

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

Thesis Author: **Michaela Ficenecová**

Title: **WORD-FORMATION PROCESSES IN ENGLISH AND CZECH
 FOCUS ON NOUNS)**

Length: 38

Text Length: 30

<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 an overview of the thesis.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See the "Final Comments & Questions" part of the assessment
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	The part describing the conversion as one of the word-formation processes in English seems rather too vague – it would still be possible to mention some clues for identifying the direction of the conversion, and this should have been presented in the work. Examples of individual word-formation processes (at least of some of them, e.g. juxtaposition in Czech, or partial conversion, blending, clipping in English) should have been provided – the complete absence of examples derogates from the quality of the work.
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	See the "Final Comments & Questions" part of the assessment
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See the "Final Comments & Questions" part of the assessment
5. Conclusion effectively restates the	Outstanding	See the "Final Comments &

argument. It summarizes the main findings and follows logically from the analysis presented.	Very good Acceptable Somewhat deficient Very deficient	Questions” part of the assessment
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 Acceptable Somewhat deficient Very deficient	Occasional mistakes – typing, (e.g. p. 23 “oh book”) - - word order (Abstract “The analysis preceded determining the concept of comparing of each word-formation type.” In this particular example the wrong word order causes the misinterpretation of the sentence) - grammar: the wrong form of the negative pronoun (p. 5 “no one of the conversion pairs)
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	See point 6
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	See the “Final Comments & Questions” part of the assessment

Final Comments & Questions

The above assessed undergraduate thesis deals with a very interesting topic showing explicitly one of the differences between English and Czech originating from the different types of languages, i.e. the difference in the word-formation.

As mentioned above, there are some shortcomings, which partly derogate from the quality of the thesis, nevertheless, **the overall very good quality of the work is undeniable.**

The question to be answered during the defense: what were the reason for choosing Thoreau’s book Walden, which can hardly be regarded as containing present-day English.

Supervisor/Reviewer: PhDr. Jarmila Petrlíková, Ph.D.

Date:

19 July 2011

Signature:

