**IB Theory of Knowledge 2018-2019**

**Ali Maners - Rm. 1414 - Class Expectation**

Welcome to Theory of Knowledge. Are you ready to explore ideas? In this class, your learning is what is important. Do whatever you can to ***gather and keep evidence of your learning everyday***… And remember, contrary to the photograph of class of enthusiastic learners, like you, your learning will be directed by you; ***there is no direct lead to a destination***. With that said, here are the ways you will be able to track your learning for our time together.

***Participation 10%***: A large portion of your learning will depend on your ability to explore ideas verbally. You will be expected to be able to actively listen to other students' ideas and to respond to them in large and small group discussions. Silent brilliance and deep inner thoughts are not enough; you will need to speak and share your ideas in class. By questioning, respecting, and encouraging classmates, you will be able to gather and evaluate your ideas and the ideas of others. During discussions, you will be responsible to take notes on what is said in order to keep evidence that you are actively engaged and learning. ***Tardies and unexcused absences will affect participation and/or Daily Work (see below) points***.

***Daily Work 20%***: The homework load for this class will average 20 minutes a night. I do not expect, however, that students will have homework every night. Most likely, students would have 40 minutes of homework two or three nights a week. When students are working on an essay or a large project, more time may be required. Come prepared and engage.

***Essays 10%***: Throughout the year there will be opportunities for students to write drafts of their ideas. I anticipate at least two essays will be completed; diploma candidates will submit their best to International Baccalaureate for internal assessment. The first essay will be during the first semester and the second essay will be due before 2nd Winter Break. Dates may be changed, but students will have roughly two weeks from the distribution of prompts to the submission of polished drafts of the essay.

***Journals 35%***: Students will be asked to keep a journal in which they respond to teacher assigned prompts, document discussions, express their emerging ideas, record relevant ideas from readings, and take notes on in-class material. Journals should also be a repository for thinking and learning that happened outside of the class (possibly without even being assigned – Gasp!). All entries in the journal must be dated, labeled with a heading/title, and chronologically arranged. Organization counts.

***Projects 10%***: Projects will be another way students can demonstrate their emerging understanding. Projects will often include a written component in addition to some other demonstration of ideas. Artwork, metaphors, political cartoons, and collages are just some of the possible ways that students can demonstrate their understanding in a non-essay format. Interviews and other multiple-day assignments may be considered projects for grading purposes.

***Tests/Quizzes 10%***: The reading assignments for this class are critical. There will be periodic quizzes to assess how well students have read; often, such tests will be taken *with notes*. The tests may be verbally taken – students may be asked what they have done to prepare for class. There will also be tests to assess how well students understand key issues or points that have been read, discussed, and analyzed; such tests may be *without notes*. **Pop Quizzes may not be made-up.**

***Final Exams 5%***: There will be final exams both Semesters. Finals will be comprehensive and will include a multiple-choice portion.

***Sources***: Readings will include excerpts from texts like *Zen and the Art of Motorcycle Maintenance, Sophie’s World* and *Einstein’s Dreams*. There will also be selections from books that weigh much more than the above readings, texts like *The* *Critique of Pure Reason*, *Republic*, *The* *Second Treatise on Civil Government*, *The* *Tao Te Ching*, and *The Structure of Scientific Revolutions*, most likely from an anthology like *Classical Philosophical Questions* or a philosophy textbook. Films and shows will likely include *The Matrix*, *Contact*, *Pi, The Good Place*, and, perhaps, *Minority Report* or *Blackhawk Down*. Many of these are rated R. Please inform me if you would prefer to do an alternate assignment instead of viewing an R rated film.

**Printed Student Name: TOK Period:**

I have seen the course expectations and required sources. **X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- [student signature**] I am aware that this course may make me think during my free time. I am aware that due dates on major assignments like the Internal Assessment of semester Manifesto are final. I am also aware that it is likely that I will need to contribute ideas to the class discussions in order to earn an “A” grade in the class.

I have seen the course expectations and required sources. **X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- [parent signature]** I am willing to have conversations with my student on topics ranging from ethics, to truth, to parenting, to the scientific properties of water. I understand my student will ask me odd questions and may share my responses during class [if given permission]. I am willing to continue to put up with my student despite these issues. ☺