

Chloe Urbanski Wawrzyniak

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Dear Hiring Committee:

I am applying for the position of lecturer. I am a current Ph.D. student in Mathematics at Rutgers University, expecting to graduate in May 2020. My experience as an instructor, as well as my experience in course design and curriculum development, make me a good match for your needs.

I have taught a range of courses as both a teaching assistant and as the instructor of record. Most recently, I have taught a seminar on online and hybrid teaching for graduate students across the university, designed and taught a flipped version of our calculus 2, and implemented a new half-semester hybrid precalculus course for students struggling in calculus 1. My department is currently reforming our precalculus to calculus 2 (P2C2) courses, with which I have been helping from the start. Our goal with these reform efforts is to decrease DFW rates to increase retention decrease students' time to graduation. The new half-semester precalculus course, titled "Preparation for Calculus," has been a significant component of the reform efforts so far. Switching into this course is an opportunity for students who are having difficulty with first-semester calculus by the first midterm to have a productive second half of the semester. As the title suggests, we backward designed the course from material that is essential for success in calculus. In the first implementation this semester, we are also experimenting with the inclusion of assignments that expose students to university resources and discuss metacognitive concepts such as growth mindset.

Besides the addition of the new course, we are piloting new teaching tools and methods in our existing P2C2 courses. As mentioned above, I designed a flipped version of our calculus 2 class, which I taught this past summer. My design was adapted by a colleague who flipped one of our first-semester calculus courses this semester. This spring, we will be revisiting the model for calculus 2, piloting small sections, and determining the scalability of the design.

Outside of the math department, I also work for the Teaching Assistant Project (TAP) in the School of Graduate Studies. In that role, I have designed workshops on pedagogy topics such as active learning, dealing with difficult students, and inclusion in the classroom. Last year, I created a podcast for the program, called TAPcast, where I interview educators across the university about pedagogy and university resources. I have also taught our course on online and hybrid teaching, which is open to graduate students and faculty across the university. I will be teaching it again this spring, with some edits to the design.

I am confident that my teaching and service experience make me an excellent candidate for this position, and I would welcome the opportunity to discuss this position further. Thank you for your consideration.

I look forward to hearing from you.

Sincerely,
Chloe Urbanski Wawrzyniak