

**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: 37

Text Length: 33

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

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|---|---|--|
| 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><br>Very good<br>Acceptable<br>Somewhat deficient<br>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<br><b>Very good</b><br>Somewhat deficient<br>Very deficient               |  |

#### Final Comments & Questions

The thesis explores a rather specific area of fan fiction based on both, graphic and textual sources originating in or inspired by Japanese and Chinese cultures. The author proves well her familiarity with the given genre as well as secondary sources related to it. The thesis is appropriately focused on the presentation of intercultural elements in the studied texts and argues convincingly their suitability for language and cultural education. The only critical comment concerns the printed version of the thesis which, probably for ecological reasons but contrary to the standard format, makes use of both sides of the page. Otherwise, there are just few minor cases of unclear formulation and capitalization. My question thus concern rather the broader context of the analyzed issue. What advantages (and possibly disadvantages) are there in reading/using in class fan fiction rather than "traditional" fiction, which clearly also features intercultural elements? Which other areas of potential creative interest may be encountered in the sphere of fan fiction? **Suggested grade: Excellent.**

Reviewer: Magdaléna Potočňáková, Ph.D.

Date: August 29<sup>th</sup> 2022

Signature: