

KNOWLEDGE AT WORK ANALYSIS #3
OPTIONAL THEME: KNOWLEDGE AND LANGUAGE

Assessment Objectives:

- 1) To identify and analyze knowledge concepts & questions that aid in understanding real life situations (real events that happen or have happened in the world).
- 2) To practice identifying and describing appropriate real-life situations for TOK analysis.
- 3) To attempt deliberately to view a particular context through a TOK theme.

Assessment Format:

- **TASK #1:** Post to the K@W Analysis Discussion designated on Canvas. Follow the analysis template post provided, including all sections as assigned. [6 points]
 - **TASK #2:** Respond to a classmate's K@W analysis in a discussion reply; offer another knowledge question for consideration and explain how it might be explored and answered in the context of the RLS. [4 points]
- * Failure to include any part of the sections outlined below and noted in the template will result in a 1-point deduction for each missing part.*
- * Additionally, the instructor reserves the right to judge whether a response or question fulfills these requirements adequately.*

Task #1 - Content Requirements:

- **Section 1 [RLS]** - Identify and describe a **real-life situation** of your own choosing and provide the source information (link or attachment is fine). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing within the TOK Theme.
- **Section 2 [KQ]** - Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.
- **Section 3 [TA]** - Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.

Task #1 - Scoring Rubric:

2 points per section for a total score of 6 points for Task #1 →

- Well supported and highly relevant in considering the task; carefully crafted with soundly reasonable connections = 2 pts
- Adequate and completed consideration of the task; provides a relevant and functional explanation, but connections may not be clear = 1 pt
- Failure to complete section or inadequate response = 0 pts

Task #2 - Content Requirements:

- **Reply Part 1 [KQ2]** - Read through the posted analyses you find interesting and choose one that you think might be suitable for a 2nd **knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.
- **Reply Part 2 [KP]** - Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.

Task #2 - Scoring Rubric:

2 points per part for a total score of 4 points for Task#2 to be added to Task#1→

-----*Reply Part 1:*

- Identified an appropriate KQ for the RLS context = 2 pts
- Provided a question that is not an appropriate KQ for the context = 1 pt
- Failure to complete this part or this post = 0 pts

-----*Reply Part 2:*

- Well supported responses to the KQ in the context of the RLS; identifies 2 or more perspectives through which to address the KQ = 2 pts
- Adequate responses to the KQ in the context of the RLS; these responses may not identify or reflect more than 2 perspectives through which to address the KQ = 1 pt
- Failure to complete this part or this post; inappropriate or irrelevant response to the task = 0 pts

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\* **Best Practices:** Students are expected to do the following for this assessment to score full credit:

1. Adhere to the content format as designated in Task 1 & 2 above; you must not forget the source information for the RLS.
2. Demonstrate understanding of TOK terminology by using these terms in discussing the RLS (e.g. knowledge concepts, areas of knowledge), consistently throughout the analysis.
3. Follow the verbal and prescribed instructions provided by the instructor; there may be some directives for content.
4. Turn in your analysis early or on time. "On time" means by the specified day and time assigned for each analysis. If submitted after the deadline, a 20% deduction will be applied for each day unsubmitted.

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Below is a template format for **K@W Analysis - Task #1 DISCUSSION POST**.

Your post must look like the one below to avoid point deductions at the start of grading. Include the section labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

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Section 1 [RLS]: *Identify and describe a **real-life situation** of your own choosing and provide the source information (a link or an attachment would be perfect). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing.*

Section 2 [KQ]: *Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.*

Section 3 [TA]: *Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.*

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Below is a template format for **K@W Analysis - Task #2 REPLY POST**.

This reply post to your classmate must look like the one below to avoid point deductions at the start of grading. Include the part 1 & 2 labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

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Reply Part 1 [KQ2]: *Read through the posted analyses you find interesting and choose one that you think might be suitable for a **2nd knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.*

Reply Part 2 [KP]: *Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.*

KNOWLEDGE AT WORK ANALYSIS #3

Examples of knowledge questions – Knowledge & Language Focus

SCOPE

- Can all knowledge be expressed in words or symbols?
- Is it possible to think or know without language?
- Is being able to speak a language an example of “knowing how” to do something?
- What role does language play in allowing knowledge to be shared with future generations?
- Are there differences in how knowledge itself is conceived of, or presented, in different languages?
- Is it the case that if we cannot express something, we don’t know it?
- To what extent does language allow us to make our private experiences public?
- How does language allow humans to pool resources and share knowledge?

PERSPECTIVES

- Does the transmission of knowledge from one person or generation to another depend on language?
- What knowledge might be lost if the whole world shared one common language?
- If a language dies, does knowledge die with it?
- How do our values and assumptions influence the language in which we express our ideas?
- Is ambiguity a shortcoming of language that must be eliminated, or can it also be seen as making a positive contribution to knowledge and knowing?
- Do all people share some innate linguistic knowledge? If the categories that we use necessarily empower or marginalize, is it ever possible to produce knowledge that does not either reflect or challenge existing power structures?

METHODS AND TOOLS

- How are metaphors used in the construction of knowledge?
- If language works according to sets of rules and conventions, how much scope do we have as individuals to break the rules or challenge these conventions??
- In what ways do values affect our representations of the world, for example, in language, maps or visual images?
- To what extent do the classification systems we use in the pursuit of knowledge affect the conclusions that we reach?
- In what ways can language be used to influence, persuade or manipulate people’s emotions?
- To what extent do the names and labels that we use help or hinder the acquisition of knowledge?

ETHICS

- Does ethical language differ in any significant way from other types of language?
- How can we know if language is intended to deceive or manipulate us?
- Do ethical statements simply convey our feelings/emotions rather than making claims?
- If ethical terms and concepts cannot be easily defined, does this mean that they are meaningless?
- Can we define words such as good and bad in terms of objective features of the world?
- Do professional interpreters and translators have any special ethical obligations?