

Undergraduate Thesis Assessment Rubric

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

Thesis Author: Dušan Vokrouhlík

Title: STEREOTYPICAL IMAGES OF ENGLISH PEOPLE

Length: 41 pages

Text Length: 31 pages

<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	The problem is defined in terms that are overly general and broad for such a limited scope this thesis provides.
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	Methodology is reduced to one introductory paragraph of the <i>Research</i> chapter, which clearly fails to fulfil the listed criteria. There are serious limitations to the data set and thus to the interpretation and its validity in the given framework. Moreover, the manner of interpretation does not leave the realm of superficial commentary and does not apply any specific analytical tool. The questions are not clearly numbered, the questionnaire is not attached. There is no discussion of the strengths and weaknesses of the research. There is no synthesis of the results and no contextualisation.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See rubric above
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	See point 3 and 4

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>See comments below</p>
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>See comments below</p>
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	

Final Comments & Questions

In addition to the points mentioned above, the greatest merit of the proposed thesis, in my view, lies in the choice of the topic and an effort to delimit the analysed area more specifically despite the overly general topic (e.g., see chapter 2 on the difference between the British and the English). How well this effort fares in the practical part is, however, a different matter.

As to the main weaknesses, the most significant one offers itself upon reading the *Results* and the *Conclusion* chapter. While in the latter the author rightly claims that *the English cannot simply be subjected to any broad generalizations* (p. 30), in the former we read conclusions such as: *Fair play also still seems to be valued among the English* (p. 27). The originally attractive idea of delving into the domain of stereotypes turns into a missed opportunity as the data sample of 32 respondents and a battery of 12 questions objectively cannot yield any significant information, even within the humble confines of a bachelor thesis. The quantitative approach to data analysis is very unfortunate given the size and structure of the sample. Thus, a qualitative interpretation would have been called for. Alas, the chapter on results is mostly devoid of any qualitative analytical insight.

The **formulatory level** of the proposed text is, in my view, mostly in line with the required standard. There are no serious deviations from the academic style except for a consistent lack of the adequate use of conjunctive cohesion. Moreover, there are frequent instances of negligent editing (*to categorise, tree possibilities, England mainstains...*). These, however, do not hinder clear understanding of the message.

I propose the following **points for discussion** at the thesis defence:

1/ What does the author perceive as his main insight regarding the topic of national stereotypes as it remains rather unclear from his text?

2/ On page 3, there is a claim that *according to Schneider the three main ways we categorize people are by race/ethnicity, age and gender*. Other optional cognitive categories are also mentioned. Could the author elaborate on his personal view on the order of relevance of these categories in interpersonal contact?

3/ In relation to the question on the English sense of humour, could the author explain the decision process behind the selected adjectives?

4/ What is the informative value of the questioning behind Figure 5, since there is no interpretation of the data whatsoever?

Based on the reasons stated above I propose the assessment of 3 or 4, **dobře** nebo **nedostatečně**.

Reviewer: Klára Lancová

Date: 27th August 2023

Signature: