**Islam in China**

Although Islam has not had the kind of profound impact upon East Asia as Buddhism or Confucianism, there are millions of Muslims living in East Asia today. Islam is increasingly shaping the unfolding history culture of China’s western provinces.

This project gives you the opportunity to research and examine the Muslim experience in contemporary China. The project has three main components, and taken together, the project will count as your final exam.

**Project requirements**

* An [annotated bibliography](http://owl.english.purdue.edu/owl/resource/614/01/) of at least four **reputable** sources of information (16)
* A narrated video presentation that addresses the following questions (The previous teacher suggested using [Screencast-O-Matic](http://www.screencast-o-matic.com/). ) (46)
	+ When and how was Islam introduced in China?
	+ How many Muslims are there in China today? In the Shandong Province? In Qingdao?
	+ Describe the daily life of a Chinese Muslim today.
	+ How do Chinese Muslims differ from Muslims in the Arab world?
		- Dress & diet?
		- Interpretations of the Five Pillars?
		- Use of the Quran?
		- Views on Mohammad?
		- Sunni or Shii’i?
		- Other differences?
	+ Why are Muslims communities more prevalent in the west of China compared to the east of China?
	+ What is the official policy of the Chinese government with respect to Chinese Muslims?
* A two-page essay contrasting the spread of Buddhism in China to the spread of Islam. The central question is: what factors account for the differences in the spread at which these religions spread throughout China? (28)

**Deadlines**

* Annotated bibliography due November 25
* Draft video presentation (script & some sort of storyboard) due December 02
* Draft essay due December 05
* Final video presentation due January 06
* Final essay due January 10
* Final bibliography due January 10

**Evaluation**

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| **Bibliography Rubric : Islam in China** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  Category | A - Above Standards | B – Meets Standards | C – Approaches Standards | D – Below Standards |
| Number of Sources  | Your bibliography includes at least 6 sources of information. | Your bibliography includes at least 5 sources of information. | Your bibliography includes at least 4 sources of information. | Your bibliography includes less than 4 sources of information. |
| Content | Your sources are interesting and they are all **clearly** related to your topic. | Your sources are interesting and most are clearly related to your topic. | Your sources cover your topic, but they are fairly general and the relationship to your paper is less clear. | Few of your sources are related to your topic.  Almost all are general. |
| Relative Importance to Subject | You select research sources that are all written at the appropriate level for this paper’s purpose.  The connection between your sources and your topic is clear. | You select research sources that are mostly written at the appropriate level for this paper’s purpose.  In most cases the connection between your source & the topic is clear. | Some of the sources you selected are written at the appropriate level for this project’s purpose.  At times the connection between the sources and your topic is unclear.   | Many of the sources you selected are not written at the appropriate level for this project’s purpose.  Quite often the connection is unclear if there is one at all.   |
| Conventions: Proofreading, Spelling, Grammar, MLA Style | You correctly cite your sources using the MLA style. Your work is in alphabetical order. | In general, you correctly cite your sources using the MLA style , but there are a few errors. Your work is in alphabetical order. | You correctly cite some of your sources using the MLA style, but there are quite a few errors. Your work is in alphabetical order. | Your bibliography is not cited correctly, nor is it structured correctly. You may have used another style besides MLA |

**Islam in China Content Rubric** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Content Component** | **Strongly** **Agree** | **Agree**  | **Neutral** | **Disagree** | **Strongly Disagree** |
| The presentation completely addressed the main issues surrounding the introduction of Islam in China. |  |  |  |  |  |
| The presentation outlined the current Muslim population of China, the Shandong province, and Qingdao. |  |  |  |  |  |
| The presentation provided a detailed description of the daily life of an average Chinese Muslim. |  |  |  |  |  |
| The presentation completely explained the main differences between Islamic practices in China and Islamic practices throughout the rest of the Muslim World. |  |  |  |  |  |
| The presentation provided a thorough explanation as to why a majority of Muslims in China live in the western provinces. |  |  |  |  |  |
| The presentation thoroughly discussed the Chinese government’s official policy towards Muslims and the Islam. |  |  |  |  |  |

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| **Multimedia Project : Narrated PowerPoint: Islam in China** |
| Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| CATEGORY | A - Above Standards | B – Meets Standards | C – Approaches Standards | D – Below Standards |
| Presentation | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Mechanics | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| Visual Design | The graphics and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme. | The graphics and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution. | Some of the graphics and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clip art or recycled from the internet. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. | The graphics and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content. |
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**Essay Rubric**  Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY  | AAbove Standards | BMeets Standards | CApproaching Standards | DBelow Standards |
| Position Statement  | The position statement provides a clear, strong statement of the author's position on the topic and gives the reader a clear outline of the main points to be addressed.  | The position statement provides a clear statement of the author's position.  | A position statement is present, but does not make the author's position clear.  | There is no position statement.  |
| Support for Position  | Includes 3 or more main generalizations supporting the position. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 setback.  | Includes 3 or more main generalizations supporting the position.  | Includes 2 main generalizations supporting the position  | Includes 1 or fewer main generalizations supporting the position. The position may be unsupported.  |
| Evidence and Examples  | All of the evidence and examples are specific, relevant and explanations are given showing how each piece of evidence supports the author's position.  | Most of the evidence and examples are specific, relevant and explanations are given showing how each piece of evidence supports the author's position.  | Some of the pieces of evidence and examples are relevant and have an explanation showing how that piece of evidence supports the author's position.  | Evidence and examples are NOT relevant AND/OR are not explained.  |
| Sequencing  | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.  | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.  | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.  | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.  |
| Closing paragraph  | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.  | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.  | The author's position is restated within the closing paragraph, but not near the beginning.  | There is no conclusion or not much of a concluding paragraph - the paper just ends.  |
| Sentence Structure  | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed and there is some varied sentence structure in the essay.  | Most sentences are well constructed, but there is no variation is structure.  | Most sentences are not well-constructed or varied.  |
| Grammar & Spelling  | Author makes no errors in grammar or spelling that distract the reader from the content.  | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.  |