

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

Thesis Author: Karolína Šmídová

Title: Fan Fiction Through Intercultural Theory

Length: 43

Text Length: 37

Assessment Criteria	Scale	Comments
1. 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 Acceptable Somewhat deficient Very deficient	
2. 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 Very deficient	
3. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
4. 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 Acceptable Somewhat deficient Very deficient	
5. 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 Acceptable Somewhat deficient Very deficient	
6. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within	Outstanding Very good Acceptable Somewhat deficient Very deficient	

the text and a complete reference list is provided.

**Final Comments & Questions**

This is an excellent thesis and I recommend the grade of **A/výborně**. Why?

First, in addressing fan fiction, it examines a new and developing area of literary activity, which lacks the safety nets of secondary criticism. This means the student had to orient herself in a large and rich range of contemporary works and find a research path. In our work together at the beginning of the project, the student found this to be a daunting task, as it indeed it was. But she quickly found her feet, and put together a persuasive research structure.

Second, as is clear from the Introduction, the student is aware of the many contexts of fan fiction – from the history of the genre to its pedagogical implications – and allows these to inform her critical analysis.

Third, she emphasizes how the genre encourages pro-active reading in students, which is different from attitudes to how literary classics function in educational settings. Often these latter only serve to *downt* students, not encourage their own participation.

Fourth, the student draws on many of the intercultural tools she encountered during her BA studies – CO, politeness theory, as well as other means of analysis in the Toolbox. In this respect it is a model thesis.

Fifth, the student showed initiative by contacting several fan fiction authors, and she judiciously incorporated the answers from one in her text.

Sixth, she is alert to the ways in which the works she chose model good pedagogical behavior in language learning.

Seventh, in the conclusion she presents many excellent ideas for practical applications.

Finally, because the final draft of the thesis was only ready in the last few days of June, I was unable to copy-edit the work. And yet the result is very well written. The student deserves praise for her ability to write an entire work in such clean, clear prose.

Supervisor: doc. Justin Quinn Ph.D.

Date: 23 August 2022

Signature: