

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Věra Tumu M' Pongo

Title: Integration of Carribean Minority in Great Britain – The Legacy of the Windrush Generation

Length: 44

Text Length: 37

<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 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).	Outstanding 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.	Outstanding Very good Acceptable Somewhat deficient Very deficient	While there is not much analysis here or originality, this is a thorough account of a complex historical and cultural period.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding 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.	Outstanding 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	Outstanding Very good Acceptable Somewhat deficient Very deficient	

author uses standard spelling, grammar, and punctuation.		
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 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 Acceptable Somewhat deficient Very deficient	Formatting of long quotes occasionally incorrect (e.g., p. 12). List of References is incorrectly formatted (place of publication is omitted). Also, it is not necessary to provide sources for widely available biographical information about writers and other figures (Smith, Levy, Selvon, et al.).

Final Comments & Questions

This is a thorough overview of a complex topic that draws well on a broad range of sources. I recommend the grade of **1/výborně**. It is written well – the style is clear and precise. Also, the student has had to familiarize herself with many aspects of history and culture – if at times, this is a little patchy and cursory (viz., the lists of writers and musicians), this is compensated by the rich and detailed panorama that the thesis presents.

My main reservation is that the thesis makes no connection with intercultural theory that she studied during the three years of her BA. This would have provided an opportunity for analysis (which is otherwise lacking in the thesis). It might also have helped her compare Carribean immigrants' experience with that of immigrants in other countries, such as the US. Was immigration to Britain fundamentally different to that of immigrants to the US? Also, in what respect did the Carribean experience in Britain mirror that of other immigrants to the same country? After all, one of the famous signs of those times was: "No blacks or Irish need apply." Irish immigrants subsequently instigated racist attacks on Carribean immigrants, a phenomenon that occurred also in the US.

Two smaller points:

1. The student states that "slavery in the British Isles began to disappear sometime between 1760 and 1790" (4). As far as I know, slavery was not legal in Britain since medieval times; this does not mean that slavery did not exist in Britain – it did, and still does – but it's important to make a distinction here.
2. The student states that it was difficult for Jamaican immigrants to learn a new language, and thus they spoke in "broken English" (23). It is more accurate to say that, as speakers of one variety of English, they found it difficult to learn another, whether this was the regional variety of Manchester, London, or Birmingham.

Reviewer: doc. Justin Quinn Ph.D.

Date: 10 May 2023

Signature: