REG Newsletter
Reading Educators Guild

Fall 2008
Volume 36 Issue 3

CSUF Reading Department
Looks to the Future

Our spring newsletter was devoted primarily to the celebration of California State University Fullerton’s 50th anniversary with the well attended and universally enjoyed REG Reunion Luncheon last spring where we revisited and applauded the many past successes of our Reading Department. At that time, it was suggested by our own Dr Debbie Hancock that the REG Newsletter might next address the future of the Reading Department. To that end, we have asked the full-time faculty to give us a concise look at their individual research directions, their recent accomplishments and where their academic interests will be leading each of them in the near future.

Kathi Bartle Angus reports that her research and professional interests center on college reading and critical thinking. “I am continually looking for dynamic ways to involve students in active learning activities that also improve their abilities to read and think critically. The College Reading and Learning Association has been the professional organization that I have worked with most closely as I pursue my goals. I am in the middle of a three year term as Coordinator of Professional Association Liaisons for CRLA and I will be presenting at the annual conference in Cleveland this fall. The title of my presentation is “Teaching with the Goal of Developing Critical Thinkers.” Also, I am looking forward to serving another term of office for REG working with my co-president, Robin Barry.”

Dr. Erica Bowers, Assistant Professor of Reading, is responsible for teaching READ 508, Teaching Reading in Today’s Elementary Schools, and READ 514, Linguistics and Reading. Currently, her primary vein of research is in academic English. Recently, she submitted a literature review on the topic to the Journal of Educational Research. In addition, she also worked with a colleague at CSUF to complete a survey to investigate teachers’ understanding of the concept, what strategies they found to be most effective, and if there were a correlation between strategy use and reading achievement. The paper was submitted for publication over the summer. Lastly, classroom observations were conducted and she and a colleague are currently analyzing the data. She will be presenting the literature review and chairing the same session at the National Reading Conference in Orlando, Fl. this December.
Her second line of research is in the area of motivation and struggling readers. Currently, she has been working with a group at USC known as MICLL (Motivation, Instruction, Cognition, Literacy and Learning). The group has been working to revise their survey, *Teachers Beliefs about Students Motivation for Reading Questionnaire*. A pilot study has been conducted and the findings were presented at the National Reading Conference. A paper has been submitted to *Reading Psychology*. In addition, focus groups have been conducted with teachers about their beliefs regarding student motivation and the transcripts are being analyzed. This topic has also been accepted as a presentation at the National Reading Conference in December.

A third area of interest for Dr. Bowers is at-risk students. She has been working with school districts to implement a structured lesson design format that includes active participation. These professional development sessions also include a strong focus on motivation. A paper on the topic has been submitted to *The Journal of Scholarship and Practice*.

**JoAnn Carter-Wells, Ph.D.**, Director of CLLC-Community Learning and Literacy Center reports that the CLLC held its first annual Literacy Festival on April 19 at the Irvine campus with over 23 presenters including authors, illustrators, mimes, vendors, and a magician as well as the former editor of the Weekly Reader and the renowned University Jazz Ensemble. Approximately 375-400 people participated in the events of the day which was sponsored by the Community Learning and Literacy Center and funded as a special "Golden Idea" event by the 50th Anniversary Committee to highlight the Irvine campus.

Dr. Carter-Wells is also Coordinator of the Postsecondary Reading and Learning Program. The Postsecondary Reading and Learning certificate program is growing each year with applicants from around the country. This fully online certificate program is focused on preparing instructors for the reading and learning demands of the postsecondary student particularly at the community college level. The 13 unit (4 course) program also meets the requirements of AB1725 and enhances the offerings of the MS in Reading program. Students can complete the PRL by taking 2 courses each semester. However, someone who is currently in the MS in Reading program or already has their degree can transfer the READ 507 and READ 516 units that they have already taken. They would then only need to take two additional courses - READ 505 and READ 587- which were developed specifically for the PRL program and thus complete the certificate in less than one year!

Additional program information can be found through the University Extended Education website under Certificates:


or by contacting Dr. JoAnn Carter-Wells, PRL Coordinator, at (714) 278-3357 or jcarterwells@fullerton.edu.

**Dr Janice Crick**: As a Reading Center director, I work with graduate students who tutor typical and atypical learners (i.e., clients with special needs and foster care children). Often, we serve clients (2nd grade-Adult) who begin tutoring as struggling readers and overcome many personal and professional obstacles as they become proficient readers.

My research interests center around the effective use of assessment to analyze and diagnose reading/language arts difficulties (Pre-Kindergarten-Adult), using techniques and methods of prevention and treatment for both non-readers and struggling readers in the classroom or tutorial setting. My research agenda involves diagnosing and analyzing data to make informed choices and programmatic decisions (e.g., individualizing instruction, school-wide planning and professional development, and district-wide curriculum evaluation) regarding read-
ing as a developmental process for learners (Pre-Kindergarten-Adult). My scholarly interests include analyzing assessment data (state test scores) to plan or evaluate programs for struggling readers, especially those who are deemed “at-risk” of school failure (Title I school populations). Some interests include: Response to Intervention (RTI); Effectiveness of Full-day vs. Half-day Intervention programs; Intervention or Prevention; Full-day vs. Half-day Kindergarten

JoAnne Greenbaum, a member of the Department of Reading Education faculty, will be teaching the undergraduate critical reading course online this fall. Ms. Greenbaum has taught the Critical Reading course for 14 years at CSUF. She consistently integrates technology into her traditional classes, which are taught in a classroom/lab setting. Ms Greenbaum has also worked as a member of the Freshman Programs faculty for the past 4 years and hopes to bring this online option to the students in the Freshman Future Teachers cohort in the Spring 2009 semester. Since Spring 2006, she has also taught an online course in the Post-Secondary Reading and Learning Certificate program through University Extended Education. Ms. Greenbaum has presented at national conferences numerous times on the topic of critical thinking. Her present research interest is focused on the most effective practices for learning in the online environment.

Dr. Ula Manzo, Reading Department Chair, said, “Tony( Dr. Tony Manzo) and I are currently completing manuscript reviews of the fifth edition of our content area reading textbook that will be coming out this spring, and recently completed a chapter for an IRA book on vocabulary instruction that will also be coming out soon. The theme of the content area reading textbook, as in previous editions, is the need for all subject area teachers to understand the study reading process, and to use content area reading methodology and cooperative structures to teach strategies for reading-to-learn. We define reading-to-learn as intentional, flexible use of strategies, or habits of mind, to accurately reconstruct an author’s meaning and construct responses appropriate to the purpose for reading. We illustrate the use of Comprehension Prompts for schema activation, comprehension monitoring, and response to reading. Comprehension Prompts are strategy phrases that an individual teacher word-crafts to be personally comfortable to use frequently at appropriate times during text-based instruction. Similarly, in the vocabulary chapter, we define vocabulary-learning strategies as habits of mind that help one learn and remember words and word meanings, and stress that teaching these habits of mind is infinitely more important than teaching any given sets of words. We propose the intentional use of Vocabulary Prompts as an effective way to teach these strategies from preschool through adult levels, and across the curriculum. The essence of this approach to vocabulary instruction is reflected in one of the discussion questions for the chapter, as follows: “When our son was a preschooler, a question we often found ourselves asking him was, “where did you learn that word?” We were always amazed at the specificity of his reply. Not only would he know, for example, the cartoon series that it was in, but the specific episode and the image associated with the word. What are some effects of being asked this question?”

Congratulations Grads!

Fall 07 – Fullerton
Genevieve Anderson  
Teri Applebaum  
Susan Barstow  
Katrina Dravigne-Lehman  
Julie Haynes  
Michelle Huebner  
Rosemary Lejano Prichard  
Heather Marzec  
Jennifer McDonough  
Michelle Poe  
Jennifer Ponce  
Vinicio Ramirez  
Gretchen Schmidt  
Rebecca Weston

Spring 08 – Fullerton
Christy Brooks  
Cecily Isenberg  
Katrina Dravigne-Lehman  
Nancy DeMonaco  
Kevin Nielsen  
Kim Papac  
Bibiana Penaloza  
Judy Su  
Frances Tabaoan

Spring 08 - Irvine
Jasmine Brenneman  
Heidi Kim  
Amy Hopkins  
Melissa Goodman  
Rebecca Metoyer

Dr. Debbie Hancock & Dean Claire Cavallaro

Cynthia Lopez and Kimberly Mundala

Chris, Robin, Gena, JoAnne, Donna

Bibiana Pinaloza
Project Graduates, Fall, Spring, and Summer
David Baker
Margaret Cooney
Kathy (Leah) Hoover
Deidre Hughes
Deborah Lombardi
Cynthia Lopez
Kimberly Mundala
Scott Vomsteeg
Sarah Eichen
Kimberly Hanley
Carrie Shinagawa
Erin Stewart
Florentina San Roman
Erica Hastings
Patricia Soto
Crystal Ros
Kiran Razzak

Outstand Graduate Students Cynthia Lopez, David Baker, Linda Mason
With Ula Manzlo

Fall 07 – PYL cohort
Christine Bonner
Lyn Chadez
Suzanne Davidson
Sara DeLand
Adolfo Gomez
Kerry Graham
Kim Hairston
Violet Hobbs
Carol McMillan
Linda Mason
Linda Maxwell-Jordan
Paula Mazurier
Catherine Mell
Jessica Nguyen
Genevieve Olson
Tina Proctor
Sylvia Recker
Heidi Woodward
Susan Zack

Cohorts – New Directions
The Reading Department has been offering cohort programs in various Orange County districts for over a decade. A cohort is a group of teachers in a district who are interested in the same graduate program. We then arrange for them to take their graduate classes in the same sequence with Reading Department faculty at a convenient location in their district. This has been a very successful program as the teachers appreciate the convenience and lack of parking challenges and fees. The districts benefit by the training and education provided to their teachers which in turn greatly benefits the district’s students.
We are now beginning to move out of Orange County with our cohort program. We are very pleased to be offering a cohort in Pico Rivera (Los Angeles County) beginning this fall. Plans for future cohorts include moving into Riverside and San Bernardino counties as well as continuing to honor our close ties in Orange County. Anyone interested in beginning a cohort or finding out more information should contact Kathi Bartle Angus at kangus@fullerton.edu
The Graduate Program

The Graduate Program has new homes, both on the main campus and in Irvine. In August, the faculty moved from temporary offices on the east side of the fifth floor of College Park to our new permanent suite on the west side of the fifth floor. In Irvine, the Reading Center’s new home will be in IRVC-126, which is a large instructional space with smaller adjoining rooms – a configuration that works well for the clinic course. We will be sharing these spaces as needed with the Community Learning and Literacy Center (CLLC), which has a new office alongside the Reading Center.

In anticipation of future trends, faculty in the Graduate Program are working toward increasing online options for students. Three sections of our first online course – READ 520, Technology in Reading -- will be offered this Fall. Two sections of READ 507, Content Area Reading, will be offered online in Spring, 2009. We will be working this Fall to develop proposals for several additional courses to be offered in an online format. Our goal is to use state-of-the-art technological resources to maintain the quality of our courses while offering these new options to students.

Our work last year to meet the requirements of the NCATE evaluation included development of several procedures for program assessment. The Graduate Program Curriculum was revised to better align with

Dr. Rosie Ordonez-Jasis

Dr. Rosie Ordonez-Jasis has just completed her fifth year working on a School Readiness Initiative Project with El Rancho Unified School District in Pico Rivera, CA. In partnership with this district’s Early Childhood Learning Program, Rosie applied for, and received, a five year grant from California/LA First Five. The goal of this project is to provide professional development and family literacy trainings in the area of early bilingual and biliteracy development. Rosie has trained fifty teachers over the past five years and has conducted family literacy workshops in both English and Spanish with over five hundred Latino families. She has presented the findings of this project at AERA, AESA, CAEYC, and the California Association of Freirian Educators (CAFE). This early literacy project was recently refunded for an additional three years. In October 2008, Dr. Ordonez-Jasis will travel to Chicago to participate in a three-day symposium on Family Literacy sponsored by the Ball Foundation. Other participants will include Shirley Brice Heath, Geneva Gay, Gloria Ladson-Billings, Lesley Mandel Morrow, and Luis Moll. She is eager to bring the knowledge she gains from this symposium back to her graduate students at CSUF.

