

**George Mason University**  
**College of Education and Human Development**  
Physical Activity for Lifetime Wellness

RECR 182 (005) - Pilates: Introduction (1)  
1 Credit, Spring 2017  
TR 12-1:15 pm 3/20-5/17 / RAC 2201 - (Fairfax Campus)

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Provides the history and basic foundations of Pilates including an introduction to beginning Pilates exercises and their proper execution; exploration of modifications for certain exercises and the various props which may be used in the group class setting.

**Course Overview**

The Introduction to Pilates course will provide a combination of lecture and activity within the framework of each class. Students will learn the history behind Pilates and the teachings of Joseph Pilates as well as the current movement of Pilates in the United States today. In addition to the history and current movements in Pilates, the course will give students an overview of the most common Pilate's mat exercises. Students will also have the opportunity to experience the addition of props to the Pilate's mat class. Safety considerations while performing Pilate's mat exercises will also be discussed.

**Course Delivery Method**

This course will be delivered using a [Lecture, lab, seminar, internship, and/or hybrid (2-75% online)] format.

**Class Information**

1. Students must come to class prepared to workout. 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. Please discuss with instructor any special considerations for that particular class period prior to the beginning of class.
3. If a student has more than one unexcused absence, his or her grade will be dropped 5 points for each absence. Emailing the instructor is not an excused absence. A doctor's note or other documentation is required by the instructor in order to excuse an absence.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Articulate the purpose and history of Pilates based on the teachings of Joseph Pilates.
2. List and define the seven principles of Pilates:
  - A) Centering
  - B) Breathing
  - C) Precision
  - D) Control
  - E) Concentration
  - F) Flow
  - G) Working within your frame.
3. Perform Pilates mat exercises and effectively demonstrate exercises in various anatomical positions (supine, prone, sitting, standing, etc.)
4. Utilize props to supplement the mat Pilate's workout.

### **Professional Standards N/A**

Upon completion of this course, students will have met the following professional standards:  
N/A

### **Required Texts**

Isacowitz, R. (2006) Pilates. Champagne, IL: Human Kinetics  
Various Handouts will also be given out.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Pilates Journal: Students will record a short reflection on their progress at the end of each class period. This will be an in-class assignment. Please bring a single file folder to class for this purpose.

Final Exam Written: Students will be given an exam which will cover the principles taught within the lecture component of the class each day. The exam will be multiple choice.

Practical Exam: Students will be given the opportunity to demonstrate to the instructor five exercises which they were able to learn during the course of the semester. The exercises should be presented in a manner where Pilates principles are shown.

Article Presentation: Each student will share with the class an article which they read outside the classroom on a topic which relates to Pilates. A list of various topics will be provided to the students to choose from.

- **Other Requirements**

Students will receive 5 points for every class attended. Students who arrive after the first 10 minutes of class will receive only 4 points for that day.

- **Course Performance Evaluation Weighting**

Participation and Attendance – 70 points

Pilates Journal – 25 points

Final Exam Written – 25 points

Practical Exam – 25 points

Article Presentation – 10 points

**Total possible – 155 points**

- **Grading Policies**

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

Students are expected to exhibit professional behaviors and dispositions at all times.

### Course Schedule

DAYS	TOPIC	READINGS/
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			ASSIGNMENT
	1		Introduction, Overview of Class, Instructor Expectations, Sample Class, Journal Explanation History of Pilates
	2		Handout: What is the Core? Warm ups Discuss Pilates Principles Focus: Centering Workout
	3		Handout: Neutral vs Imprint Focus: Breath Workout Abdominal Exercises
	4		Basic Program (warm ups, chest lift, chest lift w/rotation, hundred prep, leg circles, roll up, rolling like a ball, spine stretch, side lift, back extension, rest) Focus: Precision Spinal Articulation
	5		Continue Fundamental Program Exercise Modifications Add Full 100 Single Leg, Double Leg Stretch, Criss-Cross Focus: Control Back Extension
	6		Continue Fundamental Program Shoulder Bridge Prep Focus: Concentration and Flow Bridging
	7		Article Presentation Begins Continue Practice Single Leg and Double Leg Kick Saw Focus: Working within Frame Lateral Flexion

	8		<p>Article Presentation Continue Practice Learn Side Kick Front Support/ Back Support Hand Out Written Exam</p>	<p>Pages 75 Pages 83, 88</p>
	9		<p>Article Presentation Practice Basic Program Small Ball Class</p>	
	10		<p>Last Day for Article Presentation Big Ball Class Return Written Exam</p>	
	11		<p>Pilates Ring Class Practical Exam Practical Exams Begin</p>	
	12		<p>Complete Workout with Props Collect Journals  Practical Exams Continue</p>	
	13		<p>Last Day for Practical Exam Return Exams and Journals</p>	
	14		<p>Last Class</p>	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to

students.

## **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: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Class Schedule**

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### **Assessment Rubric(s)**