

### Course Description

The IB Theory of Knowledge (ToK) guide describes ToK as a course “about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge” (8). It is a class that examines and assesses knowledge claims made by the various fields of human inquiry. Because the course focuses on critical thinking rather than content knowledge, the format of the class is principally discussion and dialogue based.

### Outline of Units

The senior year of ToK focuses on Areas of Knowledge (AoKs) as defined by the ToK course outline. We will start with a brief discussion and review of central ToK concepts and then consider the natural sciences. We will determine the order of the following units based on the prescribed topics, which will come out after labor day. My aim is to establish the structure of the course collaboratively with the class, so as to best meet your needs on the essay. The other AoKs are listed below

Human Sciences	History
Ethics	Indigenous knowledge systems
Religious Knowledge systems	Math

### Texts

There is no textbook for this class. Regular readings will be handed out in class. These readings form the basis for discussion and must be read and annotated prior to class discussion.

### Other Class Materials

Students must keep an orderly three ring binder and bring it to class each day. Binders should contain all class, notes, readings and annotations and should be organized in a way that facilitates your ability to engage in meaningful class discussion.

### Website

I maintain a website for this class at [www.dhaydock.org](http://www.dhaydock.org). At this site, you can find daily lesson plans, most handouts, assignments, projects and class presentations. The site is updated daily (the agenda shown at the beginning of each class is from the website). Please see the website when you are absent to learn what the class did when you were gone.

### Procedures

**Beginning of class:** Students are expected to be seated, silent and working on the journal activity (found on the agenda) when the tardy bell rings. Students should also update their planners with any new due dates posted on the agenda.

**Upon return from an absence:** Upon return from an absence all students must clear their absence with the attendance office. This must

be done prior to class. When you are absent it is your responsibility to check the website ([www.dhaydock.org](http://www.dhaydock.org)) to see what you missed.

**Make-up:** Students who miss exams, quizzes or other class activities as a result of an excused absence or in-school suspension must make-up the activity. Make ups are scheduled by arrangement with the teacher. The only way to make up for missed discussions is to participate more actively in the discussions where you are present. Students who have an excused absence will be allowed one day per day of the absence to turn assignments in upon their return.

**During lecture/discussion/student presentations:** I expect all students to be actively engaged during lecture/discussion. This means actively listening with your head up and a writing utensil in your hand. Notetaking during lectures and discussions is mandatory. Periodically, I will have students turn their notes in for credit. Please be aware that note taking in this class involves active listening, it is not simply copying what is written on the screen.

**Daily homework:** Homework in this class is in the form of annotations of readings. While I give points for it, the points are nominal and the real purpose is to get you thinking about discussion and the prescribed essay. When I check your annotations, please show me both your page of annotations and your markup of the text itself. Homework in this class complies with the guidelines established by Tracy Unified School District [Board Policy 6154](#) provided students utilize proper time management and study techniques.

**Late Work:** Unless arrangements are made with the teacher, in person, at least 24 hours prior to due dates, no late work will be accepted.

**Extra Credit:** There is no extra credit in this class.

**Substitute teachers:** In the event that I am absent, the substitute will be provided with an assignment that students will complete during class time. Students are expected to complete substitute assignments silently and individually. While I am gone, the substitute is the absolute authority in the class and will be treated with both courtesy and respect.

**Travel Study:** Travel study requests will be handled as outlined in the student handbook. Students requesting travel study will be required to access daily plans and assignments through the website (I will not provide alternate assignments.) All exams and quizzes must be made up within 14 days of the student's return.

**Office Hours:** If you need additional help, please ask. My scheduled office hours are Mondays during both lunches. I am happy to meet with students at other times (either lunch or after school) but this requires an appointment.

**Parent contact:** The easiest way to contact me is by emailing me at my school account ([dhaydock@tusd.net](mailto:dhaydock@tusd.net)). I will usually respond to parent emails within 48 hours. Parents are also encouraged to keep up-to-date with class events through my website at [www.dhaydock.org](http://www.dhaydock.org). I use the parent connect system to record grades. I do not use the district's voicemail system.

**Electronics:** Portable audio, wireless and internet connected devices may be used in class **only when directed by the teacher or after a student has received permission**. Unauthorized use will result in confiscation. Confiscated devices will be turned into the AP's office. Any electronic device found in violation of this policy during an exam will be considered academic dishonesty and will also result in the student receiving a zero on that exam. Students are strongly encouraged to stow electronic devices securely prior to exams.

**Controversial Issues:** This class follows the guidelines established by Board policy [AR 6144](#) and [BP 6114](#) when discussing controversial issues. In these discussions, the opinion of the teacher, when elicited and relevant to the curriculum, shall be labeled as an opinion, with students encouraged to treat it as one point of view among many. However, while legitimate disagreement may occur on many issues, our societal values, in addition to school and district policies, make certain positions and statements whether made by students, teachers or public figures simply wrong. Board policy provides that “The discussion . . . [of controversial issues must] . . . not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation,” and that “the teacher shall not suppress any student's view on the issue as long as it is not malicious or abusive toward others.” Thus, for the purposes of class instruction and

discussion, abusive and prejudiced positions and statements are not acceptable as part of class discourse. Furthermore, abusive or prejudiced statements made by public figures are considered outside the scope of the Board's goal of providing "opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view", and will be treated by the teacher as abusive and prejudiced statements or positions and not as controversial issues warranting discussion.

**Plagiarism and academic dishonesty:** Webster's Dictionary defines plagiarism as "the appropriation or imitation of the language, ideas and thoughts of another author, and representation of them as one's original work." This includes directly copying the work of another without proper attribution, making false or misleading attributions, as well as changing a few words of a source to make it seem like a student's own writing. Academic dishonesty includes copying work from another student, using notes on a closed notes exam and other forms of academic fraud. Plagiarism or academic dishonesty in this class are considered defiance of school authority and will result in a "0" grade on the assignment, an immediate two day suspension from class and may lead to further disciplinary action from the school.

**Grading**

Grades are cumulative throughout the semester. **I do not average first and second quarter grades.**

Your pre-final grade will be calculated based on the following weighting scale:

Fall	Spring
Participation: 25% Whole group/socratic: 15% Small group: 10%	Participation: 10% Breakdown TBA
Essay on prescribed topic: 50% If you submit a credible draft based on word count and content, the draft will be earn you the first 5%. The remaining 45% will be based on the score received by the final essay using the IB rubric.	Essay on prescribed topic: 50% If you submit a credible draft based on word count and content, the draft will be earn you the first 10%. The remaining 40% will be based on the score received by the final essay using the IB rubric.
Annotations: 25%	Annotations: 15%
	Presentation: 25%

There is no final exam in ToK and we do not meet on finals schedule days.

Please note, this course has precious little "grade fluff." Your final grade is almost entirely determined by your level of class participation, reading annotations and a formal essay. The essays model the IB assessments you will take at the end of your senior year.

Weighted grades will be based on your percentage using the following scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 59.6-69% = D
- Less than 60% = F

I do not round grades.

**Participation**

Participation is ToK. ToK is participation. This class is about the critical discussion of important issues relating to how we know. Without your participation the class does not exist. My role is to make sure that you have interesting and relevant readings to discuss and to provide you

with a framework for discussion that includes key questions that might be addressed, and occasionally to highlight issues that are relevant to ToK. The rest is up to you.

Your participation grade will be based on two major areas, participation in whole class discussions and socratic seminars and participation in small groups

**Whole group discussions** - Students may earn one point per day for participating in whole group discussions and an additional point for directly and relevantly quoting a document

**Socratic Seminars** - These are scored the same way as whole group discussions, except that there will be participation bonuses for achieving certain goals.

Students will be expected to earn 10 points per quarter from whole group and socratic discussions. Participation over 10 will count at a 2:1 ratio. While I track participation, it is a good idea to keep a running total of your own participation as well. This should include dates and any quote points earned. There will be no participation grade for the 4th quarter.

**Small group discussion and/or presentations** - These discussions will be in your small groups of four. To receive credit you must participate at least once and the small group discussion sheet must be filled out and turned in by the group. Since you track participation in small group discussions, participation here does not count towards your large group/socratic seminar discussion total.

In this class, I generally update grades only at progress reports and report cards, thus student grades will often not change for three-four weeks.

Behavioral Expectations for all of us - including the teacher!

- **Curiosity** - Be intellectually curious (really, really, really important!)
- **Respect** - All of us owe each other the same respect we wish to be shown to ourselves. Additionally we must all respect school and personal property as if it were our own.
- **Engagement** - Be actively engaged in the class activity.

In addition, we are all expected to abide by all school, district and state rules.

**For minor problems** – talking out of turn, not coming to class prepared, class disruption, minor goofiness and the like:

- Step 1 – warning
- Step 2 – student-teacher after class conference - no pass.
- Step 3 – Parent contact and possibly additional consequences as defined by the student handbook.

Subsequent violations will be treated as major problems

**For major problems** – Violence or threats of violence, harassment, vandalism, racial or sexual epithets, defiance, academic dishonesty, repeated minor problems and others outlined in the conduct code will result in the student being sent to the AP's office and/or an immediate two day suspension from class.

**Student ID:** Students must carry their IDs at all times and present it when requested by the teacher or other school official

**Tardiness:** Students are to be seated and working silently when the tardy bell rings or they will be considered tardy. The following consequences will result from being tardy to this class:

- One - two tardies - Warning
- Three and four tardies - Parent contact.
- Beginning with the fifth tardy, the consequences described in the conduct code will be applied.

**Passes:** Mr. Haydock and students are expected to take care of all personal business outside of class time. Occasionally, we all need an exception. Exceptions should be rare.

# ToK 12 - Mr. Haydock

Signature Page  
(Please Print)

I have read and understand the policies laid out in the syllabus for Mr. Haydock's ToK 11 course.

\_\_\_\_\_ Student Name

\_\_\_\_\_ Class name/Period

\_\_\_\_\_ Student Signature

\_\_\_\_\_ Parent Signature

\_\_\_\_\_ Date

Please indicate the best way to contact you in the space below:

\_\_\_\_\_