Melanie J. Martin Teaching Statement

I find teaching both energizing and inspiring. I enjoy not only challenging students, but also being challenged by them. I have taught courses in Mathematics and Computer Science and worked as a Teaching Assistant in graduate and undergraduate Computer Science courses. I also designed, implemented and coordinated a program aimed at recruitment and retention of minority students in Computer Science. Some of my teaching strengths, highlighted in my teaching evaluations, are:

- Well-prepared lectures, activities, assignments, and exams.
- Clear communication with students.
- Timely feedback on all assignments.
- Steady, reasonable yet challenging, workload throughout the course.

My sincere desire for students to learn the subject matter, gain the self confidence to use that knowledge and to explore on their own, has lead me to an approach to teaching which incorporates:

- Providing students with context for what they are learning.
- Use of real examples and materials where possible.
- Variety of teaching methods and activities, taking into account a diversity of learning styles.
- Emphasis on critical thinking and ethics.

I would welcome the opportunity to teach across the CS curriculum at all levels.

TEACHING EXPERIENCE

New Mexico State University (Fall 1994 to present)

For the **Mathematics** Department, I **taught** *Calculus I, Calculus II, and Calculus for Engineering Technology.*

The calculus courses I taught at NMSU were developed and taught within a nationally recognized calculus reform project funded by the NSF and were strongly focused on the incorporation on written projects.

While teaching calculus for engineering technology, I worked with the faculty in the Engineering Technology Department to ensure that the course was at the appropriate level for their students and met the needs of their curriculum.

For the **Computer Science** Department, I **taught** *C Programming* and served as a **Teaching Assistant** for *Computer Literacy, Introduction to Data Structures, Automata, Languages, and Computability* (graduate course).

More recently, when our department received a MII grant from the NSF, I was selected to implement the undergraduate education component as the **CS Undergraduate Pathways Coordinator**. The focus of the grant is on recruitment and retention of under-represented minorities in computer science at all levels, with a specific focus on Native American and Hispanic students. I spent a year implementing and coordinating this program and the results are reported at the Science, Engineering, and Technology Education Conference 2004 and the Sun Conference on Teaching and Learning 2004 (see http://www.cs.nmsu.edu/~mmartin/pubs/ for both).

University of Oregon (Fall 1991 through Spring 1994)

I **taught** *College Algebra, Math Symmetry, University Math 1, and University Math 2*.

Course Coordinator, University Math 2, Spring 1994
Served on the **committee to design and implement University Math courses**.