

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Iva Prior

Title: Immigration to the Czech Republic from Low to High Context

Length: 30

Text Length: 48

<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 Acceptable Somewhat deficient Very deficient	Good context, strong 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 Very good Acceptable Somewhat deficient Very deficient	Good CQ Knowledge
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	I expected the conclusion to use more of the language of Hall and the other sociologists and anthropologists. While the advice to cross-cultural interlocutors is a fine result of your exploration, it is not much more than we could have predicted from reading Livermore.
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	Outstanding Very good Acceptable Somewhat deficient	There are some awkward sentences and stray marks of punctuation in the wrong places. Periods wander back and forth across the in-text citations.

author uses standard spelling, grammar, and punctuation.	Very deficient	Certain parts of the thesis benefited from the director's line editing while other did not. Still for the most part the writing is strong and persuasive.
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	

Final Comments & Questions

The author is to be congratulated on her hard work and depth of knowledge as well as her ability to deal more or less objectively with such personal subject matter. The recognition that "to what extent" the "personal level" of the "cultural iceberg" was the cause of the "break-up of the relationship . . . is not known and is not the issue here" is an important signal of the author's intentions and objectivity. The project examines the phenomena inside a cross-cultural relationship that we *can* account for with CQ, conceptions of High/Low context, and the tools provided by sociology and anthropology. This signals to the reader that the author aims to maintain objectivity. Through the diploma the author rarely fails to give her former husband the benefit of the doubt when recalling conflict and disagreement. On the other hand, it probably would have been better if the conflicts recorded via personal experience were deemphasized to become no more important than the other answers from the questionnaire. These experiences are necessary for shaping the questionnaire but they are not any more significant than the other responses on the questionnaire. With the personal anecdotes reduced, the author would have had more space in the latter chapters to meld the theory (AKA CQ Knowledge) of the first half of the diploma with her results.

Upon my first reading of the thesis, I felt a little disappointed that Edward Hall's *Beyond Culture* seemed so monolithic in the theoretical part of the diploma work. Upon a second reading, I no longer felt that this was the case as Nolan, Gudykunst, and Livermore seemed to speak a bit louder than I originally perceived and the author clearly built a sturdy framework using just a few secondary voices. Still it would have been desirable to use more. Where I now see a problem is that all of them, including Hall, are silent in the last chapter and the conclusion. The latter half of the diploma doesn't utilize the ideas explained in the theory chapters to bring perspective to the primary experience or survey results. It would have been very helpful to revisit "situation frames", "actions chains," "synching" and the many others concepts introduced in the first third of the diploma and apply them to the author's recollections/survey results. One wonders if marriage fits into the concept of "extension transference" after recounting this primary material. Certainly the advice to High/Low culture members promised in the introduction should be presented as CQ Strategy.

The survey was fairly expert in educating the participants as to the defining features of Low/High context and at the same time gathering data. Responses to the survey seemed cogent and to the point. No attempt was made to quantify the data. This ultimately doesn't make much difference as we already know that such a small dataset cannot really claim to be scientific, rather the responses seem to correspond to the data generated by the CQ Institute's "50,000 individuals from over 90 countries" as well as the databases generated by other anthropologists and sociologists like Geert Hofstede and international business consultants like Erin Meyer. It was very interesting to see the UK produce anomalous results when it comes to the question of Americans/Canadians low context directness or straightforwardness. Here the author did return to the concept of "scale" introduced in the opening pages of the diploma as a potential explanation for why Brits

might find US/Canadian talkativeness obscuring rather than clarifying. More importantly the author returned to her critical faculties. This is the only place where the author's research turned up something unexpected and the author was able to use her reading to give us a sense of discovery. As stated before, it would have been desirable for more of this kind of analysis to be present in the second half. Aside from this, the author's main findings correspond to the CQ methodology. The author's advice to the reader concerning relationships both high and low context is sound, fulfills the promise of the argumentative thesis in the introduction, and works to forward the spirit of CQ in cross-cultural and intercultural cooperation.

Recommended grade *velmi dobře*

Supervisor/Reviewer: Brad Vice, Ph.D

Date:19.08.2019

Signature: