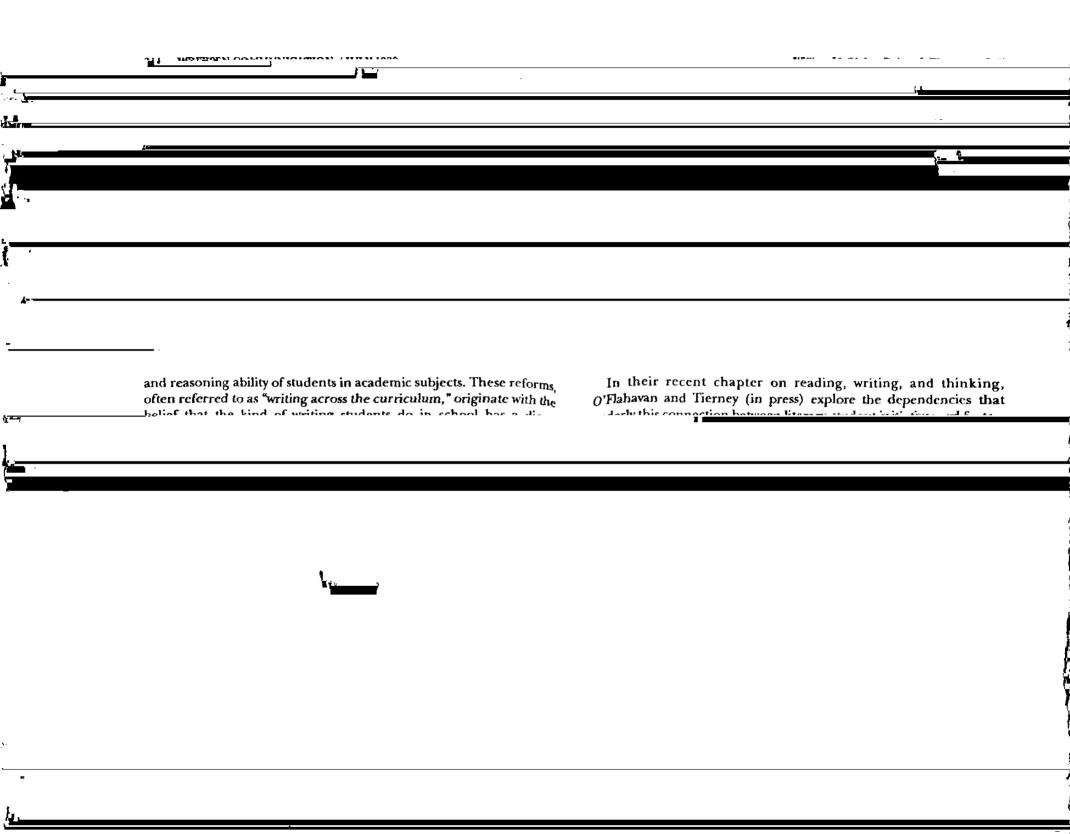
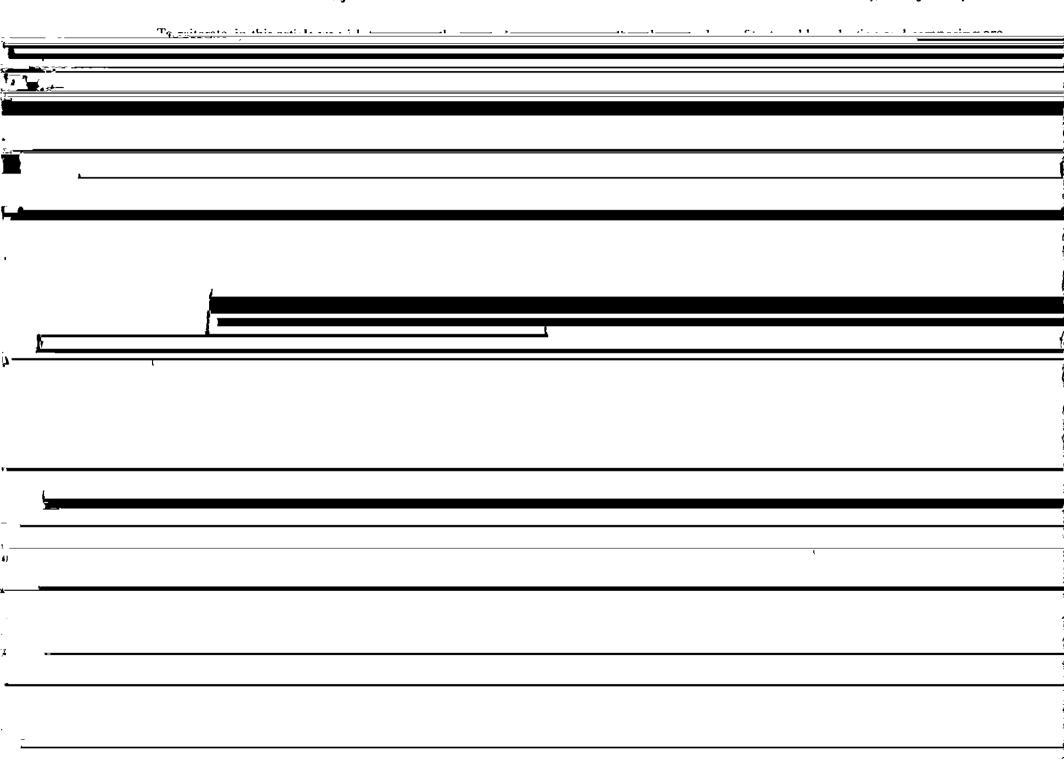
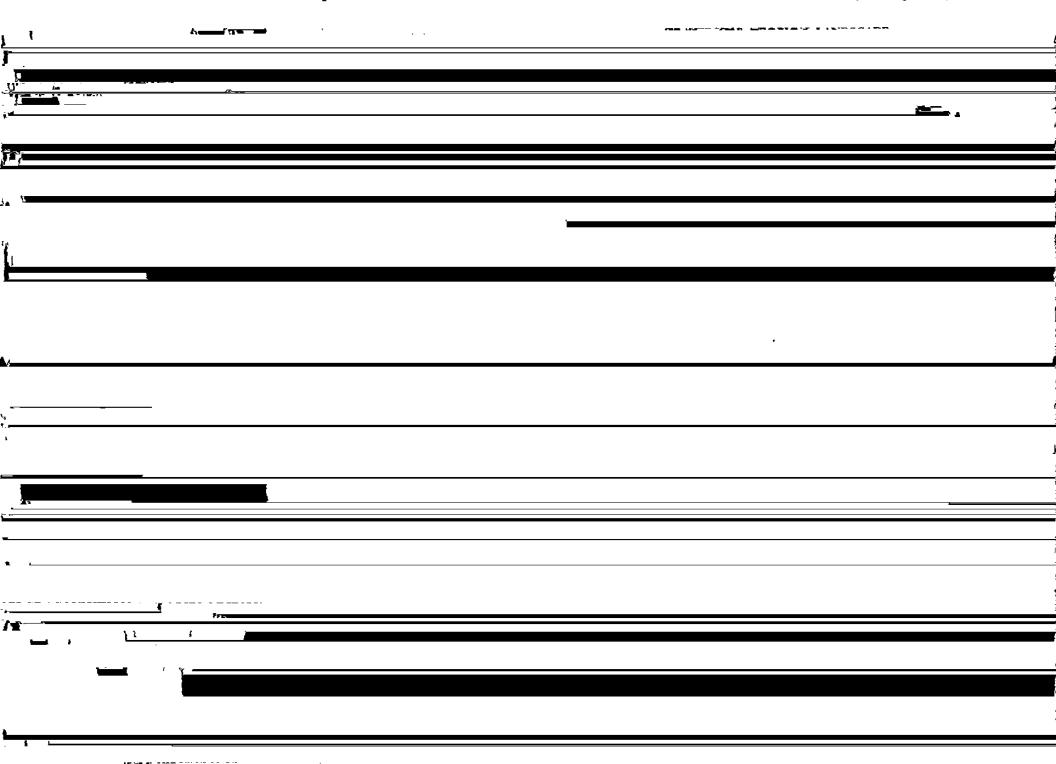
McGinley, W., & Tierney, R. J. (1989). Traversing the topical landscape: Reading and writing as ways of knowing. Written Communication, 6, 243-269. Copyright 1989 by Sage Publications, Inc. Reprinted by permission of Sage Publications Inc. In light of recent theoretical and empirical developments in the areas of reading, writing, and learning, this article proposes a view of literacy learning in which various forms of reading and uniting are conceptualized as unique ways of thinking about and exploring a popic of study en roule to acquiring knowledge. Throughout this article, we take the theoretical position that a topic of study is analogous to a conceptual "landscape" about which

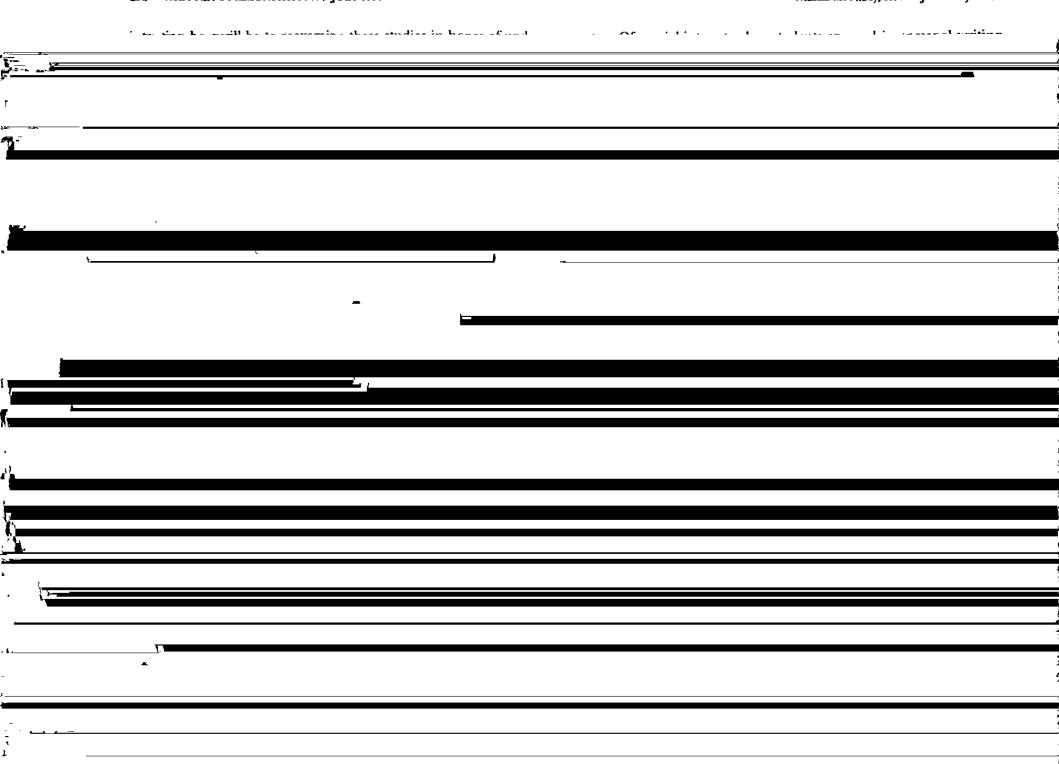






support for a view of critical literacy in which various forms of reading and writing are understood as different ways of knowing or criss-crossing a concentual landscane. After Wittgenstein (1058) we also take it.

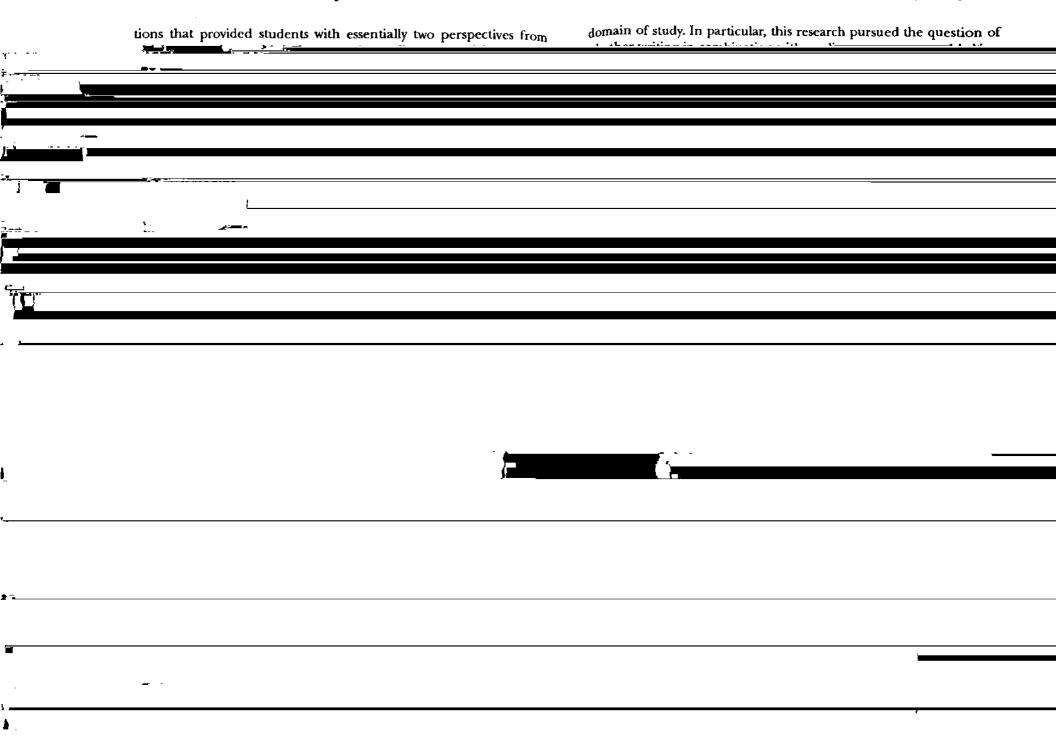
different types of learning (Langer & Applebee, 1987; Marshall, 1987; Newell, 1984; Tierney et al., in press). at 1 disclass of semi-important contemporary approaches



organizing, goal setting, translating, and reviewing) in comparison to notetaking and answering study-guide questions. Newell argues that the production of coherent rather than fragmentary text involved more extensive thought and consideration of passage content than

tions of both writing and discussion as a means of exploring a significant event in their lives. Using a thoughtfully developed sequence of

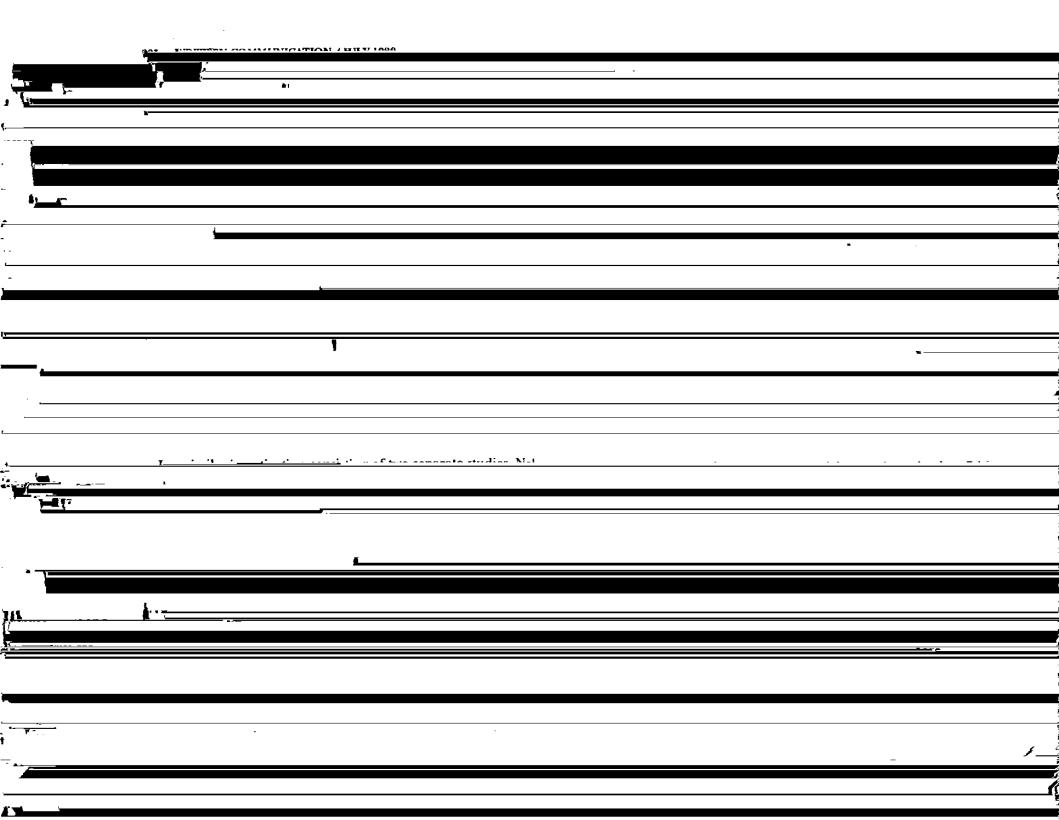
Copeland (in press) also investigated the influence of specific types of writing upon 120 sixth-grade students' ability to learn from informa-



simulated combinations of reading and writing have upon thinking critically, we find ourselves at a theoretical crossroads with respect to future research efforts in this area. In particular, we must begin to address the questions and limitations that will accompany our decision to continue studying reading and writing as a static set of prescribed juxtapositions as opposed to exploring students' dynamic use of a fluid

forms of reading and writing contribute to thinking and learning in specific content domains.

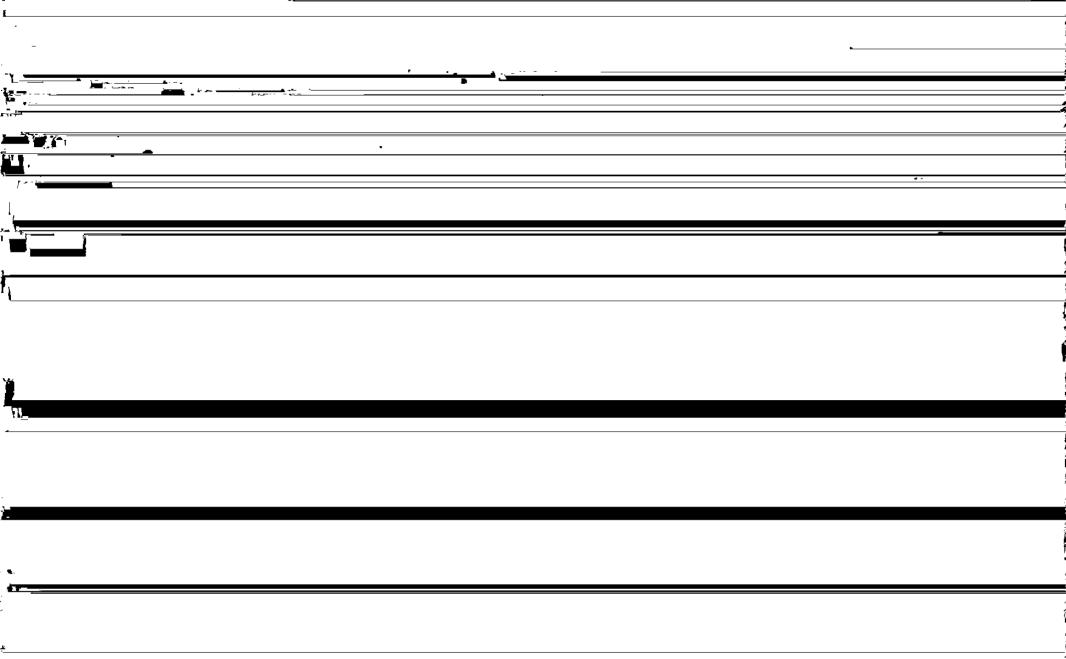
STUDIES OF THE DYNAMIC USE OF



essay. During their reading and writing, students engaged in a think aloud procedure that required them to verbalize their thoughts as they worked. After students had completed their essay, they responded to a series of written debriefing questions about the purposes served by different forms of reading and writing, their decisions to shift from one

begun her work with no formal opinions on the topic, used her reading and writing in order to discover what she actually believed. (p. 126)

McGinley argues that the reading and writing in which Pam, Kathy and Lisa engaged represent in varying degrees their efforts to "criss-



the theoretical work of Giroux (1988), Freire (1982), Katz (1982), between certain motivational factors (i.e., academic self-concept, per-O'Flahavan and Tierney (in press) and Smith (1088) we view lane. dina of annual aumostance for success and interest in subject to inform themselves about topics of study, we must explore ways of Fulweiler, T., & Young, A. (Eds.). (1982). Language connections: Writing and reading across the curriculum. Urbana, IL: National Council of Teachers of English. helping them to begin directing their own reading and writing activities

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