

## Undergraduate Thesis Assessment Rubric

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Thesis Author: Tereza BEJVLOVÁ

Title: **Marriage in the Works of the Brontës**

Length: 31

Text Length: 30

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
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 <b>Somewhat deficient</b> Very deficient	Perhaps too brief, consisting of three short paragraphs only – of which only the middle one seems to say something meaningful about the work – or at least raises some expectations.
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 <b>Acceptable</b> Somewhat deficient Very deficient	The author’s familiarity with relevant secondary sources seems one of the few positive aspects of the work. Not all of the quotations scattered through the text of the thesis, however, are well integrated into the argument.
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 <b>Very deficient</b>	There is very little analysis present and almost no conclusions. The thesis abounds in eloquent phrases of general nature but its references to primary texts are rather scarce and random in proportion to the bulk of the text.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable <b>Somewhat deficient</b> Very deficient	Most of the thesis does not meet this criterion. It largely consists of fragmentary portraits of individual characters of the discussed novels (presented “critically” only in the sense of using the words of “critics”).
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable <b>Somewhat deficient</b> Very deficient	Bears little relevance to the original thesis statement. There may be some “findings” but not previously mentioned or highlighted before.
6. The text is organized in a logical manner. It flows naturally and is easy to follow. <b>Transitions, summaries and conclusions exist as appropriate.</b> * The author uses standard spelling, grammar, and punctuation.	Outstanding Very good Acceptable Somewhat deficient <b>Very deficient</b>	*Do not exist at all The thesis makes some sense only on the “micro level” – in the sense of “portraits of the novels’ characters” – otherwise it lacks cohesion.

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 <b>Acceptable</b> 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 <b>Somewhat deficient</b> Very deficient	Formating is not quite consistent. The division into chapters not quite proportionate.

#### Final Comments & Questions

The thesis' title promises an interesting theme – but the text does not quite come up to the expectations raised. The very organization of the thesis seems unfortunate, confusing for the reader, and making potential meaningful conclusions very difficult. It is rather fragmentary by nature, giving the impression of an early draft rather than an accomplished research. The inclusion of a chapter on *Shirley* in the present form, with its less than four pages, introduced by a statement that marriage is a secondary theme in it, does not seem to make much sense.

Last but not least, it is a bit puzzling that some characters are introduced in a rather commomnplace way, e.g. "Lucy Snow is the main female character of *Villette* and the book is written from her point of view." While others do not seem worth introducing at all, e.g. the first mentioning of Z  lie St. Pierre: „The relationship she has with M. Emanuel is short-lived a mostly a result of her life in seclusion inside of Madame Becks school. It is a place where the ignorance is not only tolerated, but more importantly supported. ...“

If I were to submit a thesis like this, I would hesitate to do it in this stage and certainly consider revising it (including a change of the title).

Reviewer: Magdal  na Poto  nkov, Ph.D.

Date: 16. 8. 2014

Signature:

