

Guidelines for an Article Summary and Response

1. MLA formatting must be adhered to meticulously:
 - ☑ Margins are 1" – ***a tutorial for how to do this is located on the department homepage***
 - ☑ Font is Times New Roman, 12pt
 - ☑ Pagination is located in the header/footer at .5" and includes the student's last name and page number (make sure this font is also 12 pt) – ***a tutorial for how to do this is located on the department homepage***
 - ☑ Header is double spaced and is in the correct order: student name; teacher name; class id (LNG 405 for first semester, LNG 406 for second semester) & class period; and date (i.e. August 11, 2008) - do not abbreviate the date (or anything for that matter)
 - ☑ Citations of texts used in analysis come before summary (***see MLA handout linked on department webpage for help with citations***)
 - ☑ Citations use an hanging indent – ***a tutorial for how to do this is located on the department homepage***
 - ☑ The words "summary" and "response" are clearly indicated on the student's paper
 - ☑ There is a space between each writing section
 - ☑ Within each section, all text is to be single spaced (with the exception of the header)

2. The summary
 - ☑ Must be between 50 – 100 words
 - ☑ The author and title of the article being summarized must be included

3. The response
 - ☑ Must be between 400 – 500 words
 - ☑ There must be some conversation between you and the text(s) being considered. A "conversation" means that you are directly addressing specific statements made by the author(s) in question. Therefore, direct references or quotations are EXPECTED. Don't forget your in-text citations to give credit where credit is due.
 - ☑ The response demonstrates your thinking process; it must be clear that you are using your brain to engage the text(s).
 - ☑ Avoid the use of 1st person – it is obviously your opinion; saying "I believe" or "I think that" doesn't make it any more opinionated.

4. Miscellaneous
 - ☑ Since you are specifically referencing ideas and statements in the text(s), you MUST include in-text citations to avoid committing plagiarism.
 - ☑ A summary & response example has been provided for you on page 2. Use it as a guide.
 - ☑ Correct punctuation is always expected. Look for the very common errors that you as a student tend to make:
 - i. Random capitalization
 - ii. Forgetting to underline or *italicize* book titles and "quote" article titles
 - iii. Commas splices and fused sentences – if you don't know what this is, be an AP student and look it up
 - iv. Drop quotes (quotes inserted without signal phrases)
 - v. Incorrect citation punctuation. Remember it is (1) end of quotation, (2) quotation marks, (3) in-text citation, (4) period.
EXAMPLE=> end of quotation" (523).

Since a concise checklist has been provided, we never expect to see errors relating to the items listed above. If we do, especially in regards to items #1, 2, and 3, it is our policy that the assignment will be returned to you so you can make the necessary corrections; thus, a 50% penalty will apply and the corrected version must be returned the next school day to earn the 50% credit. It may seem harsh, but to be successful in AP, you must be able to follow simple directions.

** If your computer software does not allow you to format something as required, you must make the necessary arrangements to address that (i.e. type it in a library). In the spirit of fairness, all students are held to the same standard.

First Last
Mrs. Buchanan
LNG 405 - 1
August 11, 2008

Header

Berlin, Lucia. "Maggie May." *Calling Home: Working Class Women's Writings*. Ed. Janet Zandy. New Brunswick: Rutgers University Press, 1993.

3
MLA Citation

50-100 words

Summary: At the conclusion of Anzia Yeziarska's "The Open Cage," the narrator resignedly laments, "We were going back into our own cage" (Zandy 258). This feeling of entrapment, a common thread in working class women's writings, also underscores the ambiguity and inequality of the American dream; simply put, not everyone enjoys equal freedoms. In "Maggie May," Lucia Berlin's portrayal of the daily "grind" of a cleaning woman further illustrates this disparity between the upper and lower classes. But most significantly, through the use of anecdotal evidence, Berlin bears witness as to how working class women reconcile their marginalized status.

Author & title of text

Response: Lucia Berlin's "Maggie May" is a testament to the worldly knowledge acquired by "cleaning women." Specifically, it is interesting that although uneducated in scholarship (with the exception of our narrator), the author notes how "cleaning women know everything" (217) because they see the up-close, nitty-gritty truth about their clients' lives. Not only does this "privilege" seem to give them some sense of needed empowerment, but it also allows them to "steal" little bits of the American dream. It is almost as if cleaning women get to live vicariously through their employers lifestyles; hence why cleaning women take souvenirs (i.e. poppy seeds, nail polish) of those lives. However, the narrator is quick to point out that cleaning women are also, perhaps, the most grounded in reality in that they learn that the American dream can be contradictory. In other words, a rich life does not guarantee a better life. For example the Blums, "marriage counselors with two adopted pre-schoolers," live a seemingly "perfect" life in a "beautiful house" (220). Since the couple's occupation is to counsel others regarding marital relationships, it is assumed that they have a perfect marriage. Furthermore, the idea that the children are adopted suggests that this couple is philanthropic, another "ideal" quality. Lastly, the husband, wife, and two children round out the quintessential nuclear family. All these elements seemingly create what many perceive is the perfect family. In contrast, however, the narrator quickly asserts that the Blum household is "the weirdest place I work...you'll go crazy" (220).

400-500 words

It is worth noting that Berlin seems to play around with the terms women and ladies as Julia Stein does in "Downtown Women." Specifically, "women" clean houses and "ladies" go to bridge parties. So it would seem to indicate that the chosen terminology would correlate with class status; however, later on Berlin writes, "Most American women are very uncomfortable about having servants" (223). But maybe this statement has to do with the sense of empowerment that "women" have. For example, just prior to Berlin's aforementioned statement she writes, "Doing everything wrong not only reassures them you are thorough, it gives them a chance to be assertive and a boss" (223). This could suggest that "ladies" become "women" when more control and power is assumed. The narrator's testament that she "never thinks of [her]self as a cleaning lady" (224) seems to also suggest that, regardless of her circumstances, she will not allow society to prescribe a gender role for her - something that her "lady" employers have a harder time trying to overcome. Furthermore, this cleaning woman refuses to be "the working-girl [who] comes in the office [and] hangs her real self on the hanger" (246).

Contribution to theme followed by thorough explanation

Connection to another work followed by thorough explanation