

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Adriana Hlinková

Title: Human Body Lexical Items – A Cross-Cultural Comparison

Length: 68

Text Length: 35

<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	
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 voice is evident.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
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,	Outstanding Very good Acceptable Somewhat deficient Very deficient	

grammar, and punctuation.		
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	
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 in-text references is incorrect throughout. Lists are frequently formatted with correct ticks and not bullet points, or numbers.

Final Comments & Questions

I have refrained from the evaluations above in points 1 through 7 as I have broader queries and problems with the thesis which are best addressed here. The student has clearly invested a good deal of work in this thesis – from surveying different categorizations of idioms to the formulation and employment of the questionnaire – however, the overall research aim is unclear to me, and several passages of the thesis seem unrelated to the others. For instance, on p. 6, the first page of the introduction, with little actual introduction the student gives some “general factors affecting the development and usage of *MOTHER LANGUAGE*” (caps student’s). Yet these are left undeveloped and have no effect on the rest of the thesis. Similarly, p. 7 presents some general means of studying foreign languages. Again, how does this relate to idioms?

Next, the student follows body idioms from English through Czech, German and Russian. In the first place, only Czech and English are followed up in the questionnaire, but more importantly, I fail to see the point pursued in the cross-lingual investigation. Does the student wish to use these for socio-linguistic conclusions (i.e., what English/Scottish people are like compared to Czechs)? Or is it more narrowly to investigate the way Czech and English use the body in idioms? The student categorizes the idioms, but what part does that categorization play in the overall conclusions of the thesis. Moreover, the examples the student uses are drawn from reference books, yet she does not take into account the fact Czech and English reference books were published at different times, and with different research resources. And even if the works in both languages were perfectly in sync, I cannot see what research aim would be served by the questionnaire. At every turn the student compares the knowledge of the questionnaire respondents to the established meanings of the idioms; this suggests that she is interested in the way that idioms can change meaning over time, but again this does not relate to anything stated in the introduction.

The student states that “the aim in the method of making tables is to show synoptically congruence or difference in the use of human body parts in each individual idiom” (p. 18). Could the student explain the point of demonstrating such congruence in two European languages?

Therefore, it is difficult to recommend a grade for this thesis until these questions are answered in the defence. I look forward to hearing the student’s response.

Reviewer: doc. Justin Quinn Ph.D.

Date: 15 August 2017

Signature:

