

## Undergraduate Thesis Assessment Rubric

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

Thesis Author: Veronika Sanatana Horváthová

Title: Brontës' Heroines and the 19<sup>th</sup> Century Woman

Length: 35

Text Length: 32

<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 <b>Acceptable</b> Somewhat deficient Very deficient	The intro is general and descriptive. There is not an argumentative thesis.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	But on the other hand, even with a google search I found a lot more material that I think could inform the thesis. Some of the texts seem generalized and less useful than others.
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 <b>Acceptable</b> Somewhat deficient Very deficient	Some of the author's conclusions are suspicious, as when the boy in Agnes Gray tortures birds and the author is certain it is based on a real life person. Is that proven by a textual evidence, a diary entry for instance? Perhaps the author could replace the word "must" with "likely."
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	
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	This is merely summary
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.	Outstanding Very good <b>Acceptable</b> 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 <b>Very good</b> 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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	Problems with citations, titles, in text citations

#### Final Comments & Questions

This was a very interesting diploma to read and the author is to be congratulated on her hard work and the depth of her knowledge. Though the diploma is very well written, I feel the author made some very common conceptual mistakes that make this read more like an encyclopedia entry rather than an academic work with a strong argument. When I saw the title of the thesis, I expect a feminist or proto-feminist theoretical framework, or at least a cultural history of women's issues facing the nineteenth century female subject. This thesis is really a comparative study to see how closely the Brontë biography resembles the figures contained within the sisters' fictions. I don't think it is news that novelists often populate their novels with events and figures drawn from their actual life. Academic endeavors have to go beyond this to investigate critical frameworks concerning law, culture, and maybe most importantly for this faculty-- pedagogy. I wonder what we should learn from the three novels in question when it comes to teaching. I thought often about the role of the teacher, not only as pedagogue but also as a women, and how in every case the authority required to do the job of teacher (as well as author), is impeded not only by class status, legal status, but also gender. I would like the interaction of these power dynamics to be more thoroughly explored. It is a shock in the case of Charlotte that her husband forbid her to write ever again, even letters, and thus England lost one of its first-rate novelists. I think it would have been better if the author could have gone further into cultural theory, feminist theory, and/or the law to explain how a man could have such power and why such a first-rate mind would willingly consent to be silenced. Issues of female empowerment and independence should have gone beyond the level of biography. Still I was impressed with the work and I learned much. Recommendation: 2.

Supervisor/Reviewer: Brad Vice

Date: 25.8.2010

Signature: