DEPARTMENT OF EDUCATIONAL TECHNOLOGY AND LITERACY

Office
Hawkins Hall 216
410-704-2576

Programs of the Department
The Department of Educational Technology and Literacy is responsible for courses that are not limited to a single teacher education program. The education course listings include core education courses that provide knowledge and skills for general application in teaching and training areas. The instructional technology program offerings also have K-12 applications.

The department coordinates the reading programs and the Reading Clinic, Developmental Reading courses, and Instructional Technology. Graduate programs include the Master of Arts in Teaching and the master’s programs in Reading and Instructional Technology.

Graduate Study in Reading
Co-Director: Barbara Laster
Hawkins Hall 107, 410-704-2556
Co-Director: Stephen Mogge
Hawkins Hall 102P, 410-704-5771

A graduate program specifically designed to improve the teaching of reading at all age levels is available for qualified students seeking Maryland State Certification as Reading Specialist K-12. See the Graduate Catalog for details.

The Reading Clinic
Director: Elizabeth Dicembre
Hawkins Hall 102B, 410-704-4492

This practicum experience is for graduate students in the master’s degree program in Reading. The Reading Clinic provides diagnostic and remediation services to individuals in the community who need improvement in reading and writing.

Developmental Reading
Director: L. Steven Boone
Hawkins Hall 205, 410-704-3697

Remediation in reading skills is provided for Towson students through the developmental studies courses in reading scheduled by the Department of Educational Technology and Literacy. See competency requirements for entering students under the Academic Achievement Center section in Academic Resources. Informational sessions for the Praxis are also conducted.

Graduate Study in Instructional Technology
Co-Director: Liyan Song
Hawkins Hall 216, 410-704-5751

Co-Director: David Robinson
Hawkins Hall 203, 410-704-6301

The Department of Educational Technology and Literacy offers comprehensive graduate programs that prepare professionals for careers in the instructional media field. The Instructional Development Concentration is intended for those who wish to prepare for training and media positions in business, community and governmental settings. The School Library Media Concentration is intended for the person who plans to direct a School Library Media Center. Persons holding this degree are eligible for certification by the Maryland State Department of Education as an Educational Media Generalist (Level II). The Educational Technology Track is designed for those who wish to integrate technology into classroom teaching, or to coordinate the planning and integration of educational technologies at the school, district or state level. See the Graduate Catalog for details.

Instructional Technology Courses
ISTC 201 INFO EFFECTV EDUC (3)
An introduction to gathering, evaluating and communicating information. Emphasis will be on using team collaboration and problem solving to examine current issues in education. GenEd I.B.

ISTC 202 HONORS USING INFORMATION EFFECTIVELY IN EDUCATION (3)
An introduction to gathering, evaluating and communicating information. Emphasis will be on using team collaboration and problem solving to examine current issues in education. GenEd I.B.

ISTC 301 INTEGRATING INSTRUCTIONAL TECHNOLOGY (3)
Materials, devices, techniques, and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Prerequisite: junior/senior standing or departmental approval. Lab/Class fee will be assessed.

ISTC 397 STUDENT TEACHING TH MEDIA CENTER IN THE ELEMENTARY SCHOOL (6)
Supervised media center practice in an elementary or middle school. Graded S/U. Prerequisites: ISTC 475, admission by consent of department coordinator, approval of director of Center for Applied Skills in Education (CASE) and completion of Basic Skills Test; 2.75 QPA. Application must be made to ISTC coordinator by mid-semester prior to semester of enrolling.

ISTC 398 STUDENT TEACHING THE MEDIA CENTER IN SECONDARY SCHOOL (6)
Supervised media center practice in a secondary school. Graded S/U. Prerequisites: ISTC 477, admission by consent of department coordinator, approval of director of Center for Applied Skills in Education (CASE) and completion of Basic Skills Test; 2.75 QPA. Application must be made to ISTC coordinator by mid-semester prior to semester of enrolling.

ISTC 441 FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY (3)
Exploratory course concerned with the rationale for and use of computers in learning and related administrative matters. Techniques are examined for the organization, storage, processing, and retrieval of data. Applications include the computer for instruction, the management of instruction, simulation, generation of graphics, and accounting for software and hardware. (This course will not prepare students for occupations in computer science). Prerequisite: junior/senior standing.
ISTC 453 INTRODUCTION TO INSTRUCTIONAL PHOTOGRAPHY (3)
Basic planning and darkroom methods for preparing photographic materials. Although the thrust of the course is the black and white mode, color slides and other special topics are treated. Principles of visual literacy are stressed. Students are required to demonstrate competencies in darkroom utilization and print critiquing as well as print production. Prerequisite: consent of department chair.

ISTC 471 REF INFO SOURCES (3)
The bibliographic method, fundamental reference sources, and searching techniques for print and non-print materials are examined. Students are required to demonstrate competencies in the use of reference sources. Prerequisite: junior/senior standing.

ISTC 473 CATAL CLAS MEDIA (3)
Cataloging, subject analysis, classification and bibliographic control. The use of commercial processing services and central processing in the school system. The concept of a unified catalog and materials center for print and non-print materials is stressed. Prerequisite: junior/senior standing.

ISTC 495 INDEPENDENT STUDY IN INSTRUCTIONAL TECHNOLOGY (1-3)
Individual and supervised study of research problems and special projects in specific areas of instructional technology. Prerequisites: junior/senior standing and special permit.

ISTC 497 INTERNSHIP IN LIBRARY SERVICES (6)
The student works in a library media setting under faculty and professional supervision. Prerequisites: major, senior standing, consent of program coordinator and completion of Basic Skills Test. Application must be made to ISTC coordinator by mid-term prior to the term of enrolling.

Reading Education Courses

REED 102 ACADEMIC LITERACY (3)
Develop an understanding of the reading process and the multiple factors that influence reading proficiency. Explore different reading theories, strategies, vocabulary and applications, college-level literacy in the natural sciences, mathematics, the humanities, the social sciences, business and the fine arts. This reading course can be taken for credit by students who qualify.

REED 351 TEACHING ENGLISH LANGUAGE LEARNERS (3)
Teaching English Language learners (ELL) in the regular classroom using research-based techniques. Using strategies to develop reading, writing, listening, and speaking skills for K-12 ELL students. The course is online and abroad at the location of the International Reading Association’s World Conference. The conference is part of the course and includes a variety of presentations about ELL research and instructional best practices.

REED 365 READING AND WRITING IN THE CONTENT AREAS K-12 (3)
Strategies for teaching reading and writing in K-12 certification programs within the content disciplines. Prerequisite: ELED 324.

REED 370 SPECIAL TOPICS IN READING EDUCATION (3)
Studies of selected topics in literacy education. Specific requirements and prerequisites will vary and will be designated by the department each time a topic is scheduled. May be repeated with a different topic for a maximum of 6 units. Prerequisite: Consent of the Director of the REED program.