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

Thesis Author: Marie Šimáková

Title: Verbless constructions in English – syntactic function, semantic role and frequency

Length: 47 pages

Text Length: 45 pages

Assessment Criteria	Scale	Comments
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, 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	

Final Comments & Questions

Recommended grade: 3
It is difficult to justify a higher grade for a work in which almost two-thirds of what is supposed to be the main text consists of literary excerpts; this is then followed by three pages of pie-charts. The author's own original text is thus minimal and it remains unclear precisely what this work is intended to demonstrate other than, perhaps, a certain competence in listing and labelling. Had the author incorporated her own suggestion for further research into the work under review, namely a comparison between a novel and a play, there may have been some basis for discussion. Otherwise there is little to say about a statistical count based on a chronological list of items from two works by the same writer.

Question
Where is the evidence for the suggestion that verbless constructions are "rarely used, especially by non-native speakers" (p. 1)? Intuitively one imagines non-native speakers from various linguistic backgrounds would commonly use several of the items on Ms Šimáková's list, such as (15), (16), (24), (33), (42), (47), (53), (63), (64), (78), (86), (106), (128), (129), (144), (179), (180) ... And so on.

Reviewer: Andrew Tollet

Date: 20th May 2013

Signature: