

Recitatif: Everything is Not just Black and White

by Jasmine Dukes

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Jasmine Dukes
Heading

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Recitatif: Everything is Not Just Black and White

Recitatif is a short story of two young ladies, Roberta and Twyla, trying to cope with the challenges they faced together as children. This short story involves these ladies struggling with abandonment, family relationships, and the strength to find out who they truly are. The most important factor in this story is them distinguishing their differences from one another. Roberta and Twyla's racial difference caused them to see different light that separated them and also brought them together. These women recognize and deal with harassing a disabled woman and living with the consequences.

1

TRI Development

Twyla enters the shelter St. Bonaventure's while young because of her mother's desire to dance. Her mother's passion to dance signifies her longing to be young forever. She gave up her child just to continue to "move around." This context of dance not only means to move, but to be youthful. Her mother wanted to continue to enjoy herself while she could and had no intentions of keeping her child. Because Twyla did not have an ordinary relationship with her mother she took on the role as the mother, disciplining her for her behavior at church, judging her appearance, and hating her for not being able to hold a bond. "And Mary would have kept it up-kept calling names if I hadn't squeezed her hand as hard as I could." (Morrison 5.) This quote is from the story that shows how Twyla had to be the one to take charge and make sure her mother behaved. This quote also reveals the respect that she had for her mother. She calls her by her first name instead of mother. This shows that Twyla never valued her mother's presence. She did not

awk

2

accept her mother for who she was because of the differences her mother had with other mother's.



Seeing their relationship also exposes Twyla's feelings for her mother. In the story there is a disabled woman, Maggie that for some reason Twyla and Roberta hates. She is mute, childlike and disabled. She also wears clothes that Twyla says reminds her of an adolescent. Just like Twyla's mother, Maggie reminds her of a child. Twyla's dislike for Maggie was just like her hate for her actual mother. She abused Maggie even if it was within herself because she reminded her so much of who she came from. She hated Maggie and mentally abused her because she could not physically abuse her actual mother.

TRI Development



organ

On the other hand, Roberta arrives at the shelter because her mother is very sick. When her mother comes to visit, she is dressed really well, prepared to enjoy church, but is extremely religious and rude. She is specifically rude to Twyla's mother. Because they are so different, Roberta's mom does not approve of Twyla or her mother.

TRI Development

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Roberta and her mother's relationship is best described as normal. Roberta seems to live a normal life compared to Twyla but one can tell that something lies underneath them being so vague. "I sneaked a look at Roberta. Her mother had brought chicken legs and ham sandwiches and oranges and a whole box of chocolate-covered grahams. Roberta drank milk from a thermos while her mother read the Bible to her." (MomsAn 5.) This quote from the story describes Twyla's feelings from their mother's visits. Her mother brought nothing for them to eat, while Roberta's mom did. If Roberta's mom was so perfect in that aspect why would she be in a shelter? Why would Roberta have to suffer abandonment along with Twyla? By reading the story that answer may be hard to find, but from observation it is because her mother was not able to

TRI Development

take care of her the best way that she could. Because this story is told from Twyla's point of view Roberta's feelings cannot be clearly understood.



organ

What can be understood is the guilt Roberta held from abusing Maggie. Although it was never physical, Roberta's internal abuse towards Maggie hit worse. Maggie was disabled and sickly as well as her mother. She took the hate that she had for her mother out on Maggie. Maggie was the only person that was similar to her mother that she was near and she felt the need to internally despise her.

Roberta and Twyla's racial differences made it hard for them to cope with things together and even harder to cope apart. Although their racial identities cannot be distinguished one can tell that they both fell into times where their races did not really matter to them. Neither was defined specially as black or white and in this case it makes the story better. Both girls have stereotypes of both black and white. The author's intentions may have been to show that everyone goes through the same struggles no matter what race. These two ladies had to come together to manage their feelings towards their mothers. They both used Maggie as their target and regretted it later on in life because they realized their mothers were the actual cause of their pain. Maggie was a mixture of Twyla and Roberta's mothers being that she was youthful, unable to defend and take care of herself, and disabled. They hated that even away from their mother's there was still signs of them while living in the shelter.

Vague Words

TRI
Development

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Ms. Dukes,

Thank you for your timely submission. You've conveyed your ideas well, overall.

I'm afraid this assignment is incomplete, however. It fails to satisfy many of the assignment criteria, including the page minimum, the analysis expectations, the organization and development, and the MLA Citation. Ultimately, this is more of a summary than an analysis.

I want you to be more successful, and I know you can do it well. Please put more time into your work and provide the type of submission that has a correct and complete heading to start. Establish a clear focus for this paper and stick to it. Based on your title, I don't see how it relates.

Let me know if you have any questions or need further assistance. I look forward to your revision.

Heading needed.

Quotation Marks <p>Quotation marks signal to readers that the exact words between them come from someone other than the writer or the narrator. They are used to present words taken directly from research sources or to report dialogue between speakers; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=496&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42a and 42c. When material that you want to quote already includes a quotation, then double quotation marks are used to enclose the entire quotation and single quotation marks are used to enclose the quotations already in the original; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=497&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42b. Quotation marks are used to set off the titles of short works; <a

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href="javascript:;>see 42d. They may also be used to set off words used in special senses; <a

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href="javascript:;>see 42e. Be careful to use quotation marks correctly with other punctuation marks; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=499&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42f.</p>

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href="javascript:;>see 42b. Quotation marks are used to set off the titles of short works; <a

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href="javascript:;>see 42d. They may also be used to set off words used in special senses; <a

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href="javascript:;>see 42e. Be careful to use quotation marks correctly with other punctuation marks; <a

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href="javascript:;>see 42f.</p>

Apostrophe Apostrophes are used to show that someone owns something, has a relationship with someone else, or has produced or created something. They are also used in contractions and in certain plural forms. <p> <p> <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=492&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See chapter 41 for more information on apostrophes.</p>

Omit vague words.

1. So, what's the point? What's the thesis? What is the critical approach for an analysis?

2. This is summation, not analysis.

TRI

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the

fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, see the list of MLA indexes on page 181. </p>For instruction on and examples of MLA in-text citations, see 13a.For Works Cited information, see 13b.To learn how to format a paper in MLA style using Microsoft Word, see 13c.For a sample paper that uses MLA style, see 13d.

Awkward <p>Look for sentence structures, paragraph problems, or word choices that detract from the flow of your writing. These should be identified and corrected in the revising and editing process.</p><p>For more information on revising awkward sentences, see 3c,Revising for Style; see also chapter 24.Sentences in Context; chapter 25.Parallelism; chapter 26.Coordination and Subordination; and chapter 27, Conciseness, Variety and Emphasis.</p><p>For methods of drafting paragraphs, see 2d, Developing Body Paragraphs.For revising to strengthen the content of paragraphs, see 3a.</p><p>For information on revising awkward words, see chapter 28, Effective Word Use.</p>

3. Does this information support a thesis? This is not effective if it fails to relate to a main idea for this paper.

TRI

4. Where is the support? Each supporting paragraph must be developed based on TRI and must have support.

TRI

Organization When your ideas are well organized, readers find it easy to understand your chain of thought. If you want to check your organization by making an outline, see 2g.

Development Each paragraph performs a certain kind of work in the larger piece of writing--it may advance the argument, provide illustrations and examples, discuss the effects of a solution the writer is proposing, and so on. Paragraphs also have an internal logic; they focus attention on one idea at a time, along with a cluster of closely related sentences that explain, extend, or support that idea. <p>For a general discussion of the paragraph structure T-R-I (topic sentence, restrictive sentences, and illustrative sentences) see page 20.For paragraph coherence, which is a network of relationships within a paragraph that keeps the information flowing and understandable, see pages 21-22.

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=23&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For developing paragraphs that use patterns to fulfill specific purposes, see pages 23-27.
 <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For information on revising your work, see chapter 3. </p>

Organization When your ideas are well organized, readers find it easy to understand your chain of thought. If you want to check your organization by making an outline, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=29&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 2g.

TRI

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see the list of MLA indexes on page 181. <p> For instruction on and examples of MLA in-text citations, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13a. For Works Cited information, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13b. To learn how to format a paper in MLA style using Microsoft Word, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13c. For a sample paper that uses MLA style, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13d.

Comma <p>Use commas to define boundaries within a sentence and in other convention uses. A comma comes between independent clauses; <a

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href="javascript:;"/>see 38a. A comma separates introductory elements from the rest of the sentence; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38c. A comma is used between the items in a series; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38d. A comma comes between coordinate adjectives; <a
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href="javascript:;"/>see 38e. Commas set off nonrestrictive elements; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38f. A comma sets off parenthetical and transitional expressions; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=484&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38g. Commas set off contrasts, interjections, direct address, and tag sentences; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38h. Commas set off quotations; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38i. They are also used in dates, places, addresses, and numbers; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=486&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38j. Commas are used with names and titles; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=487&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38k. Commas cannot themselves separate independent clauses; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=481&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 38b. For other misuses of the comma, <a
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href="javascript:;"/>see 38l. </p>

5. Where are you going with this?

Organization When your ideas are well organized, readers find it easy to understand your chain of thought. If you want to check your organization by making an outline, see 2g.

TRI

Omit vague words.

Organization When your ideas are well organized, readers find it easy to understand your chain of thought. If you want to check your organization by making an outline, see 2g.

Comma <p>Use commas to define boundaries within a sentence and in other convention uses. A comma comes between independent clauses; see 38a. A comma separates introductory elements from the rest of the sentence; see 38d. A comma comes between coordinate adjectives; see 38e. Commas set off nonrestrictive elements; see 38f. A comma sets off parenthetical and transitional expressions; see 38g. Commas set off contrasts, interjections, direct address, and tag sentences; see 38h. Commas set off quotations; see 38i. They are also used in dates, places, addresses, and numbers; see 38j. Commas are used with names and titles; see 38k. Commas cannot themselves separate independent clauses; see 38b. For other misuses of the comma, see 38l.</p>

6. Right. Now, this is Morrison's point of the story. So, what's your analysis? Why do you think Morrison keeps the ethnic identities hidden from the reader?

Omit second person.

7. This is not 3 pages. Where is your Works Cited?

CONVENTIONS (25%)

2 / 5

EXCELLENT (5)	Assignment is an analysis of a specific poem or related poems OR short story. Adheres to the academic conventions of formal writing and research, writes confidently, organizes logically, proofreads prior to submission.
GOOD (4)	Assignment is a breakdown or examination of a literary work but may lack in a minor academic expectation.
SATISFACTORY (3)	Assignment lacks two or more SPA expectations. Eg., lapses in formality, research, vague references, word choice, coherence.
UNSATISFACTORY (2)	Assignment does not meet reader's expectations in most instances. Summarizes instead of analyzes.
UNACCEPTABLE (1)	Assignment does not resemble a literary analysis.

MLA CITATION (20%)

2 / 5

EXCELLENT (5)	•Includes parenthetical citations and a Works Cited page. •Cites consistently and correctly, paying attention to source type and formatting.
GOOD (4)	Minor errors in citation, but contains both in-text citation and a Works Cited page.
SATISFACTORY (3)	Source or sources are present but lack in consistency; may lack thorough information and citations or works cited entries.
UNSATISFACTORY (2)	May lapse into a mixture of citation styles.
UNACCEPTABLE (1)	Formatting is careless or lacking. Assignment does not meet the Citation requirements. Assignment contains no Works Cited page. Assignment may be plagiarized.

DIRECTIONS (15%)

2 / 5

EXCELLENT (5)	•Provides at least 3 pages in length (not including the heading), cited in MLA. •Incorporates 1 inch margins rule all around (top, bottom, left, and right) •Includes academic title and heading. •Produces a double spaced Word document •Types in Times New Roman 12 pt. font
GOOD (4)	Assignment meets page requirements but may lack in one minor requirement such as margins, academic heading, or font /size.
SATISFACTORY (3)	Assignment meets page requirements may be missing a minor and a major requirement such as academic title.
UNSATISFACTORY (2)	Assignment almost meets page requirements, but contains major omissions such as spacing, MLA omissions, and proofreading/spell check.
UNACCEPTABLE (1)	Document does not follow assignment instructions.

LANGUAGE (25%)

4 / 5

EXCELLENT (5)	Style, tone, and expression appropriate for academic writing; diction well chosen; syntax and mechanics virtually error-free.
GOOD (4)	Style and tone suitable for academic writing; syntax and mechanics have minor errors; diction appropriate in most instances.
SATISFACTORY (3)	Style and tone fall short of academic standards; distracting usage, diction, and mechanical errors.
UNSATISFACTORY (2)	Little resemblance to academic writing in most respects.

UNACCEPTABLE
(1)

Frequent errors inhibit clarity and meaning.

FOCUS (15%)

3 / 5

EXCELLENT
(5)

Clear introduction, historical significance evident, framework evident; title and thesis that indicate a connection and the thesis is a clear analysis. Academic title and supporting paragraphs are effective. Concludes satisfactorily.

GOOD
(4)

Introduction may be clear and thesis may be present, but document may stray somewhat from the analysis. Title connects; supporting paragraphs may need to be more development. Conclusion present.

SATISFACTORY
(3)

Introduction lacks engagement and connection and thesis present; however, the document lacks in connection and support. Title may not connect to the analysis. Conclusion present but may not end effectively.

UNSATISFACTORY
(2)

Introduction fails to properly signal topic of literary work. Title and thesis do not connect. Thesis is wordy, convoluted, or unclear. Title is insignificant. Underdeveloped conclusion.

UNACCEPTABLE
(1)

No achievement in any of the focus criteria.