Happy New Year! Our M.Ed in Reading program continues to grow in depth and quantity of both the courses we offer and the students we admit. As we embark upon a new semester we look forward to seeing our returning students again and meeting all of our new students. We are sure you will all have a wonderful and successful semester and we look forward to helping you all in any way we can. In that effort, we’d like to highlight a few points of interest located in this issue of our Graduate Reading Programs Newsletter. On pages 3 and 4 you will find a full list of courses being offered this summer. We are proud to be able to offer such a wide variety of courses and invite you all to consider signing up for one or more of our summer classes. A particular point of pride for our department this past semester, was to have one of our very own students, Megan Chory, speak at graduation. We have included her speech in our newsletter (found on pages 6 and 8); she had some great illustrations from her classroom and from Reading Clinic that she had to cut...so while you read you may be able to think of good examples from your classroom or Clinic. Finally, we are happy to welcome our newest graduate assistant, Sheri Muncy-Freeman. She and Jimmy Lawson are available to help you all with any questions or concerns you may have throughout the year 410-704-5775 or REED@towson.edu). We hope that you all take advantage of the support and opportunities available within our department and wish you a happy and successful spring semester.

B.P. Laster
Co-Director, MEd Reading

Get Ready for Summer

Summer Registration begins Mon, March 7.

Summer Trimester 2011 takes place from May 31 through August 5.

**Summer Electives**

In this issue you will find several summer courses that we have chosen to highlight. Start planning your summer course load now.

**REED 632: Word Study**

**REED 651: Instruction & Assessment for Second Language Learners**

**REED 660: Integrating Literacy & Technology**
Portfolio Requirements

"The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss

Lighter Handouts and Reflection 2010
*Focused Case Study Report

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

REED 621:
*Disabled Reader Paper or Metacognition Paper
*Conditions that Hinder

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 each semester.

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

This course is designed to help teachers develop technology-based reading instruction. Emphasis will be on designing reading segments on phonological processes, vocabulary development, comprehension and writing by using presentation, graphics, and multimedia authoring software.

REED 660: Summer 2011

Session Dates: May 31st - June 30th (+ online)
Class Days & Time: Tues/Thurs 4:20-6:50pm
Instructor: Professor Pizzariello
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)**
EDUC 740 – Data-based Decision-Making for Curriculum and Instruction (3)
REED 751 – Language, Literacy, and Culture (3)
REED 752 – Literacy Theory and Research (3)
REED 660 – Integrating Technology in Literacy Instruction (3)
REED 745 – Professional Development in Reading Education (3)

**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:

**Electives Continued (15 units)**
ISTC 605 – Web-Based Instruction in Education (3)
ISTC 663 – Applied Psychology of Learning (3)
ISTC 667 – Instructional Development (3)
ISTC 687 – Computer-Based Instruction (3)
ISTC 700 – Assessment in Instructional Technology (3)
ISTC 702 – Educational Leadership and Technology (3)
REED 670 – Adolescent Literacy
REED 710 – Multicultural Literature for Children and Adolescents (3)
REED 712 – Critical Conversations in Early Literacy
3 courses in ELL Literacy

**Exit Requirements**
Students collect key artifacts from each of their required courses. During their final course, students are required to submit their portfolio to the Director of the Program.

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**REED 726, 729 and 626 Permit List**

REED 726 and 729 should be the final two required courses students take in the Graduate Reading 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

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**REED 632**

Word Study for Literacy Learning

*Summer 2014*

This course examines word study within the context of reading and writing authentic text. Strategies will be explored to teach solving new words while reading for meaning and constructing words while writing to communicate ideas. A continuum of learning guides the process of observing student behaviors, determining strengths, and planning instruction.

May 31st - June 30th
Tues/Thurs 5:00-8:30pm
Professor Mays
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Session/Dates</th>
<th>Day/Room</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>REED 601</td>
<td>Reading Theory and Practice</td>
<td>Mogge</td>
<td>5/31-7/26 plus online</td>
<td>Tues</td>
<td>5:00-8:30</td>
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<tr>
<td>REED 602</td>
<td>Reading Theory and Practice: Adolescent Literacy</td>
<td>Laster</td>
<td>6/30-7/28 plus online</td>
<td>Thurs</td>
<td>SHADY GROVE</td>
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<td></td>
<td>Internship</td>
<td>Staff McCormick</td>
<td>Week 1: June 28, 29, 30 and July 1 on campus. Week 2: July 6, 7, 8 at the school. (Wednesday - Friday) Week 3: July 11, 12, 13, 14 at the school. (Monday - Thursday) Week 4: July 18, 19, 20, 21 at the school. (Monday - Thursday)</td>
<td>9:00 - 12:00 each morning.</td>
<td></td>
</tr>
<tr>
<td>REED 626</td>
<td>Word Study</td>
<td>Mays</td>
<td>5/31-6/30</td>
<td>TR</td>
<td>On campus</td>
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<td>5:00-8:30</td>
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<tr>
<td>REED 632</td>
<td>Second Language Literacy</td>
<td>Martinez</td>
<td>6/14-6/30 plus online</td>
<td>T R</td>
<td>Howard Co</td>
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<td>4:30-8:00</td>
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<tr>
<td>REED 651</td>
<td>Instruction and Assessment of Second Language Learners</td>
<td>Martinez</td>
<td>7/5-7/28 plus online</td>
<td>TWR</td>
<td>2:00-4:30</td>
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<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>Altwerger/ Strauss</td>
<td>5/24-6/9 plus online</td>
<td>T R</td>
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<td>4:30-8:00</td>
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<tr>
<td>REED 670</td>
<td>Differentiation: Comprehension</td>
<td>McCarthy</td>
<td>5/24-6/9 plus online</td>
<td>T R</td>
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<td>4:30-8:00</td>
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<tr>
<td>REED 710</td>
<td>Multicultural Literature</td>
<td>Adkins</td>
<td>6/14-6/30 plus online</td>
<td>T R</td>
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<td>5:00-8:00</td>
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<tr>
<td>REED 660</td>
<td>Integrating Literacy and Technology</td>
<td>Pizzariello</td>
<td>5/31-6/30 plus online</td>
<td>T and Th</td>
<td>4:20-6:50</td>
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<td>(computer lab)</td>
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<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Pitcher</td>
<td>100% Online 6/6-7/29</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Matos/ Kolego</td>
<td>6/27-7/27</td>
<td>M W</td>
<td>HEAT</td>
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<td>3:30-7:15</td>
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<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas, K-12</td>
<td>Mack</td>
<td>6/27-7/27 (no class 7/5) plus extensive online</td>
<td>M and W</td>
<td>1:00-4:30</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas, K-12</td>
<td>M. Scott</td>
<td>6/1-7/6 plus extensive online</td>
<td>W</td>
<td>5:00-8:00</td>
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<tr>
<td>REED 710/EDUC 717</td>
<td>Multicultural Literature</td>
<td>Martens</td>
<td>6/22-24, 6/27-30, 7/6-8, 7/11-12</td>
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<td>9:00-12:15</td>
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<td>Advanced Internship</td>
<td>Dicembre</td>
<td>Week 1: June 28, 29, 30 and July 1 on campus.</td>
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<td>9:00 - 12:00</td>
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<td>Week 2: July 6, 7, 8 at the school. (Wednesday - Friday)</td>
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<td>Week 3: July 11, 12, 13, 14 at the school.</td>
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<td>(Monday - Thursday)</td>
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<td>Week 4: July 18, 19, 20, 21 at the school.</td>
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<td>(Monday - Thursday)</td>
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<tr>
<td>EDUC 787</td>
<td>Instructional Practices in the Development of Literacy</td>
<td>Shiffman</td>
<td>5/31-6/30</td>
<td>Tues and Thurs</td>
<td>5:00-8:15 Shady Grove</td>
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**REED 651**

Instruction & Assessment for Second Language Learners

In this course participants will be invited to critically examine approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Class members will read professional literature framing second language acquisition and discuss strategies for implementing sound theoretical practice within the classroom. A major focus of this course is how to provide appropriate instruction for K-12 English Language Learners based on informal and formal assessment results.

Session Dates: July 5th-July 28th (+ online)
Class Days & Time: Tues/Wed/Thurs 2:00-4:30pm
Instructor: Dr. Martinez
My name is Megan Chory, and I am a new graduate of Towson University. I studied Reading Education, but some of you might know me as the girl running across campus most evenings with my bags falling off my shoulders. For those of you graduating and moving off campus, trust me, rush hour traffic on 695 will ALWAYS make you late, especially for a 4:20 class!

Or I may be the person who always looked lost each night after class, because I swear this campus looked so different every semester. With all the construction done to make Towson a better place for all of us, and the fact I went into class in daylight and left in darkness, it seemed I was perpetually lost on Towson’s campus following most of my classes.

In relation to that, I want to take a minute to thank my sister, for staying on the phone for about 30 minutes that one time when I tried to find my car. It turned out I parked it in an entirely DIFFERENT parking garage. I had absent-mindedly followed a classmate to the wrong garage because we were so busy talking about our students and what we were learning in our Towson class that we could use to help them. The Union Parking Garage and the Towsontown Parking Garage are basically the same anyway, right?

