

**Undergraduate Thesis Assessment Rubric** (Literature, Cultural Studies)  
 Department of English, Faculty of Education, University of West Bohemia

Author: *Hana Bečvářová*

Title: History of the American Independence and Its Influence in the Area of Every Day Life

Length: 35

Text Length: 32

<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 <b>Acceptable</b> Somewhat deficient Very deficient	It is really too short to set up the theme of the thesis.
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	The authors sources are solid by she tends to use generalized sources that than more sophisticated academic investigations.
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 <b>Acceptable</b> Somewhat deficient Very deficient	I would say the author has written more of a summary or report than an academic thesis. This there is little investigation and not many conclusions.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	See above
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	The conclusion matches the introduction. It is brief and could have used expansion. We never really got to the "every day life" influence of the Independence.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	The author worked hard to bring her prose up to academic standards.

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 <b>Acceptable</b> 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 <b>Acceptable</b> Somewhat deficient Very deficient	

Final Comments & Questions

While the author seems to have made a serious effort at an academic investigation she has a hard time constructing an argument and what unfolds is the relaying of a set of historical circumstance. Our goal in the diploma work is to push students toward the same sort of "independent" thinking that lead to the writing of *The Declaration of Independence*. Having said that, the student may want to prepare a line of argumentation in her defense as to how would she construct the thesis differently if she had more time to work on this project. Perhaps she could make some argument about John Locke and the Enlightenment political philosophy *The Declaration of Independence* is based on, i.e the concept of *tacit consent*, the relationship of taxes to representative government, etc..

Supervisor/Reviewer: Brad Vice, Ph.D.

Date: 21.05.2012

Signature: 

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