



UCONN



## High School Cooperative Program Newsletter

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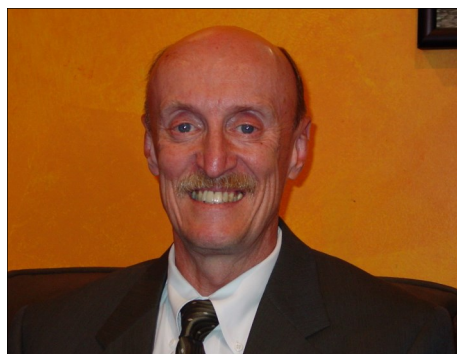
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### A Chemical Reaction Between Students and Teacher

There are few things as rewarding as helping others and committing yourself to civil improvement. A person who does this by volunteering his time to students is a true value to the community and a teacher of dynamic proportions. Jim Cherry is this type of teacher; one who goes above and beyond the requirements of a good teacher.

Jim, graduate of Central Connecticut State University, has taught High School Coop-Chemistry at Enrico Fermi High School in Enfield for the last twenty-five years and has increased the level of student involvement the entire time. Jim runs several programs at Enrico Fermi other than just the High School Cooperative Program, all of which are designed to encourage interest in chemistry.

This former *Teacher of the Year* starts his Coop-course the same way every semester. He offers



the students his home phone number, email address and encouragement to contact him at any time, whenever they have questions. Jim also tells the students from the beginning that he does not write the tests, but that they come directly from the University of Connecticut. Thus, he feels it is like a battle he leads to conquer the test and a camaraderie forms between him and the students. They are a team set on meeting the challenges of this University class. Such a strong bond forms between the two, that he still has former students in college coming to him with chemistry questions. Jim wants his students to be as well prepared as possible and therefore gives it his all.

He even goes beyond the scheduled classroom times and offers organic chemistry tutorials during lunch to students who have an interest. He wants his students to succeed, so he proposed a program where the students enrolled in Coop-Chemistry could come and get a head start on the next year of college chemistry. "This way, the students can see the information a semester or even a year in advance before they enter the class. They'll do better seeing the information twice," says Cherry.

That is not Jim's only extracurricular activity. He started introducing chemistry to elementary students by inviting them to see his students perform different experiments after school. "We're just having fun," Jim casually says. "It's also popular with those more interested in teaching chemistry, not just those who want to be chemists."

It is quite obvious that Jim loves working with his students and celebrates each year's end with a lakeside party. It can be said that Coop-Chemistry at Enrico Fermi

*Please deliver to:*

## The French Connection

High School is more of a family because of Jim, than just a regular class. He stands as a model for teachers everywhere with his energy for teaching and dedication to students. ■

### *Event Article*

The fall is a beautiful and exciting time of year on the University of Connecticut's Storrs Campus. The trees are changing colors, the morning air retains its nighttime chill and the



French Coop-Students are invited back for the annual French Quiz Bowl match-off. Twenty-one schools with 105 students were in attendance for this Halloween competition. This full-day event started with language classes conducted by native French graduate students for the students, during which time the high school teachers met with UConn French Coordinator Ed Benson to discuss a grading scale for the five-page term paper required to receive credit. The

students and teachers met up for lunch just before the students were divided into two teams and set into the furious twenty-question *Jeopardy*-style battle of French Cultural and linguistic knowledge.

However, this was not the sole connection between Benson and the high schools during 2001/2002 academic year. There were two more meetings to follow: March 13th and May 23<sup>rd</sup>. The first meeting of 2002 was a continuation meeting to "hammer out" a grading rubric for the term paper. By the end of the third meeting Benson and the cooperative faculty members were satisfied with

## Library Usage

### *Interest Article*

The Homer Babbidge Library, located in the center of the Storrs Campus, is a Research I facility and is known as one of the premier college libraries in the nation. With just under 2.5 million volumes and over 21 thousand journals, Babbidge offers a world of information to students and professors of all disciplines. This service is not limited, however, to just UConn students. The main library and all branch libraries are accessible to students enrolled in the program.

Here is how it works: Students go to the front desk of Babbidge and

tell the attendant that they are part of the High School Cooperative Program. Their name will be checked with a list of all the participating students. They will then have to fill out a registration form, including name, social security number, home address and home telephone number. The student will be issued a card, which will give them privileges up until June, the end of the high school academic year. To make the process even easier, especially for a group of students, teachers can send a list with the names of the students, plus social security numbers, home addresses, and home phone numbers via fax (860

486-0584) to Ms. Janet Avery. The cards will be waiting for the group at the front desk.

We encourage all students in the program to use our facilities whenever necessary. Check out our web site at [www.hscoop.uconn.edu](http://www.hscoop.uconn.edu) for directions to the University and a campus map. There is also a link from our web site to HOMER, the library's "card catalog." Then you can search for books at home and make sure they are available before you even step foot on cam-

*Discover more about The University of Connecticut:*

<http://www.uconn.edu>

# Newsletter is Going Digital

## *Interest Article*

The High School Cooperative Newsletter, now in its second year of publication, will no longer be sent to high schools in paper format. In coordination with our emphasis towards an Internet friendly program, the newsletter will be found exclusively on-line at our web site: [www.hscoop.uconn.edu](http://www.hscoop.uconn.edu).

This will not only allow the participating teachers to read the

newsletter, but also keep the students informed on the changes taking place in the program. "Going digital serves two purposes: environmentally speaking, it makes a lot of sense because there will be less paper used on envelopes, labels and the newsletter itself; plus it will draw more people to the web site," says Michael Menard, director of the program. The usefulness of the web site has increased dramatically in the past few years and includes

such information as how one registers and drops a class, which universities accept Coop credit, how to receive transcripts from the University of Connecticut and other important and interesting details of the program.

This issue as well as the previous issue of the newsletter can be found on the website. We encourage all teachers and students to read the newsletter as well as the News & Articles section which

# English Switch

## *Update Article*

Last year at the University of Connecticut, the English department underwent a structural change regarding their freshman program. This program shift has a two-fold approach that focuses on more teacher and student involvement. Formerly, students at UConn were obliged to pass English 105 and 109 as part of their general education requirements. This year-long process included *English Composition* as well as *Literature and Composition*. The new format mandates students take just one semester of either English 110 or 111. These classes have an increased number of hours, where the students may choose their own focus with regards to expository writing or a

more literature-based program. "This gives the teachers more one-on-one revision time. It also creates more group involvement and peer editing between the students," says Adeline Marzialo, High School Coop-English Assistant

The objectives are clear with regards to how English 110/111 works within UConn. However, what does that mean for the high schools involved in the Coop Program in view of how an instructor teaches and how students receive credit? High school instructors choose which class-- either 110 or 111 (or in a few cases both) their schools will teach. The differences that affect the college classes, equally affect the high school classes. Now that there is a focus on one type of composition, more

time can be spent on peer editing and one-on-one student-teacher conferencing.

Another aspect of concern is the number of credits received and how they would transfer to other schools. Rather than receiving six credits for two classes, students would get four credits for one class. This difference of two credits is relatively small and would not affect students upon graduation. The class itself transfers to other universities and colleges as it did before.

Although many schools have already made the switch from 105/109 to 110/111, next year will officially start the unified implementation at the high school level.

*Find out which Colleges and Universities accept Coop credit.*

<http://www.hscoop.uconn.edu>

# Tom Terry— The Pirate King

Hearing Thomas Terry talk about biology, I could not help but smile with excitement. For a moment I was wondering if I had enough time in my academic career to actually change paths and go the more scientific route. His intensity on the subject enveloped our table and raced through our blood. In fact during our short two-hour encounter, the entire conversation galloped along with that same flair and power.

Born in Tennessee (of Arkansas stock), Tom moved around a lot as a child due to his father's involvement with the Foreign Service. By the age of 14, Tom could converse in Spanish, Italian, French, German and English, having lived in Spain, Italy, France, the Philippines and Austria. Despite Tom's worldly experiences at such a young age, he says his education was in shambles, having spent roughly a year (or sometimes less) in every country. Thus, his parents decided to send him to a private school in Massachusetts where he stayed until moving to New Haven for college.

Majoring in physics at Yale, Tom approached his senior year with much trepidation having lost his characteristic passion for physics. During the break before his senior year, Tom spent time with his parents, this time in Quebec, Canada, where he met several students his own age, one of



whom turned him on to biology. "I thought biology was just snails behind glass in a museum or something," he admits with a hint of red in his cheeks. That following semester, Tom took the introduction to biology course, where he learned about cells and became hooked. After talking with the department head of biophysics that year, he was encouraged to apply to the program, where he was accepted as a graduate student. Tom finished his doctoral degree at Yale in 1967 and then went to Geneva, Switzerland for a post-doctoral degree. Upon completion of his degree in Geneva, Tom worked in New York at the Albert Einstein College of Medicine and one year later he was snatched-up by the University of Connecticut.

If you ask some of Tom's students about his classes, they would describe him as having the same energy and excitement that I experienced during our lunch together. "It is very interactive and Internet based," says senior Felicia Brown, majoring in Medical Technologies at UConn. To say that Tom likes to use the Internet is a bit unfair. Tom *loves* the Internet and is one of the leading proponents for distance learning in the Nation.

"He has made a large impact on science education nationally as well as here at UConn, both because he was one of the first to explore new technologies and because of the quality of the material he has produced," says Philip L. Yeagle, professor and head of the molecular and cell biology department.

Outside of the work place, Tom fills his time with many other activities. Tom and his wife started a singing group twenty-five years ago called *The Renaissance Revival*. But that is not his only artistic talent or interest. Tom is also active in theatre and has been since 1984 when he was cast as the Pirate King in Gilbert and Sullivan's *Pirates of Penzance*. You would think that would be enough, but Tom also plays the guitar, focusing on classic and flamenco music-- that is, when he is not hiking through the Himalayan Mountains or across Connecticut or canoeing in northern Maine.

Tom likes telling his students about his history of traveling throughout the world and his feelings of uncertainty during college in terms of major and job future. It is important, he says, that students know professors did not pop out of cans and did not always know their exact focus during their first few years of college.

In 1994, Tom became the coordinator for the High School Cooperative Program in Biology. Since then the program has flourished, introducing yearly meetings and programs for high school teach-