



# FALL BRIDGE OPTION COMPARISON CHART

| <b>INTEREST IN ADDITIONAL COMMUNITY</b>   |   |
|---|---|
| I would benefit from a set of courses that includes more opportunities to work and interact with classmates, instructors, and staff.  | Although I would benefit from high quality advising and opportunities to learn college skills, overall I am confident in my ability to form a network of academic support (including instructors, classmates, and university staff) when I begin college. |
| I would benefit from smaller class sizes and committed instructors who take time to meet regularly with students one-on-one.  | I am the kind of person who would arrange to meet with a professor outside of class and seek campus support offices when I encounter challenges in college life or coursework.  |
| <b>READING</b>  |   |
| I think of myself as an average reader and writer. Enrolling in a couple first-year courses that include more frequent feedback on assignments might be valuable in transitioning to college academics. | I think of myself as a strong reader and writer. I am ready for a high level of responsibility in my transition to academic reading and writing in first-semester courses.  |
| I reach the best understanding of difficult readings in a discussion setting that involves working with others to clarify key ideas and connect to other readings.                                      | When I read texts that are difficult for me, I take notes and feel comfortable working independently through challenging words, concepts, and connections with outside information.   |
| My reading consists primarily of school assignments. I read occasionally but not regularly in my spare time.  | I read regularly outside of school, and I read a range of texts such as books, local or national news sources, specialized magazines, and complex web sites.  |
| <b>WRITING</b>  |   |
| I produce my best writing when I have access to guidance in narrowing topics and finding strong sources to support my ideas in academic essay writing.  | I easily narrow topics to write about. I am adept at relating my ideas to a diverse selection of outside authors.   |
| At times I am unsure of myself when I plan my writing and could use tips on planning, revising, and effectively editing my essays.  | I have several strategies for brainstorming ideas, outlining and organizing my writing. I am a strong proofreader for grammar and punctuation and need little guidance.   |
| <br><b>SEMINAR CORE</b>  | <br><b>FALL BRIDGE SEMINAR</b>   |