

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Vojtěch Brůha

Title: The Development of African-Americans' Status in the Twentieth Century

Length: 45 pages

Text Length: 39 pages

| <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 | The author makes a reasonable job of summarising his selection of events and personalities but there is very little by the way of original analysis. |
| 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 | |
| 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 | |

Questions:

1. In the Abstract we are told that the blacks "belonged to the bravest soldiers" in the US Army. Where is the evidence for this claim? (None is provided subsequently: again, on p.17, there is merely an unreferenced statement: "Generally, blacks gained credit for their war performances ...")
2. There is an apparently inconsistent use of terminology throughout the work, typified on p.2 where the penultimate sentence refers to "African-Americans", then the final sentence uses "blacks" (with a lower case 'b'). Is there any rationale behind the author's choice of one term or the other?
3. What exactly is meant by "Blacks after Civil War could gain the majority of political power." (p.8)?
4. On p.22 it is stated that Rosa Parks had decided never to board a bus driven by James F. Blake. But what made her single out Blake in particular for her personal boycott if, as we are also told here, Blake was just one of several bus drivers who were behaving inappropriately towards black passengers?
5. How can anyone write a work on this topic and not mention Jackie Robinson?!

Reviewer: Andrew Tollet

Date: 20th May 2011

Signature:



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