

Undergraduate Thesis Assessment Rubric (Methodology, Linguistics)
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Petra Císlerová

Title: MEANING TRANSFER IN SELECTED ENGLISH TEXTS

Length: 74

Text Length: 59

<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 <u>Very good</u> Acceptable Somewhat deficient Very deficient	see below
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).	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below

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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	see below

Final Comments & Questions

The author has chosen an interesting and at the same time useful topic. She gathered a rich material to analyse and approached it carefully and enthusiastically.

The Introduction is very well written. She suitably introduces the main aims and her focus. It is easy to follow and the reader is given the basic picture of the structure of the work. I would only not present the theory as a hypothesis; it is rather the background for the practical part the task of which is to show the occurrence of the figures in authentic texts.

The style of the Theoretical part is explicit, but also accessible enough and transparent. She starts with the most common types of changes of meaning (e.g. widening and narrowing), and then gradually gets to her main matter of interest – transfer of meaning. Here she is more particular and describes the individual figures in detail with a considerable amount of examples. She is very successful in tying the sub-chapters one to another using various anaphoric and cataphoric markers / conjuncts, e.g. “*So far structural metaphors were described. Another kind of... are...*”. I like her generous choice of types as well as the overall structure of this chapter.

As for the Practical part, I can see careful approach to the material and well-written comments on each extract. The only question remains why the author only focused on works from the 16th century to the first half of the 20th century and did not include some more modern material. A good point is the combination of prose and poetry. In the identification of figures are, however, some cases of wrongly interpreted expressions, e.g. on p.36 the author claims that the text of “Ebony and Ivory” presents a perfect example of metonymy, but in fact, the contrast of black and white keys on the piano keyboard compared to the contrast of black and white races is a true example of metaphor. Sometimes it seems that she did not noticed the overlap of idioms and metaphors, e.g. p. 42: “*I won't put my hands up*” is described as an idiom but its base is a metaphor – similarity of meaning of the gesture and the act of giving sth. up. Actually, all idioms are based on a kind of meaning transfer, of which metaphor is the most frequent one. I like the choice of quotations – they are a lively enrichment of the work. The Conclusion summarises the results and, apart from other things, it gives an impression that the research and writing the work have significantly enriched the author's knowledge and understanding the figurative language.

The work is well-structured, linguistically and stylistically appropriate; there are only sporadic grammar mistakes, e.g. p. 58: “*Before starting to write I have never realized how great part of human communication ...is based on non-literal meaning of words.*” Correct: “*had*”.

To summarize, the thesis is a very decent piece of academic work, well-written and based on careful research. It deserves the evaluation “excellent”.

Supervisor: PhDr. Naděžda Stašková, PhD.

Date: 21st August 2019

Signature:

