

## Undergraduate Thesis Assessment Rubric

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

Thesis Author: *Soňa Černovská*

Title: Nature, Thomas Hardy, His Heroines and Real Women

Length: 31

Text Length: 34

<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	Sometime the student's writing raises more questions than it answers. Paragraphs don't hang together as they seem built from numerous declarative statements that sometimes seem contradictory.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	The author has a variety of good sources but rarely establishes the source credential or academic perspectives or bias.
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	
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	Transitions are unclear at best.

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 <b>Somewhat deficient</b> Very deficient	Sometimes the language is ambiguous. Often when sources were quoted, interpretation was totally left up to the reader.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

The student has selected an interesting topic to write about but even in the title *Thomas Hardy, His Heroines and Real Women* one can detect some ambiguity of purpose and thus ambiguity as to the argument of the thesis. What is the relationship of his heroines to real women? Does the author wish to argue that Hardy's characters are based on real women? Clearly they are. The author has convinced me of that, but so what? Does the author have some opinion about these real life relationships and how they influenced his fiction? We never learn how to judge Hardy. Is Hardy a feminist or an ungrateful mama's boy, an indulged patriarch? Could he possibly be the latter in real life yet espouse a vision of the former in his books? So many details are left out of the author's description of Hardy's relationships with his wives and mother (and so many are just plain unknowable). But the author does not really present these relationships in a comprehensive way that the reader can draw conclusions of importance.

In the introduction neither *Far from the Maddening Crowd* nor *Tess of the d'Urbervilles* are placed in a proper context, and perhaps this is because Chapter 3 is a very long summary of both novels. It would have been better if both novels had been given context in the introduction and/or chapter 1 and then written about thematically in the subsequent chapters. Like the introduction, the writing, and therefore the opinions of the author are confusing. The author has very good resources, but she does little work to introduce the sources, qualify their importance, or identify them in any way. This may be forgiven as we are forced to present our cultural works in this department in APA format which is a social science format, ill-equipped to handle the nuances of culture works. Even so, the quotations from these sources should be interpreted for us. Though the second half of the thesis has ample quotations, but I am left puzzled by many of them, such as, "Hardy . . . has taken immense pains to write a nonpatriarchal pastoral, so seduced is he by his own love for the unaggressive feminine which he does not limit to one sex" (26). Who wrote this, W. Trent, one of the magazine subscribers that originally read the serialized version of the novel, but found in Trent's book? Again, the context is unclear. What does it mean to read a nonpatriarchal pastoral? What would a patriarchal pastoral look like? What does it mean to be "unaggressive feminine" as opposed to aggressive masculine or even aggressive feminine? And finally, "does not limit to one sex"? Is there a male character in the novel that we should consider "unaggressive feminine"? This is a dense and somewhat controversial sentence and the author has left us scratching our head as to its significance. In short, the thesis lacks an argument, and because of this there is a lack of guidance as to the important of the many, often quite interesting, details with which she furnishes the thesis.

Recommendation 3. *dobře*

Supervisor/Reviewer: Brad Vice, Ph.D.

Date: 7.8.2019

Signature: