

Criteria in the assessment of final theses

Department of English and American Studies

| | BA/BEd | MA/MEd |
|--|--------|--------|
| Dimension 1: Content & Coverage | | |
| <i>The paper ...</i> | | |
| ✓ is relevant to the topic set / chosen | x | x |
| ✓ formulates a research question and makes a clear point (thesis statement) | x | x |
| ✓ addresses the research question | x | x |
| ✓ demonstrates an understanding of <ul style="list-style-type: none"> - relevant key concepts - all relevant concepts | x | x |
| ✓ is informed by <ul style="list-style-type: none"> - relevant theoretical positions - relevant theoretical positions reflecting the complexity of the debate in the field | x | x |
| ✓ shows appropriate use of methods for analysis of primary material/data | x | x |
| ✓ draws on an appropriate range and variety of sources | x | x |

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| Dimension 2: Structure | | |
| <i>The paper ...</i> | | |
| ✓ includes all obligatory parts (introduction, conclusion, references, ...) | x | x |
| ✓ is well-structured and reader-friendly | x | x |
| ✓ is explicit in terms of microstructure at paragraph level including, where appropriate <ul style="list-style-type: none"> - the purpose of the paragraph (topic sentence) - signposting - transitions | x | x |
| ✓ presents a coherent development of ideas and links arguments logically | x | x |

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| Dimension 3: Argumentation and Critical Awareness | | |
| <i>The student ...</i> | | |
| ✓ synthesizes existing approaches (theories, methods, findings) <ul style="list-style-type: none"> - in a general manner - showing an awareness of their relative importance within a particular debate | x | x |
| ✓ develops ideas coherently and links arguments logically, avoiding contradictions and overlaps of position | x | x |
| ✓ shows critical awareness in their use of primary and secondary material (e.g. by comparing and contrasting) | x | x |
| ✓ frames the analysis/interpretation/discussion suitably and draws conclusions which logically follow from the material and arguments presented before | x | x |

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| ✓ demonstrates a critical awareness of the purpose of the paper; the question or problem addressed | x | x |
| ✓ demonstrates awareness of the limitations of the study | | x |
| ✓ Author's position/academic voice <ul style="list-style-type: none"> - own vs other - more sophisticated elaboration of own position relating to other positions/debate in the field | x | x |

Dimension 4: Formal Aspects & Language Use

The student ...

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| adheres to the University of Vienna Guidelines for Good Scientific Practice (cf. University Gazette, 31.1.2006: http://www.univie.ac.at/mtbl02/2005_2006/2005_2006_112.pdf) | x | x |
| ✓ adheres to the relevant departmental style sheet | x | x |
| ✓ adheres to the set word count | x | x |
| ✓ adheres to commonly accepted conventions for academic writing in English as appropriate to the discipline | x | x |
| ✓ shows a broad range of language and <ul style="list-style-type: none"> - a degree of linguistic control - a high degree of linguistic control | x | x |

Director of Studies, October 2019