

## Undergraduate Thesis Assessment Rubric

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

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Thesis Author: Tomáš Wopršálek

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

Length: 44pp

Text Length: 38pp

<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	
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 <b>Acceptable</b> Somewhat deficient Very deficient	At the outset, the student suggests that Czech English learners might mix BrE and AmE. While this is true, it overlooks the extent to which BrE and AmE themselves are not stable, independent entities. For instance, while many elements of BrE remain intact (especially accent and lexicon), it has been extensively influenced by AmE over the preceding decades.
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	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable <b>Somewhat deficient</b> Very deficient	In pp. 5-19, the thesis provides merely a routine list of differences between BrE and AmE, drawn from extant sources. I don't know why. It is generally accepted that there are differences between BrE and AmE, even if these are changing rapidly; it would have been better to give a briefer summary of the nature of these differences (2-3 pages).  More importantly, the outcome of his research was predictable: i.e., a favouring of BrE in Czech institutions, but with AmE pressure coming through the mass media. Moreover, especially

		given pt. 2 above, I am not sure why such a subject is of academic interest. Could the student elaborate on the importance of his research in a wider context?
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	
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 <b>Somewhat deficient</b> Very deficient	Given pt. 4 above, it is not clear how the theoretical section connects with the research.
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 Acceptable <b>Somewhat deficient</b> Very deficient	The References list is compiled incorrectly. For instance, as <a href="http://uloz.to">uloz.to</a> is merely an uploading service, it should not be given as a publisher. More generally, web references are not cited correctly. For the Melen entry, I would like to ask if Big Ben Bookshop is really the publisher.  The punctuation around intext references is consistently incorrect. On occasion, this leads to problems understanding the thesis, as I can't tell where a quote begins and ends. For instance, on pp. 6-7: is the list of spellings on p. 6 a long quote from Darragh and Davies, or does the student merely take instances from the their work and comment on them as he goes? I cannot tell from the formatting.

Final Comments & Questions

I appreciated the work that the student put into the thesis and the ambition with which he approached the theme. I look forward to hearing the student's responses to the issues raised above. I recommend the grade of **2-3**.

Supervisor/Reviewer: doc. Justin Quinn Ph.D.

Date: 12 May 2014

Signature:

