Meet Instructor Dina Hartung

I am a graduate of Bloomsburg University of Pennsylvania with a BS in Elementary Education and of SUNY Cortland with a MS Ed in Reading. I have attended Lesley University, Center for Reading Recovery and Literacy Collaborative, where I received post-graduate certificates as a Literacy Coordinator and as a District Literacy Trainer. I hold New York State certifications in Elementary Education, N, K-6 and Literacy, Birth-grade 12. I began my teaching career in 1988 as a classroom teacher and since that time have worked as a Literacy Specialist, Literacy Coordinator, Literacy Coach, District Trainer, and Professional Development Specialist.

I grew up in Binghamton, NY and come from a proud family of educators. My Dad was a long time Professor of History and Social Sciences, my brother is a high school principal, and my sister is a special education teacher. I have lived in Endwell, NY for 23 years with my husband, Bob, and our three daughters: Adriana, 21, a senior at Bucknell University, Lauren, 20, a junior at The University of Delaware, and Mia, 10, a fifth grader, for whom we are very proud.

I enjoy being active in our community and am involved with several school district committees and community organizations. In addition, I enjoy casual time with our family and friends, attend numerous sporting events, walk regularly, play with our Maltese/Poodle, Tony, and travel with family. Our most recent adventure was to Rehoboth Beach, Delaware, for our annual vacation, which included 19 family members.
Norm Zierler Celebrates his 30th Year at SUNY Cortland

This year marks department member Norm Zierler’s 30th year as a literacy adjunct for SUNY Cortland. Norm currently teaches the hybrid LIT 698 course, which he has taught since its inception in 2001. During his tenure, Norm has taught many of the current course offerings, including 528, 540, 669, and 693, as well as several past courses, including Seminar in Reading, Analysis and Correction of Reading Difficulties, and Reading in the Secondary School. Norm moved to Yardley, Pennsylvania in 2008 upon his retirement as principal of North Bay Elementary School in the Camden Central School District. He and his wife Fran, a retired pre-kindergarten teacher, have four sons, two daughters-in-law, three granddaughters and two grandsons. Their eldest son David is the author of Ecocide: Agent Orange and the Vietnam War. In researching this book, David spent four months interviewing Vietnamese citizens who endured the devastating effects of Agent Orange. David is associate chief historian at the State Department in Washington, DC. He provides essential background information on nations for Secretary of State John Kerry.

"Read like a Professor, Write like a Superhero"

Vicki Reutter, Literacy Department Adjunct, recently had a piece published in School Library Journal's Curriculum Connections, called, "Read like a Professor, Write like a Superhero." The article featured new resources for k-12 teachers on craft and structure of literature and writing skills in the Common Core.

Link to Article:
These workshops are required for all students seeking teacher certification (provisional/permanent). You may have already completed these workshops, or similar workshops, during your undergraduate study that meet these requirements. Check with your advisor if you have questions.

All fall S.A.V.E. workshop dates have passed. Check back for spring workshop dates.

Pre-registration is required. Registration forms are available in the Field Experience and School Partnerships Office located in the Education Building in room 1105. Office hours are Mon.-Fri. 8:00-11:30 a.m. and 12:30-4:30 p.m.

C.A.R.R. Workshop Info.

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>October 30, 2013</td>
<td>5:30-9 p.m.</td>
<td>Old Main - Room 220</td>
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<td>November 2, 2013</td>
<td>8:45 a.m.-12:15 p.m.</td>
<td>Old Main - Room 220</td>
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<td>November 6, 2013</td>
<td>5:30-9 p.m.</td>
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<td>November 14, 2013</td>
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<td>November 20, 2013</td>
<td>5:30-9 p.m.</td>
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<td>December 4, 2013</td>
<td>5:30-9 p.m.</td>
<td>Old Main - Room 220</td>
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A pdf. of the C.A.R.R. registration form can be found online at

http://www2.cortland.edu/dotAsset/8199c52f-7455-48ba-b7c9-2a9c02e9d37e.pdf

Important Update

The D.A.S.A. (Dignity for All Students Act) requires students applying for a teaching certificate after December 30, 2013 to complete the D.A.S.A. workshop.

Workshop dates are not currently available.

This information and more can be found online at http://www2.cortland.edu/teacher-education/teacher-certification.dot by following the links provided.
Spring Registration for Graduate Students

Registration for graduate students will begin on Monday, November 4th and end on Friday, December 13th at 4 p.m.

Time tickets are now available on myRedDragon. To find your time ticket log into your myRedDragon account, click on the student tab, and find the registrar’s section on the left sidebar. From there you can access your time ticket by clicking check registration status.

Graduate students do not need a PIN number, only a time ticket.

Having trouble accessing your myRedDragon account? Contact IRSC at (607) 753-2500 or by e-mail at irsc@cortland.edu.

IRSC services are available at the library during regular library hours.
The resource room in the literacy office is open for student use during regular office hours. Having difficulty making it into the office during regular hours? Contact the GA, Erin Patch, at erin.patch@cortland.edu to schedule an alternative time to access the room.

All materials must be signed out! When you return materials please have the GA or a staff member initial the return of your items.

We organize and maintain these resources for your convenience so we ask that you be responsible in signing materials in and out as explained.

What do we have?
- Benchmark Assessment Materials
- Leveled Readers
- Phonics Study Materials
- Sight Word Study Materials
- Manipulatives for Read-Alouds
- Literacy Games and Activities

...AND SO MUCH MORE
LIT 610 Book Review

Instructor: Vicki Reutter

Written By: André Short

Book Review: *Education, Inc. Turning Learning into a Business*

Alfie Kohn and Patrick Shannon have compiled articles to sell the American people their book, *Education, Inc. Turning Learning into a Business*, discussing commercialism, marketing and privatization in schools; but what they haven’t given their audience is much direction or conclusion.

The two editors of this text are no strangers to the world of education as both have taught: Kohn in secondary then post-secondary positions and Shannon in primary and pre-primary levels before settling in post-secondary work. As publishers of several other works, it is surprising the low level of commentary on the issues presented in this text.

In the text, Kohn and Shannon have compiled many other authors’ works to show pervasive and growing problems in the United States education system; yet, they’ve wasted their expertise: any researcher can gather data. It would be great if these authorities in the world of education had offered personal interpretations and gave their advice as to what they think should be done. However, in gathering the articles for this publication without personal commentary, the editors have given readers a great starting point for research and have allowed for us to form our own interpretation of the material presented.

A wide scope of authors and articles has been assembled within the pages of *Education, Inc.*. In Part I of the book, Commercialism in Schools, a light is shed on corporate sponsorships of school events and contracts held for exclusive vending machine rights, among other strategies. The heaviest focus in this section is Channel One, a news program which makes money through sponsored commercial spots.
shown to a captive audience of half of all teenagers in the United States. Two students’ in Ohio refused to watch this daily show and were sentenced to a day in the county’s juvenile detention center (Olson 36).

Part II, Market Logic in Schools, discusses the stronghold of corporations on testing materials and their strategy to benefit from public education. The final section of the book, Part III: Privatization of Schools, looks into the increasing number of options for students to leave the public education system, the hidden agenda of this action, and those reaping the benefits.

When written in 2002, the issues identified by these men were somewhat scandalous and as we have progressed in to the twenty first century, these problems have been extrapolated in some ways unimaginable eleven years ago. It is now 2013 and the situations Kohn and Shannon have brought attention to have become worse. What we need from these two editors is a second installation of this text with a revisited look into what has changed and where we are today.

If you are completing research in the field of education or are interested in those preying on schools for profit, borrow a copy *Education, Inc. Turning Learning into a Business* to find important, and at times shocking, information readily. The presented materials are a fantastic look into the rarely discussed world of public and private education: commercialism, marketing and privatization. The conclusion section within this text is wonderful for continued investigation as it offers dozens of organizations’ names and web sites connecting to the topics covered.

Thomas Newkirk had six basic principles that he thought were important to share in the ever changing field of education. In, *Holding onto Good Ideas in a Time of Bad Ones*, Newkirk shared those ideas and spoke of some changes that need to be made in order to keep these basic principles in our schools today. He believes that these are “six literacy principles worth fighting for.”

Newkirk is a teacher in a New England school, so he has a slight bias when it comes to how school districts are being taken care of and how they are run. However, he did teach for a short time in an inner city school at the beginning of his career, so he does know the challenges that are presented in an inner city school district. He has been working in the New England school for so long though, that it almost seems as if he has forgotten how inner city school are challenged by the students that attend there.

He had some great ideas that would be very beneficial to teachers, no matter where they teach. He said that the balance of writing in the classroom needs to be changed: “More writing on the part of the student, and less (more selective) response from the teacher to each piece of writing.” Each student needs to take ownership of his own writing; his teacher should not be taking ownership of this for him.

Newkirk believes that writing is becoming forgotten in each school, which he sees as a large problem. He believes that this is one of the most basic skills that needs to be taught and that it should be in the
forefront of education. Newkirk proposed that writing needs to happen on a daily basis, even if it is an informal writing piece that is short. The students need writing prompts that will help them to begin writing, and hopefully they will continue to write.

Newkirk proposed that students would like to write more if they were able to use popular culture as a subject. One of the examples that was shown in the book was about a child that was very interested in Star Wars. The teacher had a Star Wars dictionary that was created for her by this student. This allowed the student to write about a topic that he enjoyed and he was able to share that with his teacher. He could freely write about this topic without having to explain each detail because everything was explained in his dictionary. This is very important because students need to have freedom when it comes to writing. If they were given a task that they do not enjoy, then it would be evident when they were writing.

One of Newkirk’s other ideas was that students need to have freedom when picking out books. He thought that this was important to each student and he recalled a time when he was younger and his father gave him opportunities to read different things. Allowing a student to pick out different books that they will enjoy allows them to take ownership in their reading and it helps them to find genres that they will like. Whenever a student is engaged in what he is reading, he will be able to learn more from it.

The ideas presented in, *Holding onto Good Ideas in a Time of Bad Ones*, were great ideas for teachers to take into their classrooms. The principles that Thomas Newkirk presented in the book were basic and applicable to all levels of school. He made some excellent points that will be very helpful to current and future teachers alike.
Contact Us

Literacy Department
Cornish Hall
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Phone: 607-753-2705
Fax: 607-758-5006

Questions?
Contact someone in the literacy department
Or
Stop by our office

Office Hours
Mon., Tues., Thurs. 7:30a.m.-4:30p.m.
Wed. 7:30a.m.-3:30p.m.
Every Other Fri. 7:30a.m.-3:30p.m.
*Call Ahead Fridays

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