The purpose behind these different genres have been to adapt from a formal research paper to a more informal way of presenting through mediums. The purpose of my work is to help undergraduate students understand and familiarize themselves with economic ideas and be able to elaborate and provide some type of evidence in their writing. I am attempting to provide these undergraduate economic majors and potential undergraduate students with a brief but clear understanding of why economics, what the major includes, what can be expected, the different ways of grasping the concepts, and opinions, perspectives and advice from former students that had all the same questions, concerns, and doubts.

This work I feel will not only provide those considering or in the major an idea of economics but it will also be work they will engage in. The engagement is intended to give these undergraduates the main idea which is that everyday economics is used them, whether they notice it or not they have an effect on the economy. With that, I feel that maybe they cannot make a choice of whether they like the field but in a sense they could grasp that it is far beyond looking at graphs interpreting and predicting which way they shift and which theory is more accurate than the other. It is hands on, just not the hands on one would typically expect. The context of this is to capture the world that is not seen by words or pictures but by communication among people whom make choices and decisions every day.

I chose for my first genre to be a brochure the reasoning behind this choice was due to how brochures are used for a quick sneak peek into whatever the subject may be. I will first use paper and pencil to sketch out what I want my brochure to look like. The main technology I will be using for this work is a computer. I will search the web for any research and information that I will be using for the brochure then I will use a website to create the brochure. After having gathered all the piece necessary I will place them in the format I had set up. The format, page one: a catchy title with the beginning of a joke or economic comic strip, page two: will be filled with the incentives and benefits, I will also include the picture of at least two famous economist and a brief sentence or two about them or their theory, page three: Why major in Economics? Why it makes you happier? Page four: answering any FAQ’s, page five: the end will have the ending joke or ending or the economic comic strip.

This method is used to attract the audience with visuals and facts that lure the reader/audience to look at the brochure. In my brochure I want to include some of the different graphs because these graphs are representative data in economist writing and they show shifts in the economy which is the sole purpose of economics. These graphs will have colorful arrows so that the shifts are more visible. The brochure will also include small parts of the different writings depending whether the student was an undergrad or grad student; this brochure will also persuade the audience as to why economics is the field they should continue it will include some of the benefits. The main goal is provide a piece of paper that opens up and with each side there will be different topics concerning economics brief but interesting enough to not get bored. The choice that was made for me without me noticing was the system I used to create the brochure, my friend showed me how to use it and it seemed like something I could manage versus this other system I did not understand. I was able to choose the colors and shapes the font and type of brochure I wanted for my project. Overall the brochure will serve its purpose.

The second genre I chose was a game, at first I could not seem to choose which game would be more entertaining and also suit the class size and be interesting enough for students who are up at eight in the morning. The materials I will be using is a bag of different kinds of candy. Now the games purpose is to depict incentives made through trade. I will use three sides of the table and place a handful of candy on these sides. After I will allow my peers to choose a piece of candy in 2 seconds that will be there’s. After I will allow them 5 seconds to trade with someone in their group, I will allow all two or three groups to interact and trade with one another for 10 seconds. Throughout the game I will record whether they liked the piece of candy they traded more or less.

I chose this game and also modified it; my economics professor Joab Corey played it with his ECO 2013 students, the objective of the game was to show how trade without restrictions (trading barriers) could end up being better for the economy verse different economic systems. Some choices I had to make and were out of my control was the population I was going to play this game with, there are not that many students in my ENC 1102 class so I have to adapt the game to the amount of people. This means I have to reduce the amount of candy in the trading market and allow less time to communicate the trading, if there was an infinite amount of time everyone would be able to trade until they got the candy they wanted. Unlimited time does not show incentives of trade.

The game also represents that whoever desires a good has a price they are willing to pay for it, the seller and buyer trade good/services for what they believe they want/need more of. This shows marginal cost and marginal benefit which can also be explain in the game as it reveals its purpose. The goal of this particular genre was so that the students can contribute and participate in a game that is used to teach how incentives in trade work and develop their own idea of whether they believe it will work better or not. This genre in a sense is also the beginning footsteps of how possible economics major will develop what theory they agree or disagree with and why. This thought process will allow them to write efficiently about the subject since it is something they could relate to.

This games goal is to show undergraduate both possible and existing economic majors how this subject is hands on and how they makes these choices and decision daily. Something as buying a pack of gum impacts the economy of course different impacts bring about different effects but nonetheless, they will be able to see how a system work and then develop their own opinion of whether it would work better or not. This will able students to choose if it is an interesting subject worthy of investing their time.

The third genre I chose a step by step tutorial at first I could not decide whether I would use a video or a document that lays out all the steps. Then I considered my audience these are undergraduate students who will not be interested in reading a document that is about the future, instead I chose to have a quick video no more than five minutes explaining the steps, I most likely have a video that labels the steps and draws/writes/shows them as the video goes. This is a way to keep their interest because they will not know what is coming and it keep the imagination flowing.

The technology I will be using is the computer, and search engines to find the video that suits this idea best. I will be using youtube and economic related sites. Apart from the computer some technology I will be using is knowledge I will use the knowledge I know about economics to best choose the video that at least shows the steps I know and have heard from actual economist. The goal here is just to inform the audience about how the field works, the process. I choose this because I know it would be helpful to me; I am an economics major and plan to pursue a career in this field.

My roommates, ENC 1102 professor and interest for this field played a role in accomplishing these goals. My roommates motivated me to work and not procrastinate and showed me how to work the brochure program. Also they lend me their laptops when mine was crashing down throughout this project. My professor clarified and answered my questions thoroughly, she also put up formats to help guide my writing throughout the process. And my interest for economics in truly profound I have always wanted to study this field since I took my first class in middle school. It comes naturally to me I believe in the logic and prefer to not have a party but stand by what works best for society in general when it comes to wealth.

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Reflecting on how I converted previous work done in a formal research essay into different genres with different mediums I can relate to how the audience in essence has not changed but the presentation has. In the research essay I considered my audience and was strictly and thoroughly informative by providing evidence to justify any and all causes. In this different type of work my audience was still considered but they were considered in an informal manner. Instead of writing a paper that was informative I had to change my mediums and use various forms of technology and knowledge to compose this project. I used a brochure and a game, I found that both of these mediums would attract the eye and attention of my audience college undergraduate students.

I am an undergraduate student myself and I can attest that when I have something in my hands or view something with my eyes I am more intrigued in the matter than I would be if I casually heard it. Therefore I considered all aspects I made a brochure that had economic comics along with a cheesy title and ending. Within the brochure I made sure to include experience(s) from former undergraduates whom majored in economics, quotes that an average person could relate to but that ties back into economics and how this field has a special way of making itself into one’s daily lives just like science and other field do. The brochure is also a persuasive medium where I am intentionally listing possible incentives and benefits, I am basically advertising why this field is a field you should consider that is if you get the gist of it.

While composing this brochure some of the rhetorical choices I made in creating this part of the project was deciding what context the brochure would be written in, what elements would it contain, what purpose was it trying to achieve, what could be used to make it engaging yet helpful at the same time, whether it should have repetition or a theme of repetition to emphasis the objective, how would the audience react to the presentation and style of the brochure. These are all topic I considered before making the brochure. I decide that the context should not be strictly formal and informative rather it should provoke questions as to what economics entails. A device I used to brake informal and formal tension are the two economic comic images these images either state how situations change during time and how society works and does what benefits them at the lowest cost. Some elements I used where success stories, quotes and hall of fame.

Success stories where put in place to emphasis the triumph of former students who have majored in economics and have happily occupied careers in the field and continue to excel in them. The quote was used as an element of knowledge between the relationship of the quote, the person, and economics; the thought process of how they intertwine. And the hall of fame was an important element but not an extremely emphasized one because it goes to show that there are famous economist who have impacted society but their fame does not and will not overshadow the meaning of economics, they have impacted the thought process of which theory is best but not the continuation of a cycle that impacts society every day; they have contributed but are not the sole purpose of this field. The purpose was to persuade potential undergraduate to consider economics and to further interest those who have by using techniques that appeal to the short term incentives and benefits because most people do not stay around to hear the long term. I thought the usage of different fonts, sizes, and colors would pop out more so that the audience could be a guess about what it would be and consist of. I also decided to have a repeated them of why you should major in economics by listing the incentives, benefits, types of jobs for economic majors and helpful yet obvious tips for undergraduate students who are considering and what would be expected of these particular careers listed.

In creating this project I tried to think of things that I have not done this semester I already made a poster, a video, word documents, power point and etc… A game is something I have not done I thought it would be engaging and possibly different from what has been done in class. In this genre and medium I knew my audience was still undergraduate students but that I would perform this game with my ENC 1102 class. Although I have not played the game with the class yet, I was reflecting on how many of them may like hands on learning and interaction. We have worked in small groups and have worked with pairs, our first assignment was based on collaboration from the people in your group. Seeing that throughout the course we have done activities together but allowed one another to form our own definitions I thought the game would be another great activity.

The game consist of candy which is an incentive and trade depending on the number of students I will make groups or pairs to perform the trading with the only restriction of time. This game context is incentives and how they work, the game will depict the trade the goes on to get the piece of candy that, that individual likes best. Elements is this game is the candy and timer, the candy represents desire in an economy as well as resources and the timer represents the trading process and agreement made among the buyers/sellers. The purpose is to allow my peers to form their own ideas and opinions on how incentives work and whether or not trade would work much more efficiently like this, also what are the benefits and cost of that type of trading. Hopefully the game will be engaging enough, it is based on communication/interaction which seems to be something kids my age like to do efficiently at that. The style of the game is supposed to work with more people so I am experimenting in a way to test if this type of economic game could work just as efficiently as it did in my ECO 2013 class which had a larger body of students. Considering this I am also testing if the objective of the game will be understood or not.