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Proof writing is an essential skill for the undergraduate mathematics major, a skill that many students struggle to master. In many mathematics programs, logic and proof techniques are introduced in a course designed to serve as a bridge or transition from calculus to the more abstract mathematics courses. An assessment of such a transition course at the University of Wisconsin - La Crosse provided some insights into the sources of students' problems in learning how to write proofs. It became clear that most students lack understanding of conditional statements and fail to appreciate the importance of definitions. In this paper we discuss these insights and the lessons we have learned from our course assessment. (Received August 18, 2000)