Teaching university-level mathematics in the 21st century can be sometimes daunting. Given the widening “high school to college” gap in mathematical preparation of students, it is more difficult to teach even the lowest level university mathematics courses. An increasing number of developmental math courses are starting to be a norm in most universities. In this paper, the author provides specific examples of strategies she incorporated in teaching some of her mathematics classes where she has experienced some successes and some challenges. (Received September 02, 2014)