

**Appendix, “From Playing Buddha Golf to Dances with Wu”
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Yin / Yang: playing of the alternatives (balance, depth, breadth)

Balance: Does the project evidence appropriate oppositions, complementarity, and proportionality

5 points	There is clear and appropriate relationship among the items – oppositions, complementarity, and proportionality	
4 points	There is clear and appropriate relationship among the items in terms of two of the factors – oppositions, complementarity, and proportionality	
3 points	There is clear and appropriate relationship among the items in terms of only one of the factors – oppositions, complementarity, and proportionality	
2 points	The relationships among the items suggest some attention to oppositions, complementarity, and proportionality but these relationships are either not clear or appropriate	
1 point	The items seem to be placed randomly without attention to oppositions, complementarity, and proportionality	

Depth: Does the project deal well with dynamic complexity and nuance

5 points	The items and explanations show a clear grasp of the Chinese perspective through nuance and explanation of complexity	
4 points	The items and explanations show some attempt to present the Chinese perspective but lack either nuance or explanation of complexity	
3 points	The items and explanations demonstrate familiarity with basic concepts and ideas but do not indicate either nuance or explanation of complexity from the Chinese perspective	
2 points	Either the items or explanation is superficial while the other component shows some familiarity with basic concepts and ideas	
1 point	The items and explanations are superficial	

Breadth: Does the project make reference to the diversity of the dynamics of the tradition

5 points	The items and explanations incorporate well the full range of diversity within the tradition	
4 points	The items and explanations identify well some of the diversity within the tradition but leave out some sub-traditions	
3 points	The items and explanations identify well only main features of the tradition	
2 points	The items and explanations provide only superficial representations of the main points of the tradition	
1 point	The items and explanations are inappropriate to the tradition	

Harmony: Do the segments fit together; do they flow from one to another

5 points	The segments demonstrate an understanding of how one aspect of the project leads to the next through a clearly represented thesis	
4 points	The segments demonstrate an understanding of how one aspect of the project leads to the next but without a clearly represented thesis	
3 points	The segments suggest how one aspect of the project leads to the next but it is not clearly identified	
2 points	The segments do not appear to fit together well, there is at least one major discontinuity	
1 point	The segments appear disjointed and thrown together	

Propriety: "fitness of the museum to the topic and demonstrated responsibility for doing their work"

Fairness: Are the descriptions and images consistent with Chinese culture

5 points	The verbal and visual representations reflect an understanding of the Chinese perspective	
4 points	The verbal and visual representations are suggestive of the Chinese perspective	
3 points	The verbal and visual representations struggle with the Chinese perspective	
2 points	The verbal and visual representations reflect a misunderstanding of elements of the Chinese perspective	
1 point	The verbal and visual representations do not suggest any sensitivity to the Chinese perspective	

Adequacy: Are the images and information adequately developed

5 points	The work product exhibits full use of the time allotted to this project including time for revision and polishing	
4 points	The work product met the criteria but needed some revision or polishing	
3 points	The work product met the criteria but needed some revision and polishing	
2 points	The work project met only minimal standards of the criteria given the time allotted to the project	
1 point	The work product is sloppy and poorly written suggesting a significant misallocation of the time allotted to this project	

Dao: The path you walk through the project

Coherence: Does the overall project make sense

5 points	The project clearly makes sense in that the visual and written components hold together seamlessly	
4 points	The project makes sense but needs some clarification of the full connection between the visual and written components	
3 points	The project makes sense but needs some revision to bring the visual and written components into line with each other	
2 points	The project components make sense but the connection between the visual and written parts is not consistently clear	
1 point	The project reveals a discontinuity between the visual and written components	

Insight: Does the project lead to profound insight about Chinese state religion

5 points	The project makes us say, "aha!" or "yes!"	
4 points	The project makes us say, "this is good!"	
3 points	The project makes us say, "this is okay, but..."	
2 points	The project makes us say, "they don't get it"	
1 point	The project makes us say, "What were they thinking?"	

Significance: Does the project get to the heart of Chinese state religion – the significance and role of the emperor in maintaining harmony and balance

5 points	The project gets to the "heart" of Chinese state religion	
4 points	The project provides good data and analysis but the interpretation misses the "heart" of Chinese state religions	
3 points	The project provides good data but the analysis of its connection to state religion is weak	
2 points	The project provides faulty data	
1 point	The project provides faulty data, weak analysis, and no interpretation	