**Wednesday, November 3:**
Registration begins for Spring 2011. You must have prior permission to register for REED 626 & 726.

**Monday, October 11:**
Registration begins for Mini-mester 2011. See inside the newsletter for possible mini-mester electives!

Visit the Maryland Writing Project

**Write to Learn Saturday Workshops**

Fall sessions will be held on October 23rd, and December 4th from 9:30 AM-Noon. Visit the MWP website for more information!

www.towson.edu/mwp

To register, email Annie Herbert at: Annie_Herbert@hcpss.org
SCHOLARSHIP APPLICATIONS
are due January 3, 2011!
Visit The College of Education’s Website for Application Information
Or contact the Dean’s Office at 410-704-2570

READING PROGRAM FACULTY CONTACT

Information

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*Dr. Altwerger is on sabbatical for the Fall Semester*
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Dr. Liz Dicembre  HH102B  edicembre@towson.edu  410-704-4492
Dr. Barbara Laster  HH107H  blaster@towson.edu  410-704-2556
Dr. Gilda Martinez  HH107N  gmartinez@towson.edu  410-404-2480
Dr. Pat McCarthy  HH102M  pmccarthy@towson.edu  410-704-2009
Dr. Stephen Mogge  HH102P  smogge@towson.edu  410-704-5771
Dr. Jessica Palladino  HH102E  jpalladino@towson.edu  410-704-2579
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Feel free to reach us by phone or email!