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Editor's Page, Volume 1

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Editor's Page

Amir Kalan, University of Dayton

First-year undergraduate composition is often dominated by pedagogical practices that focus on persuasive writing and the rhetoric of assertion. Rooted in Anglo-American essayist literacy, college writing is traditionally treated as reporting facts in order to argue cases. In my writing seminars, my students and I decided to resist this dominant approach by employing writing to make sense of ourselves and the world around us. I invited the students to use writing as an epistemological medium in which students could think about their intended majors to comprehend the complexities involved in the disciplines and professions that they were about to enter. In this sense, we did not examine our textual products for their technical quality only, but we used writing as a tool for exploration and speculation; as a space where students were allowed to doubt and ask questions as well as prove and debate opinions.

The students specifically wrote about the *humanities sides* of their intended majors. They asked how their future professions would impact their communities and other communities. Also, they wrote about the people who were active in their fields and how their genders, ethnicities, cultural legacies, and so forth impacted their experiences in the field. Hence, the undergrad students who participated in the seminars employed writing in order to reflect on the ethical, sociocultural, and historical dimensions of their disciplines to complement the technical education they received in their specialized courses. The articles we present in this volume are examples of the students' engagement with the course.

In this volume, Grace Ports explores ethics education in engineering. She explains why engineering students need to engage with ethics and examines possibilities offered by formal and experiential learning of ethics for engineering students. Julia Weber asks why the field of engineering is male-dominated and why this condition should change. She discusses the proportion of men in the field in comparison with women and focuses on discrimination against women in the

workplace. Alec Raber presents his thoughts about sustainability in chemical engineering by highlighting concepts such as industrial ecology and green engineering. Seth Adams advocates for more experiential learning in medical schools and presents experiences of community-based learning and situated learning recommended in medical education literature. Katherine Theis compares student engineers' knowledge of ethics learned at college with ethical practices they acquire when they are embedded in their professional contexts after graduation. Bailey Reid reflects on how engineers interact with communities they enter for conducting their projects. Reid invites engineers to regard communities as potential partners rather than obstacles that professionals should work around. Matt Westman looks at various businesses and writes about how they view and deal with the idea of making their practice more environmentally sustainable. He explores the benefits for businesses that choose to "go green" to show the investment of being more environmentally conscious is worth the extra money. Finally, Jared Beach, in a reflective article, presents his philosophical speculations about the ethical considerations that entrepreneurs and business leaders need to engage with.

I sincerely thank all the contributors and admire their courage to share their thoughts with the world, although, as first-year students, they are still at the beginning of their academic journeys. I, also, wish to thank the writers' peers who reviewed these articles in the process. I would like to thank University of Dayton's Write Place—and its director Christina Klimo—for putting their consultants in conversation with the students about their projects. I am also appreciative of Maureen Schlangen, University of Dayton's E-scholarship manager, for making the Open Access publication of this collection possible.