Community Learning & Literacy Center

The CLLC also has a new home as of July 1, 2008, and is now housed on the main Irvine campus with a large administrative office adjacent to the Reading Center. The funded Literacy Services project with Orange County Social Services was completed as of June 30. This project focused on assessment and tutoring services with foster care children in the Newport Mesa Unified School District conducted by teachers/tutors who are graduates of the Reading Department degree and credential programs. The CLLC is now working towards future funding with similar project goals under the emancipated youth program of the Orange County Social Services agency. Dr. Julie Chan, Dr. Beth Schipper and Ms. Jenni Carsrud (MS in Reading graduate) are part of the administrative team of the CLLC.

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Our work last year to meet the requirements of the NCATE evaluation included development of several procedures for program assessment. The Graduate Program Curriculum was revised to better align with
NCATE and CTC standards, and “Key Course Assignments” were identified as primary assessments of these standards. Faculty will be working this year to implement and refine these assessment procedures.

Additionally this year, the Graduate Program faculty will be participating in a college-wide effort to develop an effective recruitment plan. As part of this effort, we hope, in particular, to build our numbers at the Irvine campus, and to line up sites for new cohort programs.

**Reading Department Offers General Education Course Online**

Read 290: Critical Reading as Critical Thinking, is offered online for Fall 2008

The Department of Reading Education will offer READ 290, Critical Reading as Critical Thinking, as an online course in response to a department initiative to improve program delivery and options for students. This undergraduate reading course meets the General Education requirement for critical thinking, and is a popular option among students, who fill multiple sections each semester. In Fall, 2008, a limited number of online sections will be offered. One section will be designated for Nursing students who are enrolled in an online BSN program. Two additional sections will be offered for the general student population in the fall with plans to expand the number of sections for the spring 2009 semester. The online sections should facilitate scheduling issues for students wishing to fulfill GE requirements.

Read 290 is designed to help students develop the high level thinking, reading and communication skills necessary for academic and workplace success. The course stresses the use of cooperative groups and active learning to analyze and evaluate diverse perspectives and new ideas encountered in academic reading. With the extensive use of the Blackboard course management system, and other sophisticated and interactive technologies such as podcasts and blogs, students will engage in weekly discussions, group presentations, and research projects. Students will also be required to write individual papers and take exams and quizzes.

**Your REG Board for 2008-2010**

We are all program alumni working in the field of reading in a variety of capacities throughout southern California. We hope you will feel free to contact us if you have questions or concerns.

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**REG WEB PAGE**  
www.readingeducatorsguild.org
Concert Under the Stars: The Magical Musical World of Walt Disney

According to the lovely brochure many of you have received, Concert Under the Stars on September 12 will celebrate the monumental impact that Walt Disney, a “non-musician” made on music and popular culture around the world. In 1927 Walt Disney saw the first “talkie” and immediately recognized the potential sound had for revolutionizing the entertainment industry. By bringing his intuition to life, Disney quickly became known for his creative and innovative use of musical storytelling to establish mood, setting, and character, to propel narratives and to create a visceral and emotional bond with audiences.

The evening will feature Cal State Fullerton’s outstanding Theater and Dance Alumni, our own talented musical theater students, The Preeminent, and will also feature performances by Vice President Pamela Hillman, and the University Jazz Ensemble.

REG will be funding two tables for this exciting and fun filled evening. If you would like to join the REG Board and other REG friends for this performance, please contact Donna Padgett before September 8 to reserve your space. The picnic begins at 6:00PM and the concert will start at 7:30. We are looking forward to seeing you there.
Contact Donna by email at dpadgett@fullerton.edu by September 8 or call Donna at (562) 693-4641.