

# Undergraduate Thesis Assessment Rubric

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

Thesis Author: Mohirjon Alijonov

Title: Future of Uzbek Muslims in America

Length: 38

Text Length: 50

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	I wish the introduction had been longer. You raise an interesting question about how cultural beliefs may come in conflict with religious belief, such as in the case of the Egyptians—"what kind of a conclusion would a person come to?" This is left a rhetorical question, and left unanswered. The answer to the question would have been the argument of your 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 <b>Very good</b> 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	This is very well research despite the author's admitted difficulty in locating sources.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> 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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	Again, greater length and depth would be required for Outstanding.
6. The text is organized in a logical	Outstanding	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.	Very good <b>Acceptable</b> Somewhat deficient Very deficient	manner but there are numerous mistakes in terms of articles, plurals, punctuation of titles, determiners, spacing, and quotations.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	Despite some awkward phrasing and clipped syntax the diction is quite professional.
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	The References page is highly irregular and quite sloppy. The thesis feels quite rushed and one wishes the author had spent more time on what would have otherwise been an outstanding thesis.

#### Final Comments & Questions

The author is to be congratulated on a fine thesis, which is only slightly diminished by the speed in which it was evidently composed. Despite the sloppy references page and numerous errors and typos, the author makes a substantial contribution to understanding the confusing and somewhat schizophrenic experience of being a Muslim, and specifically a Uzbek Muslim, in America. I think the thesis would have been better if the readers were alerted to the author's goals in exploring the contradictions of one's geographic culture places verses his or her religious culture. The rhetorical question posed in the introduction should have been answered specifically to show how Uzbek culture and history come into conflict with a greater Islamic culture, especially within the strange landscape (cultural battleground) of America. I think the thesis needed a more specific analysis of the concept of freedom. Though the famous "Why do they hate us" speech is referenced, the author again never answers the question—why? According to Bush, Muslims hate America for their "freedom". To an extent there may be some truth to this in as much as Muslim find freedom in submission to the precepts of Islam which historically, according to the author, does not recognize a separation of church and state. Americans have a completely different definition of freedom. What is the Uzbek definition of "freedom"? The author seems to say freedom is about being able to speak and worship freely, which is more in line with the history of the American rhetoric concerning freedom. The author should be prepared for a further discussion of the various definitions of "freedom" in his defense. Considering the author has jeopardized his own freedom by writing this diploma work, it seems important that we should talk about this aspect of his work.

~~Supervisor/Reviewer~~ Brad Vice, Ph.D.

Date: 19.08.2013

Signature:

