I know, I know, we all start off our careers very motivated. Everything is new, from ideas to strategies to activities to websites, thus it appears that the sky is the limit. However, as sometimes we find (and I read about in Blackboard posts by students), reality hits and teachers find themselves wondering how they can possibly find time for motivating students or for motivating themselves? It can be a tough situation, but one that is certainly worth pursuing.

The new book, *Motivation in the Language Classroom*, focuses on just that for English learners. (You can view a free chapter here: [http://www.tesol.org/BookLanding?productID=14001](http://www.tesol.org/BookLanding?productID=14001)) And, in case you are not aware, the Teachers of English to Speakers of Other Languages (TESOL) International Association recently started publishing an English language teacher development series (AKA short books) that are very quick reads, which I find motivating. Titles include:

- Teaching English to Young Learners
- Managing the Language Classroom
- Lesson Planning
- Classroom Interaction for Language Teachers

They also have a series of texts called *New Ways*... that are filled with lessons that you can use “tomorrow”. For example, one from that collection is called *New Ways in Teaching Vocabulary*, and each lesson has a cookbook format including the level of the English learners that would benefit from the lesson, the goal, amount of time the lesson would take, preparation time, resources needed, and procedure. Further readings are also provided for each lesson. I love the format and find the lessons easy to follow.

All that to say, you should read about motivation and topics that motivate you to help you stay motivated. Also, attend conferences and educational events you find fulfilling. Did you know that the TESOL International conference is being held in Baltimore next year? That is going to be a terrific treat! Clearly, TESOL related topics motivate me. What motivates you? Think about it, read about it, attend events about it, and view videos too, such as this one called “Famous Failures” about people that failed but later succeeded: [https://www.youtube.com/watch?v=zLYECljmQS](https://www.youtube.com/watch?v=zLYECljmQS) I liked the motivational video so much I subscribed to that channel. Keep that motivation going!

*Dr. Martinez-Alba, Director*

*Graduate Reading Education Program*
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 restructur- ing 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 700 – Assessment in Instructional Technology
- ISTC 702 – Educational Lead-

The CAS program has only a few requirements and many choices.

Contact Dr. Martinez-Alba or Dr. Mogge to discuss available options.

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**COLLEGE OF EDUCATION SCHOLARSHIPS**

The following scholarships are available to students in the Graduate Reading Programs for the 2015-2016 school year:

- Graduate Reading Education Program Scholarship (Deadline: January 30)
- James Lindner Scholarship (Deadline: January 3)
- Mary Daniels Taylor Memorial Scholarship (Deadline: January 3, requires FAFSA)

You can apply for these scholarships by visiting the “Scholarship Seeker” on the Towson website:
http://inside.towson.edu/scholarshipSeeker/TU-Scholarships.html

Find out more information on scholarships through Towson University’s Office of Financial Aid, the Dean’s office in Hawkins Hall 304, or the Program bulletin board.

"If you can read this, thank a teacher."

— Anonymous Teacher
## 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*
- *Family Literacy Project (or from REED 726)*

**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*
- *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. Both copies must include assignments and rubrics.*

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### 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 the Graduate Reading Education Program GA’s at 410-704-5775 in the Reading Program office, or via email at REED@towson.edu.

“Reading without reflecting is like eating without digesting.”
— Edmund Burke
Congratulations FALL 2014 Graduates!

REED Graduates

Jason Ambush  
Laura Bartel  
Anna Cathcart  
Sharon Clark  
Jessica Dausey  
Alicia DeMarr  
Margie Edwards

Jon Fairchild  
Megan Hoke  
Amy Klusak  
Lauren Lewis  
Ambur Mangum  
Mary McGowan  
Dawn Mizell  
Beth Morton

John Noonan  
Jaclyn Parker  
Marilia Phillips  
Carolyn Ropati  
Melissa Rosenblatt  
Jessica Ruppert  
Adria Schlanger  
Christina Sernulka  
Gabrielle Shasho  
Sara Solter  
Elizabeth Wagner  
Iram Weaver  
Ann Windsor

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 July 4 for Summer 2015 (August Graduation) and August 20 for Fall 2015 (December 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 Registration Begins March 9th  
Fall Registration Begins April 8th

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.

“What a school thinks about its library is a measure of what it thinks about education.”
— Harold Howe
Planning on Attending or Presenting at a Conference?

The Graduate Student Association can help!

Since 1997, the Graduate Student Association has allotted a portion of the GSA budget to help fund students’ research and professional development, including: presentation of a paper or project at a conference, attendance at a conference or purchase of supplies for research project.

Registered graduate students in good academic standing are eligible to apply for and receive an award. A student can only receive one travel grant and one research grant per semester. GSA Award packets are accepted continuously, so please allow up to 10 business days for each packet to be reviewed.

Applications for GSA grants must include:

- GSA Application
- Travel Authorization Request
  Note: Travel Authorization Request is not required for non-travel.
- W-9 Form
- Estimated itemized budget
- Abstract of research/presentation (if applicable)
- Brief personal statement detailing how the GSA award will contribute to your studies
- Letter of recommendation from faculty advisor
- Agenda/brochure/schedule from conference, if applicable (these can usually be found on the homepage for your conference).

This form must be submitted 20 BUSINESS DAYS prior to your FIRST DAY of traveling. This additional time should be accounted for when submitting your packet.

For more information and applicable forms please go to:
http://grad.towson.edu/gsc/gsa/awards.asp

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”

— Katherine Patterson

Invest in your future...

as a STUDENT

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

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

Looking for a way to contribute to the Graduate Reading Education Program?

Consider making a monetary donation to the Graduate Reading Education Program Scholarship so that future students will feel less of a financial burden while working towards their goals of teaching children how to read.

Please send donations in the form of a check made payable to Towson University Foundation and write in the Memo: “Graduate Reading Education Program Scholarship, 35722” or go to www.towson.edu/supportTU.
## Graduate Reading Education Programs
### Summer 2015 Class Schedule

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day/Time</th>
<th>Location/Dates</th>
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<tbody>
<tr>
<td>REED 632</td>
<td>Word Study</td>
<td>Martinez-Alba</td>
<td>100% Online</td>
<td>SMHEC</td>
</tr>
<tr>
<td>REED 650</td>
<td>Study Abroad: Social, Cultural &amp; Curricular Context of Second Language Learning</td>
<td>Mogge</td>
<td>Tuesday 5:00-7:30</td>
<td>Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May 26 &amp; June 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study Abroad in Costa Rica</td>
<td>June 19-July 5</td>
</tr>
<tr>
<td>REED 651</td>
<td>Instruction and Assessment of Second Language Learners</td>
<td>Martinez-Alba</td>
<td>100% Online</td>
<td>Baltimore Co. 2</td>
</tr>
<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>Rice Doran</td>
<td>Tuesday/Thursday 4:30-7:45</td>
<td>Harford Co. 1</td>
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<td></td>
<td>May 26-July 2</td>
</tr>
<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>Rice Doran</td>
<td>Tuesday/Thursday 4:30-7:45</td>
<td>Harford Co. 2</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>May 26-July 2</td>
</tr>
<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>Altwerger</td>
<td>Tuesday 4:30-7:30</td>
<td>Baltimore Co. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May 26-July 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Also weekly online sessions</td>
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<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Gibson/Mogge</td>
<td>Thursday (Hybrid)</td>
<td>Campus</td>
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<tr>
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<td></td>
<td>May 28-July 16</td>
</tr>
<tr>
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<td></td>
<td>On-campus Meetings:</td>
<td>May 28 &amp; June 25</td>
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<td></td>
<td></td>
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<td>*Plus online</td>
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<tr>
<td>REED 710</td>
<td>Multicultural Literature for Children and Adolescents</td>
<td>Martens</td>
<td>Mon-Fri, June 22-26 Mon-Thurs, July 13-16 Mon-Tues, July 20-21 9:00-1:00</td>
<td>Campus</td>
</tr>
<tr>
<td>REED 714</td>
<td>Adolescent Literacy</td>
<td>Huggins</td>
<td>(Hybrid) 4:30-8:00</td>
<td>Campus</td>
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<tr>
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<td>May 27-August 5</td>
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<tr>
<td></td>
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<td></td>
<td>On-campus Meetings:</td>
<td>May 27 &amp; July 1</td>
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<tr>
<td>REED 726</td>
<td>Reading Clinic 2</td>
<td>Moreland</td>
<td>Mon-Thurs 5:00-8:30</td>
<td>SMHEC</td>
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<tr>
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<td></td>
<td>May 27, June 3-25</td>
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<tr>
<td>REED 714</td>
<td>Adolescent Literacy</td>
<td></td>
<td>100% Online</td>
<td>SMHEC</td>
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</table>

* indicates that special permission is required to enroll in the course
## Graduate Reading Education Programs
### Fall 2015 Class Schedule

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day/Time</th>
<th>Location/Dates</th>
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<tbody>
<tr>
<td>REED 102</td>
<td>Academic Literacy</td>
<td>Laster</td>
<td>Tues/11:00</td>
<td>Campus</td>
</tr>
<tr>
<td>REED 365</td>
<td>Content Area Reading (for Kinesiology)</td>
<td>Mogge</td>
<td>Mon/ 5:00-7:30</td>
<td>Partially Online</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Campus</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Mogge</td>
<td>Thurs/4:20-6:50</td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Campus</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Croce</td>
<td>Tues/4:20-6:50</td>
<td>TLN Harford 3</td>
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<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Altwerger</td>
<td>Mon/4:20-6:50</td>
<td>Campus</td>
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<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Zumpano</td>
<td></td>
<td>TLN SMHEC</td>
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<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Staff</td>
<td>Tues/4:20-6:50</td>
<td>TLN Howard</td>
</tr>
<tr>
<td>REED 626</td>
<td>Clinic 1</td>
<td>Huggins</td>
<td>Thurs/5:30-8:00</td>
<td>TLN Howard 4</td>
</tr>
<tr>
<td>REED 626</td>
<td>Clinic 1</td>
<td>Martinez-Alba</td>
<td>Tues/4:20-6:50</td>
<td>Campus</td>
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<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Liebfreund</td>
<td>100% Online</td>
<td>Campus</td>
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<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Liebfreund</td>
<td>100% Online</td>
<td>TLN SMHEC</td>
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<tr>
<td>REED 726</td>
<td>Advanced Clinic Internship</td>
<td>Huggins</td>
<td>Tues/4:20-6:50</td>
<td>TLN Balt Co 3</td>
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<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Altwerger</td>
<td>Wed/4:20-6:50</td>
<td>TLN Balt Co 2</td>
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<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Mogge</td>
<td>Wed/4:20-6:50</td>
<td>TLN Harford 1</td>
</tr>
<tr>
<td>REED 729</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>Mon/5:30-8:00</td>
<td>Campus</td>
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<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Finkelstein</td>
<td>Thurs/4:30-7:00</td>
<td>TLN Harford 2</td>
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<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>Murphy &amp; Book</td>
<td>Tues/7:00-9:30</td>
<td>Campus</td>
</tr>
</tbody>
</table>

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Take a look at what some of our professors have been working on to contribute to the world of literacy and literacy education!


This chapter was requested by Caroline Heller (Lesley University) and William Ayers (University of Illinois at Chicago) to be part of a collection dedicated to the life and work of a Chicago adult literacy educator, Hal Adams. Hal was a friend and colleague who started the Neighborhood Writing Alliance and the Journal of Ordinary Thought, publishing the essays, poems and stories written by poor people in Chicago neighborhoods. Our chapter focuses on Hal's influence on our work with adult immigrants and teenage writers.


This article is provided for free here: http://newsmanager.commpartners.com/tesolc/issues/2014-12-01/1.html
Not all of the TESOL Journal articles are free. They only make a few free for people to get a taste of their articles, and fortunately this was one of them. If you like making videos or digital stories with your students, this article is for you. It will show you how to look more like a pro by giving you a variety of video making tips, along with providing you with different websites/apps to organize and edit your videos. Have fun teaching by making videos!


This study examined the contributions of decoding, language, spelling, and motivation on the reading comprehension of elementary school students and determined if they varied based on two different measures of comprehension. Multiple regression analyses revealed that factors were related differently to comprehension depending on the measures used. Specifically, fluency accounted for most of the variance in silent reading comprehension, but a smaller proportion of variance in oral reading comprehension. For the oral reading comprehension measure, semantic knowledge was the most influential predictor.


This critical review of the research literature examined what specific practices within process writing pedagogy have evidence of effectiveness in elementary classrooms. It reviewed 93 empirical studies and found seven categories of effective practices: talk during the writing process, play during the writing process, inclusion of children's modes of sense-making, flexible participation structures, computers in the writing process, mentor texts, and writing strategy instruction. It also discussed challenges related to implementing these practices and areas for future research. The goal of the review was to identify promising approaches to process writing instruction and areas that need continued research and analysis.

Dr. Stephen Mogge

Dr. Gilda Martinez-Alba

Dr. Meghan Liebfreund

Dr. Vicki McQuitty

S P R I N G  2 0 1 5  N E W S L E T T E R
Exploring Modern Day Segregation
Friday, March 27, 2015 9:30 am to 4:00 pm WVC Ballrooms

This year, the Student Government Association (SGA), the Council of Diverse Student Organizations (CDSO), and TU’s Diversity Action Committee (DAC) are collaborating to host Towson University’s 20th Multicultural Conference: Exploring Modern Day Segregation.

The theme of this year’s conference, Exploring Modern Day Segregation, will provide a platform to discuss research, perspectives, and experiences as we explore, question, and challenge modern day segregation. While the Civil Rights era made tremendous strides in fighting for racial desegregation, what does modern day segregation look like – 50 years later – in the 21st century? Many groups continue to experience segregation based on identities and social markers. Are laws and policies inclusive of LGBTQIA peoples? Do people with disabilities have fair and appropriate access? Can pay inequity and gender-based violence be prevented? Does nation of origin dictate a person’s right to pursue a better life? Does wealth or income impact access to healthcare, education, and housing? Is full integration desired by all?

The conference program will feature a speaker, followed by a number of student-led presentations and panel discussions on the current voluntary and involuntary separation of groups in society.

Undergraduate and graduate students are encouraged to submit presentation proposals. Students may present individually or in collaboration with other students, faculty, and staff. In addition to raising questions and contextualizing issues, presentations should offer practical solutions.

Proposal submissions should address modern day segregation in one or more of its current manifestations including, but not limited to:
* Gentrification
* Spatial Segregation
* Institutional Segregation
* Racial Segregation
* Economic Segregation
* Educational Segregation
* Gender Segregation
* Religious Segregation
* Disability Segregation
* Nation of Origin Segregation
* Linguistic Segregation
* Body Size Segregation

Presentations should be 1 hour in length, including 15 minutes for Q&A. Presenters are expected to provide their own copies of handouts and other materials. You will be notified regarding your proposal by Friday, March 13, 2015. If you have any questions, please contact Director Rafiat Adetona at rdetol@students.towson.edu.

PROPOSALS SUBMITTED AT THE FOLLOWING WEBSITE: https://towsonsga.formstack.com/forms/multiculturalconferencesignup
# READING EDUCATION FACULTY CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shelly Huggins</td>
<td>HH102M</td>
<td><a href="mailto:shuggins@towson.edu">shuggins@towson.edu</a></td>
<td>410-704-2009</td>
</tr>
<tr>
<td>Dr. Barbara Laster</td>
<td>HH107H</td>
<td><a href="mailto:blaster@towson.edu">blaster@towson.edu</a></td>
<td>410-704-2556</td>
</tr>
<tr>
<td>Dr. Meghan Liebfreund</td>
<td>HH107D</td>
<td><a href="mailto:mliebfreund@towson.edu">mliebfreund@towson.edu</a></td>
<td>410-704-4492</td>
</tr>
<tr>
<td>Dr. Gilda Martinez-Alba</td>
<td>HH107N</td>
<td><a href="mailto:gmartinez@towson.edu">gmartinez@towson.edu</a></td>
<td>410-404-2480</td>
</tr>
<tr>
<td>Prof. Mary Moreland</td>
<td>SMHEC</td>
<td><a href="mailto:mmoreland@towson.edu">mmoreland@towson.edu</a></td>
<td>301-737-2500</td>
</tr>
<tr>
<td>Dr. Stephen Mogge</td>
<td>HH102P</td>
<td><a href="mailto:smogge@towson.edu">smogge@towson.edu</a></td>
<td>410-704-5771</td>
</tr>
<tr>
<td>Prof. Alyssa Zumpano</td>
<td>SMHEC</td>
<td><a href="mailto:azumpano@towson.edu">azumpano@towson.edu</a></td>
<td>301-737-2500</td>
</tr>
</tbody>
</table>

# READING EDUCATION PROGRAM GRADUATE ASSISTANTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren Hammett</td>
<td>HH102K</td>
<td><a href="mailto:REED@towson.edu">REED@towson.edu</a></td>
<td>410-704-5775</td>
</tr>
<tr>
<td>Gaby Gutierrez</td>
<td>HH102K</td>
<td><a href="mailto:REED@towson.edu">REED@towson.edu</a></td>
<td>410-704-5775</td>
</tr>
</tbody>
</table>

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*A book is a gift you can open again and again.*  
—Garrison Keillor

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If you only read the books that everyone else is reading, you can only think what everyone else is thinking.  
—HARUKI MURAKAMI—

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Join the Graduate Reading Education Programs Facebook group!

- Connect with current students and graduates from our programs
- Stay up-to-date on information from our programs, including events, conferences, and job opportunities!

[http://www.facebook.com/groups/towsonreed](http://www.facebook.com/groups/towsonreed)