

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

Thesis Author: **LUCIE MELICHÁRKOVÁ**
 Title: **SUPRASEGMENTAL ASPECTS IN NATURAL SPEECH**
 Length: 46
 Text Length: 44

<i>Assessment Criteria</i>	<i>Scale</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 / 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
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
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, grammar, and punctuation.	Outstanding / Very good / 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.	Outstanding / Very good / Acceptable / 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 / Somewhat deficient / Very deficient

Comments & Questions

An abstract normally serves as a sort of summary of the research and its main results. The author's Abstract only presents the aims and the structure of the work, which is, on the other hand, the task of the Introduction chapter.

The theoretical chapter is informative enough, it is easy to follow; the only weakness seems to be the end, which makes an impression of incompleteness lacking in a sort of frame. It is quite surprising that the author, when explaining the concept of syllable timing, only mentions Roman languages as being syllable-timed and does not mention her own native language in this context (p. 13).

The analysis is presented in a well-organized way and each transcription is accompanied by an appropriate commentary. On page 32, the final paragraph comments on the intonation used by the speaker and adds an illustrating sentence; however, without a relevant transcription of that intonation, the example appears rather useless (also p. 37). I am not fully sure about the meaning of the intonation comment on p. 35 (especially the sentence "Most syllables in these long words have fall tone."), and I expect the author to provide me with a more particular explanation at the oral defence.

From the formal point of view, the work is well-organized and clear enough; I only do not like the large blank space (without any purpose) on page 14. The language of the work is mostly correct with some occasional grammatical mistakes (e.g. p. 27: "a tables"; p. 28: "made the king speaks slowly"; p. 29: "more word are stressed"), which rather seem to be mistakes of oversight than lower knowledge of grammar. On the other hand, some punctuation mistakes seem real, e.g. p.36: "The father from the recording is an English teacher which can be recognised..." - missing comma before which. In the same sentence the grammatical phrase is incorrect: "...recognised by him correcting his daughter...", where the preposition "by" refers to the wrong agent; he does not recognise – we do recognise. Instead – e.g.: "...which can be recognised from him correcting his daughter...").

The final analysis is successful. The Conclusion chapter, on the other hand, could have been more particular and less general, emphasising the specific features of the speech recordings more profoundly. Finally, the number of references is fairly low.

To summarize, the present thesis is a decent piece of academic work and deserves a very good evaluation (*velmi dobře*).

Reviewer: PhDr. Naděžda Stašková, Ph.D.

Date: September 1, 2017

Signature:

