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ENG 333

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Genre and Discourse Community Analysis

The two journals I chose are Making it REAL: Using Informational Picture Books

in Preschool Classrooms and Creative Collaborations: Emergent Play in the Preschool

Art Studio. When looking in the library database the field I picked to explore was

education. I picked education because I am an aspiring elementary school teacher

and would like to know the ins and outs of my desired field. The first journal Making

it REAL was found in an early childhood development journal. I found this topic to be

beneficial to learn more about because it is easy to pick entertaining reads for your

students but the book should also be educational. The second journal I found was in

an art education journal, I am not planning to be an art teacher but I feel I could still

learn from this journal. Creative Collaborations makes it clear that students learn

better when you allow their creativity to run wild and put little restrictions on their

work. Both journals focus on Preschool classrooms and I believe this grade lays the

foundation for the rest of a students academic career.

Making it REAL looks at the importance and benefits of integrating informational

text in read alouds in Preschool classrooms using REAL Time (Bingham, Venuto,

Carey, and Moore, 2017). I found the thesis for Making in REAL in the abstract, which

is used to get the readers understanding of what the whole journal article is about.

As for Creative Collaboration, this article is looking at the theory that integration of

art can improve social interactions through collaborative play (Park, 2018). The

thesis for Creative Collaboration was also found fairly early in the article in the first paragraph. Both thesis were structure in away that is very straight forward and does not make the reader go searching for the information. The thesis was signaled to the reader from the very beginning by the authors because they wrote " This article ", then they had their main ideas following that phrase. The thesis is very important for any type of writing because it gives the reader a clear idea from the start what the author is trying to convey.

For Making in REAL, the topic of using informational text in classrooms was not the first time the subject was put up for discussion. The journal references other classrooms that use REAL Time in their classrooms and the results they are getting form their students. Also, Making it REAL, looks at one teachers classroom Ms. Andrea to see the results of using informational text in a Preschool classroom. As for, Creative Collaborations, the author Park based all of her founding off of her own Master's degree thesis. I found her findings to be very interesting because it was solely based off of her first internship at a museum-based learning preschool (Park, 2018). Park used other works form her field like Making it REAL does, which helps enforce both of the author's work to become more credible.

I found that the used methodologies for both of the journals to be very similar and easy to understand how they got their data. The article Making it REAL, mentions the classroom of Ms. Andrea and how her students were not understanding the books being read to them aloud. When Ms. Andrea noticed her students not understanding the book Owl Babies, by Martin Waddell she began looking at REAL Time. However, the study did not only look into Mr. Andrea's class but also many other Preschool teachers who participated in the study and for many

it was their first time using REAL Time in their classrooms. The teachers who never used the framework were provided weekly coaching to become more acquainted to REAL Time (Bingham et al., 2017). The teachers who used the method of REAL Time saw more interactions between students and as a result critical thinking was happening within the classroom. The article looked at seventeen preschool teachers, they were observed in their classrooms while learning to implement REAL Time in their lessons plans. In Creative Collaborations, the methodology used was conducted by Park herself. She would collect data using notes, audio recordings, and photographed documentation (Park, 2018). The data was collect within the one hour of art studio time allowed, their was a maximum of ten students at a time. However, the students would be added or switched out periodically and they would come from different classrooms. This allowed Park to see how the student interacted with the peers they did not know and build on their social skills. Providing methodology to the reader helps them get a deeper understanding of how the author got the data and results from their studies.

Making it REAL, provided a study that showed the effects of informational text read aloud in a Preschool Classroom. The results were showed not on a chart form but rather in the text of the article itself. After teachers leaned how to use the REAL Time method they found that their students really wanted to know more about what the books where discussing (Bingham et al., 2017) . The REAL Time framework pairs what a teachers lesson plan entails with informational books on the same subject, so students can gain stronger vocabulary and real world concepts. The article answered the major questions at hand, should REAL Time be worked into Preschool classrooms and does it help students understand key concepts (Bingham et al., 2017)? As for

Creative Collaborations, Park's findings and data was presented throughout the article as she observed the students. One of Park's findings were that when students were drawing in their sketchbooks they engaged in more social interactions. They would tell stories while drawing like "what they were drawing and how they were doing it" with other students (Park, 2018). Park observed in real time play and one activity Park did was making an igloo with her students. The activity started off as building an Igloo and turned into a winter wonderland at the end. The students were breaking the Styrofoam for the walls of the igloo but they failed at making rectangular shapes. So Park changed the activity on the fly and her students had more fun jumping and playing in the winter wonderland then trying to build an igloo (16). I think both of the authors stated their data clearly which added to their arguments and authority on the subjects.

There was little jargon found in both the article that I reviewed, which made them easier to understand since I am not in the field of education as a professional just yet. In Making it REAL, the jargon was REAL itself, this is a framework of teaching used by Preschool teachers. REAL is an acronym used that stands for Read, Explore, Ask, and Learn. This concept of learning helps students engage in discussions of critical components and encourages students to make connections between the content within the book and learning real word concepts (Bingham et al., 2017). In Creative Collaborations, there was little to no jargon in Park's article and I believe there was little found because it was solely based off of Park's personal study. Also, most of the jargon Park used I was already familiar with because the past psychology course I have taken talked about many of the same things.

Both of the articles Making it REAL and Creative Collaboration did not have a defined conclusion but more of a summary of their studies finding and implications from their projects. The citation system used for both Making it REAL and Creative Collaborations were in APA formatting. I believe the two were set up using APA because both journals referenced other professionals in their field of study to back up their own finding on the subject at hand. Also, APA is mostly used to cite sources in psychology, education, or social sciences topics. Both of the articles dealt with topics of education so I was not surprise to find that APA was being used in both articles. Some defining features found in the text of Making it REAL, were the tables used to show pairings of storybooks with information text. Also, something Park used in Creative Collaborations as a defining feature is the use of student photograph in the article itself.

For Making it REAL, the tone used was a formal tone and you knew this because the article was written in the point of view of the third person. The article identifies people by proper noun, for example "Ms. Andrea" is used a lot as a way to explain REAL Time to the audience. The opposite was done when looking a Creative Collaborations this article used the first person point of view in their writing. From the very beginning of the article "I" was used and that made the tone a little less formal than Making it Real. However, the information provided from Park's personal study was very insightful and was written in a very professional manner while still using "I". I found both journals to be very insightful and helpful with bringing insight in the topics discussed.

After reading and deciphering Making it REAL and Creative Collaborations I have a better understanding of what the education field entails. Also, these two articles

solidify that writing is an abstract form of art and can be done in many ways. The articles I reviewed had very different subjects but they were still connected by the field of education and the audience who would read these articles are those on the field of education.

References

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