

III. Methodology. Rhetoric and Composition. As my position upon returning to the Air Force Academy will most likely involve course directing first-year composition or third-year speech (courses required by all cadets), I designed this list favoring breadth, over (but not in lieu of) depth. Therefore, the selections here include issues about writing across the curriculum, assessment, discourse communities, collaborative writing, and the theoretical foundations upon which these concepts have been built. With the dramatic increases in class size without a corresponding increase in faculty, I am particularly drawn to how, as teaching professionals, we can best ensure an optimum learning environment. Creative methods of teaching and various technological tools (i.e. can we think of life without email?) are no longer luxuries but necessities. As a course taken by all incoming first-year students, composition teachers truly shape how these students will approach reading and writing. The potential impact of this alone is sufficient to further investigate composition teaching methods and the types of writing/reading skills students need to develop.

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