

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Apolena Kunzová

Title: Anthropomorphization of Animal Characters in Twentieth-Century British Fiction

Length: 79

Text Length: 39

<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	
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	Outstanding Very good Acceptable Somewhat deficient Very deficient	

author uses standard spelling, grammar, and punctuation.		
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	Referencing is incorrect throughout, as also are certain aspects of punctuation (inverted commas in the Czech style), book titles are frequently formatted wrongly. The bibliography is in ISO format.

Final Comments & Questions

Since I know this student as outstanding, I hope he will not object if I hold the thesis to the same standard he has established in his contributions to discussion during class. However, before giving my reservations, I would like to recommend the grade of **1/výborně**. The argument is consistent, the method is applied evenly, and the whole work is expressed in prose of a high level.

My main reservation then is the research aim of the thesis is does not sufficient challenge the student's abilities. He chooses aspects of anthropomorphization in order to analyze these different works, but this only provides us with conclusions that are already well-established. That is, our view of these works is not changed in any fundamental way that I can see. Animal studies is already a rich area of theoretical investigation and it is a shame that the student did not discuss any of this. I would like to have seen the student engage with animal theories associated with posthumanism, like Donna Haraway's *The Companion Species Manifesto: Dogs, People, and Significant Otherness* (2003) or Vinciane Despret's *What Would Animals Say If We Asked the Right Questions?* (2016). Also, I was surprised that the student didn't reflect on the political aspects of anthropomorphization of *The Wind in the Willows*: it is hard not to read the book as agit-prop for the status quo, with the plebeian animals (Rat, Mole and Badger) helping out the aristocratic one (even though he is, to enlist a different animal, something of an ass). In its way, it is just as ideological as *Animal Farm*, a book that the student does read politically. (Less importantly, I was sad to see no mention of the 1996 film version of *The Wind in the Willows*, dir. Terry Jones. It's my favorite of them all.)

If these comments seem too critical, I would only repeat that the student's own perspicuity, range and enthusiasm have set high standards, and these comments here are prompted by them.

Reviewer: doc. Justin Quinn Ph.D.

Date: 3 August 2019

Signature:

