A good friend recently told me that his son was considering a career as a teacher. But my friend—a classroom teacher himself—was feeling uneasy about his son’s interest. “It’s just not what it used to be. They are taking away all the reasons I went into teaching thirty years ago,” he lamented. I have always admired this friend. He has won school, system, and state awards for his teaching. He has mentored new teachers and led professional development in his subject area. Still, what I’ve found most inspiring is how he’s managed to stay fresh and continually renew his career interest while so many of his colleagues grew tired, sometimes bitter, and left the classroom. Part of his inspiration, of course, has come from his total dedication to the kids. Another part comes from the fact that he consistently questions his teaching and rises to the challenge when he realizes that change is called for.

The Graduate Reading Education Program offers teachers the opportunity to stay fresh and renew career interests. It is a safe haven where teachers can raise important questions about teaching and learning and pursue new challenges. In the program, students find professors and fellow teachers who are determined to rise above the negative political rhetoric and the assorted policies that appear to conspire against our profession.

It’s all true! To start with, we offer consistency and stability. As No Child Left Behind and Reading First give way to Race to the Top and the new Common Core, our students will continue to be theoretically grounded, familiar with essential research, extremely well prepared to assess students and deliver effective literacy instruction in various settings, and ready to lead others in the profession. On top of this solid foundation, there are a wonderful collection of elective courses in our program and other departments that enable students to customize their programs and pursue valuable specializations. Finally, after our students meet all of their personal and professional challenges and graduate with the M.Ed. in Reading Education, they can always return to pursue a Certificate of Advanced Study in Reading Education in which they can design a program of study that will support ongoing professional renewal.

So, in this time of doubt, I encourage you to focus your energies on your Graduate Reading Education experience, keep a critical eye on the policies that are coming, and rise above!
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

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 June 15th for summer 2011 (August 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.

Summer Job Opportunity: Activity Staff

The Wediko Summer Program is in need of staff who can teach/lead activities at their short term residential treatment program.

The Wediko Summer Program takes place on a 450 acre setting. As an activity staff you would be in charge of developing lesson plans and leading respective activities. Activity staff play an integral part of the program by creating a fun, structured environment for children with emotional, behavioral, and social difficulties. Activities range from fishing, mountain biking, archery and theater. Previous experience teaching such activities is not needed.

If you are interested contact David Kim at (617) 292-9200 or dkim@wediko.org.
Writer’s Workshop Summer 2011 Online Class

The Maryland Writing Project at Towson University is offering a 3-credit graduate-level summer course that will focus on the fundamentals of developing a writers’ workshop. You will have the opportunity to explore the structure and benefits of implementing writers’ workshop in K-12 classrooms and become familiar with the standards of your grade level’s Core Curriculum Writing Standards.

Choose from one of the two summer sessions being offered:

Session 1 - SCED 603.001
5 weeks (May 31 - July 1)

OR

Session 2 - SCED 603.002
5 weeks (July 5 - August 5)

For more information visit www.towson.edu/mwp

“Today a reader, tomorrow a leader”
Margaret Fuller

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

*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.*
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
- EDUC 615 – Applied Educational Statistics
- EDUC 761 – Research in Education
- ILPD 781 – Seminar in Supervision
- 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

**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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**Invest in your future**

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

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**The Power of Literacy**

IRA 56th Convention | Orlando
May 8-11 | 2011

2011 Annual Convention

Join us at the International Reading Association Annual Convention -- the largest gathering of literacy professionals. The convention will take place at the Orange County Convention Center in Orlando, Florida, May 8-11, 2011.
Reading Clinic

The Towson University Reading Clinic had a record breaking fall semester when, for the first time ever, we held the Clinic on three evenings each week. Teachers in the Clinic Internship courses provided one-on-one diagnostic reading assessment and instruction to nearly seventy K-8 students enrolled in the Clinic. Each Tuesday, Wednesday, and Thursday evening throughout the semester, Hawkins Hall was teeming with children, parents, and teachers having fun with reading.

Each evening the advanced clinic teachers also offer workshops to help the parents learn strategies and activities so they can continue to support their child’s literacy growth at home. Following a brief presentation of current research on reading topics which they help select, the parents participate in hands-on activities related to each topic. Once each semester the parents have the opportunity to spend an hour in the behind-the-glass observation room watching their children work with the teachers. This fall, just in time for holiday shopping, we added a new feature to the workshop schedule - a game night where the parents played commercially produced reading related games. At the end of the semester, the families joined the clinic teachers for a family night reading celebration to recognize the achievements of the students, parents, and teachers.

The clinic continued its outreach to the Cherry Hill Community of Baltimore City by supporting twelve children and their parents from Arundel E/M School who participated in the clinic in the fall. For the spring semester, nine children and their parents are participating in the clinic. The Arundel families travel together to the clinic each week on a Towson University Shuttle accompanied by a teacher liaison from the school. Looking to the future, the Reading Clinic will return to the Cherry Hill community for the sixth consecutive summer. The two Clinic Internship summer classes will be held again on site at Arundel E/M School.

Dr. Elizabeth Dicembre
Reading Clinic Director

Half-Price Books for Full-Time Students!

Guilford Press is offering a 50% student discount on books from March 1 to June 30, 2011. This is the ideal time to build your permanent personal library of Guilford’s essential titles in your field. Visit www.guilford.com/students for details. Be sure to use promotional code STUW to receive the automatic discount.

Volunteer Needed

Partnership for Learning works with first-time youth offenders (ages 10-17) in an effort to assist them in getting back on track with school and social skills. Many of the students who come to Partnership for Learning read 1-2 levels below their actual grade level.

Partnership for Learning is need of a volunteer (with potential to turn in to part-time employment) to come in and work with these young men and women to get them back on track academically.

If you are interested please contact: Executive Director, Rochelle M. Walker at (443)263-8100 x2760
## Graduate Reading Education Programs
### Fall 2011 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 365</td>
<td>Content Area Reading (for Kinesiology)</td>
<td>McGowan &amp; Gibson</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Altwerger</td>
<td>M</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Mogge</td>
<td>T</td>
<td>Balt Co. ‘D’</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Palladino</td>
<td>Th</td>
<td>Howard Co. ‘C’</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Altwerger</td>
<td>T</td>
<td>4:20</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Staff</td>
<td>W or Th</td>
<td>4:20</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities seat limit 10</td>
<td>Staff</td>
<td>T</td>
<td>4:20</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities seat limit 10</td>
<td>Palladino</td>
<td>W</td>
<td>4:20</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>Martinez</td>
<td>T</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 626</td>
<td>Internship</td>
<td>Pitcher</td>
<td>Th</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials seat limit 15</td>
<td>Pitcher</td>
<td>Online</td>
<td>Balt Co. ‘B-1’ 4:30-7:30</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Dicembre</td>
<td>W</td>
<td>Balt Co. ‘B-2’ 4:30-7:30</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Staff</td>
<td>W</td>
<td>Balt Co. ‘B-2’ 4:30-7:30</td>
</tr>
<tr>
<td>REED 650</td>
<td>Second Language Literacy</td>
<td>Martinez</td>
<td>W</td>
<td>Balt Co. ‘A’ 4:30-7:30</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Mogge</td>
<td>M + online</td>
<td>7:00-9:20</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Martinez</td>
<td>Th + online</td>
<td>Balt Co. ‘B-3’ 4:30-7:30</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>T</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 726</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>Th</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>M</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Mogge</td>
<td>M</td>
<td>5:30-8:00</td>
</tr>
<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Altwerger</td>
<td>W</td>
<td>Howard Co. ‘A-1’</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Rdg</td>
<td>Pitcher</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Rdg</td>
<td>Palladino</td>
<td>T</td>
<td>Howard Co. ‘A-2’</td>
</tr>
<tr>
<td>REED 751</td>
<td>Language, Literacy &amp; Culture</td>
<td>Laster</td>
<td>Th</td>
<td>4:20-6:50</td>
</tr>
</tbody>
</table>

* indicates that special permission is required to enroll in the course
“Life-transforming ideas have always come to me through books.”

bell hooks

Books For Kids Day!

Every year Baltimore Reads collects thousands of new and gently used books to benefit the Baltimore Reads Book Bank. They need your help to make the day successful!

Baltimore Reads Books For Kids Day
Saturday, May 7th,
Poly/Western High School
9am-2pm

How you can help:
Donate a book!

Throughout the month of April, the Department of Educational Technology & Literacy (EDTL) will be collecting books to help Baltimore Reads collect its goal of 75,000 books donated. Recognition will be given to the EDTL class that donates the most books.

At the end of the month, all books will be donated to Books For Kids Day 2011 to benefit the Baltimore Reads Book Bank which provides free books to schools, children and families who otherwise could not afford them.

For more information go to www.BooksForKidsDay.org

Maryland Writing Project
Invitational Summer Institute 2011

Every year MWP brings together the area’s best educators to reflect on their educational practices. Participants gain practical ideas to use in their classrooms and join a network of colleagues who support each other over time. The Invitational Summer Institute provides an opportunity for participants to demonstrate their best practices and explore their own educational philosophies through reading, writing and discussions with colleagues.

Pre-summer sessions: Tues, Apr 12 from 4:00-6:30pm; Sat, Apr 30 from 8:30am-3:00pm; Tues, May 17 from 4:00-6:30pm; or Sat, Jun 11 from 8:30am-3:00pm. Institute continues for three weeks from Jun 27-Jul 15 (M-F, 8:30am – 3:30pm).

Apply Online: www.towson.edu/mwp

For more information: email: bbass@towson.edu or phone: 410-704-3593

“Reading is to the mind what exercise is to the body”

Sir Richard Steele

“Life-transforming ideas have always come to me through books.”

bell hooks
Reading Education Programs Graduate Assistants

James Lawson  
HH 107H  REED@towson.edu  410-704-5775

Sheri Muncy-Freeman  
HH 107H  REED@towson.edu  410-704-5775

Feel free to reach us by phone or email!

Save Our Schools March & National Call to Action

Please join people from all across America as they gather to participate in the Save Our Schools March on Saturday, July 30 in Washington, D.C.

The Save Our Schools March is being held in response to recent destructive “reform” efforts which have undermined our public educational system, demoralized teachers, and reduced the education of too many of our children to nothing more than test preparation.

We are demanding:

- Equitable funding for all public school communities
- End to high stakes testing for student, teacher, and school evaluation
- Curriculum developed for and by local school communities
- Teacher and community leadership in forming public education policies

July 30 Rally & March
The rally will officially begin at noon at the Ellipse, but arrive early to enjoy performances, art, and more! At two p.m., we will march to the Department of Education, where the demands will be read, we’ll chant, and engage in a call for actions to reclaim schools as places of learning, joy, and democracy.

We’ll return to the Ellipse for a closing ceremony and call for continued action until these demands are met.

For more information visit http://www.saveourschoolsmarch.org/