

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

Thesis Author: Iva Prior
 Title: Immigration to the Czech Republic from Low to High Context
 Length: 46
 Text Length: 30

<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	There is a problem with the research aim of the thesis, as stated on p. 2: "I hope to be able to advise both the low and high context partner when and where to practice patience with one another since many factors not connected with personality may be impacting their marriage or long-term relationship." While this seems grounded in the student's own difficulties in her marriage, I do not think it is an appropriate research aim for a thesis at our department. Offering advice like this, or working out what advice to give, is more properly a subject for a Psychology dept. There is a further related difficulty: in the chapter "Real Life Experience," the student draws on anecdotes from her own marriage to a Canadian man, bolstering these on occasion with reference to the questionnaire she sent to others involved in cross-cultural relationships. The student recounts an exchange and then offers her interpretation and her ex-husband's possible interpretation. First, for methodological reasons, I do not think such experience is admissible as evidence (how objective can the student hope to be about her own intimate experience?); second, all we have are the student's assumptions about the husband's interpretation, not his actual interpretations. In my view, this is a fundamental difficulty with the formulation of the research aim in the introduction, and its subsequent execution. More on this in the conclusion below.
2. The thesis shows the author's appropriate knowledge of the subject	Outstanding Very good	The chapter on Edward Hall's ideas is written well and establishes the

<p>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).</p>	<p>Acceptable Somewhat deficient Very deficient</p>	<p>theoretical approach that is used in the thesis. Less satisfactory is the chapter on Livermore's ideas – these played little or no role in the analysis that followed.</p>
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>4. The thesis displays critical thinking and avoids simplistic description or summary of information.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<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 uses standard spelling, grammar, and punctuation.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>See comments above.</p>
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>References and titles are invariably formatted incorrectly throughout. Chapters are not numbered.</p>

Final Comments & Questions

This is an interesting idea for a thesis, but for reasons stated above, I do not think it deserves more than the grade of **3/dobře**. Below, I offer two ideas about how the research aim of the thesis might have been formulated differently.

1. The student could have chosen several texts (2-3 novels, a broad range of blogs, reportage) that are concerned with cross-cultural relationships and analyzed them according to Hall's ideas.
2. The student could have subordinated her own experience, and worked more extensively and directly with the questionnaires.

The failings of the thesis are not wholly the student's fault, since there is still uncertainty about how to formulate a thesis project under the new BA study program; but a thesis is a way to test the student's own critical abilities and in this respect, it is at least in part the student's fault.

Three minor points:

On p. 24, the student remarks that on occasion people from high-context cultures find that people from low-context cultures beat about the bush. This goes against the broader characterizations employed in the thesis, and offers a tantalizing glimpse into the realities that might lie beneath the anglocentric ideas of CQ. Might it be that CQ, and its associated ideas, being conceived mainly within the anglophone academy, are themselves culturally biased? This might have been explored further.

The questionnaires do not seem to be formulated well. Is it fair to expect respondents to know, or learn about, an idea like high context and low context? (Moreover, the terms themselves reflect a complex set of biases and could skew the answers.)

The student's characterization of the formality of Czechs in comparison with anglophone speakers seems a little dated. There are multiple situations in which Czechs will *tutoyer* another person without any preamble, for instance, in subcultures such as sport, music, and pubs. Much also depends on the age of interlocutors.

Reviewer: doc. Justin Quinn Ph.D.

Date: 3 August 2019

Signature:

