

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Physical Activity for Lifetime Wellness**

**RECR 181-DL1 Meditation: Introduction**  
**1 Credit, Fall 2020**  
**T/TR 3:00-4:15 (DL1)**  
**(August 24, 2020 – October 11, 2020)**

**Faculty**

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**Prerequisites/Corequisites: NONE**

**University Catalog Course Description:**

Introduces students to philosophical foundations of meditation. Guides in the practice of meditation and its application to daily mental focus and concentration.

**Course Overview:**

Introduction to Meditation will provide an opportunity to understand the philosophical, neurochemical and practical aspects of meditation, including its origins, uses and benefits. The emphasis will be on learning through experience, both with in-class exercises and home practice. Topics covered will range from development of concentration to compassion practice and self-understanding, including the associated positive brain changes documented in scientific research.

**Course Delivery Method:**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and Zoom. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to class time on 21 Aug 5pm. Class meets every Tuesday and Thursday.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements:

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported Browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers). To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download)

## Expectations:

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Work is not accepted late.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Work is not accepted late.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must **be registered with George Mason University Disability Services.**

### **Learner Outcomes or Objectives:**

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

1. Define meditation and its benefits.
2. State the need for and importance of centering and breathing practices.
3. Develop proficiency in the practice of four types of *pranayama*.
4. Demonstrate techniques of progressive relaxation.
5. Demonstrate a sitting pose, including proper alignment.
6. Identify the 5-stage meditation process and demonstrate a working knowledge of refining focus and awareness.
7. Describe benefits of systematic relaxation and meditation.
8. Build their own practice.

**Required Text:** None

***Recommended Text:***

Tan, Chade-Meng (2016) JOY ON DEMAND. The Art of Discovering the Happiness Within., (1st Ed.) Harper Collins.

Ricard, Matthieu (2010) WHY MEDITATE? Working with Thoughts and Emotions., (1<sup>st</sup> Ed.) Hay House Inc.

Piver, Susan (2015) START HERE NOW. An Open-Hearted Guide to the Path and Practice of Meditation., (1<sup>st</sup> Ed.) Shambhala.

Other readings and/or videos as assigned and posted on Blackboard

### **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***

#### **Journaling - 15 points**

- Students will maintain a computer-created journal describing their formal meditation practice as well as their informal mindfulness practices in daily life. Exercising, eating, sleeping, speaking, listening and practicing gratitude are some areas which can embody mindfulness practices.

#### **Final Exam - 15 points**

- A written final exam will reflect the student's understanding of major information presented in class. A thorough exam review and Q & A session will insure clarity of ideas prior to the exam day.

#### **Attendance 70%**

- Because this is largely an experiential course, regular attendance is very important. Attendance and participation is mandatory for this class. Students will be excused from class with a note from a health care provider. The note must be presented immediately upon return to the class. The note may also be emailed to the instructor. Emails and texts do not excuse an absence but are helpful in planning the class session.

**Summary Grading:** The course will be graded on a 100 point scale comprised of 70 points for attendance and participation, 15 points for journaling assignments and 15 points for the final project

#### **Grading Scale:**

A+ 97-100   A 94-96   A- 90-93

B+ 88-89   B 84-87   B- 80-83

C+ 78-79 C 75-77

D 65-74

F 0-64

### Course Information

- 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 will need to provide their own mat, pillow, and any other accessories needed for practice
- In this same regard. Journaling assignments and the final project are to be submitted via Blackboard. The final project will entail writing a paper with responses to questions related to course content and experience.

### Professional Dispositions

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

### Class Schedule:

Week		Topics	Readings/Assignment Due
<b>1</b> 08/25 08/27		Introduction/review of course objectives. What is Meditation? Origins, Stereotypes and Misconceptions. “Goal” for practice. <b>Short guided practice for breath awareness. Complete/ 3 part breath</b>	<b>Tan, Intro and Ch 1. Ricard, Part I, Part II Piver, Ch 2, 3.</b>
<b>2</b> 09/01 09/03		Preparing for meditation: alignment for body and mind. Tips for setting up meditation space. Key to doing the practice. What are the causes of Happiness and Suffering? <b>Review of pranayama and Short guided practice.</b>	<b>Tan, Ch 2, Ricard, Part III, pg 36, (driving force, pg. 46 (causes) and pg. 53. Piver, Ch 9,10.</b>
<b>3</b> 09/08 09/10		Types of meditation and Obstacles to meditation. A look at walking/eating practices of meditation. Building states of concentration and focus. Cultivating Mindfulness. <b>Ujjai pranayama</b> ; using sound as a tool for focus. <b>Short guided practice</b>	<b>Ricard, Part II, Part III, pg. 54 (types) and pg. 61 (Four Foundations of Mindfulness) Piver, Ch. 5., Ch 14.</b>

<b>Week</b>		<b>Topics</b>	<b>Readings/Assignment Due</b>
<b>4</b> 09/15 09/17		Benefits of Meditation. What does neuroscience reveal about meditation? Common Qualities of all practices. The practice of Progressive Relaxation: <b>Yoga Nidra?</b> Review of Ujjayi pranayama. <b>Guided Practice</b>	<b>Tan, Ch 1.</b> <b>Ricard Part I</b> <b>Piver, Ch 1</b>
<b>5</b> 09/22 09/24		What is Awareness, Attention, Presence and focus? Other tools for developing concentration. Mantra, Mudra, and Sound. <b>Bhramari Pranayama and Guided Practice.</b>	<b>Tan, Ch 3, 5.</b> <b>Ricard, Part III, pg. 81</b>
<b>6</b> 09/29 10/01		Working with common issues i.e. depression and anxiety. <b>Alternate Nostril Pranayama and Guided Practice</b>	<b>Tan, Ch 4, 6.</b> <b>Piver, Ch 15</b> <b>Journaling assignments due 10/01</b>
<b>7</b> 10/06 10/08		Review. Journaling assignments due. Meditation and everyday life. <b>Guided Practice</b>	<b>Ricard, Part III, pg 135.</b> <b>Final exam assignment</b>

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](mailto: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](mailto: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/>.

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