

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Václav Vachrlon

Title: THE CHEYENNE NATION – PEOPLE OF THE GREAT PLAINS

Length: 37pp

Text Length: 35pp

<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Acceptable Somewhat deficient Very deficient	The range of books consulted is very narrow and I was surprised to see outdated books of popular history included (e.g., Tindall and Shi, Opatrný). Given the wide range of research on Native American tribes, the student displayed a lack of curiosity and diligence. On p. 30, the student remarks that many historians have considered Custer's last stand. I would like to have heard more about them in this thesis.
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	The student gathers a range of facts and narratives about the Cheyenne tribe in the thesis. Beyond this, I'm at a loss to see any argument or analysis.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	Often, I was struck by the length of quotes that were then subsequently not commented on by the student. I understand that the student wished to draw on authorities for material, but this seemed more like a case of a getting an authority to write a page instead of the student.
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	Outstanding Very good	

to follow. Transitions, summaries and conclusions exist as appropriate. The author uses standard spelling, grammar, and punctuation.	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	It is dismaying to see so many spelling mistakes in the thesis. It suggests that the student has not taken his work seriously enough to carry out a simple spell-check.
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	Formatting for some References entries incorrect (e.g., Ray). Given that the student makes such extensive use of long quotes in the thesis, it is good to see that he has at least formatted these references correctly.

Final Comments & Questions

The student sets out to compare romantic ideas of the Cheyenne with the facts, but beyond some cursory mentions of *Little Big Man*, there is no systematic comparison of the romance and the history. The range of historical works consulted is limited, and in general the student, instead of critical analysis, quotes large chunks of texts, often without commentary. The examination board should hear all the student's responses to the above issues before deciding whether to pass the thesis.

Supervisor/Reviewer: doc. Justin Quinn Ph.D.

Date: 12 May 2014

Signature:

