

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

Thesis Author: Věra Levová

Title: **WORD-FORMATIONPROCESS IN CZECHAND ENGLISH**

Length: 77

Text Length: 51

<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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
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	See "Final Comments and Questions"
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
6. The text is organized in a logical manner. It flows naturally and is	Outstanding <b>Very good</b>	See "Final Comments and Questions"

easy to follow. Transitions, summaries and conclusions exist as appropriate. The author uses standard spelling, grammar, and punctuation.	Acceptable 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. 8.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	See "Final Comments and Questions"
9. 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. 10.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"

#### Final Comments & Questions

The topic of the assessed undergraduate thesis – the comparison of the English and the Czech language and further analysis of texts from the point of view of word-formation processes – really asks for a very patient, detailed and careful attitude. And it is necessary to claim that the author has absolutely proved such an attitude.

Despite occasional mistakes (e.g. p. 50 the spelling "occured...", p. 49 "there exists a lot of affixes...", p. 51 the discontinuous structure "...that English and Czech are languages from the word-formation view point comparable...") the work shows the author's good theoretical knowledge of this linguistic area, as well as her ability to deal with academic prose - to focus on relevant information and to make full use of it.

The division of the work into individual parts is logical and thus makes the work easy to follow. The articles used for the analysis seem to have been chosen appropriately as they show individual word-formation processes used in both the languages.

The "Conclusions chapter" is quite detailed; it presents the results of the analyses and draws conclusions which are adequate. Though, there is one thing which causes some ambiguity in the interpretation; the author says "... although they (English and Czech) both are inflectional languages...". What makes the author think that English is an inflectional language?

Otherwise, the work definitely meets all the requirements put on a piece of academic writing and can only be considered very successful.

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

Date: August 18 2012

Signature:

