

Undergraduate Thesis Assessment Rubric
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Daniel Kunášek

Title: Cultural Differences between Czechs and Americans at English Camp

Length: 45pp

Text Length: 34pp

<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.	Very good	
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).	Somewhat 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.	Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Acceptable	
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Very good	
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.	Very good	
7. The language use is precise. The student makes proficient use of language in a way that is appropriate	Outstanding	

for the discipline and/or genre in which the student is writing.		
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	

Final Comments & Questions

This is an interesting thesis that attempts to apply the ideas of Cultural Intelligence to the author's experiences as part of a Christian English-language camp in the Czech Republic. The author works applies David Livermore's ideas to the data well and is careful to employ the whole palette of concepts to different phenomena. But there are some major difficulties with the approach adopted, which I will try to outline here.

First, the data is haphazardly based on the author's experiences. This means that for the most part it is anecdotal in nature. There was no attempt to collect data more systematically (e.g., through questionnaires).

Second, it could be that the author's own identification with the religious ideology of the camp skews the data. A different example might help conceptualize this. Imagine a camp in Czechoslovakia during the 1950s the aim of which was to bring together Stalinist cadres from around the world. Would the author trust the camp leaders to reflect on experiences there in an unbiased manner? I am sure the author himself would be more critical but the fact remains that the author is biased by his own ideology.

Third, the fact that the camp *has* a religious ideology means that the people who find their way to it will no longer represent a typical sample of the populations of the US and Czech Republic, and so any conclusions, however tentative, based on the author's experience, about these particular cultural interactions will be, again, skewed.

There is a further important aspect. The author wishes to assess the effectivity of intercultural acclimatization in the camps, but has no control groups or any basis for comparison, apart from his own subjective impressions. Herein perhaps lies the clue to a better approach that might have been adopted. What if the author had compared different acclimatization programs, from, for instance, other religious organizations, the corporate world, or educational exchange organizations like the Fulbright? Even one other program for comparison's sake would have improved the thesis methodologically.

Because of these reservations, I can recommend no higher grade than **2 (velmi dobře)**.

Reviewer: doc. Justin Quinn Ph.D.