

Undergraduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Jana Větrovcová
 Title: Childhood in Romantic Poetry
 Length: 52pp
 Text Length: 42pp

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	Outstanding Very good Acceptable Somewhat deficient Very deficient	It is dismaying to read a thesis that draws so much on critical works that are either too general or outdated (sometimes both). Belonging to the first group we find <i>The Routledge History</i> ; and belonging to both we have <i>A Survey of English Literature</i> , <i>Antologie anglické literatury</i> , and <i>Dějiny anglické literatury</i> . If the student had consulted more critical works that deal with the individual authors, that were also more up-to-date, it would have allowed her to deepen her critical approach, and help her to move beyond remarks like the following on the end of one of Blake's poems: "I believe that some readers felt the end to be a good end. This is what they were taught. For us it is not understandable" (p. 12). On the same page we see, again, the drawback of using a work like Stříbrný's: "I have done some research on the poem analysis and from the book of Stříbrný (1987, p. 360) we learn that the chimney sweepers had no childhood, this child, who tells us a story was sold by his father. Stříbrný points out the thought of God and faith in God." This is not wrong, but neither is it of interest.
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's	Outstanding Very good Acceptable Somewhat deficient Very deficient	

voice is evident.		
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	While the student attempts several close readings, too often she falls back upon simplistic summaries and evaluations (cf. point 7 below). There are many brief paragraphs throughout that consist only of a quotation, left uncommented. The paragraph beginning, "It reflects..." is typical of this practice (p. 14).
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The author uses standard spelling, grammar, and punctuation.	Outstanding Very good Acceptable Somewhat deficient Very deficient	On p. 8, I was dismayed to see a chapter heading "The Life and Work of William Blake"; the subsequent text begins with a brief overview of Blake's life, which has no bearing on the argument. The same holds for the chapters on Wordsworth and Coleridge? How does this biographical information connect with the thesis? A further difficulty in the argument is created by the brief quote paragraphs mentioned in point 4 above, which are to be found throughout the thesis. Overall, the impression is unconvincing.
7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	Outstanding Very good Acceptable Somewhat deficient Very deficient	The evaluative language is frequently weak (for instance on p. 11, the student uses "nice" twice in a discussion of a poem).
8. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided.	Outstanding Very good Acceptable Somewhat deficient Very deficient	Formatting of references, punctuation, etc. is frequently wrong in the thesis. Spelling and grammar mistakes are also widespread. On occasion, the student uses citations for basic facts (for instance, at the bottom of p. 8, in reference to the publication dates of Blake's collections). The bibliography has multiple formatting errors.

Final Comments & Questions

Romantic poetry is demanding and the student is to be saluted for taking on not one but three such poets in this thesis. Unfortunately, given the reservations above I can't see how the thesis can be passed in its present form. If the student succeeds in addressing the matters raised here, I am confident she will be able to defend the thesis next time.

Reviewer: doc. Justin Quinn Ph.D.

Date: 15 May 2017

Signature:

A handwritten signature in blue ink, appearing to be 'Justin Quinn', written in a cursive style.