



Letter from the Editor

Sharon Quiroz
Illinois Institute of Technology

This issue of *Language and Learning Across the Disciplines* takes up ethos and disciplinarity in a variety of ways. What all these articles have in common is an appeal to an ethos that includes but is not defined by a disciplinary ethos. The first article “Writing, Religion, and the Complex Spiritual Site of Evolution,” by Lynell Edwards, addresses the question of how students at a small religious school negotiate an ethos that more, or sometimes less, reconciles their religion and their science, under the tutelage of a teacher who models that ethos.

Jason Swarts’s, “Speaking in Tongues,” deals with disciplinary difference in the writing center. It provides a new tool which may ultimately prove as useful as the think aloud protocol, for addressing disciplinary practice and the dynamic nature of composing text. This method opens up the composition process so as to reveal disciplinary assumptions that may be hidden from the writing center consultant by what appears to be completed text. Even the newcomer to a field of specialization may have already acquired tacit assumptions which characterize that ethos.

In contrast with Swarts’s effort to capture technical expertise, “It’s the Science,” by Harrison Carpenter and Margie Krest, discusses an approach to using scientific information that is squarely set in the disciplinary assumptions of a humanistic and literary approach to critical thinking. Many science instructors despair of getting students to address the larger meanings of their work, to address issues with a technical dimension while keeping the focus on the meaning to a larger audience. Krest and Carpenter hold students to that task.