

# IB Theory of Knowledge (TOK) Syllabus

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## Course Description

“There are two ways to slide easily through life: to believe everything or to doubt everything; both ways save us from thinking.” - Alfred Korzybski

As a student, you acquire knowledge. Yet I ask you; what constitutes knowledge (true beliefs), how have you come to know what you know, and can you demonstrate the veracity of your beliefs? Most people claim that the world is a sphere. How have they come to know this? Can they even support this claim? Many people in the United States believe that capitalism is superior to socialism. Is this claim free of personal and cultural bias? To what degree, if any, has their knowledge been affected by cultural values or personal interest? If an idea passes for knowledge today, will it still be considered knowledge tomorrow? Bad odors were once thought by some to cause disease, but modern technology has given its consent to a different explanation.

The Theory of Knowledge course has been designed to develop skills that will help you investigate the origin and reliability of the knowledge you have acquired. It explores how you, the individual or knower, utilizes emotions, reason, language, and sense perception to come to know what you know. In this course we will explore how you have come to know what you know in the areas of the Natural Sciences, Human Sciences, History, Arts, Ethics, and Mathematics. You will be asked to scrutinize your knowledge by comparing the ways of knowing and knowledge claims across disciplines, and by becoming aware of how personal and cultural views impact the knowing process for yourself and for others.

What do you consider when you read these words from the Declaration of Independence; “*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.*” Do you agree or disagree that the “truths” contained within the Declaration of Independence are self-evident. Are you able to analyze critically your answer to this question, its underlying assumptions, and its implications? By the time you have completed this course you will have developed skills to hold yourself, others, and communities answerable for the knowledge each respectively claims to be true.

TOK is a YEAR-LONG CALENDAR COURSE spanning across the 11<sup>th</sup> & 12<sup>th</sup> grade academic years.

## **Advice & Comments from Previous Students...**

*TOK is about challenging the sources of your knowledge. Rather than accepting everything you believe as truth, this class requires you to analyze what sources of knowledge should be trusted and which should be viewed more skeptically. It also makes you consider reality in a different way and know that nothing is truly certain.*

*This course is about the importance of questions, belief, and worldview. It's about why what we think matters. It teaches you things that you didn't know you didn't know. And that you will never know certain things.*

*You need to be prepared to challenge your own beliefs in order to truly learn from this class. Consider the most important beliefs and knowledge in your mind, and be willing to evaluate counterclaims against them.*

*Stick with it. Even though the readings and essays get tough, the class is so interesting it's worth it. "READ THE BOOK"*

*Communication is key. If you're falling behind talk to your teacher or peers. Don't be afraid to ask questions. Make sure to stay on top of your annotations. If you enjoy a topic don't be afraid to do extra research.*

*[You will gain] A new level of analysis and a further understanding of your previous knowledge. Trust me, you will be so much farther ahead of your non-TOK friends.*

*[You will gain] Critical thinking and communication skills. ToK will help you bring new perspectives to every other class.*

*Be prepared to think harder than you ever have before. And don't worry too much during the first few weeks. Try to just keep up with readings, and over time it gets easier to manage. Stick with it, because if you don't, you will have missed out on a lifetime of deep, amazing thinking.*

*[You will gain] Life changing conversations. You will be given the tools you need "for college" but that's not even the tip of the iceberg. You'll feel closer to yourself, appreciate your existence, and develop the means to communicate with others to a greater depth than ever before. You will be able to think of analogies in a much clearer way, and discuss their implications within the real world. You will keep these lessons with you for the rest of your life. It's pretty awesome.*

## **TOK Topics**

### **TOK Study Guide Aims**

The aims of the TOK course are to:

1. Develop a fascination with the richness of knowledge as a human endeavor, and an understanding of the empowerment that follows from reflecting upon it;
2. Develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals;
3. Encourage students to reflect on their experiences as learners in their everyday life and in the Diploma Program, and to make connections between thoughts, feelings, and actions.
4. Encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants own, and
5. Encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

### **TOK Study Guide Objectives**

Having followed the TOK course students can:

1. Analyze critically knowledge claims, their underlying assumptions and their implications;
2. Generate questions, explanations, conjectures, hypotheses, alternative ideas, and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experiences as learners;
3. Demonstrate an understanding of different perspectives on knowledge issues.
4. Draw links and makes effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values;
5. Demonstrate an ability to give a personal, self aware response to a knowledge issue and
6. Formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

### **Personal Focal Aims**

Upon reflecting on the TOK goals and objectives my personal aims for the TOK course are:

1. Increase student understanding of what constitutes knowledge;
2. Expand student awareness of the diversity and power of knowledge claims;
3. Increase student awareness of how emotion, reason, language, and sense perception are used to construct knowledge;
4. Expand student ability to critically construct and deconstruct knowledge claims.
5. Increase student reflection on their experiences as a learner and the origins and veracity of their knowledge claims;
6. Increase student awareness of how cultural and personal views impact knowledge claims;
7. Increase student awareness of how knowledge claims connect academic disciplines;
8. Increase student understanding of the connection between held knowledge claims and human thought, feelings, and actions;
9. Increase student understanding of the connection between held knowledge claims and social policy and activity;
10. Increase the student's sense of personal and civic accountability with respect to what flows from the knowledge claims held by oneself, individuals, and communities and
11. Increase student ability to use oral and written language with effectiveness and academic integrity.

## Knowledge Questions

The beliefs that commonly pass for knowledge have changed and will continue to change throughout time and space. In fact, many formerly inarguable true beliefs are now considered fiction. Moreover, it is not uncommon that knowledge in one cultural region is considered myth and superstition in another.

Although much knowledge is obtained through emotion, reason, language and perception, many believe in the existence of other sources of knowledge such as “intuition”, the “eternal truth” and the “spiritual experience”. “Intuition”, the “eternal truth”, and the “spiritual experience” are difficult to assess as a way of knowing, yet the influence these knowledge claims have in the lives of individuals and world cultures implore us to try.

Whether discussing knowledge by emotion, reason, language and perception, or knowledge by “intuition”, “eternal truth” or the “spiritual experience”, there are many questions that arise in assessing the validity of knowledge claims. As responsible knowers we must exhibit integrity, open mindedness, and intellectual clarity in examining and discussing what we know and how we know it.

In this unit on the issues or questions of knowledge we will discuss the nature of knowledge, the knower and the sources of their knowledge, the justification of knowledge claims, and questions that link the ways of knowing and knowledge claims to other knowledge issues or questions of interest.

## Ways of Knowing

**Perception:** The way we perceive the world depends greatly on our senses. An individual’s senses of touch, sight, hearing, smell, and taste drastically affect the way in which they experience the world and thus affect their knowledge about the world.

Much knowledge has been gained through our human biological senses, but is there any validity to knowledge claims said to have been derived from what has been called extra sensory perception.

Technology has and will continue to offer new ways to perceive and make contact with the world and its role will be an important link to the discussion of issues related to ways of knowing and knowledge claims.

In this unit on perception we will discuss the nature of perception and its limitations as well as questions that arise as a result of our conversations.

**Language:** As children each of us learned a system of verbal and nonverbal symbols that we use to represent our experiences. This system of symbols is what we call language and much of what we know comes to us through language.

A well-respected hypothesis postulated by the linguists Edward Sapir and Benjamin Whorf suggests that the culturally constructed languages that we speak influence the thoughts that we have. Is it possible that people who speak different languages think differently? This opens up some interesting questions concerning the relationship between language and knowledge.

In this unit on language we will discuss the nature of language, the functions of language, the relationship between language and culture, the relationship between language and knowledge and other questions that arise from our discussions.

**Reason:** Reason is one way that people string together ideas to gain knowledge. However regardless of which method of reason one uses (inductive, deductive, dialectic, analogical, or syllogistic, to name a few) the methods of reason begin with presumptions such as the principle of universal causation and the uniformity of nature.

The principle of universal causation argues that every event has its cause or causes. If this principle is true, logic that assumes this principle is upheld. However, if it is true, what impact does its existence have on the principle of free will?

The principle of the uniformity of nature is the belief that natural processes occur in a specific and consistent manner. Does this principle represent the way things are, or does belief in its existence merely keep us from seeing other possibilities.

In this unit on reason we will discuss the nature of reason, the relationship between reason and knowledge, the role of faith in reason, the strengths and weaknesses of reason as a way of knowing, and questions that seemingly naturally arise from its study.

**Emotion:** Western culture asserts that knowledge is made possible by reason and emotion confuses reason. Recently, however, a new paradigm of thought is developing that asserts that emotions contain knowledge and they may be used to assist reason.

In this unit on emotion we will discuss the nature of emotion, the relationship between emotion and knowledge, **intuition**, and other questions that arise from our discussions.

## **Areas of Knowledge**

### **Natural Sciences**

Science is knowledge gained through a systematic process known as the scientific method. Natural science is a term used to refer to the use of the scientific method to study nature. Examples of the “successes” of the natural sciences are all around us from the atomic bomb, cell phones, cloning, and stem cell research, to our recent technological trip to Mars. These “successes” are thought to be the result of the effectiveness and reliability of scientific method. But what are the assumptions of the scientific method, does it have its limits, and what limits if any should be placed on scientific inquiry based on knowledge claims from other areas of knowledge.

In this unit on the Natural sciences we will discuss the nature of the sciences, methods of gaining knowledge in the natural sciences, natural sciences and knowledge claims, ethical and value issues in past and present scientific inquiry and discovery, the issues the natural sciences face due to their increasing reliance on technology, the possible loss of scientific integrity as science becomes increasingly valued less for its own sake, and the use or misuse of metaphor in the natural sciences to represent reality.

### **Human Sciences**

The human sciences are the systematic and verifiable study of the human condition, activities, and story. Some have argued that the less positivistic approach of the social scientist produce results that reflect the biases of the researcher. Is it possible to conduct research in the social sciences that is free from personal and cultural bias?

In this unit on the human sciences we will discuss the nature of the human sciences, the methods of gaining knowledge in the social sciences and concerns about their reliability, the knowledge claims of social scientists and issues that complicate those knowledge claims, and value issues present in social science research.

### **History**

History is said to be a narrative or construct of the past based on incomplete and subjectively interpreted primary sources. How close can we come to an objective record of our past? How much history is propaganda? How much of our personal identity, national identity, and national policy is based on historically reliable narrative? What can the honest study of the past tell us about the present, and the future?

In this unit on history we will discuss the nature of history, the methods of the historian and the reliability of knowledge claims based on those methods, and value issues related to the past and present writing of historical narrative.

### **Arts**

What is art? What is the purpose of art? What is the relationship between art and insight? What is the relationship between art and knowledge? Does art break down human isolation and link us to our common humanity? Is art as some have argued a means of access to universal truths or ideas, or is it as others argue a means of making contact with the nature of reality.

In this unit on art we will discuss the nature of the arts, art as a method of gaining knowledge, the expression of knowledge claims through art, value issues in the arts, and knowledge that can be gained by looking at an art object from different perspectives.

### **Ethics**

What is ethics, and what does it mean to act ethically? Is behaving ethically always following the law? Are “white” lies really harmless? Is being ethical always following your gut feeling? If you break the norms of society are you behaving unethically? Is morality subjective? Is there a higher purpose in life, if so, what is it? What is a life worth living? Can too much knowledge really be dangerous? Does authority determine what is right or wrong?

In this unit on ethics we will discuss the nature of ethics, ethical methods of gaining knowledge, how to use perspective to better understand ethical issues, making ethical knowledge claims, ethics and value judgements, and ethical concerns in the production and use of technology.

### **Mathematics**

Mathematics is active in the foreground and background of every day and every night of our entire lives. It has been used for thousands of years as a way to organize and understand our world. It is a human activity that exists in some form in every culture. Why then do so few of us know what it is and even fewer of us know of its usefulness.

In this unit on mathematics we will discuss the nature of mathematics, mathematics as a human endeavour, the strengths and weaknesses of mathematics in the making of knowledge claims, and now you, the knower, is or is not linked to mathematics.

## Assessment

**Non-IB Monitored Assessment** Students will receive grades on:

- Participation in daily discussions and activities
- Active Reading (annotations) and Reflective Journaling (TOKA – Theory of Knowledge Anthology)
- Individual and Group Presentations/Seminars
- Short and Long Question/Thesis Response
- Free Writes & Unit Essays (700-900 word)

**IB Monitored Assessment** Students will also complete two IBO assessed tasks.

**The Presentation:** Each student will make a ten-minute presentation to the class that explores a real life knowledge issue that is of interest to him or her. Both the student and the instructor using the IBO presentation of marking form will internally assess the TOK presentation.

**The Essay on a Prescribed Title:** Each student will compose a 1,200 to 1,600 words essay on one of 10 titles prescribed by IBO. These essays will be submitted for external assessment to the IBO.

Points will be assigned to each activity and graded as follows:

~ A = 100-90%      ~ B = 89-80%      ~ C = 79-70%      ~ D = 69-55%

**Resources = Course Textbook** (via Media Center) Theory of Knowledge, by Richard van de Lagemaat

**The following books may be used and are therefore typical of the resources utilized within the curriculum.**

Man's Search for Meaning, by Victor Frankl	How We Believe: Science, Skepticism, and the Search for God, by Michael Shermer
Meno, by Plato	ESP Enigma: The Scientific Case for Psychic Phenomena, by Diane Hennacy Powell
Crimes Against Logic, by Jamie Whyte	Science for all Americans, by American Association for the Advancement of Science
Man is the Measure, by Rueban Abel	Cultural Sketches: Case Studies in Anthropology, by Holly Peters-Golden
Greatness: Who Makes History and Why, by Dean K Simonton	Theory of Knowledge: Student Book, by Nick Alchin
Lies my Teacher Told Me, by James Loewen	Theory of Knowledge: Teachers Book, by Nick Alchin
Munitions of the Mind: A history of propaganda from the ancient world to the present day, by Philip M. Taylor	A Guide through the Theory of Knowledge, by Adam Morton
Critical Reasoning in Ethics, by Anne Thomson	Introduction to the Theory of Knowledge, by Dan O'Brian
Art and Knowledge, by James O Young	
Art and Propaganda, by Toby Clark	
No Contest: the Case Against Competition, by Alfie Kohn	

**Other books and readings will added after further exploration of the topics.**

**Homework:** Homework assignments provide opportunity for the development of knowledge and intellectual skills it is therefore critical to your education that you complete these assignments. Homework assignments will be explained and initiated in class this will hopefully afford you a clear sense of direction when you later work to complete your assignments. A minimum of 3-4 hours per week of outside preparation is required for successful completion of this course. Budget about 30-45 minutes per evening.

All assignments are expected to be completed by the scheduled due dates. A 2- day grace period may be provided at the discretion of the instructor.

**Make up Policy:** All excused absences (where possible) can be made up. All excused make-up work must be completed within **one week** of the original due date. It is **your** responsibility to check with me to find out what was missed and schedule a make-up.

**Attendance:** Good attendance is a must for success in this class. Many classroom-learning activities would be difficult or impossible to make up if missed. Commit to being in class...ON TIME!

**Tardiness** = If you are tardy to class you must sign in and complete a School Responsibility Form, which you must review with your teacher upon completion. If you fail to responsibly complete the form or you fail to have it reviewed by your teacher your parent(s) will be called.

**Extra Help** = I am available for help after school on Fridays or by appointment. If you are having difficulty with any aspect of the class, please come and see me. No issue or concern is too small. ASK FOR HELP or CLARIFICATION!

**Supplies** = 3-ring binder, loose-leaf paper, pencils, highlighter pen, and a folder are required course supplies.

**No Lunch food, Head Gear, or Phones** = No food (except first period breakfast), hats, and phones (**or other electronic devices**) are allowed in class. These items can distract you and others from learning and I will ask you to set them aside or put them away for a time that is better suited for their consumption or use. Failure to comply will result in the loss of the item(s) until the end of the day. Repeated misuse of an electronic device will cause you to lose the privilege to possess or use a personal electronic device at school.

## Theory of Knowledge Course Guide Outline and Class time Distribution

### **Theory of Knowledge Mindset**

Connecting with Self and Others  
Group Norms and Values  
Team work and Group Performance  
Risk Taking: Putting Effort ahead of Performance

### **Knowledge Questions, Knowers, and Knowing**

First 5 week of quarter one

Knowledge Questions  
Nature of Knowing  
Knowledge Communities  
Knowers and Sources of knowledge  
Justification of Knowledge claims  
Linking questions

### **Way of Knowing**

Last 4 weeks of quarter one and all of quarter two

#### **Perception** (Knowledge acquired through senses)

Nature of perception  
Importance and Limitations of perception  
Linking questions  
Sense Perception and areas of Knowledge

#### **Language**

Nature of Language  
Language and Culture  
Language and Thought  
Language and Knowledge  
Linking questions  
Language and areas of Knowledge

#### **Reason**

Nature of Reason  
Reason and Knowledge  
Strengths and Weaknesses of Reason  
Linking questions

#### **Emotion**

Nature of emotion  
Emotion and Knowledge  
Linking questions  
Intuition and Knowledge

### **Linking Questions**

If we are fortunate to have any time remaining we will return to linking questions or knowledge questions raised during the course that we were not able to “adequately” discuss because of time constraints.

Belief  
Certainty  
Culture  
Evidence

Explanation  
Interpretation  
Intuition  
Technology

Truth  
Value  
Other

### **Area of Knowledge** - Quarters three and four

#### **Natural Science**

Nature of the Sciences  
Natural Sciences: Methods of Gaining Knowledge  
Natural Sciences and Knowledge Claims  
Natural Sciences and Values  
Natural Science and Technology  
Natural Sciences: Metaphor and Reality

#### **Human Sciences**

Nature of the Human Sciences  
Human Sciences: Methods of Gaining Knowledge  
Human Sciences and Knowledge claims  
Human Sciences and Values

#### **History**

Nature of History  
History: Methods of Gaining Knowledge  
History and Knowledge Claims  
History and Values

#### **Arts**

Nature of the Arts  
The Arts: Methods of Gaining Knowledge  
The Arts and Knowledge Claims  
The Arts and Values  
The Arts and Knowledge Perspectives

#### **Ethics**

Nature of Ethics  
Ethics: Methods of Gaining Knowledge and Knowledge Claims  
Ethics and Knowledge Perspectives  
Ethics and Politics  
Ethics and the areas of Knowledge  
Ethics and Values  
Ethics and Technology  
Linking Questions

#### **Mathematics**

Nature of Mathematics  
Mathematics and the World  
Mathematics and Knowledge Claims  
Mathematics and the Knower

## Theory of Knowledge Response Rubric (Written Work & Discussions)

	Exemplary (18-20)	Accomplished (16-17)	Developing (14-15)	Beginning (12-13)	Trainee (5-11)
<b>Written Work</b> Essays, Write-Abouts, Weekly WIL (What I Learned)	Meets word limit.	Meets word limit.	Almost meets word limit.80%	Significantly below word limit. 70%	Does <b>not</b> meet word limit. 60%
	Assertions or claims are clear.	Assertions or claims are clear.	Assertions or claims are not always clear.	Assertions or claims are made but rarely clear	Assertions or claims are made but are <b>not</b> clear.
	Assertions or claims when made are consistently supported by rigorously (sound) reasoned arguments.	Assertions or claims when made are inconsistently supported by rigorously (sound) reasoned arguments.	Assertions or claims when made are supported by satisfactory (sound) reasoned arguments.	Assertions or claims when made are supported by inadequately (sound) reasoned arguments.	Assertions or claims when made are <b>not</b> supported by reasoned arguments.
	Counterclaim(s) present and exceptionally explored.	Counterclaim(s) present with adequate exploration.	Counterclaim(s) present with very limited exploration.	Counterclaim(s) are present with no exploration.	Counterclaim(s) are <b>not</b> present.
	There are a variety of well-chosen (including personal) examples to support and clarify claims and/or counterclaims.	There are <u>not</u> a variety of well-chosen (including personal) examples to support and clarify claims and/or counterclaims.	Examples are consistently utilized but limited effectiveness.	Examples are inconsistently utilized and/or limited effectiveness.	Examples are <b>not</b> utilized.
	The knowledge question(s) (arising from your assertions/claims) on the subject of the prescribed title is/are “rigorous” and exceptionally explored from multiple perspectives.	The knowledge question(s) (arising from your assertions/claims) on the subject of the prescribed title is/are of intermediate quality and are presented with adequate –but not exceptional- exploration from multiple perspectives.	The knowledge question(s) (arising from your assertions/claims) on the subject of the prescribed title needs/need further development and/or exploration from differing perspectives.	The knowledge question(s) (arising from your assertions/claims) on the subject of the prescribed title is/are of poor quality and ineffectually explored.	The knowledge question(s) (arising from your assertions/claims) on the subject of the prescribed title is/are of very poor quality (or <b>not</b> present) and the exploration is effectively absent or missing.
	The Knowledge question(s) are effectively (or relevantly) linked to ways of knowing and areas of knowledge.	The Knowledge question(s) are with moderate effectiveness (or relevantly) linked to ways of knowing and areas of knowledge.	The Knowledge question(s) are linked to ways of knowing and/or areas of knowledge but leave their relevance to them underdeveloped.	The knowledge questions are mentioned with allusion to ways of knowing and/or areas of knowledge but no development.	The knowledge question(s) when present are not linked to ways of knowing and/or areas of knowledge.
	The implications (knowledge matters) of KQ analysis are present and comprehensively explored.	The implications (knowledge matters) of KQ analysis are present with adequate –but not comprehensive- exploration.	The implications (knowledge matters) of KQ analysis are present but with little exploration.	The implications (knowledge matters) of KQ analysis are alluded to without exploration.	The implications (knowledge matters) of KQ analysis are <b>not</b> present.
	Writing is exceptional	Writing is acceptable	Writing needs some improvement.	Needs significant improvement.	Often <b>not</b> comprehensible.
<b>DISCUSSION</b> (Seminars)	<b>Assertions</b> are made and are <i>consistently</i> supported by <b>reason</b> and/or <i>effective</i> examples	<b>Assertions</b> are made and are <i>consistently</i> supported by <b>reason</b> and/or <i>effective</i> examples.	Assertions are made but support by reason and/or effective examples are inconsistently utilized.	Assertions are clear but support by reason is unclear and/or not supported by effective examples.	Assertions are made but are not clear and are not supported by reason or by example.
	Your <b>assertions</b> and counter-assertions are <i>fully</i> explored	Counterclaims are presented and explored.	Counterclaims may be present.		
	and the <b>implications</b> of each surveyed.				
<b>Descriptors</b>	Coherent, Complete, Astute, Personal, Thought through, Aware, Compelling	Important, Noteworthy, Thoughtful, Analytical, Organized, Credible, Coherent	Average, Acceptable, Adequate, Competent	Not fully formed, Fuzzy, Irrational, Disorganized, Confusing, Unimaginative, Undeveloped	

## READING ANNOTATION RUBRIC

As you read and annotate, remember that you are not to simply underline or highlight passages. You must indicate in the margins why you determined the passages you underlined to be important enough to point out. You should not have only questions or only summaries or only terms or only analysis in your margins (*marginalia*), but rather a variety of observations and comments that show you are thinking about the reading on a deeper level.

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Trainee</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ALL</b>	Text is highlighted <i>throughout</i>	Text is highlighted throughout although it appears <i>random</i> at times	Text is <i>not consistently</i> highlighted throughout	Text is <i>minimally</i> highlighted throughout	Few to no highlights on the text.
<b>Highlights &amp; Marginalia</b>	<i>With few exceptions</i> Important words and passages are highlighted and commentary/notations <i>with few exceptions</i> appear in the margins that indicate a response to the words/passages that are highlighted.	<i>Most</i> of the important words and passages are highlighted and commentary / notations <i>often</i> appear in the margins that indicate a response to the words/ passages that are highlighted.	<i>Random</i> words/passages appear to be highlighted; words/passages selected often have no real significance and have <i>few</i> comments/notations.	A <i>few</i> words/passages are marked, but appear to be <i>totally random</i> and without significance. Comments/notations rarely appear.	There is little to no words or passages highlighted with little to no comments or notations.
<b>Marginalia</b>	Marginalia reflects <i>consistent</i> effort to understand and analyze text in terms of such issues as knowledge, belief, justification, argument, bias, inconsistencies, and significance to self and other...	Marginalia reflects <i>inconsistent</i> effort to understand and analyze text in terms of such issues as knowledge, belief, justification, argument, bias, inconsistencies, and significance to self and other...	<i>Little or no</i> marginalia or marginalia that is characterized by <i>superficial</i> questions or simplistic understanding and analysis.	Marginalia that appears to be <i>primarily random</i> with an attempt at some understanding and analysis.	Marginalia that appears to be random and without a sense of purpose.
<b>Purpose &amp; Ideas</b>	Annotations <i>accurately</i> identify purpose and main ideas of the article.	Annotations attempt to identify purpose and main ideas of the article but are sometimes <i>inaccurate</i> .	An attempt to identify the purpose and main ideas of the article is visible, but were <i>usually inaccurate</i> .	<i>Little</i> attempt has made to identify purpose and main ideas of the article and were usually inaccurate.	No attempt to identify purpose or main ideas of the text.
<b>Vocabulary</b>	Reader has identified <i>with few exceptions</i> unfamiliar vocabulary and has defined the words.	Reader has identified <i>some</i> unfamiliar vocabulary and has <i>attempted</i> to define the words.	Reader has <i>identified</i> all unfamiliar words <i>but has not</i> defined the words.  Reader has identified and /or defined some unfamiliar words.	Reader has identified <i>some</i> unfamiliar vocabulary, but has <i>not</i> provided definitions	Random unfamiliar vocabulary appears to be identified.

**Theory of Knowledge 2017-2018**

**TOK 1 = McKenzie Romo**

*Please fill out the form below, acknowledging your interest and commitment to TOK success.*

Student Name (print) \_\_\_\_\_ Period \_\_\_\_\_

Student's Signature \_\_\_\_\_

YES NO I am an IB Diploma Candidate (circle one)

YES NO I have access to the internet from a computer outside of school

After-School Obligations (Activities, Sports, Job, Family, Faith, Friends, etc.)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Weekends</b>
<b>Winter</b>						
<b>Spring</b>						
<b>Fall</b>						

**Parent/Guardian Signature(s)**

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

**Comments to teacher:**