English 1130 – Process Review – Essay #3

* Write a research essay that addresses any aspect of one question.
* Use at least five (5) scholarly sources in your paper, but not more than seven (7).
* Use at least two (2) different types of peer reviewed scholarly material (sources) (i.e. a book source *and* a scholarly journal source),
* not more than two (2) of your sources can be taken *directly* from the internet (this limit does not apply to scholarly articles accessed through the library database).
* Define unfamiliar terms
* Formatting according to the question

What impact, if any, might games have on a specific aspect of entrepreneurship?

Aspects of entrepreneurship:

* small business owner
* assumes risks
* social entrepreneur
* startups
* product, process, or service for sale or for hire
* develop new products

Research / Games: Critical Play

* development cycle and experimental outlook
* manipulation
* rules
* play
* games as “playing the game” – salesmanship

Questions:

* How would a game help an entrepreneur with sales?
* How would a game help an entrepreneur with risk?
* How would a game help an entrepreneur with a product?
* How would a game help an entrepreneur with a process?
* How would a game help an entrepreneur with product development?

Definitions:

Games teach goals, rules, challenges, interactions / repetitions yield improvements

Sales – the exchange of a commodity for money; the action of selling something

* acquisition, appropriation, requisition
* purchaser and payment
* Direct sales, outsourcing, etc.

Class End Games

1. Three weeks left before first due date
   1. You should be well along in your research and topic development
2. Taking the interviews and parsing in some of the concerns people are voicing and working through those strategies.
   1. Remember, take stock in your own learning—bring your issues to class
   2. I can’t help you if I do not know what is happening
3. Go over the above parsing out of the research topic / approach
   1. Address the prompt as governing principle
   2. Define your terms in concrete ways—use the dictionary, google, encyclopedias
   3. Look for connections between how the terms enact or intervene on each other
   4. Make connections and recognize patterns in your terminology—this is where the argument lies
4. Let them have the rest of class time for Bibliographic work

Next Class:

* Look for patterns of development in the research scaffolding – not just about content.
* Let your research inform the segments of your analysis, not your content
  + The research essay is what you have to say in a conversation, not just what you have to say—you need to set the topic boundaries before you can intervene
    - What is the current landscape?
    - What are the assumptions you are working with?
    - Whose assumptions? Why and how are they important?
    - What landscape? Who discusses already? How are you intervening in the discussion – anyone like or not like your intervention?
    - Key questions to be addressed—does anyone else set these kinds of questions?
      * Change the questions into statements / solutions
      * Provide answers / solutions to pressing concerns