

1135-VK-1302 **Melvin G. Royer*** (melvin.royer@indwes.edu), Indiana Wesleyan University, 4201 S
Washington St, Marion, IN 46953. *A Bridge to Everywhere*. Preliminary report.

This presentation describes my experiences developing and teaching a new “bridge” course for the first time. Our department had identified that (1) many students were underprepared for proofs in Abstract Algebra and Real Analysis, (2) depending on their major and chosen electives, some students were graduating with core knowledge gaps in probability, sets/relations, and geometry, and (3) our professional development initiatives for students were sometimes ineffective due to lack of sequenced accountability checkpoints through our four-year curriculum. We decided to address all these issues with a required sophomore level “transitions” course. Using four textbooks with mathematical content selected from probability, proof technique, number theory, and geometry, I taught a “tilted” class in which lecture was mixed with outside reading reports, in-class groupwork, peer evaluation, and professional development requirements (e.g. describing our library’s math resources). The presentation will describe the structure of the class along with detailed written student perceptions and my own observations. (Received September 21, 2017)