

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

RECR 182 – (001) Introduction to Pilates (20100)
1 Credit, Spring 2020
Monday/ Wednesday 10:30-11:45am /RAC 2201 – (Fairfax Campus)
January 21, 2020-March 14, 2020

Faculty

Instructor: Cynthia Warren
BIS Fitness Management
Office Hours: By Appointment.
Office Location: RAC 2002
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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 Deliver Method

This course is an activity-based class.

Learner Outcome 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

RequiredText: None

Recommended Readings :

Isacowitz, R. (2014) 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.

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.

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.

- 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. Doctor's note must be presented to the instructor immediately upon returning to class.

- Course Performance Evaluation Weighting**

Participation and Attendance – 65 points

Pilates Journal – 25 points

Final Exam Written – 25 points

Practical Exam – 25 points

Article Presentation – 10 points

Total possible – 150 points

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		

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DAYS		TOPIC	READINGS/ 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	Pages 49-59
	3	Handout: Neutral vs Imprint Focus: Breath Workout	Pages 62-65

			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	Pages 70-73
	5		Continue Fundamental Program Exercise Modifications Add Full 100 Single Leg, Double Leg Stretch, Criss-Cross Focus: Control Back Extension	Article Selection Page 110 56-57
	6		Continue Fundamental Program Shoulder Bridge Prep Focus: Concentration and Flow Bridging	Pages 84 and 85
	7		Article Presentation Begins Continue Practice Single Leg and Double Leg Kick Saw Focus: Working within Frame Lateral Flexion	Page 97
	8		Articles Continue Practice Side Kick Front Support/ Back Support Hand Out Written Exam	Pages 75 Pages 83, 88
	9		Article Presentation Practice Basic Program Small Ball Class	

	10		Last Day for Article Presentation Big Ball Class Return Written Exam	
	11		Pilates Ring Class Practical Exams	
	12		Complete Workout with Props Collect Journals Practical Exams	
	13		Final Workout Plank Contest Journals Returned	

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

1. GMU Policies and Resources for students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 <https://ds.gmu.edu>).

- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.