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College Composition 2: The Rhetoric of War, Spring 2007

Research Paper Rough Draft #3 and Final Draft

In your last draft you were to use 5 main sources: 1 frame and 4 case. For the third draft and final paper, you are to use no less than 8 sources: 2 frame, and 6 case and support texts (as you can see we are breaking the type of text down even further). You must have no less than 5 non-frame texts, but you may find that you want to include passages from texts—or bits and pieces from texts—that don't really fit the case definition; these become **support texts**.

Support texts are helpful because they allow you to use another author's ideas and language to support or challenge what you are trying to say about an idea. They are different from primary or discussion case texts because they do not play a major role in your essay; they do not help structure the main point you are trying to make, nor do they help you really drive your point home. They simply function as a passing bit of information you feel is needed at that point in the paper to complicate what you are trying to say or to further your ideas a bit. You do not need to introduce the author and their text in the introduction; but, depending on the situation, you may need to introduce the essay a little bit at that point so the reader can see that you are getting your information from somewhere reliable. See example below.

For your **third and final draft** it is very important that you fully think-out your structure and how the essays will work with one another, and you will be receiving handouts that ask you to look closely at the relationship between the texts. You must also be sure that you are making a clear and distinct point in your essay and that the point you are trying to make is clear from the beginning and can be traced throughout. The most difficult thing will be figuring out how to use both frame texts simultaneously—if that is what your paper calls for—or separately—if that is what your paper calls for.

Both examples are tricky: the former because you will have to intertwine the texts and the ideas throughout the paper; the latter because you will have to make sure that in the transition from one to the next you are not losing sight of the first half of the essay. In short, however the frames are structured in the essay, you **MUST** make sure that your ideas are focused, consistent, and can be seen moving throughout the text fluidly. **Essays are not linear—they have twists and turns. What is said at the beginning should influence what is said at the end just as what is said at the end must be a direct result of what is said in the beginning and middle.** If you look at your text as one fluid piece of exploration, and you pay attention to the main ideas throughout, and you continue to reassert and complicate those ideas throughout, you will be on the right track. Make sure that your ideas, not the texts, are driving the essay. If you structure the essay by going from one text to the next, bringing the frame ideas in at the end of each paragraph, you are not fully working with ideas; you are working with texts. Let your ideas drive the essay; use the texts as a way to help, complicate, and further your ideas.

It is strongly suggested that you not use the following phrases or words in this essay: “this” or “it is” or any other vague pronoun in any place in the essay (i.e. these, that, those); “The other ideas that”; “The ideas of Regan” (or any derivation of passive voice with the

author); “Another reason”; and “The author also.” Make sure you introduce all your quotes and punctuate correctly.

Rough Draft #3 Due Date and Page Requirements

- Wed., 25 April; 8 - 10 pages; two printed versions due at start of class
- Include Works Cited list
- Works cited list is in addition to the page requirements
- Images are in addition to page requirements
- Peer response will be conducted in class
- Use the following format when saving the file: “cc2-s07-yourlastname-rp-rd3.doc”
- Draft submitted to openarea folder entitled “rp-rd-3” by classtime

Final Draft Due Date and Page Requirements

- Thursday, 3 May
- No less than 11 full pages of text, no more than 15
- Include Works Cited list
- Works cited list is in addition to the page requirements
- Images are in addition to page requirements
- Use the following format when saving the file: “cc2-s07-yourlastname-rp-fd.doc”
- Draft submitted to openarea folder entitled “rp-final-draft” by 11:00pm

Final Learning Record Due Date

- Monday, 7 May
- Use the following format when saving the file: “cc2-s07-yourlastname-final-lr.doc”
- Submit document your learning record folder in openarea by 11:00pm
- Place work samples in “work-samples-final” folder, which you will need to create

Bringing in the Support Text

In the following paragraph, the texts can be labeled as follows:

Frame text: Page, *italicized*

Support text: Fulbright, **bold**

Discussion Case text: Buzzanco, underlined

Author’s Discussion: Plain Text

Primary Case text: Reid, SMALL CAPS

However, even if Vietnam did become Communist, it does not mean that the rest of Southeast Asia would follow because of China’s influence. Buzzanco relates that General “Gavin added that even if the communists won in Vietnam, the United States could certainly secure Thailand, the Kra Peninsula (Malaysia), and the Philippines” (565). The United States tried to demonstrate to the public that if Vietnam fell Communist, the rest would follow. IN A PRESS CONFERENCE ON JULY 28, 1965, PRESIDENT JOHNSON EXPLAINS THAT “SURRENDER IN

VIETNAM [WOULD NOT] BRING PEACE, BECAUSE WE LEARNED FROM HITLER AT MUNICH THAT SUCCESS ONLY FEEDS THE APPETITE OF AGGRESSION. THE BATTLE WOULD BE RENEWED IN ONE COUNTRY AND THEN ANOTHER COUNTRY” (REID 2:794). By equating the situation in Vietnam with the horrors of Hitler, the President was trying to appeal to the emotion of the public. *In trying to convince the public of “the importance of . . . increasing U.S. commitment” (Page 57) to the war, Johnson was using propaganda.* He wanted the public to think that if the United States did not intervene then in Vietnam, they would have to fight elsewhere because the Communists would not give up. He explained that the Communists would not only take over Vietnam, but also the rest of the Asian nations. General Gavin thought that the other countries would not necessarily become Communist if one country did. *Caroline Page backs up Gavin’s idea by stating, “the concept of Southeast Asian nations being a row of dominoes that would automatically fall if South Vietnam was lost to communism was a rigid, mechanistic theory that took little account of each nation’s individual circumstances, and it was therefore easily attacked on these grounds by critics. Nevertheless, the Administration still clung to this theory and it was used in various attenuated forms to explain and legitimize the U.S. commitment to the war” (73).* Since each country in Southeast Asia was unique, they were not like dominoes because dominoes are all alike and all fall in the same way, a row. **Senator Fulbright in his book, *The Arrogance of Power*, discusses the reason why Communism in South Vietnam was different from other countries: “South Vietnam, as Donald Zagoria, a leading China expert, has pointed out, is not the first of a series of ‘dominoes’ before a Chinese tide; the success of the Viet Cong is closely related to the fact that the communists have dominated the Vietnamese nationalist movement since World War II, a circumstance which does not obtain in other Southeast Asian countries” (181).** Although Johnson knew the circumstances were different in other Southeast Asian countries, he continued to use the domino theory as justification for intervening in Vietnam.