Now that I’m graduating, I’m pretty sure how to get around campus. Well, hopefully I can at least get back to my car today. But back to why I’m here, and why I came to Towson, I am a teacher. I’m all about learning, I really believe life is not worth living if we don’t continue to challenge ourselves to learn new things, and grow into better people. So, in honor of my love of teaching and learning, I’d like to share the five greatest lessons I learned from my years here at Towson.

1. **Your “teacher” isn’t the only one who can teach you something.**

   This is especially obvious for an education major, but we all have stories to tell and lessons to share. When we work together and listen to each other we all come out better in the end. I’ve learned this again and again, not only from my students in my classroom each day but from the “student clients” and families I’ve worked with through Towson. From each situation I continue to realize, when you take the time to listen, you never know when you might learn something that could help you change for the better.

2. **Do what you love.** I’ll admit I drove home crying some days after classes. I was overwhelmed questioning if I should start my grad schoolwork, or my regular teaching work. But I wasn’t crying because I couldn’t do it. I was crying because I wanted to do it all. My projects for Towson made me a better teacher. Even though I felt like I was juggling too much at times, the fact that I was doing something that mattered so much to me got me through. In the end, I was probably just crying in my car because I stressed I would never find a parking spot near my house in Baltimore.

3. **We are all different.** I’m a triplet, and I grew up always comparing myself to my siblings. It’s easy to do that with classmates and colleagues too. You might feel less than, or worry you can’t do what others can. For me, my sister is graduating from medical school this year, and my brother beat me to his Masters, graduating from The University of Pittsburgh with a degree in Public Health last year. You couldn’t pay me enough to do the things they’ve done for research studies. No thank you, to measuring the effect of radio waves on rats. I do not want to ever be near an anatomy lab! And no amount of tutoring in the world could get me to pass Organic Chemistry. But I bet my siblings couldn’t last a day with my second graders. My students sure are cute, but it’s a tough job! Just try to teach reading, writing, math, and science or social studies to a seven year old who struggles just to sit still, and could talk forever about silly bands! We all have different strengths, and it’s through those skills we can find success and happiness. I’ve learned we should each follow our passion and be ourselves.

4. **Change is good.** Before starting my Masters, I thought it would be kind of a difficult going from the one in charge of the class in the day, to student in a class at night. But here at Towson, I was lucky my professors were so engaging and my classes were so pertinent to my job that is my passion. I still use a lot of the resources I’ve made in my every day teaching! And although I would have loved the spending money, I didn’t resell my books! Also, while teaching during the day, I was starting to get worried my face might freeze in the ‘don’t even think about it,’ look. It was nice to take a break. Towson’s Reading Education program also prepared me for the change I experienced professionally because I started this program as a special educator, then became a 4th

**Story Continued on Pg 8**
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 5 months in advance through your Online Services account. To begin the process of graduation review, you will need to complete an application by February 15th for spring 2011 (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.

Congratulations

Fall 2010 REED Graduates

Kristin Amato
Alison Baranowski
Ashly Bean
Alison Benkovic
Jodi Blake
Megan Chory

Tiffani Cutler
Elizabeth Geariety
Lena Huntington
Rena Kohengadol
Beth Mahoney
Gina Maranto

Kristin Nelson
Jennifer Schuknecht
Bridget Singleton
Joanne Swatt
Emily Warner
Jennifer Wohltmann

Faculty Excellence Awards

Watch your email! The College of Education will be sending voting forms out to all students. Please do not delete this email. Be sure to vote for your favorite professor!

Meet the new Reading Program Graduate Assistant

Sheri Muncy-Freeman is a native of central California. She completed her Bachelor of Arts degree in Political Science at Boise State University in December 2005 where she continued to work for several years in Student Affairs. She began her Master’s program in Women’s Studies last spring here at Towson University. Sheri enjoys spending time with her friends and family, reading and watching movies. She is excited to be working in the Reading program and looks forward to meeting everyone.
grade classroom teacher, and I’m now a 2nd grade classroom teacher. I definitely learned that change is unavoidable but can be a wonderful thing.

5. **You have the power.** For me, one of the main reasons I became a teacher, and then continued my education at Towson, was in an effort to cause change in the years to come. I think of reading as a vital life skill that allows you to make meaning and gain power. Because of my education at Towson I now feel I have the ability to help others gain power and build understanding also. I believe that is an incredibly influential skill to possess. I think it’s amazing that the actions and efforts I make each day could have a lasting effect long after I’m gone. I feel all teachers have that power, but I think the rest of you also have been given that gift to cause change and help others through your studies at Towson, from the College of Business and Economics, to Health Services, and to all of us Education folks. Remember to acknowledge the work you have put in to gain that power. Be willing to continue to work just as hard to use that power to help others and be the best you can be for the future.

In closing, thanks for taking the time to listen to what I learned. I hope you learned at least a little something too here at Towson. Congratulations to each of you for all of your hard work!