

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

Thesis Author: **Světlana Konopová**

Title: *English ways of the expression of the Czech dative case in all its meanings*

Length: 57 pages

Text Length: 30 pages

<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.	<b>Outstanding</b> 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).	<b>Outstanding</b> 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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> 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.	<b>Outstanding</b> 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.	<b>Outstanding</b> 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.	<b>Outstanding</b> 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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	

## Final Comments & Questions

This is a logically organised, well researched final work which applies grammatical analysis to translation strategies with specific reference to the dative case. Comparing a translation with the original presents certain problems of its own, particularly so in the case of literary texts where a translator may have several options at her disposal and relies ultimately on subjective considerations rather than a desire to preserve the closest possible grammatical equivalence. Thus Ms Konopová is quite right to emphasise (p. 25) the importance of context and how it is not always necessary to translate every item in a sentence. On the same page, the author adds that *In some cases, the Czech dative could be perfectly translated in my opinion but the translator simply chose not to do it for some reason.* The example given is *Pochválil jsem Kostkovi pokoj / I praised the setup.* In fact, the context argument could apply here too: if the Czech sentence were taken in isolation, one would hardly come up with such an English rendering but presumably there must have been some motivation – be it pragmatic or stylistic – behind the translator's choice of wording. In fact, though, such instances form a relatively small percentage of the author's data: overall, one can see some definite patterns emerging and Ms Konopová presents her findings with great clarity.

One especially interesting aspect of the topic is the ethical dative and maybe some additional clarification is required as to what precisely this term embraces. Looking at the examples taken from Janda and Clancy (2006), cited on p. 9 of the work, there seems to be a difference between *Pustila jsem dceru na hory, a ona ti si mi zlomila nohu!* and *Tak vy jste se nám oženil, pane Louka!* on the one hand, then *Ty zlé děti nám rozbily hračky, vid?* on the other. In the first two instances the omission of the dative pronouns would not affect the meaning of the sentences; in the third, however, *nám* serves to clarify whose toys were broken – at least that would be the default interpretation of *Those naughty children broke our toys, didn't they?*

Be that as it may, as the author points out on p. 29, the ethical dative *is specific for the Czech language* and thus cannot always be translated into English. It seems to be widespread in colloquial speech and is a feature not easily acquired by native English speakers attempting to learn Czech. For instance, in such a commonly heard sentence as *Já ti nevím*, it is practically impossible to render the *ti* in an idiomatic English translation. One is forced to conclude that the only way for a non-native speaker to acquire this usage is via appropriate imitation. Otherwise, returning to an issue touched upon above, for translation purposes sometimes omission is a perfectly legitimate strategy.

From a formal point of view, the author maintains a high level of language throughout and the work as a whole comfortably meets all the necessary criteria in order to be awarded the highest mark. Ms Konopová is to be congratulated on her efforts.

Recommended grade: **v ý b o r n ě**

Reviewer: Andrew Tollet

Date: 1st September 2017

Signature:

