Letter From the Director

As I write this column, it is International Literacy Day and I am in a meeting at the D.C. headquarters of the International Reading Association. As I listen to presenters and reflect on this day, I am overjoyed to see that our Reading program is fulfilling many of the goals of our professional association.

Since 1967, September 8 has been designated as a time to focus on issues related to global literacy. In our own M.Ed in Reading Education program, we are fortunate that Dr. Gilda Martinez has taken teachers in our program to Costa Rica, New Zealand, Portugal and this coming minimester to Argentina, so that our students can learn first-hand about literacy in other cultures. For students who are not able to study abroad, we also offer courses that fit well within the theme of International Literacy Day. REED 710: Multicultural Literature for Children and Adolescents, which if usually offered in the summer and the minimester, allows students to consider how local issues of literacy are often global issues, too.

At today’s meeting, Dr. Victoria Risko, IRA President, shared with us what she learned from her research on analysis of teacher effectiveness. She reviewed 200 studies and found that authentic teaching situations and collaborative discussions is how best to educate effective teachers. This is precisely what we are doing in our M.Ed in Reading Education courses. What you do in the Towson classroom interacts directly with what you do in your own classroom most every week. Dr. Risko also found that one-to-one teaching assignments is helpful to allow teachers time to really hone their skills in diagnosis and instruction. In our program, we are very proud of the Reading Clinic in this respect, as it provides two full semesters of clinical practice.

Finally, today's meeting at IRA Headquarters focused on digital illiteracies. We are fortunate in our program to be coupled with courses and colleagues in Educational Technology. Within our department, our colleagues offer many options for advancing your use of technology for teaching literacy. If you have not already taken our own REED 660: Literacy and Technology, do it this spring or summer. If you need more advanced courses, consider ISTC 605 Web-based Instruction, or other ISTC offering.

With best wishes for a productive school year and a passion for literacy,

Dr. B. P. Laster
Congratulations REED Graduates

Spring 2011

Norma Breeden
Sharon Clark
Nikia Darden
Sarah DeBruin
Mia DiBiene
Monica Edwards
Judy Geisler
Jennifer Halterman
Patricia Hoffman
Julie Huet
Thomas Jackson
Joyce Kasper
Katherine Lucas
Christina Ludwig
Amber Mellinger
Heather Meushaw
Jennifer Nealy
Tracy Querns
Kristi Redden
Kimberly Reed
Dawn Ridgley
Rachel Sullivan
Lauren Southard
Rebecca Sponseller
Catherine Varner
Kara Wilson
Sara Woodfield
Shannon Worthington

Summer 2011

Kimberlee Barnes
Jennifer Coletta
Mary Beth Hamm
Stephanie Gutowski
Amy Holland
Konoma Muse
Ashley Nicholson

Applying for Graduation

You MUST apply for graduation review, even if you do not intend to participate in the commencement ceremony. You can apply for graduation up to five months in advance through your Online Services account. To begin the process of graduation review, you will need to complete an application by August 20th for fall 2011 (January Graduation) and DATE for spring 2012 (May Graduation).

Note: If you were "denied" graduation in a previous term, you must reapply for the term in which you will complete your requirements. Also, you must complete an application for each degree/program that you are completing (including certificates). For specific questions contact the Graduate School at 410-704-2501 or via email at grads@towson.edu.

"We read to know that we are not alone"
C.S. Lewis

Spring Registration Begins November 2nd

Register for classes using Towson Online Services. To register, you must be enrolled at Towson and have a TU ID. Contact the Office of the Registrar/Registration with questions concerning registration. The office is located in the Enrollment Services Center, Room 223. The hours of operation are Monday - Friday, 8:00 a.m.- 5:00 p.m. You may also call 410-704-2701 or e-mail registration@towson.edu with questions.

“You know you have read a good book when you turn to the last page and feel a little as if you’ve lost a friend.”
Paul Sweeney
Save the Schools March

This past July, hundreds of teachers, parents and community activists from all walks of life and every corner of the nation, embodying a mixture of ideas and opinions regarding how to improve educational opportunities for all children came together for the Save Our Schools March and National Call to Action in Washington DC. Our very own Dr. Bess Altwerger served as co-chair for this major event which included a two day conference at American University and a rally and march around the White House.

Thousands rallied to improve the quality of education in our county and are continuing to fight to make our education systems something we can all be proud of. Speakers included: author Jonathan Kozol; Stanford Professor Linda Darling-Hammond; former Assistant Secretary of Education Diane Ravitch; award-winning actor Matt Damon; NYU Professor Pedro Noguera, and Deborah Meier, the first teacher to win a MacArthur “genius” award; and many others. The event was filled with both passion and humor as one speaker, John Kuhn, called on our government to be held accountable stating, “Where is adequate yearly progress for politicians? Will we have 100% employment by 2014? But wait, they don’t have a deadline, they aren’t racing to the top.”

Four basic principles of the event:

- Equitable funding for all public school communities
- Ending high stakes testing for students, teachers, and school evaluation
- Curriculum developed for and by local school communities
- Public education policies formed by teachers, families and local leadership

Perhaps most impressive of all, this event was not a union operation. Both the National Education Association and the American Federation of Teachers contributed to the event, but the fundraising and the organization were entirely in the hands of teachers and parents. Volunteers worked tirelessly to raise over $100,000 over the span of a year! The Save Our Schools march was truly led by people from the grassroots and directed by National Board Certified-teachers and others who share their passion for public education.

Diane Ravitch, an historian and research professor of Education at New York University, said that it was a historic weekend, proclaiming, “I know of no other time in our history when thousands of teachers and parents massed on the Mall in Washington to protest misguided federal policies and to demand changes that will truly improve education and help children learn.”

Maryland Writing Project is offering Saturday workshops for new and experienced Maryland teachers. All workshops are held at Towson University in Hawkins Hall, Room 110. These workshops are conducted by Maryland Writing Project Teacher Consultants and are completely FREE. To register email Wendy Gibson at wg0714@comcast.net.

Write-to-Learn Saturday Workshops

**Oct. 22nd**
- Digital Storytelling: Writing for the 21st Century
- Building a Firm Foundation for Writers

**Dec. 3rd**
- Creative to the Core: Integrating Art, Music & Writing to Connect with Self & Others
- Being a Star-Conflict Resolution Strategies

**March 10th**
- The Print Shop: Writing with Money Sense
- Creating Community: Revealing the Writers Within

**April 21st**
- Show, Don’t Tell: Enliven Writing with Sensory Imagery
- Writers as Quiltmakers: Exploring a Subject Piece by Piece
Certificate of Advanced Studies

A 30-unit post-master's program that helps you develop advanced knowledge and skills to meet the challenges of leading, redesigning and restructuring literacy education.

**Degree Requirements**
(15 units)
REED 751 – Language, Literacy, and Culture
REED 752 – Literacy Theory and Research
REED 660 – Integrating Technology in Literacy Instruction
REED 745 – Professional Development in Reading Education
EDUC 740 – Data-based Decision-Making for Curriculum and Instruction

**Electives (15 units)**
There is considerable flexibility in elective course selection in order to meet the needs of individual candidates. Suggested courses include the following:
REED 628 - Guided Reading
REED 632 - Word Study for Improving Literacy
REED 650 - Second Language Literacy
REED 651 - Instruction & Assessment for Second Language Learners
REED 652 - Introduction to Linguistics for Teachers of Language & Literacy
REED 670 - Adolescent Literacy
REED 710 - Multicultural Literature for Children and Adolescents
REED 712 - Critical Conversations in Early Literacy
ISTC 605 – Web-Based Instruction in Education
ISTC 663 – Applied Psychology of Learning
ISTC 667 – Instructional Development
ISTC 687 – Computer-Based Instruction
ISTC 700 – Assessment in Instructional Technology
ISTC 702 – Educational Leadership and Technology

**Planning to Take Summer Courses?**
We are planning to offer the following courses during the summer 2012 semester:

- REED 601
- REED 632
- REED 651
- REED 652
- REED 660
- REED 663
- REED 665
- REED 710

Stay tuned for specific dates and times.

*“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home”*

Anna Quindlen (How Reading Changed My Life)
Summer Reading Clinic

The Towson University Reading Clinic returned to the Cherry Hill community for the sixth consecutive summer. The two Clinic Internship classes were held on site at Arundel E/M School. The teachers in those courses provided one-on-one diagnostic reading instruction to students in grades K-5 from Arundel who were enrolled in the summer program at the school. The focused instruction included specific reading strategies as well as activities and games that supported development of those reading strategies. The children also participated in literacy activities at home that were designed for the entire family. To support reading motivation and engagement, each child who attended the Clinic received a new book every day to add to their personal home library.

Teachers in the Advanced Clinic class conducted two workshops for the students’ parents. The parents expressed great enthusiasm for all of the information and materials they received in the workshops. On the last day of the Clinic, the families joined the Clinic teachers for a Family Reading Celebration to acknowledge the reading achievements of the students. To open the celebration, the parents listened to a brief presentation about using games to support literacy development at home. Then the children joined the parents to play some of the games that were discussed. The afternoon concluded with a luncheon for the teachers and families. Each student received a backpack filled with books and school supplies. The Towson University KidsCampus backpacks were donated by Louise Miller from University Marketing. The books and school supplies were made possible by the generous support of the Vernadine Elkerson Brooks Family Literacy Fund.

REED Minimester Course

REED 710: Multicultural Literature for Children & Adolescents

This course examines multicultural literature for children and adolescents. Students will explore strategies for selecting and evaluating tests and resources with consideration to issues of voice, worldviews, culture, rituals, language, & lifestyles

Registration for Minimester begins October 10th for all students.

Invest in your future

as a STUDENT MEMBER of the world’s premier literacy organization.

The International Reading Association can help you launch your career with a variety of resources and opportunities. As a member you’ll enjoy access to:

- Research that can contribute to your daily practice & professional growth
- Professional resources, including journals, books & videos, at discounted prices
- An international community of active professionals working together to improve literacy teaching & learning

JOIN NOW!
www.reading.org or 1-800-628-8508, ext. 269

“Reading is the sole means by which we slip, involuntarily, often helplessly, into another’s skin, another’s voice, another’s soul.”

Joyce Carol Oates
# Graduate Reading Education Programs
## Spring 2012 Class Schedule

<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>Mogge</td>
<td>Online + 3 Tues meetings</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Huggins</td>
<td>Th</td>
<td>4:20-6:50</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Harford Co A</td>
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</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Huggins</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Staff</td>
<td>T</td>
<td>Baltimore County D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4:30-7:30</td>
<td></td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Altwerger</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Staff</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Staff</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Martinez</td>
<td>T (HH 113)</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Pitcher</td>
<td>Th (HH 113)</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>Book/Murphy</td>
<td>T</td>
<td>7:00-9:40</td>
</tr>
<tr>
<td>REED 650</td>
<td>Second Lang Literacy</td>
<td>Mogge</td>
<td>M</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 651/REED 652</td>
<td>Assessment &amp; Instruction of 2nd Language Learners/Linguistics for Educators</td>
<td>Martinez/Altwerger</td>
<td>W</td>
<td>Balt Co A</td>
</tr>
<tr>
<td>REED 663/REED 660</td>
<td>Strategic Use of Materials/Integrating Literacy &amp; Technology</td>
<td>Dicembre/Staff</td>
<td>W</td>
<td>Balt Co C</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Pitcher</td>
<td>TBA</td>
<td>Howard Co. A</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Dicembre</td>
<td>W (HH116)</td>
<td></td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Martinez</td>
<td>M</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Huggins</td>
<td>Th</td>
<td>Harford Co.</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>T (HH 116)</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>Th (HH 116)</td>
<td>5:30-8:00 Howard County B</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Altwerger</td>
<td>M</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Howard County</td>
<td></td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>M (PSYC 128)</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Pitcher</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Staff</td>
<td>TBA</td>
<td>Howard Co. A-2</td>
</tr>
</tbody>
</table>

* indicates that special permission is required to enroll in the course
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

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

*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 during your REED 729 course.*

REED 626, 726, & 729 Permit List

REED 726 and 729 should be the final two required courses students take in the Graduate Reading Education program. Students who need only those two courses before graduation will be given priority when registering for those classes. In order to make sure students have completed the prerequisite courses, and to identify students who need only REED 726 and REED 729 prior to graduation, we will continue to utilize our permit lists. Also, students who are planning to take REED 626 are now required to inform the Graduate Reading Office of their intentions. Therefore, we ask students to let the Graduate Assistants know when you plan on taking REED 626, REED 726 and REED 729. The sooner you contact the Graduate Assistants the greater your chances in gaining permission to enroll in the course.

Contact Jimmy Lawson or Sheri Muncy-Freeman at 410-704-5775 in the Reading Program office, or via email at REED@towson.edu

COLLEGE OF EDUCATION SCHOLARSHIPS
Applications will be ready for pick-up in the Dean’s Office in December.
See Susan Turnbaugh in HH304

“Books are the quietest and most constant of friends; they are the most accessible and the wisest of counselors, and the most patient of teachers”
Charles William Elliott
Cook Library’s Annual Banned Books Week Celebration

Cook Library invites you to celebrate the freedom to read by participating in a Read-Out event.

What: Read from a banned or challenged book for a 5 minute period. There is no microphone - begin by briefly saying why you chose the book you did and how it has been banned or challenged (this will be provided by the library) and then read a passage of your choice from a book of your choice in a normal voice to passers-by. Anyone can read: students, staff, or faculty members.

When: Wednesday, September 28th from 10:30AM-12:30PM

Where: Cook Library’s Main Lobby

Why: Banned Books Week celebrates intellectual freedom—the freedom to access information and express ideas, even if the information and ideas might be considered unorthodox or unpopular.

How: Sign up with Librarian Joyce Garczynski (jgarczynski@towson.edu) by sending her your preferred day, time, and book. If possible, readers should bring their own books since the library has a limited selection. (Please see the list of the 100 most challenged or banned books from 2000 to 2009 and 2009-2010.) We’ll do our best to accommodate your preferred time.

Find more information about Banned Books Week and the freedom to read on the American Library Association website. http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/index.cfm