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**Theresa L Friedman\*** (tfriedma@coloradomesa.edu). *Bridge Course Assessments That Motivate and Engage*. Preliminary report.

In this presentation, I will discuss a student-discovery approach used to promote student understanding in our bridge course. The text that I used, Carol Schumacher's Chapter Zero, is designed for just this purpose. In addition to some traditional testing, I developed assessments that would promote student interaction, discussion, and self-correction. Such assessments include journals, daily group and board work, weekly presentations with (graded) constructive feedback from classmates, and a final portfolio. These activities help to motivate student appreciation of statement analysis, careful articulation of arguments made, and appropriate proof method selection. To help mitigate some of the inevitable early frustrations, assessments contribute increasingly to their grades as the semester progresses and as the students gain more proficiency with proof-writing techniques. (Received September 25, 2012)