

Teaching Professor Goldberg's class was THE single most inspirational and rewarding experience I had throughout my four wonderful years at UCLA. Before taking HC70A with Professor Goldberg, I was slightly frustrated with my collegiate experience. I found it easy to feel lost due to the impersonal nature of my large classes, and knew that my intellectual curiosity was not being satisfied the way I wanted it to be. As soon as I walked into Professor Goldberg's class my sophomore year, I felt right at home. Which isn't to say that class was easy. It was challenging, even grueling at times—but I loved every minute of it. For once, I was being pushed to reach my potential.

I was a Psychology major who had never taken a science class at UCLA, and by Week 2 of HC70A I was detailing the steps involved in creating a chimeric plasmid. We read the original experiments that undoubtedly changed the course of scientific history. Because of this class, and my training to become a teaching fellow for it, I was also able to learn an incredible amount about myself and what I could accomplish, with enough determination. Professor Goldberg's work ethic is unmatched by any other professional I have had the privilege of working with. Even more importantly, his work ethic is contagious. As a part of his staff, you are electrified by the pursuit of knowledge, the hard work, and the maturity present among every single member of his team.

Professor Goldberg is more than just an intelligent scientist with innovative ideas. He is more than an inspiring professor. Professor Goldberg is a *mentor*, with every intention to impart all he has learned throughout the course of his career upon his teaching fellows. The lessons I learned during our meetings and discussions were wide-ranging. One moment, I'd be learning the most intricate and interesting details of a scientific procedure performed 40 years ago, and the next I would be given wise advice on the key to happiness and fulfillment in life. Professor Goldberg is no bystander. He takes an active role in every part of the work he is involved with. If you are lucky enough to participate in any of his professional endeavors, you can guarantee you will come away with more than you could have imagined. His commitment to high caliber work and sheer excellence leaks into his training of the HC70A teaching fellows. Just as the class was carefully crafted and seamlessly woven together, so too were the 20 weeks I spent under Professor Goldberg's direction. Every question I had about why something was being done in a certain manner was answered by the end of the quarter. There were no loose ends. Professor Goldberg is deliberate and clever in his guidance.

I cannot stress enough how wonderful this experience was for me. The ability to stand on the other side of the classroom, teaching students the material I had fallen in love with one year prior, was truly outstanding. The work was extensive; I poured my soul into the class, but it made the end result all the more rewarding. Teaching gave me a newfound respect for the amount of work put into every class I took afterwards. I realized a great deal about the nature of the teaching profession, and just how difficult a job it can be. I learned that classes that seemed "effortlessly" cohesive were deliberately planned that way, and were the results of long nights and painstaking dedication. I learned the importance of understanding material from the perspective of every student, and to anticipate any and all possible questions or confusions they might have. I was teaching the material, but always thinking twenty steps ahead so I could coherently relate the

TA Statement
Lulu Pantin

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particular topic we were discussing back to its larger implications for the class and for our society.

Part of the excitement I had every week in teaching this class is just how relevant these issues are to our society right now, and how prevalent they will become as science continues to progress at its incredible rate. Professor Goldberg knows that this class is an opportunity to make bright and gifted students aware of a field that will soon be at the forefront of ethical and political discussions for the foreseeable future. Genomics and biotechnology are becoming more than just laboratory success stories; real people's lives are changed every day by the results of the science we are teaching these students about. In teaching this class, I felt I was *part* of the exciting movement taking place in science today. It has certainly affected my career goals, and has awoken a passion for science that I probably would never have known existed within myself had I not taken and taught this class. Thank you.

Sincerely,
Lulu Pantin