



UCONN



# High School Cooperative Program Newsletter

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## Better than Good - He's a Classic

Located deep in the heart of the state capital stand many monuments commemorating colonial achievements. Hartford Public High School is among such markers as the nation's second oldest school. Today Hartford Public High School can still posture proudly as a monument in Connecticut due to its status as being one of the leading high schools in the study of Classics. James Pezzulo is a faculty member in the Latin Department there and is in no small part the reason for their tremendous success.

James Pezzulo, an alumnus of the University of Connecticut, graduated in 1984 with a BA in Classics. Soon after receiving his master's degree from Wesleyan University, James joined the faculty at Hartford Public High School and was certified as a high school cooperative teacher in Classics.

The often overlooked discipline of Classics is brought to incredible heights at Hartford Public High School and is one of the most beloved classes offered at the school. At this future Magnet School in Latin, James teaches Ancient Greek, Latin 3 and two High School Coop Courses – Classics 224, *Vergil and the Roman Epic*, and Classics 225 *Latin Drama*. In these classes James has free reign on the material that is presented. James says that he



likes the High School Coop Program better than AP because they do not have to stick to one specific work or author, and therefore the students are exposed to more material. Such authors include Plautus, Terence, Vergil and even the Greek Homer.

Like many teachers in the High School Cooperative Program, James coordinates many extracurricular events for his students that are fun and rewarding. Chairman of the Connecticut National Junior Classics League and faculty co-advisor for the HPHS Latin Club, his students are always involved in the events. Every year Latin Club members dress in togas and vine head-wreaths and celebrate with sports food and the now legendary catapult. At the end of July James took nine of his students to the 50<sup>th</sup> Annual National Junior Classics League Conference in San Antonio, Texas.

Always eager to know more about his subject, James attends continuing education courses around the world. For the past two years, through the Taft Educational Institute, James has attended classes in Rome and Florence, Italy on Vergil. He uses these classes and trips abroad to supplement his classes with historical texts and pictures of ancient sites. These classes add a new dimension to his classes and keep the students interested. James was quick to mention, "Success is a team effort," and went on to say how his job is much easier because of his colleague Kate Alquist, who sets a great foundation for the students in Latin 1 and 2. In addition to his other responsibilities, James has been the Treasurer for The Classical Association of Connecticut (ClassConn) for the last eight years. Last year ClassConn recognized him for his incredible involvement as a teacher and advocate of the teaching of Classics as a Profession with the Distinguished Service Award.

"Exigo a me non ut optimis par sim, sed ut malis melior." *I require myself not to be equal to the best, but to be better than the bad.* This motto of the Junior Classical League at Hartford Public High School certainly does not capture the sheer greatness of their Classics program. It certainly does not represent the energy and passion James has and inspires in his classes, but it does describe the effort and community atmosphere exhibited by all the participants in the Classics Department at Hartford Public High School. ■

**Don't Forget!**  
**The Last Date to Mail Student Applications is**  
**September 19, 2003**

# Biology Workshop Update

## Event/Update

*May 23, 2003 (Storrs)* – The Annual Biology Workshop met this year to focus on curriculum updates and to reinforce teacher-to-teacher connections throughout the state. Twenty-two teachers attended this daylong meeting, which covered a variety of topics ranging from course design to supplemental website resources. An important part of the workshop focused on laboratory design. Laboratory Supervisor Karen Lombard led discussions detailing lab procedures and highlighting each lab's objective. The

idea behind these exercises was to demonstrate the lab manuals used in the university courses.

In order to standardize all of the high schools within the program, teachers presented their syllabi to the group until a consensus was established. To that end, old UConn exams were passed out to the teachers so they could compare their tests with those taught on campus. In addition, a new book will be used at the University of Connecticut for Biology 107/108; this will be Neil Campbell's *Biology, 6<sup>th</sup> Edition*.

Come lunchtime the teachers,

having kept the secret of Tom Terry's surprise Retirement Reception and Luncheon, were treated at the new Blue Oak Café in the Nathan Hale Inn. To honor the many years of Tom's dedicated service, Associate Dean of Liberal Arts and Sciences Ron Growney and Vice Chancellor Fred Maryanski attended the reception. The meeting concluded after the luncheon with a raffle of UConn Lab Manuals and other materials. ■

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# French Standards and Assessments

## Interest Article

*April 9, 2003 (West Hartford)* – The High School Cooperative French Program is well known for their multifarious events, which incorporate the essentials of program subsistence, as well as the personal contact critical for maintaining their intimate dynamic. To this end, the Standards and Assessments Meeting, held April 9<sup>th</sup>, was no exception. Discussions for the conference were led by Christy Brown, Glastonbury High School Teacher and former President of the American Council of the Teaching of Foreign Language (ACTFL), who stressed the national standards of teaching

French at the university level. Ms. Brown detailed the evolution of the standards, and clarified the expectations of oral and written proficiency.

Ed Benson, French Faculty Coordinator at the University of Connecticut, who chaired the event, announced that he would be visiting the high schools starting next year to help implement these standards. Dr. Benson said the high school students in the Coop Program speak as well as full-time university students in the same class and are expected to fulfill the same requirements.

Starting next year, the Spring Event will be the only meeting where teachers will be eligible for re-certification. The Annual French Day will be scheduled for the fall as usual, where the high school students participate in a day of activities and the legendary Quiz Bowl Game. ■



## Cecile and James Hurley Under the Microscope

It is not that uncommon for James Hurley (despite being a math instructor) to hear complaining students talk about an impending freshman chemistry test here at the University. That may seem strange unless you knew that Cecile Hurley, the Director of Freshman Chemistry here at UConn, is his wife. The students, thinking they can use their intimate-classroom connections with Jim, try to persuade their math teacher to talk to his wife about moving the test back a week. Of course this will not work, because Cecile and Jim share the same high standards and values of hard work and discipline.

Throughout their years of service within academia, Cecile and Jim have become icons of educational excellence not only here at the University, but also throughout Connecticut as the faculty coordinators for the High School Cooperative Chemistry and Math Programs. Cecile has the professional reputation for an uncompromising sense of duty and holding her students to the highest standards, without exception. Jim's students know him as a tough-guy but due to his restricted class size, their most approachable teacher. Having worked with this couple for years, our office knows well that Cecile and Jim wear these titles proudly. But more importantly they are known throughout the university and the High School Coop Community as two very caring and thoughtful instructors.



James retired from full-time teaching last May but is staying on as the Math Facilitator for the High School Cooperative Program. This fall he is chairing a workshop designed to exhibit the uses of mathematics within the workplace. At the conference, his wife Cecile will be one of the highlight speakers and explain how knowing calculus can make her chemistry classes much easier. Jim is also the driving force in developing and implementing new math software, Maple, which will help students practice math problems before an exam. Despite his "retirement" he is still the leading protagonist in implementing Maple for the High School Coop students and for the University. Jim is also looking forward to visiting high schools in the months to come. He will help with computer-based activities in the Math Departments.

Cecile not only works hard as Director of Freshman Chemistry and with high school teachers in the High School Coop Program, she also is the coordinator of all the

teaching assistants (TAs) in the Chemistry Department. One of her duties as TA Coordinator is the recruitment and assessment of foreign teaching assistants. In this process, Cecile issues a specific chemistry problem for the foreign graduate student to teach. The TA must explain the process of solving the problem to an audience who is allowed to interrupt with questions like a real class. Each graduate student is video taped while Cecile monitors the Teach Test. Cecile has also helped in creating an informational video to help foreign teaching assistants understand their right and reduce any uncomfortable instances in the classroom. Born in the Philippines, Cecile understands the difficulties that may arise from not understanding all of a country's cultural differences.

Jim and Cecile are quite the combination together. Jim with his smart humor and Cecile with her interesting stories about their recent Alaskan adventures made this interview very entertaining. They have kept a good sense of humor despite working so hard, often times without public recognition. It is good to know that they are still working hard for our program, getting others involved, keeping students interested in their scholar journey, and staying true to their own standards they hold so high. ■

*Interviews were conducted by  
Brian A. Boecherer*

# English Meeting

## *Event/Update*

The focus of conversation at the 22<sup>nd</sup> Annual English Meeting was how an instructor should evaluate student papers. Organized for the first time at the Blue Oak Café in the Nathan Hale Inn, this daylong workshop started with a continental breakfast and continued well into the afternoon fulfilling the requirements to maintain teacher certification in the program.

To enhance this workshop, student papers were donated to the conference by high schools in the program as an example of the type of work submitted. These papers

were used to establish a grading criterion and discuss the teacher expectation of student work.

The workshop tackled four issues in particular which are essential components in the English Program: first drafts, student revision, teacher evaluation and then the student's final draft. Teacher feedback was stressed as one of the most important means of student education.

The meeting also reinforced such items as a set number of seats per class. Since the switch from English 105/109 to English 110 or 111, an even stronger effort has been made for an increase in teacher-to-

student consultation. "This is easier of course at the high schools because they have more time," says Becky Caoutte, English Cooperative Assistant. This is in comparison to the average sixteen week semester at the university.

The meeting was concluded with guest speaker Linda Peterson, Professor of English at Yale University. Her presentation entitled, "Lost and Found in the Archives: Student Writers, Women Teachers, and Writing Groups" was poignant especially after a day dedicated to evaluating student writing. ■

## Thanks to you who make this program possible

### *Message from Karen Craig, Program Manager:*

In the five years since I've been working with this program, many changes have enabled the High School Coop Program to grow and develop. Sure, there are still the piles all around my office, but the old computer cards are no longer falling to the floor and transcripts no longer choke off the daylight to all humankind. Those of you who remember these endless items will agree....

By the magic of hard work, students are stepping up to the plate and taking advantage of an opportunity that will benefit them down the road. The message has gotten out that this program is a serious, valuable benefit to them. The student applications are now care-

fully filled out and the registration deadline and course requirements are being taken seriously. In our effort to hold fast to our deadlines and requirements, the program has taken on a value and respect that is easy to see—and this respect reflects on you, the teachers and administrators who help pull it all together. We see this daily with our interaction with students now sending their transcript off to their college choice. It is the pride in their voices, as they understand the challenge they accepted and the benefit they reaped. You have helped to enforce the premise that each student takes responsibility when applying to this program. This essential element has brought an understanding that it is their personal action that will offer them a valuable result—an important les-

son as they begin their new academic life.

The number of students who participate yearly is about the same number of freshmen students entering UConn, so this represents a large group taking over 7,500 classroom seats. Whether the student comes to UConn or chooses to go to college elsewhere, he/she is already at an advantage with credits that usually transfer. Even if the credits do not transfer, the students have the advantage of having been exposed to a University curriculum that will give them an advantage as they begin their new academic careers. I sincerely thank you for your hard work, cooperation, and attention to the endless details that makes me so proud of this program. ■