Self, Science, and Sport: Mindfulness from Aristotle to Lebron James

Expos 20 | Fall 2022; Tu/Thu
Reading List


Assignment Breakdown

In each unit, we will explore the questions and issues of our course materials through response exercises, essay drafts, in-class workshops, and a finished essay built upon all of the previous activities. Through these assignments, you will become familiar with the messy yet rewarding process of reading, questioning, writing, rethinking, and rewriting.

Submission of assignments including drafts in a timely fashion will be considered in final essay grade.

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Group B</th>
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<tbody>
<tr>
<td>Participation &amp; Timely Return</td>
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<td>Assignment 1: The Comparative Essay</td>
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<td>Assignment 2: The Research Paper</td>
<td>Annotated Bibliography 10%</td>
<td>Research Paper 30%</td>
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<td>Assignment 3: The Capstone Project</td>
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Unit 1: The Goal of Contemplation

- **Week 1:**
  Class 1 – 09/01/2022: Introduction

- **Week 2:**
  Read Aristotle, Excerpt from *Nicomachean Ethics Book X*
  Class 2 – 09/06/2022: Different Shades of Mindfulness
  Class 3 – 09/08/2022: Close Reading.
  *RP 1.1 Due Midnight*

- **Week 3:**
  Assigned chapters from Ibn Arabi & Thich Nhat Hanh
  Class 4 – 09/13/2022: The Self from Ancient Greeks to the Sufis
  Visit to Harvard Art Museum
  Class 5 – 09/15/2022: Mindfulness in Contemporary Buddhism |
  *RP 1.2 Due Midnight*

- **Week 4:**
  Class 6 – 09/20/2022: Refining the Thesis
  Class 7 – 09/22/2022: Putting Elements Together
  *Unit 1 Draft Due Midnight*
Unit II: The Science of Mindfulness

- Week 5: Read Mindfulness (Langer) excerpt
  Class 8 – 09/27/2022: Draft Week | Comparing & Contrasting
  Class 9 – 09/29/2022: History of the Science of Mindfulness

- Week 6: Library & Research
  Class 10 – 10/04/2022: Measuring Mindfulness & The Research Question
  Class 11 – 10/06/2022: Working With Theory
  **Final Unit 1 Draft Due Midnight**

- Week 7: Read first 2 sections of Mindfulness: Ancient Wisdom
  (Feldman, C. & Kuyken, W.)
  Class 12 – 10/11/2022: Summaries & Organization

Class 13 – 10/13/2022 Introductions & Conclusions | Visit HBS Chapel

- **RP 2.1 Due Midnight**

- Week 8: Read Bauer study
  Class 14 – 10/18/2022: Deconstructing & Putting it Together
  Class 15 – 10/20/2022: Orienting the Reader

- **RP 2.2 Due Midnight**

- Week 9: Listen to Podcast (Lebron James)
  Class 16 – 10/24/2022: Thinking Through the Body
  Class 17 – 10/26/2022: Art, Science, & Body

- **Unit 2 Draft Due Midnight**
Unit III: The Body in Sport & Mindfulness

- **Week 10:** Watch *Enter the Dragon* film
  Class 18 – 11/01/2022: Guest Lecture: Yoga Through Breath and Mind

- **Week 11:** Watch Film by Kabat-Zinn
  Class 19 – 11/03/2022: Draft Week

- **Week 12:** Read Chapter 1, *Flow* (Mihaly Csikszentmihalyi)
  Class 20 – 11/08/2022: Writing Across Disciplines: The Audio-Visual Medium
  Class 21 – 11/10/2022: Source-Finding

  *Final Unit 2 Draft Due Midnight*

- **Week 13:** *Thanksgiving Break*
  Class 22 – 11/15/2022: The Art of Mindfulness

  *RP 3.1 Due Midnight*

- **Week 14:** Read Chapter 2 & 3, *Flow*
  Class 23 – 11/17/2022: Flow State | Visit CSWR

  *Class 24: 11/22/2022 Self-Completed Class Assignment*

  *Class 25– 11/29/2022: On Writing Style*

  *Class 26 – 12/01/2022: Beyond Expos*

  *Unit 3 Draft Due Midnight*

  *Reading Period: Dec 2-Dec 7th*

  *Final Project Due Dec 10th 5 pm.*
What’s In A Grade?

We’ll have plenty of conversations over the semester about what your grades do (and don’t) mean. But you should start with the Harvard College Handbook page on Grades and Honors, which explains the basics of the College grading scale. You’ll get specific rubrics for each major assignment, but if you want some general insight into how you should interpret your grades, consider the following: Broadly speaking, your essays are graded by how well they implement the Elements of Academic Argument taught in Expos. The most important criteria have to do with thesis and argument, structure, evidence and analysis, sources, and style (clarity). We will discuss each of these in depth throughout the semester, as well as the elements that support them. With that in mind, you can think of grades along the following general lines:

An ‘A’ grade (A/A-) means that the essay is excellent (not perfect) and complete (it has a fully realized beginning, middle and end; it addresses the questions/issues that it raises). An “A” essay skillfully expresses an argumentative thesis and adeptly handles all of the core Elements of Academic Writing central to the given assignment. An “A-” essay will do this to a slightly less successful degree, typically having one important Element of Academic (i.e. thesis, evidence, structure) argument that needs significant improvement.

A ‘B’ grade (B-/B/B+) means that the essay is strong and succeeds in many ways but presents two or more key Elements of Academic argument that still need significant work. This means that while a “B” range essay offers an engaging and intelligent discussion, certain aspects don’t yet live up to the rest of the essay or to the promise the essay offers. A “B-” paper might, for instance, offer a partial thesis and some good work with evidence, but could use substantial development in both areas and/or presents some shortcomings in other areas. A “B” paper might need substantial further revision in these areas and others.

A ‘C’ grade (C-/C/C+) means that the essay possesses potential, but in its current form is flawed, holding the essay back in a substantial way. “C-” range essays require significant further revision in all or most pertinent Elements.

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What’s In A Grade (contnd.)

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<td><strong>A specific metric</strong>&lt;br&gt;A measure of how successfully you’ve accomplished a specific writing &amp; thinking task and met its particular criteria (Elements of Academic Writing). Paying careful attention to in-class discussions, feedback, response papers, and the drafting process will set you up for greater success.</td>
<td><strong>The rule</strong>&lt;br&gt;A measure of your self-worth, value, full intellectual ability or potential, or a determinant of your future. It is also not a direct measure of effort per se (how many hours you spent on an assignment, how many times you came to office hours—though all of that can help!)</td>
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<td><strong>Additive</strong>&lt;br&gt;You earn points based on how well you’ve mastered the core skills (Elements) of each assignment through the writing, feedback, and revision processes.</td>
<td><strong>Deductive</strong>&lt;br&gt;You don’t lose points from a singular, idealized paper. Each student is striving toward their own “ideal” paper based on their strengths &amp; weaknesses and drafting/revision processes.</td>
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<td><strong>More stringent with each assignment</strong>&lt;br&gt;The skills you learn in Unit 1 should be implemented and improved upon in Unit 2, etc. Assignments are designed to increase in complexity and thus difficulty, both to introduce you to a variety of writing genres/assignments types you might encounter at Harvard and to challenge you.</td>
<td><strong>Always linear</strong>&lt;br&gt;Writing is a (often hard) process and not necessarily an even one. Some people may excel at certain assignments and vice versa; some types of assignments may be more familiar to you than others. Some units may be more challenging personally or academically than others.</td>
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<td><strong>A reflection of your own original work</strong>&lt;br&gt;“Original” work is not about saying something no one else has ever said. Original work derives from your own voice, insights, and efforts in a way that engages and educates reader. It may be informed by appropriate sources of collaboration: class discussion, writing center sessions, and responsible use of sources; it is free of any type of plagiarism.</td>
<td><strong>A reflection of perfection/failure</strong>&lt;br&gt;No paper is perfect, even those by the best writers. No paper is a failure, unless it is not turned in or it is plagiarized, which might incur some form of disciplinary action (depending on case and severity). Each draft and revision are steps in an ongoing writing and research process that will continue beyond this class.</td>
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<td><strong>Criteria-Based</strong>&lt;br&gt;The core Elements central to each essay are noted on the assignment sheet; grades indicate how well you meet them. While content is important, this is a writing class. Having an exceptional, exciting idea but an unclear, missing, or partial articulation of that idea/thesis won’t meet the designated criteria.</td>
<td><strong>Consistent Across Disciplines/Courses</strong>&lt;br&gt;Different courses, profs, TAs, etc. have different approaches to feedback/grading, especially when it comes to writing. Expos courses may prioritize writing criteria that other courses and disciplines may not. Your best bet is to check with your course head or consult the syllabus.</td>
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Harvard College Writing Program Policy on Attendance

The Writing Program attendance policy is intended to make sure that you get everything you can out of your Expos course. Because Expos has fewer class hours than some other courses; because the course is largely discussion-based; and because instruction in Expos proceeds by sequential writing activities, your consistent attendance is essential to your learning in the course. While I of course encourage you to be present every day in class, you are allowed two unexcused absences for the semester with no consequence. Some absences (religious holidays and medical situations) are automatically considered excused; some family circumstances may also be counted as excused absences. If you miss two unexcused classes, I will ask you to meet with me to discuss any issues that may be keeping you from attending, and to advise you on your plan for catching up on the missed work.

If you miss a third class, you will be required to meet with your Resident Dean about those absences, so that your Dean can give you any support you may need to help you get back on track in the class. Missing four classes—the equivalent of two full weeks of the semester—puts you at risk for missing crucial material necessary to complete your work. Unless there is a medical or other emergency issue preventing consistent engagement with the class, students who miss four classes will receive a formal warning that they are eligible to be officially excluded from the course and given a failing grade. In the case of a medical problem, you should contact me before the class to explain, but in any event within 24 hours; you should also copy your Resident Dean on that message. In the case of extended illness, you may be required to provide medical documentation. Absences because of special events or extracurricular involvement are not excused absences. If such circumstances lead you to want to miss more than two unexcused absences, you must petition the Associate Director of the Writing Program for permission.
Accommodations for Students With Disabilities

If you think you will require some flexibility in deadlines or participation in the course for reasons of a documented disability, please schedule a meeting with me early in the semester so we can discuss appropriate accommodations. (To be eligible for such accommodations, you need to have provided documentation to the Accessible Education Office ahead of time. Please let me know if you are unfamiliar with that process.) The Accessible Education Office works closely with Expos courses, and we will develop a plan that is appropriate for your needs. Please note that it is always your responsibility to consult with me as the need for those accommodations arises.
Because your Expos course is a planned sequence of writing, you must write all of the assigned essays to pass the course, and you must write them within the schedule of the course (not in the last few days of the semester after you have fallen behind). If you are unable to complete your work on time due to medical or family issues, please contact me before the deadline to discuss both the support you might need as well as a possible new arrangement for your deadline. Communication about your situation is and asking you to meet with me and/or your Resident Dean to make a plan for catching up on your work. The letter will also specify the new date by which you must submit the late work. If you fail to submit at least a substantial draft of the essay by this new date, and if you have not documented a medical problem or been in touch with your Dean about other circumstances, you are eligible to be officially excluded from the course and given a failing grade.
Policies on Electronic Submission & Collaboration

You will submit your work electronically this semester (through our Canvas site). As you send or upload each document, it is your responsibility to ensure that you have saved the document in a form compatible with Word (.docx). Please avoid sending pdf or Google doc files. It is also your responsibility to ensure that the file you are sending is not corrupted or damaged. If I cannot open or read the file you have sent, the essay will be subject to a late penalty.

As in many academic situations, our Expos class will be a setting that involves frequent collaboration—we will develop ideas together through class discussion, peer review, and draft workshops. The following kinds of collaboration are permitted in this course: developing or refining ideas in conversation with other students and through peer review of written work (including feedback from Writing Center tutors). It is a form of academic integrity to acknowledge the impact someone had on your essay; you can do this in a footnote at the beginning of the paper. As stated in the Student Handbook, “Students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading.” However, all work submitted for this course must be your own: in other words, writing response papers, drafts or revisions with other students is expressly forbidden.
Policy on Academic Integrity

One of the essential elements of the Expos curriculum is the work we do on effective source use, appropriate acknowledgement of sources, and expectations for citing sources in academic writing. In each unit, we will work on strategies for working with the ideas of other authors and sources, and for developing your own ideas in response to them. Most forms of academic writing involve building on the ideas of others, contributing ideas of your own, and signaling clearly for readers where each idea comes from. This complex relationship with sources is part of our work through the whole semester, and you should always feel free to ask me questions about this material.

As we become familiar with the expectations of an academic audience, we will also work on strategies to avoid errors in citation and unintentional plagiarism. As with all your courses, the expectation in Expos is that all the work that you submit for this course must be your own. That work should not make use of outside sources unless such sources are explicitly part of the assignment. Any student submitting plagiarized work is eligible to fail the course and to be subject to review by the Honor Council, including potential disciplinary action.
Expos Feedback Policy

Feedback is central to Expos. As spelled out in each assignment, you will receive either substantive written feedback, a conference about your draft, or both. Every writer benefits from having an attentive reader respond to their work, and one of my roles as your preceptor is to provide that response: identifying the strengths of a draft; noting questions and reactions to help you develop your ideas further; and offering clear assessment of your revised work. There are educational reasons for the types of feedback I’ll give you: they complement one another throughout the writing process and help you think about receiving feedback from different audiences at different stages of writing. Each form of feedback will help you think about another way you can ask for and receive feedback in future writing circumstances. (Feedback throughout the course also comes in other forms, such as peer review or principles from workshop that you apply to your own essays.)

There are also educational reasons for the amount and timing of the feedback I as your instructor will offer. The goal of all my feedback is that you learn to incorporate the principles I’m identifying into your own thinking and your revision, so that eventually you are making more independent decisions in your essays about what a reader needs to understand or what the most effective structure might be. If I as your instructor were to read a draft multiple times, offering several rounds of feedback, I would then in effect be taking over some of those decisions for you, and you would not be gaining the autonomy as a writer that you need to achieve this semester; that dynamic would shortchange the learning that you can accomplish in the course.
Feedback Policy Contnd.

I do accept a few thoughtful questions by email about specific instances in your revision-in-progress: a follow-up question about whether a thesis is now clearer, or whether some added sentences of analysis make your explanation of evidence stronger. In those instances, you are taking the important step of identifying what in your writing and thinking is most in need of targeted feedback, and you are using the Elements of Academic Argument to articulate the specific question you have about something you’ve tried out in the paper. (When you do want additional feedback, the Writing Center is a very helpful resource. Here too, you will use that resource better when you arrive with specific and targeted questions.)

There are also important reasons that I schedule one draft conference per student for each essay [in Units 1 and 2]. Conferences are important opportunities for thinking together about questions in your argument and strategies for revision; during conference week I am meeting with all 30 students and attempting to offer the same level of intensive work with everyone. If I were to grant a second full conference to any student, for reasons of equity I would need to offer a second meeting with everyone, and it is not possible to schedule a second round of meetings in an already busy unit.