

**Graduate Thesis Assessment Rubric (Literature)**  
**Department of English, Faculty of Education, University of West Bohemia**

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Thesis Author: *Tina Pochmanová*

Title: The Legend of Sleepy Hollow and its Adaptations as a Cultural Phenomena

Length: 63

Text Length: 49

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<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the problem. It places the problem in context. It presents and overview of the thesis.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	The argument is reduced to a question. The author should have perhaps asked a question at the beginning of the introduction and answered it by the end.
2. Literature review is comprehensive and complete. It synthesizes a variety of sources and provides context for the research. It shows the author's understanding of the most relevant literature on the subject matter.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	.
3. The methodology chapter provides clear and thorough description of the research methodology. It discusses why and what methods were chosen for research. The research methodology is appropriate for the identified research questions.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
4. The results/data are analyzed and interpreted effectively. The chapter ties the theory with the findings. It addresses the applications and implications of the research. It discusses strengths, weaknesses, and limitations of the research.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	.

<p>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 demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.</p>	<p>Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient</p>	<p>Order of information, transitions, repetition, paragraphing, self-contradictions, paradox, spelling, English style titles, syntax, quotations: These were frequent problems.</p>
<p>7. 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.</p>	<p>Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient</p>	<p>I felt like sometimes the author is trying to kill time in the thesis. There were sometimes pages with almost know text at all. I hope the word count meets the min length.</p>

Final Comments & Questions

The author is to be congratulated on her hard work and the depth of her knowledge. The student admits that she didn't really know what she wanted out of this project when she started and there is a lack of argumentation to guide the thesis. The author never really knows what she wants to say about all the interesting information she has discovered concerning Washington Irving's "The Legend of Sleepy Hollow" and its subsequent adaptations. The most interesting part of the thesis for me was when the author actually explores the theories behind film adaptation, but she never quite manages to propose an argument that shows us why Sleepy Hollow is such a productive source and why it has undergone constant evolution since its publication. The thesis is written more like a report or a very hefty lesson plan in which she quantifies the number of things she did in the lesson. It is the teacher who introduces the idea of Halloween, Revolution, etc to the students so we can't really be surprised when they report they found these elements in the story. It is also the teacher who provides a list of Czech films to compare with "Sleepy Hollow" so we cannot be surprised when they students select one of these films provided to compare to "Sleep Hollow". Teaching a culture lesson is not exactly like teaching a grammar lesson, in which the instructor introduces some feature of language on the board and hopes the students can replicate it on a piece of paper. The reader is looking for an argument about culture and the relationship of fantasy and history. Perhaps the values of the author and the director were at odds or the respective fields of literature and methodology were at odds, but ideally this tension would have been harmonized. In addition to this central contradiction, there are a number of language problems in the text concerning titles, spelling, syntax, etc. Having said all this, this was a comprehensive project in which the author worked very hard under my direction and represents a lot of difficult work and not a little intellectual growth. It will be up to the candidate's performance at the defense as to whether the entire deserves a 1 or 2. I will certainly ask the author to answer her own question at the end of the introduction. She must articulate why Irving work is popular and why it is worth teaching.

Supervisor/Reviewer: Brad Vice, Ph.D.

Date: 08.06.2017

Signature:

