

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Karolina Kilianová

Title: Representation of the British Empire in *Jane Eyre* and *Wide Sargasso Sea*.

Length: no page numbers

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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	
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	

Final Comments & Questions

While it is clear the author has been a diligent reader of the primary texts *Jane Eyre* and *Wide Sargasso Sea* and clearly has a mastery of them in terms of content, the theoretical aspect of the diploma should be grounded in academic research and not encyclopedia entries. For instance, the author makes passing reference to *The Empire Writes Back* in her prose, but does not list it as a reference on the References page. This would have made an excellent introduction into the field of postcolonial literature if not some more contemporary text aimed at an academic audience. Using an encyclopedia as the basis for the introduction has the further disadvantage of distancing the reader from the primary texts. The author writes an introduction to an historical period, forgetting altogether this is a diploma on literature. The sense of proportion is off in the diploma and the author forestalls the literary investigation that should begin on page one. Once the author finally gets around to engaging with the primary texts, she does so mostly as plot summary or using the biography of the authors to generate material. Again, there is very little critical analysis in this type of writing. Nor does the author ever write thematically in the thesis. It would have been very helpful to write about the primary texts simultaneously to show how they are thematically connected, and this has the added benefit of sloughing off plot in favor of theme. As it is, I only have a general impression as to how the texts qualify as postcolonial. Perhaps in the defense the author could demonstrate how she sees postcolonial theory should be used as a tool of critical analysis, especially in women's writing, and how it differs from a more traditional readings of the texts in question.

I propose a mark of 3.

Supervisor/Reviewer: Brad Vice, Ph.D.

Date: 29.08.2022

Signature:

