Undergraduate Thesis Assessment Rubric
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Jana Dlesková

Title: Moll Flanders vs Roderick Random

Length: 38

Text Length: 35

Assessment Criteria	Scale	Comments
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** Acceptable 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 **Acceptable** Somewhat deficient Very deficient	Much interesting material and many contexts are adduced, and it is clear that the student has done a good deal of research in the area. However, she overuses certain critics (the passage on pp. 3–6 is a good example of this). Too many primary sources are used (see point 6 below).
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	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good **Acceptable** Somewhat deficient Very deficient	While the student often makes good analytic points along the way, there is also, unfortunately, a lot of plot summary.
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding **Very good** Acceptable 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,	Outstanding Very good **Acceptable** Somewhat deficient Very deficient	A major structural fault is the extent of the quotations. These are usually too long, and are left uncommented, leading thus to the suspicion that they merely pad out the thesis to the

			accepted length. By my calculation, over 20% of the thesis is made up of direct quotation.
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	For the most part, the language is clear.
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	

Final Comments & Questions

This is an ambitious and wide-ranging thesis that compares two eighteenth-century novels. These are demanding texts, and emerge from a literary context that is distant from the student's own time. Thus, Ms Dlesková is to be congratulated for approaching such a topic so staunchly. However, in the ambition lies the difficulty: the thesis takes on too many themes, among them, biographical parallels, penal systems, contemporaneous readership. Any one of these would have provided sufficient material for a BA thesis. For this reason, and in view of the comments above, I recommend the grade of **2/velmi dobře**.

Reviewer: doc. Justin Quinn Ph.D.

Date: 10 August 2014

Signature: