

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PHED 178 : Intermediate Pilates (1)
Spring 2013 (16820-5P1)

DAY/ TIME:	Monday/Wednesday 9:00-10:15am	LOCATION:	RAC Yoga/ Pilates Room - 2201
INSTRUCTOR:	Cindy Warren, BIS Fitness Management GMU	EMAIL ADDRESS:	cwarren1@gmu.edu
OFFICE LOCATION:	RAC	PHONE NUMBER	571-212-9350
OFFICE HOURS:	(By Appointment) Wednesdays 1:30-3:00	FAX NUMBER:	NA

PREREQUISITES: PHED 130: Introduction to Pilates or Permission of Instructor

COURSE DESCRIPTION:

Intermediate Pilates will provide students who have a basic understanding of Pilates with more advanced knowledge as based on the teachings of Joseph Pilates. Students will add to their repertoire of Pilates mat exercises and will learn the anatomy behind the execution of exercises covered throughout the course.

COURSE OBJECTIVES

At the conclusion of the course, students will be able to:

1. Perform intermediate to advanced Pilates exercises;
2. Explain anatomy associated with Pilates mat exercises;
3. Observe and identify different postural deviations based on class observation;
4. Provide feedback to peers related to the quality of their movements;
5. Complete journals throughout the duration of the course to measure growth and improvement in relation to specific exercises

NATURE OF COURSE DELIVERY: Face to face.

CLASS INFORMATION

1. Students must come to class adequately dressed for activity. Sweats, shorts, t-shirts or exercise clothing may be worn. Shoes will not be worn during class.
2. Attendance is a major part of the student’s grade. Students are expected to be at each class. Any absences must be arranged with instructor.
3. Students will be allowed one absence. For each additional absence 5 points will be deducted from their participation grade.

SUGGESTED READINGS:

Isacowitz, Rael, (2006) Pilates, Human Kinetics Champagne, Illinois

Various Handouts

COURSE OVERVIEW

The course will provide a combination of lecture and activity within the framework of each class. Students will expand upon their knowledge of mat Pilates learning a variety of variations which will intensify the workout. In addition, the course will give students an overview of the basic anatomy associated with Pilates exercises. Students will also discuss various postural deviations and how they may affect the individual.

EVALUATION

Participation and Attendance	75
Personal Journal (Workout Plan)	15
Final Exam	10
	100

Grading Scale

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

TENTATIVE COURSE SCHEDULE

DAYS		TOPIC	READINGS/ASSIGNMENT
	1	Introduction, Overview of Class, Instructor Expectations, Syllabus Review of Exercises from Previous Semester	

DAYS		TOPIC	READINGS/ASSIGNMENT
	2	Review Basic Program Master Class Explanation of Personal Workout Plan Discuss Basi Block System	Pages 29-31
	3	Topic: Abdominal Anatomy Master Class New Exercises (Hamstring Pull Prep, 1,2) (Side Kick, Teaser Prep)	Handout Pages 60-61 Pages 73, 100-101)
	4	Review Abdominal Anatomy Discuss and Observe Exercise Intensity Variations New Exercises (Teaser, Leg Pull Front, Leg Pull Back) Master Class	(Pages 100-101) (Pages 85,89)
	5	Topic: Anatomy of the Back Master Class (Roll Over, Open Leg Rocker, Shoulder Bridge)	Handout (Pages 64-65, 69, 84)
	6	Review Anatomy of the Back Exercises (increasing intensity) (Side Bend, Swan Dive Prep) Master Class	(Pages 96-97 and 104)
	7	Topic: Anatomy of Thighs, Glutes Master Class (Rocking)	Hand-out
	8	Review Anatomy (Teaser 1 and 2) Master Class	(Page 101)
	9	Topic: Postural Deviations Plumb line (Identifying Deviations) Master Class	Hand-out (pages 23-24)
	10	Break Out Sessions on Personal Journal and Workout Plan Master Class	
	11	Provide Feedback to Fellow Students Master Class with Props	

DAYS		TOPIC	READINGS/ASSIGNMENT
	12	Break Out Sessions w/Peers Master Class with Props	
	13	Break Out Sessions on Personal Workouts Master Class with Props Final Exam Discussion Turn in Personal Workouts/Journals	
	14	Final Examination Master Class Practical Warm-up Presentations	

Note: Faculty reserves the right to alter the schedule as necessary.

<p><i>Student Expectations</i></p> <ul style="list-style-type: none"> • Students must adhere to the guidelines of the George Mason University Honor Code [See oai.gmu.edu/honor-code/]. • Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]. • Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html]. • Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. • Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. • Students are expected to exhibit professional behaviors and dispositions at all times. <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> • The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/]. • The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]. • For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu/].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

