A letter from our director...

Sometimes a quote stays with you. Rupert Hughes wrote:

“Dear Little child, this little book
Is less a primer than a key
To sunder gates,
where wonders wait
Your “Open Sesame!”

Are we opening doors with books, with encouragement, and with helping students to read? In some cases, teachers do all this even though they are constrained by new mandates, imposing testing requirements, or stilted curriculum.

I cheer on all general education, special education, and reading teachers to be leaders in their schools. Particularly, I suggest that you take time to investigate RTI-Response to Intervention/Instruction. Although this is from a federal law (IDEA, 2004), it specifically states that local schools and school districts should implement it according to the needs of their particular population. There are several documents put out by the International Reading Association that can assist you. One is a brochure of RTI Guidelines. In that, one of the principles is that the CORE curriculum must be the basis of more differentiation or “interventions” that are offered to the students who need more intensive instruction. Collaboration among all educators is another key component. If you would like a free copy of this brochure, please call the Graduate Reading Program office (410-704-5775) or write an e-mail to our Graduate Assistant (boial1@students.towson.edu). You can also get copies of the brochure and access to the ongoing webinars on RTI at the IRA site http://reading.org.

Here’s one last favorite quote from author Mortimer Adler (1984, p. 50):

“All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher.”

Happy Active Learning for you and your students,

B.P. Laster

Dates to keep handy...

MON., MARCH 8th
Registration begins for Summer 2010. You must have prior permission to register for REED 626 & 726.

WED., APRIL 7th
Registration begins for Fall 2010. You must have prior permission to register for REED 626, 726 and 729.
Congratulations to Our Fall 2009 Graduates!

Katherine Bain
Jennifer Bove
Kourtni Chairs
Danica Draper
Erin Hays
Valerie Huang
Hae Young Kim
Ann Marie Lippa
Amber Lyon
Brandi Moured
Diana Weller

Don’t Forget to Apply for Graduation!

You must actively apply for graduation through the Graduate School Office. Usually, graduation applications need to be filed within the first month of the semester of expected graduation.

Call the Graduate School at 410-704-2501 for specific dates and information, or visit the website and apply online:

http://grad.towson.edu/graduation/apply.asp

Start planning your fall electives!

REED 650 Second Language Literacy

REED 628 Guided Reading

REED 745 Professional Development in Reading

REED 751 Language, Literacy, & Culture

EDUC 670 Moral Questions in the Classroom

ISTC 541 Foundations in Instructional Technology

ISTC 731 Integrating Digital Resources into the Curriculum
# Graduate Reading Programs

## Summer Schedule 2010

Registration for the Summer Semester begins Monday, March 8th.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Session/Dates</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 601</td>
<td>Reading Theory and Practice</td>
<td>Mogge</td>
<td>100% Online 5/24-7/30</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>McCormick</td>
<td>6/21-6/25 class on campus 9a.m. - noon 6/28-7/9 class at XXSch 9a.m. - noon (no class 7/5) 7/8 5:30 - 8:00 p.m.</td>
<td>MTWThF</td>
<td></td>
</tr>
<tr>
<td>REED 632</td>
<td>Word Study</td>
<td>Mays</td>
<td>6/1-7/1</td>
<td>T, Th</td>
<td>Howard Co 5:00-8:30</td>
</tr>
<tr>
<td>REED 651</td>
<td>Instruction &amp; Assessment of English Language Learners</td>
<td>Bain</td>
<td>6/1-7/1</td>
<td>T, Th</td>
<td>Howard Co 5:00-8:30</td>
</tr>
<tr>
<td>REED 651</td>
<td>Instruction &amp; Assessment of English Language Learners</td>
<td>Martinez</td>
<td>Begins online 7/6. In New Zealand 7/14-7/24 and then online until -8/6. Contact Dr. Martinez or REED website for more info.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>REED 660</td>
<td>Integrating Literacy and Technology</td>
<td>Grieco</td>
<td>5/24-6/16 plus online</td>
<td>T, Th</td>
<td>5:00-8:00</td>
</tr>
<tr>
<td>REED 660</td>
<td>Integrating Literacy and Technology</td>
<td>Corner</td>
<td>7/12-7/29 plus online</td>
<td>M, W</td>
<td>5:00-8:00</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Pitcher</td>
<td>100% Online 5/24-7/30</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Clay</td>
<td>5/27, 6/1, 6/3, 6/10, 6/17, 6/24 &amp; 7/1 plus extensive online</td>
<td>T, Th</td>
<td>Howard Co 4:30-7:30</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas, K-12</td>
<td>Mack</td>
<td>6/28-7/28 (no class 7/5) plus extensive online</td>
<td>M, W</td>
<td>1:00-4:30</td>
</tr>
<tr>
<td>REED 710</td>
<td>Multicultural Literature</td>
<td>Adkins</td>
<td>5/24-6/21 plus online</td>
<td>M, W</td>
<td>5:00-8:00</td>
</tr>
<tr>
<td>REED 710/EDUC 717</td>
<td>Multicultural Literature</td>
<td>Martens</td>
<td>6/23-7/2</td>
<td>MTWThF</td>
<td>9:00-2:00</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Laster</td>
<td>6/21-6/25 class on campus 9a.m. - noon 6/28-7/9 class on location 9a.m. - noon (no class 7/5) 7/8 5:30 - 8:00 p.m.</td>
<td>MTWThF</td>
<td></td>
</tr>
<tr>
<td>REED 740</td>
<td>Grant Writing in Education</td>
<td>Blair/Healy</td>
<td>5/27, 6/3, 6/10, 6/17, &amp; 6/24 plus extensive online</td>
<td>Th</td>
<td>4:30-7:30</td>
</tr>
</tbody>
</table>
### Fall Schedule 2010

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day/Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 601*</td>
<td>Reading Theory &amp; Practice</td>
<td>Palladino</td>
<td>Th</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 601*</td>
<td>Reading Theory &amp; Practice</td>
<td>Mogge</td>
<td>Online</td>
<td>Balt Co</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>McCarthy</td>
<td>Th</td>
<td>Howard Co.</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>McCarthy</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Lockwood</td>
<td>Th</td>
<td>Balt Co</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Ourand</td>
<td>Th</td>
<td>Balt Co</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Dolan</td>
<td>W</td>
<td>Balt Co</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Martinez</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>Palladino</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>Martinez</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>McCormick</td>
<td>Th</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>Book/Murphy</td>
<td>T</td>
<td>7:00-9:20</td>
</tr>
<tr>
<td>REED 650</td>
<td>Second Language Literacy</td>
<td>Martinez</td>
<td>M</td>
<td>7:00-9:20 actually 5:30</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>staff</td>
<td>Balt Co</td>
<td></td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Pitcher</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Palladino</td>
<td>Th</td>
<td>7:00-9:20</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Pitcher</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>Th</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>M</td>
<td>4:20-6:50 actually 5:30</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Mogge</td>
<td>M</td>
<td>7:00-9:40 actually 5:30</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Rdg</td>
<td>Pitcher</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 751</td>
<td>Language, Literacy &amp; Culture</td>
<td>Laster</td>
<td>W</td>
<td>Shady Grove &amp; online</td>
</tr>
</tbody>
</table>

*Students in **REED 601** and **729** are required to attend **PORTFOLIO GALA**, likely to be scheduled for **Monday, December 13th, 2010**.

*Registration for Fall begins Wednesday, April 7th.*
# REQUIRED PORTFOLIO CONTENTS

**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 Handout(s) 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 666**
- Conditions that Hinder Literacy Handout(s) and Reflection (2010)
- Focused Case Study Report

**REED 668**
- Reflection Journal
- Parent Workshops Materials
- Final Case Report

**REED 726**
- Seminar Research Paper & Presentation Handout
- Portfolio Reflective Essay

**ELECTIVES**
- include one artifact from each of the three electives.

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**To Do:**

*You don’t want to wait until you’re in Seminar before you begin putting your portfolio together. Start your binder in 601. Request that professors to provide digital copies of rubrics whenever possible.*

~ Recent Reading Program graduate

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Your “exit requirement” is not a comprehensive exam, but the presentation and submission of your Program Portfolio.

Students should keep an electronic backup of all coursework, and it is required that students create both an electronic copy and a hard copy of the Portfolio. The electronic copy will be kept for our files. The hard copy of your portfolio must be presented at the Portfolio Gala held each semester.

*Portfolios can be a great asset in interviews and annual reviews!*
The Towson University Reading Clinic had an eventful and productive fall semester. Teachers in the Clinic Internship courses provided one-on-one diagnostic reading assessment and instruction to 49 K-8 students enrolled in the Clinic. While the children worked with their teachers, the advanced clinic teachers provided workshops for the parents that were designed to teach them how to continue to support their child’s literacy growth at home. At the conclusion of the Clinic, the families joined the clinic teachers for a Family Night Reading Celebration to recognize the achievements of the students, parents, and teachers. Families and teachers shared a meal and the families received a certificate of achievement and an anthology consisting of poems and stories from each student.

The Reading Clinic continued its outreach to the Cherry Hill Community of Baltimore City by supporting 10 children and their parents from Dr. Carter G. Woodson E/M. For the spring semester, nine children and their parents are participating in the Clinic. The Woodson families travel together to the clinic each week on a Towson University shuttle accompanied by a teacher liaison from the school. A generous grant from Bank of America is providing the financial support for this outreach. Looking to the future, the Reading Clinic will likely return to the Cherry Hill community for the fifth consecutive summer. The two Clinic Internship summer classes will be held again on site at a school in the community.

Dr. Elizabeth Dicembre – Reading Clinic Director
DATES
July 8 – 18, 2010

COURSE
REED 371/EDUC 651
(open to undergraduate and graduate students)

FACULTY DIRECTOR
Dr. Gilda Martinez
Department of Educational Technology and Literacy
gmartinez@towson.edu

COST
$3,650 includes academic credit (3 credits), housing, health insurance, roundtrip airfare, daily breakfast, conference registration, an academic visit and a city tour.
All costs are subject to change.

• Study second language literacy in New Zealand
• Eight days in New Zealand plus online instruction
• Includes attendance at the International Reading Association World Congress Conference
• Highlights include visits to a local language center and a city tour of Auckland

Application deadline:
March 15, 2010

For more information about this or other Study Abroad opportunities:
Towson University Study Abroad Office
410-704-2451 · studyabroad@towson.edu · www.towson.edu/studyabroad

TOWSON UNIVERSITY STUDY ABROAD
SUMMER 2010

Instruction and Assessment for Second Language Learners
NEW ZEALAND

REED 660
INTEGRATING LITERACY & TECHNOLOGY

REED 740
GRANT WRITING in EDUCATION

REED 710
MULTI-CULTURAL LITERATURE

Also consider these excellent offerings from the Department of Instructional Technology:
ISTC 667 Instructional Development
ISTC 663 Applied Psychology of Learning
ISTC 633 Instructional Video
Been in touch with your advisor lately?

READING PROGRAM

FACULTY CONTACT

INFORMATION

Dr. Bess Altwerger
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410-704-3188

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Dr. Barbara Laster
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410-704-2556

Dr. Gilda Martinez
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410-404-2480

Dr. Pat McCarthy
HH102M
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410-704-2009

Dr. Stephen Mogge
HH102P
smogge@towson.edu
410-704-5771

~ Please note that Dr. Steve Mogge is on sabbatical until June ~

Dr. Jessica Palladino
HH102E
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410-704-2579

Dr. Sharon Pitcher
HH120B
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410-704-2895

Prof. Alyssa Zumpano
SMHEC
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301-737-2500

Reading Program Graduate Assistants

Call us at 410-704-5775 or email:

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Danica Draper    ddrape1@students.towson.edu