

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

Thesis Author: Tomáš Wopršálek

Title: DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH AND THE OCCURENCE OF THESE VARIANTS IN SPEECH/TEXTS PRODUCED BY CZECH NATIVE SPEAKERS

Length: 48

Text Length: 41

<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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	The author provides a detailed description of the thesis organization; he introduces his reasons for the choice of the topic and clearly establishes the aims.
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> Very good Acceptable Somewhat deficient Very deficient	The author gives a rather comprehensive explanation of the concepts; he includes the historical background of the differences, which is highly acceptable, regarding the topic. In the linguistic part, he compares various sources and tries to cover many aspects of the differences, including, e.g., the difference in spelling of compounds, which is not very often presented to learners. The introduction of semantic areas of the differences is a good idea.
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> Very good Acceptable Somewhat deficient Very deficient	The author has proved creativity in the practical part, when he has done the research by means of 5 different tools: a questionnaire for the public, a questionnaire for English teachers, the study of menus in restaurants, a test for students and a test of spelling. He comments on each individual result and illustrates them with neat graphs.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> <b>Very good</b> Acceptable Somewhat deficient Very deficient	Fairly simple, but still good and comfortable to follow.
5. Conclusion effectively restates the argument. It summarizes the main	<b>Outstanding</b> Very good	The results are clearly summarized in the Conclusion, including a few

findings and follows logically from the analysis presented.	Acceptable Somewhat deficient Very deficient	suggestions regarding possible further research within the topic.
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> Very good Acceptable Somewhat deficient Very deficient	The use of spelling, grammar and punctuation is correct.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	The use of language is correct, the text is easy to follow, and even if rather simple, stylistically it fulfills the basic requirements for a piece of academic work.
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	The printed form could have been organized better, often there are uselessly empty spaces at the ends of pages; on the other hand, sometimes a new larger chapter does not start on a new page, which would be more logical. In addition, the choice of style for headlines is not entirely unified (capitals vs. lower case, lines and spaces between)

#### Final Comments & Questions

The thesis, despite certain weaker points, is fairly-well written. Although it is rather simple it basically fulfils the criteria.

The evaluation suggested: "velmi dobře"

Supervisor/Reviewer: PhDr. Naděžda Stašková, Ph.D.

Date: May 5 2014

Signature:

