

PROPOSAL: THREE COURSE CYCLE—MINDSETS AND MINDFULNESS
ACT101/EOP Freshmen
Sharon G. Solloway, Ph. D.

1) Summer Course—Mindsets and Mindfulness

Description: This course is the first in a three-course cycle. This course introduces the concepts of mindsets and their consequences for motivation, personality, and development. Mindfulness practice as a tool for heightened awareness and stress reduction is introduced.

Text:

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.

Objectives:

- ❖ To expose you to the consequences of mindsets for personality, motivation and development.
- ❖ To expose you to adaptive and maladaptive: motivational patterns, social relationship patterns, achievement patterns, and mental health patterns.
- ❖ To give you tools for recognizing your self-theories, changing the ones you don't wish to keep and developing new ones.
- ❖ To develop mindfulness practice as a habit.

Course Outline:

Implicit Self-Theories of Intelligence form the core of a whole meaning system, a personal framework for understanding achievement and shed light on important personal and interpersonal phenomena, such as

- ❖ Why some people fall prey to depression and loss of self-esteem when setbacks occur
- ❖ Why some people form habits of maladaptive motivational patterns
- ❖ Why some people form habits of adaptive motivational patterns
- ❖ Why, contrary to popular opinion, confidence, self-esteem, and past success are not the keys to adaptive functioning
- ❖ Why some people display self-defeating behavior in social relationships
- ❖ Why some people judge and label others rapidly
- ❖ Why some people hold stereotypes more strongly than others and why they form them more rapidly

Research Component:

1) The “Mindset Survey” instrument taking advantage of Rasch models for rating scales developed in the summer of 2006 will be used to get pre and post measures of course concepts.

2) The “Mindfulness Survey” instrument taking advantage of Rasch models for rating scales developed in fall 2005 will be used to get pre and post measures of mindfulness practice.

2) Fall Course—The Art of Possibility and Mindfulness

Description: This is the second course in the three-course cycle. This course reviews the consequences of mindsets and then introduces practices that hone skills for mind as a tool for possibility. Skills in mindfulness practice are further developed.

Text:

Zander, R. S., & B. Zander (2000). *The art of possibility*. New York: Penguin Books.

Objectives:

- ❖ To extend current understandings of mind as both a limit and a possibility.
- ❖ To develop skills and practices that makes mastery orientations to learning a habit.
- ❖ To develop mindfulness practice as a habit.

Content Outline:

- ❖ Examining and Making Explicit Implicit-Self-Theories
- ❖ Partnering with Accomplishment: Framing Possibility
- ❖ Vision: Habits
- ❖ Transformational Practices: Mindfulness and Beyond
- ❖ Mastery Orientations: Life Long Learning

Research Component:

1) A survey will be developed taking advantage of Rasch models for rating scales to get pre and post measures of course concepts.

2) Baer's (2004, 2006) work will be used to develop a "Mindfulness Survey" that follows Fisher's guidelines for developing instruments which adhere to the strict mathematically rigorous requirements of scales with invariant additivity (Rasch models) to get pre and post measures of mindfulness practice.

Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment, 13*(1), 27-45.

Baer, R. A., Smith, G. T., & Allen, K. B. (2004). Assessment of mindfulness by self-report. *Assessment, 11*(3), 191-206.

SUPPORTING MATERIALS:

Ablard, K. E., & Mills, C. J. (1996). Implicit theories of intelligence and self-perceptions of academically talented adolescents and children. *Journal of Youth and Adolescence, 25*(2), 137-148.

Begley, S. (2007). *Train your brain, change your brain: How a new science reveals our extraordinary potential to transform ourselves*. New York: Ballantine Books.

Bond, T. G., & Fox, C. M. (2007). *Applying the Rasch model: Fundamental measurement in the human sciences* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Conchas, G. Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press.

Csikszenthyalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperCollins.

- Csikszentmihalyi, M. 1997. *Finding flow: The psychology engagement with everyday life*. New York: Basic Books.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Fisher, W. P., Jr. (2000). Survey design recommendations. <http://www.rasch.org/rmt/rmt203f.htm>
- Gay, G. (2000). *Culturally responsive teaching: Theory, research & practice*. New York: Teachers College Press.
- Germer, C. K., Siegel, R. D., & Fulton, P. R. (2005). *Mindfulness and psychotherapy*. New York: The Guildford Press.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little Brown and Company.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D., & Gurin, J. (1993). *Mind body medicine: How to use your mind for better health*. New York: Consumer Reports Books.
- Hawkins, J. (2004). *On intelligence*. New York: Times Books.
- Hayes, S. C., Follette, V. M., & Lineham, M. M. (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. New York: Guilford Press.
- Heslin, P. A., Vandewalle, D., & Latham, G. P. (2006). Keen to help? Managers' implicit person theories and their subsequent employee coaching. *Personnel Psychology*, 59(4), 871-902.
- Hong, Y. Y., Chiu, C. Y., Lin, D. M. S., Wan, W., & Dweck, C. S. (1999). Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, 77(3), 588-599.
- Houston, J. (1997). *A passion for the possible: A guide to realizing your true potential*. San Francisco: HarperSanFrancisco.
- Jaworski, J. (1998). *Synchronicity: The inner path of leadership*. San Francisco: Berrett-Koehler Publishers.
- Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. New York: Hyperion.
- Lazarus, R. S., & Lazarus, B. N. (1994). *Passion & reason: Making sense of our emotions*. New York: Oxford University Press.
- Levine, M. *A mind at a time*. New York: Simon & Schuster.
- Levy, S. R., Stroessner, S. J., & Dweck, C. S. (1998). Stereotype formation and endorsement: The role of implicit theories. *Journal of Personality and Social Psychology*, 74(6), 1421-1436.
- Michalko, M. (2001). *Cracking creativity: The secrets of creative genius*. Berkeley, CA: Ten Speed Press.
- Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. (2nd Edition). Berkeley, CA: Ten Speed Press.
- Palmer, P. J. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey-Bass.

- Renaud, J. M., & McConnell, A. R. (2007). Wanting to be better but thinking you can't: Implicit theories of personality moderate the impact of self-discrepancies on self-esteem. *Self and Identity*, 6(1), 41-50.
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1, 313-336.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations*. New York: Doubleday.
- Surowiecki, J. (2005). *The wisdom of crowds*. New York: Anchor Books.
- Taylor, M. C. (2001). *The moment of complexity: Emerging network culture*. Chicago: The University of Chicago Press.
- Varela, F. J., Thompson, E., & Rosch, E. (2000). *The embodied mind: Cognitive science and human experience*. Cambridge, MA: The MIT Press.
- Wallace, B. A. (2007). *Contemplative science: Where Buddhism and neuroscience converge*. New York: Columbia University Press.
- Yorke, M., & Knight, P. (2004). Self-theories: Some implications for teaching and learning in higher education. *Studies in Higher Education*, 29(1), 25-37.
- Zajonc, A. (1993). *Catching the light: The entwined history of light and mind*. New York: Guilford Press.

3) Spring Course—Personal Mastery and Mindfulness

Description: This is the third course in the three-course cycle. This is the capstone course. Here the content of the previous two courses is expanded and applied with more complexity. The individual builds a personal repertoire of a wide variety of techniques and strategies for achieving personal mastery in his/her professional and personal lives. Mindfulness practice develops into a practical skill for keeping socio-emotional balance in the midst of alert awareness to the events and circumstances of the present moment across the common complexities of life as full catastrophe living.

Text:

Rao, Srikumar S. (2006). *Are you ready to succeed? Unconventional strategies to achieving personal mastery in business and life*. New York: Hyperion.

Objectives:

- ❖ To develop a personal repertoire of techniques and strategies for personal mastery.
- ❖ To further develop personal practice for supporting daily mindfulness practice.

Course Outline:

- ❖ Examining and Making Explicit Implicit-Self-Theories as a Wisdom Venture
- ❖ Partnering with Accomplishment: Framing Possibility with a Personal Repertoire for Mindsets and Mindfulness
- ❖ Vision: Habits
- ❖ Transformational Practices: Mindfulness and Beyond
- ❖ Mastery Orientations: Life Long Learning

Research Component:

- 1) A survey will be developed taking advantage of Rasch models for rating scales to get pre and post measures of course concepts.
- 2) Continued calibration of “Mindfulness Survey” instruments that meet the rigorous requirements of invariant additivity for mathematically defined scales.

Supporting Materials:

- Ablard, K. E., & Mills, C. J. (1996). Implicit theories of intelligence and self-perceptions of academically talented adolescents and children. *Journal of Youth and Adolescence*, 25(2), 137-148.
- Begley, S. (2007). *Train your brain, change your brain: How a new science reveals our extraordinary potential to transform ourselves*. New York: Ballantine Books.
- Conchas, G. Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press.
- Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperCollins.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology engagement with everyday life*. New York: Basic Books.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Fisher, W. P., Jr. (2000). Survey design recommendations.
<http://www.rasch.org/rmt/rmt203f.htm>
- Gay, G. (2000). *Culturally responsive teaching: Theory, research & practice*. New York: Teachers College Press.
- Germer, C. K., Siegel, R. D., & Fulton, P. R. (2005). *Mindfulness and psychotherapy*. New York: The Guildford Press.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little Brown and Company.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D., & Gurin, J. (1993). *Mind body medicine: How to use your mind for better health*. New York: Consumer Reports Books.
- Hawkins, J. (2004). *On intelligence*. New York: Times Books.
- Hayes, S. C., Follette, V. M., & Lineham, M. M. (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. New York: Guilford Press.
- Heslin, P. A., Vandewalle, D., & Latham, G. P. (2006). Keen to help? Managers' implicit person theories and their subsequent employee coaching. *Personnel Psychology*, 59(4), 871-902.
- Hong, Y. Y., Chiu, C. Y., Lin, D. M. S., Wan, W., & Dweck, C. S. (1999). Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, 77(3), 588-599.
- Houston, J. (1997). *A passion for the possible: A guide to realizing your true potential*. San Francisco: HarperSanFrancisco.
- Jaworski, J. (1998). *Synchronicity: The inner path of leadership*. San Francisco: Berrett-Koehler Publishers.

- Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. New York: Hyperion.
- Lazarus, R. S., & Lazarus, B. N. (1994). *Passion & reason: Making sense of our emotions*. New York: Oxford University Press.
- Levine, M. *A mind at a time*. New York: Simon & Schuster.
- Levy, S. R., Stroessner, S. J., & Dweck, C. S. (1998). Stereotype formation and endorsement: The role of implicit theories. *Journal of Personality and Social Psychology*, 74(6), 1421-1436.
- Michalko, M. (2001). *Cracking creativity: The secrets of creative genius*. Berkeley, CA: Ten Speed Press.
- Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. (2nd Edition). Berkeley, CA: Ten Speed Press.
- Palmer, P. J. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey-Bass.
- Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests*. Copenhagen: Danmarks Paedogogiske Institut. [Reprinted, 1980, with Foreword and Afterword by B. D. Wright, Chicago, IL: University of Chicago Press.]
- Renaud, J. M., & McConnell, A. R. (2007). Wanting to be better but thinking you can't: Implicit theories of personality moderate the impact of self-discrepancies on self-esteem. *Self and Identity*, 6(1), 41-50.
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1, 313-336.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations*. New York: Doubleday.
- Surowiecki, J. (2005). *The wisdom of crowds*. New York: Anchor Books.
- Taylor, M. C. (2001). *The moment of complexity: Emerging network culture*. Chicago: The University of Chicago Press.
- Varela, F. J., Thompson, E., & Rosch, E. (2000). *The embodied mind: Cognitive science and human experience*. Cambridge, MA: The MIT Press.
- Wallace, B. A. (2007). *Contemplative science: Where Buddhism and neuroscience converge*. New York: Columbia University Press.
- Wright, B. D. (1984). Despair and hope for educational measurement. *Contemporary Education Review*, 3(1), 281-288.
- Wright, B. D. (1985). Additivity in psychological measurement. In E. Roskam (Ed.), *Measurement and personality assessment*. North Holland: Elsevier Science Ltd.
- Wright, B. D. (1997a). Fundamental measurement for outcome evaluation. *Physical Medicine & Rehabilitation State of the Art Reviews*, 11(2), 261-88.
- Wright, B. D. (1997b). "Logits"? *Rasch Measurement Transactions*, 7(2), 288.
- Wright, B. D. (1999). Fundamental measurement for psychology. In S. E. Embretson & S. L. Hershberger (Eds.), *The new rules of measurement: What every educator and psychologist should know* (pp. 65-104 [<http://www.rasch.org/memo64.htm>]). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

- Wright, B. D., & Masters, G. N. (1982). *Rating scale analysis*. Chicago: MESA Press.
- Wright, B. D., & Mok, M. (2000). Rasch models overview. *Journal of Applied Measurement, 1*, 83-106.
- Yorke, M., & Knight, P. (2004). Self-theories: Some implications for teaching and learning in higher education. *Studies in Higher Education, 29*(1), 25-37.
- Zajonc, A. (1993). *Catching the light: The entwined history of light and mind*. New York: Guilford Press.

SYLLABI FOR THREE COURSES

Course 1

Self-Theories of Intelligence and Mindfulness

Dr. Sharon G. Solloway

Office: 034 Department of Developmental Instruction

Telephone: 389-4987 (Office) 441-6688 (Cell) **Email:** ssollowa@bloomu.edu

Office Hours:

Tuesday/Wednesday 8:00-11:00am (Or By Appointment)

Required Course Texts:

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.

Objectives:

This course introduces the concepts of mindsets and their consequences for motivation, personality, and development. Mindfulness practice as a tool for heightened awareness and stress reduction is introduced.

- ❖ To expose you to the consequences of mindsets for personality, motivation and development.
- ❖ To expose you to adaptive and maladaptive: motivational patterns, social relationship patterns, achievement patterns, and mental health patterns.
- ❖ To give you tools for recognizing your self-theories, changing the ones you don't wish to keep and developing new ones.
- ❖ To develop mindfulness practice as a habit.

Course Outline:

Implicit Self-Theories of Intelligence form the core of a whole meaning system, a personal framework for understanding achievement and shed light on important personal and interpersonal phenomena, such as

- ❖ Why some people fall prey to depression and loss of self-esteem when setbacks occur
- ❖ Why some people form habits of maladaptive motivational patterns
- ❖ Why some people form habits of adaptive motivational patterns
- ❖ Why, contrary to popular opinion, confidence, self-esteem, and past success are not the keys to adaptive functioning
- ❖ Why some people display self-defeating behavior in social relationships
- ❖ Why some people judge and label others rapidly

- ❖ Why some people hold stereotypes more strongly than others and why they form them more rapidly

Mindfulness Practice is the tool for heightened self-awareness introduced in this course. Mindfulness Practice offers the practitioner the opportunity:

- ❖ To maintain emotional balance
- ❖ To experience greater well-being, contentment, and satisfaction
- ❖ To be more aware of self-determining behaviors
- ❖ To control stress
- ❖ To be aware of personal capacities for compassion and empathy

Course Requirements:

- 1) **In-Class Participations:** A part of each class period will be devoted to an assigned in-class activity. Five of these discussions will be counted as “In-Class Participations”, each worth 22 points. The total point value for this part of your grade will not exceed 110 points. If you are absent for an IN-CLASS PARTICIPATION, you may see me for an alternative assignment no later than one class period after your absence. The alternative assignment must be completed outside of class. Failure to contact the instructor within the prescribed time after an absence in which you missed an In-Class Participation will result in a grade of zero for that In-Class Participation.
- 2) **Mindfulness Project:** For eight assigned days you will follow the instructions for this project provided in the Mindfulness Project handout. Each journal entry is worth 10 points and the Final Reflection is worth 30 points. The total points for this part of your grade will not exceed 110 points.
- 3) **Final Exam:** The final will be a take-home final and will be **due in class on the last day of class (Group D, E, F—Final Exam due in class, Wed., July 25; Group A, B, C —Final Exam due in class, Thursday, July 26).** The total points for the exam will not exceed 110 points.

No assignments with Due Dates on or before July 26 will be accepted after July 26.

Grade Determination:

1.)	In Class Participations	110
2.)	Mindfulness Project	110
3.)	Final Exam	110
	Total:	330

A=303-330

B=273-302

C=243-272

D=213-242

F=Below 213

Minuses and Pluses will apply to any point count within five points of the highest or lowest end of the grade range in compliance with the university’s option for such. For example, a point count between 308 and 303 will be recorded as **A-**, while a grade count between 297 and 302 will be recorded as **B+**.

YOUR GRADE IN THIS CLASS WILL BE PART OF YOUR GRADE FOR DR. WRIGHT’S SEMINAR CLASS.

Attendance is expected. **Absences are expected to be cleared** with the instructor.
Being on time for class is expected.

I wish you persistence, that you may be successful in your studies, and that you gain more than just book knowledge over the coming weeks. I'll be here to help you along. If you feel that you have disability and need special accommodations of any nature whatsoever, I will work with you to provide reasonable accommodations to ensure a fair opportunity to perform in this class. Please advise me of the disability and desired accommodations at some point before, during, or immediately after the first class.

Welcome!!!

Course 2
The Art of Possibility and Mindfulness Practice
Dr. Sharon G. Solloway

Office: 034 Department of Developmental Instruction

Telephone: 389-4987 (Office) 441-6688 (Cell) **Email:**
ssollowa@bloomu.edu

Office Hours: Tuesday/Thursday 8:00-11:00am; Wednesday 11:00-12:30 (Or By Appointment)

Required Course Texts:

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.

Zander, R. S., & B. Zander (2000). *The art of possibility*. New York: Penguin Books.

Description: This course reviews previous concepts regarding the consequences of mindsets and further develops mindsets consequences. Practices that hone skills for mind as a tool for possibility are introduced and enhanced. Skills in mindfulness practice are further developed.

Objectives:

- To extend current understandings of mind as both a limit and a possibility.
- To develop skills and practices that makes mastery orientations to learning a habit.
- To develop mindfulness practice as a habit.

Content Outline:

- Examining and Making Explicit Implicit-Self-Theories
- Partnering with Accomplishment: Framing Possibility
- Vision: Habits
- Transformational Practices: Mindfulness and Beyond
- Mastery Orientations: Life Long Learning
- Developing Mindfulness Practice as a Habit

Grade Determination: 450-414 = A; 413-369 = B; 368-324 = C; 323-279 = D; Below 279 = F

Course Requirements:

- A. This assignment is worth 100 points: **“Giving Yourself an A”**: In this assignment you will
Choose the course you think will be the hardest for you this semester (other than this course).
Follow the instructions given in class for this assignment regarding the course you have chosen.
- B. This assignment is worth 100 points: **“Individual Research Project”**—Choose two days each week as your “mindfulness days.”
Follow the instructions given in class for this assignment.
- C. This assignment is worth 100 points: **“Yoga Research Project”**—You will participate in a yoga class on Tuesdays and Thursdays at the Rec Center from 5:00-5:55 for 16 weeks.
Follow the instructions given in class for this assignment.
- D. This requirement is worth 50 points: **“Mid-Term Exam.”**

E. This requirement is worth 100 points: “**Final Exam.**”

“Giving Yourself an A” Assignment Instructions

- 1) You are to re-copy your notes from each class period of your selected course into a Word document. In the re-copying process elaborated on your class notes enough so that someone else reading them can make sense of them. If your class meets three times a week, then you will have three sets of notes to post on Blackboard by the due date below.
- 2) Label each set of notes with the Course Title, Day and Time. Here’s an example for Monday, Aug. 27:

Principles of Cultural Anthropology— Aug. 27—8:00-8:50

- 3) If you are absent for any reason from your selected course, you are to get the notes for that class period from another student and re-copy them into a Word document. Include the student’s name in this way:

Principles of Cultural Anthropology— Aug. 27—8:00-8:50

Notes Copied From Jane Doe

- 4) For each of the weeks, write two or three sentences making a connection with the “Art of Possibility Practice” in that week’s reading and your selected course.

Week 2:

- ❖ Due: Friday, Sept. 7—Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 1 of your selected course.
- ❖ Due: Friday, Sept. 7— Post on Blackboard by midnight—Two or three sentences making a connection between the idea of “It’s All Invented” and your selected course. For example, you might make a connection between the ways your perception that this course [meaning your selected course] will be one of your most difficult and the idea “It’s All Invented.”

Week 3:

- ❖ Due: Friday, Sept. 14-- Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 2 of your selected course.
- ❖ Due: Friday, Sept. 14-- Post on Blackboard by midnight— Two or three sentences making answering the question “How are my thoughts and actions, in this course [meaning your selected course], reflections of the measurement world?”

Week 4:

- ❖ Due Friday, Sept. 21--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 3 of your selected course.
- ❖ Due Friday, Sept. 21--Post on Blackboard by midnight— Two or three sentences making a connection between the idea of “Giving an A” and something that has happened in your selected course. In other words, when have you had the opportunity in your selected course to “Give an A” to someone in this course— either the instructor or another student.

Week 5:

- ❖ Due Friday, Sept. 28-- Due Friday, Sept. 21--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 4 of your selected course.
- ❖ Due Friday, Sept. 28-- Due Friday, Sept. 21--Post on Blackboard by midnight—Two or three sentences making a connection between the idea of “Being a Contribution” and your selected course. For example, you might write about a way that you were “Being a Contribution” in your selected course this week.

Week 6:

- ❖ Due Friday, Oct. 5--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 5 of your selected course.
- ❖ Due Friday, Oct. 5--Post on Blackboard by midnight—Two or three sentences making a connection between the idea of “Learning from Any Chair” and your selected course. For example, your could use your sentences as if the instructor of your selected course had asked you to give him/her a tip on how to make the class more engaging.

Week 7:

- ❖ Due Friday, Oct. 12--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 6 of your selected course.
- ❖ Due Friday, Oct. 12--Post on Blackboard by midnight— Two or three sentences making a connection between the idea of “Rule Number 6” and your selected course. For example, you could use your sentences to tell about a time in your selected course when the instructor practiced “Rule Number 6” or a time when you thought they needed to use “Rule Number 6.”

Week 8:

- ❖ Due Friday, Oct. 19--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 7 of your selected course.
- ❖ Due Friday, Oct. 19--Post on Blackboard by midnight—Two or three sentences making a connection between the idea of “The Way Things Are” and your selected course. For example, you could use your sentences to tell about a time in your selected course when you were “*present without resistance*: being present to what was happening *and* present to your reactions, no matter how intense.”

Week 9:

- ❖ Due Friday, Oct. 26--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 8 of your selected course.
- ❖ Due Friday, Oct. 26--Post on Blackboard by midnight— Two or three sentences making a connection between the idea of “Giving Way to Passion” and your selected course. For example, if you have to pick something from your selected course to feel passionate about—what would that be and why.

Week 10:

- ❖ Due Friday, Nov. 2--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 9 of your selected course.
- ❖ Due Friday, Nov. 2--Post on Blackboard by midnight—Two or three sentences making a connection between the idea of “Enrollment” and your selected course. For example, think of one thing you’ve learned in this course you have shared or could share with someone else that would demonstrate your enthusiasm for that particular learning

Week 11:

- ❖ Due Friday, Nov. 9--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 10 of your selected course.
- ❖ Due Friday, Nov. 9--Post on Blackboard by midnight— Two or three sentences making a connection between the idea of “Being the Board” and your selected course. How would using the “Being the Board” help you think mindfully about your learning in your selected course?

Week 12:

- ❖ Due Friday, Nov. 16--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 11 of your selected course.
- ❖ Due Friday, Nov. 16—Two or three sentences making a connection between the idea of “Framing Possibility” and your selected course.

Week 13:

- ❖ **Due Tuesday, Nov. 20**--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 12 of your selected course.
- ❖ Due Friday, Nov. 20—Two or three sentences making a connection between the idea of “WE” and your selected course. What *vitality/energy/contribution to the betterment of humankind* do you see in the content of your selected course? How does knowing what you know about the content of your selected course prepare you to *contribute to the betterment of humankind*?

Week 14:

- ❖ Due Friday, Nov. 30--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 13 of your selected course.

Week 15:

- ❖ Due Friday, Dec. 7--Post on Blackboard by midnight—Your Re-Copied and Elaborated Notes for the Notes Taken in Week 14 of your selected course.

Individual Research Project Assignment

- 1) **Mindfulness Practice:** Using your breath as an anchor/reminder as often as you discover—during the day—that your thoughts ARE NOT in the present moment, bring your thoughts back to being non-judgmentally present with what is happening in the present moment. If you are listening to a friend talk, then JUST LISTEN...BE HYPER AWARE of this person’s words, body language, tone of voice...without judging. If you are waking up, BE HYPER AWARE of waking up, of EVERY sensation...If you are eating and talking with friends, BE HYPER AWARE of the way your food tastes in conjunction with being HYPER AWARE of your friends and the conversation. MINDFULNESS practice includes being non-judgmentally AWARE of all that is present in any moment.

❖ **You will practice Mindfulness all day from the time you get up to the time you go to bed on YOUR ASSIGNED MINDFULNESS PRACTICE DAYS (SEE THE SCHEDULE AT THE END OF THESE INSTRUCTIONS).**

❖ **At the end of each of YOUR ASSIGNED DAYS you will send a journal response to your experience to:**

sollowayartofpossibility@yahoo.com

This should be a one-half page reflection on what it was like to be aware, to use your breath as an anchor—In other words, describe what happened in that “space between thought”! Put your name in the subject heading of the email and the number of the journal entry...John Doe—Day 1

3) Final One-Page Reflection on what you learned from your Mindfulness Practice Days...sent to:

sollowayartofpossibility@yahoo.com

Individual Research Project Timeline

Mindfulness Days: Journal Entries due by midnight on the assigned days to sollowayartofpossibility@yahoo.com

Day 1: Tuesday, Sept. 4	Day 2: Thursday, Sept. 6	Day 3: Tuesday, Sept. 11
Day 4: Thursday, Sept. 13	Day 5: Tuesday, Sept. 18	Day 6: Thursday, Sept. 20
Day 7: Tuesday, Sept. 25	Day 8: Thursday, Sept. 27	Day 9: Tuesday, Oct. 2
Day 10: Thursday, Oct. 4	Day 11: Tuesday, Oct. 9	Day 12: Thursday, Oct. 11
Day 13: Tuesday, Oct. 16	Day 14: Thursday, Oct. 18	Day 15: Tuesday, Oct. 23
Day 16: Thursday, Oct. 25	Day 17: Tuesday, Oct. 30	Day 18: Thursday, Nov. 1
Day 19: Tuesday, Nov. 6	Day 20: Thursday, Nov. 8	Day 21: Tuesday, Nov. 13
Day 22: Thursday, Nov. 15	Day 23: Tuesday, Nov. 20	Day 24: Tuesday, Nov. 27
Day 25: Thursday, Nov. 29	Final Reflection Due by Midnight Dec. 6	

Yoga Research Project Timeline

- 1) You are to be present for Yoga practice at the Rec Center from 5:00-5:55 on each of the Tuesday/Thursdays listed below. At the end of each class you will be responsible for jotting down a few words about that day's yoga experience on a note card provided for you at the Rec Center. These cards will be used both to take attendance and to track your yoga experience.
- 2) The Final Reflection is to be a one-page reflection on what you learned during your yoga practice days. You will post it by midnight on Dec. 4 on Blackboard

Day 1: Tuesday, Sept. 4 **Day 2:** Thursday, Sept. 6 **Day 3:** Tuesday, Sept. 11
Day 4: Thursday, Sept. 13 **Day 5:** Tuesday, Sept. 18 **Day 6:** Thursday, Sept. 20
Day 7: Tuesday, Sept. 25 **Day 8:** Thursday, Sept. 27 **Day 9:** Tuesday, Oct. 2
Day 10: Thursday, Oct. 4 **Day 11:** Tuesday, Oct. 9 **Day 12:** Thursday, Oct. 11
Day 13: Tuesday, Oct. 16 **Day 14:** Thursday, Oct. 18 **Day 15:** Tuesday, Oct. 23
Day 16: Thursday, Oct. 25 **Day 17:** Tuesday, Oct. 30 **Day 18:** Thursday, Nov. 1
Day 19: Tuesday, Nov. 6 **Day 20:** Thursday, Nov. 8 **Day 21:** Tuesday, Nov. 13
Day 22: Thursday, Nov. 15 **Day 23:** Tuesday, Nov. 20 **Day 24:** Tuesday, Nov. 27
Day 25: Thursday, Nov. 29 **Final Reflection Due by Midnight Dec. 4 on Blackboard.**

Academic Integrity

BU's Guidelines for maintaining Academic Integrity will be followed. You are advised to read those guidelines: <http://www.bloomu.edu/current/prps/3512.php>

Attendance

Attendance is expected with the exception of Personal Illness (Doctor's Excuse); Death in immediate family; or Participation in a college-sponsored, co-curricular activity (instructor must be informed in advance). You are advised to read the BU guidelines for class attendance: <http://www.bloomu.edu/policies/3506.php> All unexcused absences after the first one will result in five points subtracted from the final grade for each such absence.

Being on time for class is expected. Three late arrivals will be counted as an absence.

I wish you persistence, that you may be successful in your studies, and that you gain more than just book knowledge over the coming weeks. I'll be here to help you along. If you feel that you have disability and need special accommodations of any nature whatsoever, I will work with you to provide reasonable accommodations to ensure a fair opportunity to perform in this class. Please advise me of the disability and desired accommodations at some point before, during, or immediately after the first class.

Welcome!!!

Semester Reading/Class Schedule

Week 1: W/F (Aug. 29/31)—Dweck, Chapt. 5 (pp. 29-38) and Zander (pp. 1-6)—
Post by class time on Wed., Aug. 31 your letter to me explaining why you got an "A" in this course. Your explanation must include what you DID to get the "A" and HOW YOU ARE A DIFFERENT PERSON as a result of doing what you did to get

the “A.” Your explanation must be grammatically correct AND it MUST BE BEAUTIFUL!

Week 2: W/F (Sept. 5 /7)—Dweck, Chapt. 6 (pp. 39-43) and Zander (pp. 9-16)

Week 3: M/W/F (Sept. 10/12/14)-- Dweck, Chapt. 7 (pp. 44-50) and Zander (pp. 17-23)

Week 4: M/W/F (Sept. 17, 19, 21)-- Dweck, Chapt. 8 (pp. 51-58) and Zander (pp. 25-53)

Week 5: M/W/F (Sept. 24/26/28)-- Dweck, Chapt. 9 (pp. 59-63) and Zander (pp. 55-65)

Week 6: M/W (Oct. 1/3)-- Dweck, Chapt. 9 (pp. 59-63) and Zander (pp. 55-65)

F/Oct. 5—This class period is reserved for you to use to reflect on where you are in each of your courses now that you have been in class for six weeks. Mid-term is coming up in **two weeks**. Reflect on how you have used each of the Zander Art of Possibility Practices in each of your classes in Weeks 1-6.

Week 7: M/W (Oct. 8/10)-- Dweck, Chapt.11 (pp. 73-81) and Zander (pp. 79-97)

F/Oct. 12-- This class period is reserved for you to use to reflect on where you are in each of your courses now that you have been in class for six weeks. Mid-term is coming up in **one week**. Reflect on how you have used each of the Zander Art of Possibility Practices in each of your classes in Weeks 1-7.

Week 8: M/W (Oct. 15/17)Reserved for you to write a One-Page Mid-Term Reflection on what you have learned that you think is important from your “mindfulness days,” “yoga,” “Dweck’s mindsets” and “Zanders’ The Art of Possibility Practices.” Post your One-Page Mid-Term Reflection on Blackboard by midnight W/Oct. 17—**F/Oct 19-- Dweck, Chapt.12 (pp. 82-88) and Zander (pp. 99-111).**

Week 9: M/W/F (Oct. 22/24/26)-- Dweck, Chapt. 13 (pp. 89-94) and Zander (pp. 113-121)

Week 10: M/W/F (Oct. 29/31/Nov. 1)-- Dweck, Chapt. 14 (pp. 95-106) and Zander (pp. 123-139)

Week 11: M/W/F (Nov. 5/7/9)-- Dweck, Chapt. 15 (pp. 107-115) and Zander (pp. 141-159)

Week 12: M/W/F (Nov. 12/14//16)-- Dweck, Chapt. 16 (pp. 116-126) and Zander (pp. 161-179)

Week 13: M (Nov. 19)-- Dweck, Chapt. 17 (pp. 127-131) and Zander (pp. 181-199)

Week 14: M/W/F (Nov. 26/28/30)-- Dweck, Chapt. 18 (pp. 132-138)

Week 15: M/W/F (Dec. 3/5/7)-- Dweck, Chapt. 19 (pp. 149-155)

Week 16: M/ Dec. 10—Final Exam—**Sec. 03**—8:00am-10:00am; M/Dec. 10—Final Exam—**Sec. 02**—10:30am-12:30pm; TH/Dec. 13—**Sec. 01**—10:30am-12:30pm

Course 3

Personal Mastery and Advanced Mindfulness Practice

01.104.01/02/03

Dr. Sharon G. Solloway

Office: 034 Department of Developmental Instruction

Telephone: 389-4987 (Office) 441-6688 (Cell)

Email: ssollowa@bloomu.edu

Office Hours:

Monday 8:00-10:00am; Tuesday/Thursday 1:15-2:15pm; Wednesday 8:00-11:30am (Or By Appointment)

Required Course Text:

Rao, S. S. (2006). *Are you ready to succeed?: Unconventional strategies for achieving personal mastery in business and life*. Hyperion: New York.

Description:

The individual builds a repertoire of a wide variety of techniques and strategies for achieving personal mastery in his/her professional and personal life. The individual develops a personal project to further his/her Mindfulness practice into a practical skill for keeping socio-emotional balance in the midst of alert awareness to the events and circumstances of the present moment across the common complexities of life.

Objectives:

- ❖ To develop a repertoire of techniques and strategies for personal mastery.
- ❖ To further develop personal practice for supporting daily mindfulness practice.

Content Outline:

- ❖ Examining and Making Explicit Implicit-Self-Theories as a Wisdom Venture
- ❖ Partnering with Accomplishment: Framing Possibility with a Personal Repertoire for Mindsets and Mindfulness
- ❖ Vision: Habits
- ❖ Transformational Practices: Mindfulness and Beyond
- ❖ Mastery Orientations: Life Long Learning

Grade Determination:

A = 500-550; **A-** = 549-400; **B+** = 399-366; **B** = 365-332; **B** = 365-**332**; **B-** = 331-299; **C+** = 298-265; **C** = 264-231; **C-** = 230-198; **D+** = 197-164; **D** = 163-130; **D-** = 129-100

Below 100 = E

Course Requirements:

1) (100 points) Creating Virtual Worlds: Demonstrating Understanding of *Are You Ready to Succeed?*

Using either Alice.2 or Alice Storytelling you will work with a group to create a virtual world between 3-5 minutes in duration. The action in the world you create must demonstrate your group's understanding of what is important in the assigned chapters from *Are You Ready to Succeed?*—

33 points—VW Assignment #1: Chapters 2, 3 (Due Feb. 14—Alice.2)

33 points—VW Assignment #2: Chapters 4, 5 (Due Mar. 6—Alice
Storytelling)

34 points—VW Assignment #3: Chapters 6, 7 (Due Apr. 10—Alice 2)

2) (100 points) Tracking Your Personal Mastery Growth: Journal Assignment

You will purchase a notebook (spiral, three-ring binder or hardback journal). You will use your journal to record your efforts for each of the exercises in *Are You Ready to Succeed?* as well as in-class journaling assignments. Throughout the semester, more specific directions for this assignment will be given in class and you are responsible for taking notes whenever these directions are given.

3) (100 points) Personal Mastery Habits: Personal Mastery Course Materials

Each class period you will bring your journal, textbook, paper for taking notes, and a pen or pencil to class. There are 24 class periods. Each time you bring all four listed materials to class, you will receive 4 points. This is an ALL or Nothing credit—If you bring all four listed materials, you receive 4 points. If any one of the four listed items are missing, you receive NO POINTS for that class period. BONUS POINTS = 4 for achieving 96 points during the semester.

4) (100) Advanced Mindfulness Practice: My Personal Mindfulness Practice Project

Using the materials provided in class, you will construct a Mindfulness Practice Project for yourself. You will post the description of your Mindfulness Project on your Wiki page BEFORE you come to class on Jan. 22. In addition, you will bring a hard copy description of your project to class on Jan. 22. You will begin the weekly journal report of your progress with your Mindfulness Project on Thursday, Jan. 31.

By midnight on each of these dates you will post a journal report update on the progress of your Mindfulness Project: Jan. 31, Feb. 7, Feb. 14, Feb. 21, Feb. 28, Mar. 6, Mar. 20, Mar. 27, Apr. 3, Apr. 10, Apr. 17. You will write your journal update in word, copy it, and then paste it into your Wiki page on Blackboard. You are advised to save your work.

By midnight, Apr. 24, you will post a Final Reflection on what you learned from your Mindfulness Project—one page, double-spaced, 10 point—Times

New Roman Font. You will write your reflection in Word, copy it, and then paste it into your Wiki page on Blackboard.

5) (100 points) Final Exam

The Final Exam will be a group presentation of your fourth Virtual World Assignment. This presentation will be given during the Final Exam period assigned by the university to your section of this course. It will be awarded points following the “Rubric for a Professional Presentation” developed in class.

Academic Integrity

BU’s Guidelines for maintaining Academic Integrity will be followed.

You are advised to Discussion of those guidelines:

<http://www.bloomu.edu/current/prps/3512.php>

Attendance

Attendance is expected with the exception of Personal Illness (Doctor’s Excuse); Death in immediate family; or Participation in a college-sponsored, co-curricular activity (instructor must be informed in advance). You are advised to read the BU guidelines for class attendance: <http://www.bloomu.edu/policies/3506.php> All unexcused absences after the first one will result in five points subtracted from the final grade for each such absence.

Being on time for class is expected. Three late arrivals will be counted as an absence.

I wish you persistence, that you may be successful in your studies, and that you gain more than just book knowledge over the coming weeks. I’ll be here to help you along.

Semester Timeline

Week 1—

Jan. 15—Discussion of Syllabus

****Assignment for next class:** Discussion of pages 1-13 (Stop at “Mental Model for Reading This Book” on p. 13).

Explore this website: www.areyoureadytosucceed.com

Jan. 17—Discussion of Pages 1-13, www.areyoureadytosucceed.com website; “chinlon” “lungyi” “Myanmar”

****Assignment for next class:** Discussion of pages 13-16. Description of your Mindfulness Project due on your Wiki

page on Bb before class on Jan. 22. A hard copy of this description due in class on Jan. 22

Week 2—

Jan. 22—

Section .01 ONLY—Meet in Andruss Library, Rm. 243 (computer lab on Second floor) for Tutorial using Alice.2 and Alice Storytelling

Discussion of Pages 13-16.

All Sections—Hard copy of description of your Mindfulness Project due in class today.

****Assignment for next class:** Discussion of pages 17-29.

Jan. 24—

Section .02 ONLY—Meet in Andruss Library, Rm. 243 (computer lab on Second floor) for Tutorial using Alice.2 and Alice Storytelling

Discussion—pages 17-29.

****Assignment for next class:** Discussion of pages 30-41.

Week 3—

Jan. 29—

Section .03 ONLY—Meet in Andruss Library, Rm. 243 (computer lab on Second floor) for Tutorial using Alice.2 and Alice Storytelling

Discussion—pages 30-41.

****Assignment for next class:** Discussion of pages 42-52.

Jan. 31—

Discussion—pages 42-52.

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

Week 4—

Feb. 5—

Reflections on pages 1-52.

****Assignment for next class:** Discussion of pages 53-65 to “What You Will Get From this Practice”

Feb. 7—

Discussion of pages 53-65

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

****Assignment for next class:** Discussion of pages 65-80 to “The Witness and Your Mental Models”

Week 5—

Feb. 12—

Discussion of pages 65-80

****Assignment for next class: VW #1 Presentations**

Feb. 14—

VW #1 Presentations

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

****Assignment for next class: Discussion of pages 80-94**

Week 6—

Feb. 19—

Discussion of pages 80-94

****Assignment for next class: Discussion of pages 95-108**

Feb. 21—

Discussion of pages 95-108

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

Week 7—

Feb. 26—

Reflections on pages 53-108

****Assignment for next class: Discussion of pages 109-118**

Feb. 28—

Discussion of pages 109-118

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

****Assignment for next class: Discussion of pages 118-128**

Week 8—

Mar. 4—

Discussion of pages 118-128

****Assignment for next class: VW #2 Presentations**

Mar. 6—

VW#2 Presentations

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

SPRING BREAK

****Assignment for next class:** Discussion of pages 129-137

Week 9—

Mar. 18—

Discussion of pages 129-137

****Assignment for next class:** Discussion of pages 138-155

Mar. 20—

Discussion of pages 138-155.

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

Week 10—

NO CLASS—

This time reserved for you to work on enhancing what you have done so far on your on your Mindfulness Project, and/or your *Are You Ready to Succeed?* exercises.

****Mar. 27--** Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

Week 11—

Apr. 1—

Presentation by Dr. Janet Bodenman: Criteria for a Professional Presentation Both Visually and Verbally

- **Dr. Bodenman will leave us with a rubric that defines the criteria for a professional presentation visually and verbally. This rubric will be the standard against which your Final Exam presentation will be evaluated.**

****Assignment for next class:** Discussion of pages 156-165 to “Helpful Hint”

Apr. 3—

Discussion of pages 156-165

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

****Assignment for next class:** Discussion of pages 165-179

Week 12—

Apr. 8—

Discussion of pages 165-179

****Assignment for next class: VW #3 Presentations**

Apr. 10—

VW#3 Presentations

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

****Assignment for next class:** Discussion of pages 180-193 to “Coping With Senseless Tragedies”

Week 13—

Apr. 15—

Discussion of pages 180-193

****Assignment for next class:** Discussion of pages 193-198

Apr. 17—

Discussion of pages 193-198

Your Mindfulness Project Journal entry due by midnight tonight on your Wiki page on Bb.

Week 14—

Apr. 22—

Reflections on pages 156-198

Apr. 24—

Reflections on Course readings and Projects

Your Mindfulness Project Final Reflection is due on your Wiki page by midnight tonight.

Week 15—

Study Days—No Class

Week 16—Final Exam Week

Sec. 01—Wed., May 7—1:00-3:00pm—VW#4—Chapters 7 & 8—Alice Storytelling—Professional Presentation

Sec. 02—Wed., May 7—8:00-10:00am—VW#4—Chapters 7 & 8—Alice Storytelling—Professional Presentation

Sec. 03—Mon, May 5—3:30-5:30pm—VW#4—Chapters 7 & 8—Alice Storytelling—Professional Presentation

Advanced Personal Mindfulness Practice Project

The goal of your Advanced Mindfulness Project is to develop your ability to be mindful. Mindfulness is the skill of being aware without interpreting, evaluating, and/or judging as your **first perception of what is in the moment**. Mindfulness is a nonjudgmental quality of mind that is not anticipating the future or recalling/reflecting on the past. Any activity can be done with mindfulness. Listening to a lecture, walking to class, cleaning your room, text messaging, talking on the phone, watching TV, and playing a video game can be done with mindfulness.

The goal of the design of your Advanced Mindfulness Project is to help you develop the ability to throughout any day, inwardly pause and become very aware of where you are, what you are doing, and how you are feeling—without judging your experience—just be an objective witness. For example, if you notice that you are nervous, and you think, “Oh, I’m nervous, that’s so stupid of me...”—INSTEAD just note that you are nervous without evaluating whether it is good or bad. Just notice that the nervousness is present.

Advanced Personal Mindfulness Project Development Instructions

Use any combination of the following materials or other materials of your choice to develop a description of an Advanced Mindfulness Project you believe will help you develop your skill at mindfulness practice everyday during this semester.

➤ **Concise Summary of Mindfulness Practice**

See this website’s homepage for another concise description of Mindfulness Practice.

<http://www.mindfulness.com/>

➤ **Mindfulness Practice in Nature**

Spend time in nature and discover how to relax, focus, and renew your connection to the earth. In general, make it your intention to more often pay attention to nature’s changing conditions - the fresh air, noise, and sunshine of the warmer months, or the crisp, peaceful cold of winter. Allow yourself to wander in nature, guided by your instincts. Find a private area outdoors where you can sit without being disturbed. Choose a small spot on the ground, about twelve inches in diameter. Sit silently, looking only at that spot, continually bringing your wandering mind back to what you are seeing there. After about 10 or 15 minutes, broaden your attention to more of your surroundings, trying to maintain the same intensity and attention to detail.

Use this solitary time to reflect on your life and your work. Record your reflections on this experience in your Mindfulness journal.

*Modified from

<http://www.contemplativemind.org/practices/subnav/nature.htm>

➤ **Loving-Kindness Meditation**

Loving-kindness is unconditional, inclusive love, a love with wisdom. It has no conditions; it does not depend on whether one "deserves" it or not; it is not restricted to friends and family; it extends out from personal categories to include all living beings. There are no expectations of anything in return. This is the ideal, pure love, which everyone has in potential. We begin with loving ourselves, for unless we have a measure of this unconditional love and acceptance for ourselves, it is difficult to extend it to others. Then we include others who are special to us, and, ultimately, all living things.

Gradually, both the visualization and the meditation phrases blend into the actual experience, the feeling of loving kindness.

This is a meditation of care, concern, tenderness, loving kindness, friendship -- a feeling of warmth for oneself and others. The practice is the softening of the mind and heart, an opening to deeper and deeper levels of the feeling of kindness, of pure love. Loving kindness is without any desire to possess another. It is not a sentimental feeling of goodwill, not an obligation, but comes from a selfless place. It does not depend on relationships, on how the other person feels about us. The process is first one of softening, breaking down barriers that we feel inwardly toward ourselves, and then those that we feel toward others.

Take a very comfortable posture. One of the aims in this meditation is to feel good, so make your posture relaxed and comfortable. Begin to focus around the solar plexus, your chest area, your "heart center". Breathe in and out from that area, as if you are breathing from the heart center and as if all experience is happening from there. Anchor your mindfulness only on the sensations at your heart center.

Breathing in and out from the heart center, begin by generating this kind feeling toward yourself. Feel any areas of mental blockage or numbness, self-judgment, self-hatred. Then drop beneath that to the place where we care for ourselves, where we want strength and health and safety for ourselves.

Continuing to breathe in and out, use either these traditional phrases or ones you choose yourself. Say or think them several times.

May I be free from inner and outer harm and danger. May I be safe and protected.

May I be free of mental suffering or distress.

May I be happy.

May I be free of physical pain and suffering.

May I be healthy and strong.

**May I be able to live in this world happily,
peacefully, joyfully, with ease.**

Next, move to a person who most invites the feeling of pure unconditional loving kindness, the love that does not depend on getting anything back.

This person is usually someone we consider a mentor, a benefactor, an elder. It might be a parent, grandparent, teacher, someone toward whom it takes no effort to feel respect and reverence, someone who immediately elicits the feeling of care. Repeat the phrases for this person: "May she be safe and protected...."

After feeling strong unconditional love for the benefactor, move to a person you regard as a dear friend and repeat the phrases again, breathing in and out of your heart center.

Now move to a neutral person, someone for whom you feel neither strong like nor dislike. As you repeat the phrases, allow yourself to feel tenderness, loving care for their welfare.

Now move to someone you have difficulty with -- hostile feelings, resentments. Repeat the phrases for this person. If you have difficulty doing this, you can say before the phrases, "To the best of my ability I wish that you be...." If you begin to feel ill will toward this person, return to the benefactor and let the loving kindness arise again. Then return to this person. Let the phrases spread through your whole body, mind, and heart.

After the difficult person, radiate loving kindness out to all beings. Stay in touch with the ember of warm, tender loving-kindness at the center of your being, and begin to visualize or engender a felt sense of all living beings.

The traditional phrases are these:

May all beings be safe, happy, healthy, live joyously.....

May all living beings be safe, happy, healthy, live joyously.....

May all breathing beings be safe, happy, healthy, live joyously.....

May all individuals be safe, happy, healthy, live joyously.....

May all beings in existence be safe, happy, healthy, live joyously.....

Here is an alternative way to practice this meditation:

Begin with yourself. Calm the mind/heart and find the center of your being.

Generate warm, gentle, loving feelings for yourself:

May I be safe from harm.

May I be happy just as I am.

May I be peaceful with whatever is happening.

May I be healthy and strong.

May I care for myself in this ever-changing world graciously, joyously.

From yourself, move out spaciously into your immediate surroundings.

Include every living being within this circle:

May all beings in the air, on land, and in the water be safe, happy, healthy, and free from suffering.

*Modified from Steven Smith--

<http://www.contemplativemind.org/practices/subnav/kindness.htm>

➤ **Cultivating Silence**

Silence's Scintillating Divine Speech

Joyce Ann Zimmerman, C.P.P.S.

We live in a never ceasing pandemonium of sounds which crowd our attention and constantly distract us.

Oh, yes, we could build ourselves a sound-proof cocoon and escape from all this sound. Nevertheless, even then we would not necessarily enjoy the calm of life-filled silence. For in addition to audible sounds, we also must consider what might be termed “personal silence.” Personal silence is the practice of profoundly stilling our bodies and focusing our minds. This kind of stillness can take place in the middle of New York's Grand Central Station or downtown in Our Town. It takes but a fleeting moment of our time. Personal silence is the disciplined luxury of single-mindedness and single-heartedness. It is attentiveness to self and other and—yes, most importantly—attentiveness to Other who reveals the divine Self to us so intimately and compassionately. Personal silence can calm our nerves or help us focus our attention. But most importantly, it enables us to become aware of God's abiding and gracious presence to us.

*Modified from:

http://www.calvin.edu/worship/worshippers/particip/zimmerman_silence.php

Silence is not specific to any particular tradition or cultural context; it is practiced throughout the world.

Silence is the practice of intentionally not speaking in order to develop a sense of calm and a keener observation of the outside world.

Observing silence can feel awkward at first, especially when you are with a group of people, and during meals. In time, silence can become a comforting practice that helps cultivate calmness and tranquility. Here are some ways to incorporate an appreciation of silence into your daily life:

- Designate a certain hour or half-hour of the day as a silent time, perhaps in the early morning.
- Eat a meal in silence. Silent eating helps you pay closer attention to your food and the changes in your appetite; you may find yourself eating less than usual.
- Use silence to help you become more attuned to your environment. Turn off the TV, computer, radio, or other noise-producing devices and listening closely to the ambient sounds that remain. Try to find a sound you've never noticed before.
- When conversing with others, listen to what they are saying. Often, instead of listening, we are thinking of what next to say.

Silence is practiced at times during all Center retreats and workshops, as it helps to cultivate mindfulness. It is a particularly powerful practice for people with busy, fragmented lives. Some retreats include silence until 12:00 noon each day and again in the evenings. Others include a 24-hour period of silence that is practiced during sitting and walking meditation as well as meals and personal time.

*Modified from:

<http://www.contemplativemind.org/practices/subnav/silence.htm>

➤ **Contemplative Art**

by Carrie Bergman, Creative Director

Creative expression provokes new ways of seeing, understanding ourselves, and relating to one another. As a silent personal practice, art-making allows you to calm and focus your mind while making images that can serve as sources of inspiration and healing.

Begin by stimulating your imagination by spending some time collecting images and ideas that you find emotionally stirring. Try looking through personal photographs, books, magazines or newspapers. Spend time outdoors, just watching and listening. Bring a camera and take photographs of sights that move you. Anything, no matter how silly or insignificant you think it may seem to others, is fair game. Your collection is for you alone, so be honest with yourself as you accumulate it. Save your images in a scrapbook, or carry a sketchbook to collect your ideas. These collections serve as “inspiration guides” that you can refer to when you need a little push.

When you're ready to begin working, collect your art-making materials and set up a nice little space to work in. Sit silently for a few minutes to relax and focus your mind. Ask yourself a question to contemplate such as, “What am I interested in?” or “What moves me?” If nothing comes to mind, you

can refer to your notebook or scrapbook for inspiration. Allow your question to grow and change. You may find yourself asking, “What topic do I want to make a picture about?” or “What would I love to look at?” You can also focus on making a work of art for a friend or loved one, and can ask yourself questions such as, “What kind of image would be nice for so-and-so to have?”

As you work with your materials, whether you are drawing, sculpting in clay, or building a paper collage, try to stay aware of how you are feeling and what you are thinking about. You may begin your project with an initial intention or inspiration, like making an image about your childhood or a subject you saw on the news. After some time has passed, you may be thinking about a someone you used to know, or a favorite song. The mind naturally jumps from topic to topic, so try to be aware of how your ideas change while you work. Allow your mind to wander, while simultaneously watching your thinking. For example, if you are painting, you may find that you get into a rhythm where your hand is painting naturally, almost instinctively, while your mind is thinking and observing; it’s like sitting back and watching a show, and can be a very satisfying process of self-discovery.

*From:

<http://www.contemplativemind.org/practices/subnav/art.htm>

- **Yoga with Dr. Sharma on Tuesdays and Thursdays**
- **Breath Meditation with Dr. Solloway on Mondays and Wednesdays (5:00-5:30pm)—(Dr. Solloway’s living room—710 E. Second Street—Across the street from Centennial)**

Simply stated Breath Meditation is:

- Sitting comfortably either in a straight-backed chair or cushion on the floor.
- Spine erect, hands resting comfortably on knees/thighs.
- Eyes closed or half closed.
- Focusing attention on the in and out of the breath as it enters and leaves the body.
- Doing this for 30 minutes.
- During the 30 minutes whenever attention wanders from the breath, you non-judgmentally bring it back to the breath.

