

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

RECR 187 (004) - Yoga: Intermediate (1)
1 Credit, SPRING 2020
W/F 1:30pm-2:45pm / RAC 2202 – Fairfax Campus
March 16th to May 4th

Faculty

Name: Reggie Meneses, E-RYT 200, YACEP
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Office Location: RAC 2002
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Prerequisites/Corequisites

RECR 186 or Permission of the Instructor

University Catalog Course Description

Emphasizes mastery of yoga asanas (postures) and pranayama (breathing techniques) to enhance physical fitness and mental concentration. Focuses on 10 new yoga poses and practice of the complete Sun Salutation.

Course Overview

Readings, lectures, and class participation will be used to analyze the practice of yoga asana and yoga philosophy.

- Students with injuries or pre-existing conditions that may affect performance must inform the instructor.
- Students with specific medication conditions, limited flexibility or injuries will learn appropriate modifications of poses for their own practices.
- All communication will be through GMU e-mail – the Patriot Web Site.
- Students are requested to bring their own yoga mat to class.
- Comfortable stretch clothing are required. No street clothes may be worn.
- Students have the opportunity to make-up **ONE** classes due to absence. Make-up class must be accompanied by a journal (write up of your experience) to be handed in via e-mail.
- Please arrive 5-10 minutes **before** class start time to set up your practice space. We will begin practice promptly at 1:30pm. It is not safe to join practice late.

Course Delivery Method

This course is an activity-based course.

Learner Outcomes or Objectives

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

1. Demonstrate at least 25 *asanas*, including proper alignment.
2. Identify the poses and demonstrate proficiency in the “Sun Salutation” (*Surya Namaskar*).
3. Classify *asanas* as to their types.
4. Name benefits and contra-indications of *asanas*.
5. Develop proficiency in the practice of three types of *pranayama*.
6. Define the “limbs” of the “Eightfold Path” outlined in Patanjali’s Yoga Sutras.

Required Texts

Desikachar, T.K.V. (1999). *The Heart of Yoga: Developing a Personal Practice*. Rochester, VT: Inner Traditions International.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

- **Homework Writing Assignments**

- Students will complete two essays reflecting on topics read in required text and reviewed in class discussion. Essays are submitted through Blackboard, and can be reflective in nature (i.e. something new you learned, questions, comments, etc.)

- **Integration Exam 1**

- Students will be guided through a full Vinyasa practice which will be cumulative in nature, integrating poses learned to date. Students are expected to demonstrate recognition of poses, and comprehension of safe alignment. Grades will be based on individual progress. Students will reflect on their experience in journal format to be handed in via Blackboard by the following class meeting.

- **Integration Exam 2**

- Students will be guided through a full Vinyasa practice which will be cumulative in nature, integrating poses learned over the entirety of the course. Students are expected to demonstrate recognition of poses, and comprehension of safe alignment. Grades will be based on individual progress. Students will reflect on their experience in journal format to be handed in via Blackboard by the following class meeting

- **Other Requirements**

- Class participation
 - Students are expected to come prepared for class in appropriate attire and with the appropriate attitude to practice yoga. Absences are excused only with a doctor's note or pre-approved by the instructor. Emails, phone calls, and texts do not excuse absences. Doctor's note must be presented immediately upon return to class or scanned and emailed to the instructor.
- Other Blackboard Assignments

- **Grading**

- Class Participation (*50 points*)
- Essay 1 (*10 points*)
- Essay 2 (*10 points*)
- Integration Exam 1 (*15 points*)
- Integration Exam 2 (*15 points*)
- **Total: 100 points**

- **Grading Policies**

A+	= 97 - 100	B+	= 88 - 89	C+	= 78 - 79	D	= 60 - 69
A	= 94 - 96	B	= 84 - 87	C	= 74 - 77	F	= 0 - 59
A-	= 90 - 93	B-	= 80 - 83	C-	= 70 - 73		

Professional Dispositions

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

Class Schedule

Day	Topic	Reading/Assignments
03/18	<ul style="list-style-type: none"> ● Overview of course material ● Review of Introduction to Yoga ● Question/Answer session. ● Discuss meaning of “OM” ● Savasana/Pranayama 	<ul style="list-style-type: none"> ● Read Chapters 1, 2, and 3 in Heart of Yoga
03/20	<ul style="list-style-type: none"> ● Review, practice, and integrate Introduction to Yoga material: ● Surya Namaskar A, standing poses, backbends, seated poses. 	
03/25	<ul style="list-style-type: none"> ● Break down elements of Surya Namaskar B (Sun Salutation B). ● Introduce Yama and Niyama (first 2 limbs of the 8 limbs of Yoga) 	<ul style="list-style-type: none"> ● Read Chapters 4, 5, and 6 in Heart of Yoga
03/27	<ul style="list-style-type: none"> ● Review and practice Surya Namaskar B with modifications/contraindications and integrate with Surya Namaskar A. 	
04/01	<ul style="list-style-type: none"> ● Introduce and break down elements of Surya Namaskar C (Sun Salutation C). 	<ul style="list-style-type: none"> ● Read Chapters 7 through 10 in Heart of Yoga.
04/03	<ul style="list-style-type: none"> ● Introduce 6 remaining limbs of Yoga. 	
04/08	<ul style="list-style-type: none"> ● Introduce/practice basic balancing asanas: Vrksasana (tree pose), Virabhadrasana 3 (warrior 3) 	<ul style="list-style-type: none"> ● Read Chapters 11 through 13 in Heart of Yoga
04/10	Integration Exam 1	Essay 1 based on reading assignments and your experience with learning the yoga postures due Today by 8pm on Blackboard

04/15	<ul style="list-style-type: none"> ● Introduce Dancing Warrior Namaskars (variations of Sun Salutations). ● Continue balancing asanas: Urdhva Prasarita Eka Padasana (standing splits), Ardha Chandrasana (half-moon pose) 	<ul style="list-style-type: none"> ● Read Chapters 14 and 15 in Heart of Yoga.
04/17	<ul style="list-style-type: none"> ● Practice/integration of Dancing Warrior Hip Opening Namaskar with modifications/ contraindications. ● Modifications/contraindications for Standing splits & Ardha Chandrasana. 	
04/22	<ul style="list-style-type: none"> ● Continue Dancing Warrior Namaskars (variations of Sun Salutations). ● Introduce Deeper Backbending asanas: Dhanurasana (bow pose), Urdhva Dhanurasana (Full Wheel) 	<ul style="list-style-type: none"> ● Introduction of The Yoga Sutras: Read Heart of Yoga Part III The Yoga Sutra of Patanjali Chapter 1—Sutras 1.1 to 1.20
04/24	<ul style="list-style-type: none"> ● Integration of deeper backbends with modifications/contraindications. 	
04/29	<ul style="list-style-type: none"> ● Break down elements of Side Waist Opening Namaskar. ● Introduce/practice deeper seated hip opening asanas: Eka Pada Rajakapotasana (pigeon pose), Gomukhasana (cow face pose). 	<ul style="list-style-type: none"> ● Read Heart of Yoga: Part III The Yoga Sutra of Patanjali Chapter 2: Sutras 2.1-2.33
05/01	Integration Exam 2	<ul style="list-style-type: none"> ● Essay 2 answering questions below due Today by 8pm on Blackboard ● Reflect and journal on Sutra 1.12 on <i>abhyasa</i> (effort) and <i>vairagya</i> (non-attachment). How might we reconcile these seemingly opposing concepts in daily life or in a personal yoga practice? ● Review Pratipaksha Bhavanam (2.33) Unchecked, the rise of negative thoughts reinforces existing negative patterns in the mind, creating similarly negative effects. How does the practice of

		<p>Pratipaksha Bhavanam change these negative patterns? Can you think of a challenging situation where you could employ the practice of Pratipaksha Bhavanam? Sit for a moment with the situation, and try it? What did you notice?</p>
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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

1. 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/>.