

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

Thesis Author: Barbora Kubátová  
 Title: *Influence of digital technologies on the language of electronic communication*  
 Length: 63 pages  
 Text Length: 38 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.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	See comments overleaf.

## Final Comments & Questions

The thesis provides an excellent overview of the ever-developing language of electronic communication. One particularly interesting observation is that there are over 3000 emojis currently in existence (p. 12), which, apart from being a quite staggering number in itself, is also leading to a paradoxical situation whereby the more information one particular emoji contains, the less applicable it becomes in terms of wider use. At the other extreme, of course, the problem is that one symbol may carry several meanings – the example given here being that of the winking face (p. 11). Likewise the smiling face may be used to indicate the writer is either only joking or finds the situation being described amusing; however, some recipients of such messages dislike being told when they are supposed to laugh. In any event attempts at humour in electronic form can easily lead to misunderstanding and again one is reminded of the well-known adage that irony does not work over the Internet.

Throughout the work, the author maintains a consistently high standard of academic writing. From a formal standpoint, the only shortcomings are in the layout towards the end with the English and Czech summaries appearing before the Conclusion. Then there are some technical issues with the References at the end: Ackroyd (2017) does not appear in alphabetical order, while Baron (2008) and Werry and Yates (1996), cited on p. 8 and p. 9 respectively, are not listed at all.

Two questions:

1. Where does the idea come from that *Acronyms are usually based on leaving out the vowels* (p. 36)? Surely an acronym is a sequence formed from a series of initials which may be read as a whole word, in which case – in English, at least – an occasional vowel is indispensable. By way of an example to illustrate the difference between an abbreviation and an acronym – albeit not connected in any way to the topic of this thesis – one might cite two items from the British political scene: SNP and UKIP.

2. Would the author recommend teaching of e-communication become part of the school syllabus, or should pupils and students simply be left to acquire it on their own? After all, young people learn how to swear without too much direct instruction from parents or teachers, so is the acquisition process similar with regard to all the linguistic deviations on Facebook and Twitter?

Recommended mark: **výborně**

Reviewer: Andrew Tollet

Date: 30th August 2019

Signature:

