

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

**RECR 182 – Introduction to Pilates  
1 Credit, Spring 2022**

**January 24-March 13**

Monday / Wednesday (001) 10:30 am – 11:45 pm/RAC 2201 – (Fairfax Campus)  
Monday / Wednesday (003) 12:00 pm – 1:15 pm/RAC Martial Arts Room – (Fairfax Campus)  
Tuesday / Thursday (005) 12:00 pm – 1:15 pm/RAC 2201 – (Fairfax Campus)  
Tuesday / Thursday (006) 1:30 pm – 2:45 pm/RAC 2201 – (Fairfax Campus)

**March 21-May 8**

Monday / Wednesday (002) 10:30 am – 11:45 pm/RAC 2201 – (Fairfax Campus)  
Monday / Wednesday (004) 12:00 pm – 1:15 pm/RAC Martial Arts Room – (Fairfax Campus)

**Faculty**

Instructor: Sabrina McGrath  
Office Hours: By Appointment.  
Office Location: RAC 2002  
Email: sfitzge2@gmu.edu

**Prerequisites/Corequisites:**

None

**University Catalog Course Description**

Provides the history and basic foundations of Pilates including an introduction to Pilates's fundamentals, beginner Pilates exercises and their proper set up and execution; exploration of modifications for certain exercises, building blocks 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 Fundamentals and Beginner classical Pilates's mat exercises. Students will also have the opportunity to experience the addition of props to the Pilates mat exercises. Students will learn how the props can be used to assist in the movement or challenge the movement. Safety considerations while performing Pilates's mat exercises will also be discussed.

**Course Delivery Method**

This is an activity-based course.

## **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 six principles of Pilates:
  - A) Centering
  - B) Precision
  - C) Concentration
  - D) Control
  - E) Breathing
  - F) Flowing Movement
3. Perform Pilates mat exercises and effectively demonstrate exercises in various anatomical positions (supine, prone, sitting, standing, etc.)
4. Utilize props to assist or challenge the mat Pilates workout.
5. Perform Pilates mat exercises

## **Professional Standards N/A**

**Required Text: None**

### **Recommended Readings :**

Joseph Pilates Wrote two Books:

1. Pilates' Return to Life Through Contrology.
2. Your Health: A Corrective System of Exercising that Revolutionizes the Entire Field of Physical Education.

Various Handouts on Blackboard

### **Course Performance Evaluation:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. email/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.

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 the beginner exercise order which they were able to learn during the semester. The exercises should be presented in a manner where Pilates's principles are shown.

Article Presentation: Each student will share with the class an article or blog which they read outside the classroom on a topic which relates to Pilates.

Attendance- Students will receive 100 points for every class attended. Students who arrive late will receive only 80 points for that day. Absences are excused only with a note from a health care provider presented immediately upon return to class or emailed to instructor before returning to class. Phone calls and emails do not excuse absences. If a student has more than one unexcused absence, his or her grade will be dropped 100 points for each absence.

### Other Requirements

- Students must come to class prepared to workout. Yoga pants, bicycle style shorts, t-shirts or form fitting exercise clothing may be worn. Shoes will not be worn during class. Students may wear socks with grips to prevent sliding, but socks are not mandatory.
- Attendance is a major part of the student's grade. Students will receive 100 points for every class attended. Students who arrive late will receive only 80 points for that day. Absences are excused only with a note from a health care provider presented immediately upon return to class or emailed to instructor before returning to class. Phone calls and emails do not excuse absences. If a student has more than one unexcused absence, his or her grade will be dropped 100 points for each absence.

### Grading

- **Course Performance Evaluation Weight**

Participation and Attendance – 50%

Pilates Journal – 15%

Final Exam Written – 10%

Practical Exam – 20%

Article Presentation – 5%

**Total possible – 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	

### Professional Dispositions

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

## Class Schedule

	Lessons	Assignments
<b>Week 1</b>	<b>Lesson 1:</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 1 Learning Materials-<u>Fundamentals and Endings</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 1 journal entry</li> </ul>
	<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 2 Learning Material-<u>Mat Exercise with Fundamentals</u></li> <li>• Review and process lesson 2 Reading Material-<u>History of Pilates</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 2 journal entry</li> </ul>
<b>Week 2</b>	<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 3 Reading Material-<u>Concentration</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 3 journal entry</li> </ul>
	<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 4 Reading Material-<u>Centering</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 4 journal entry</li> </ul>
<b>Week 3</b>	<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 5 Learning-<u>Spinal Articulation</u></li> <li>• Review and process lesson 5 Reading Material-<u>Control</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 5 journal entry</li> </ul>
	<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 6 Learning and Reading Material-<u>Breathing</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 6 journals entry</li> </ul>
<b>Week 4</b>	<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 7 Learning and Reading Material-<u>Precision</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 7 journal entry</li> </ul>
	<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 8 Learning and Reading Material-<u>Flowing Movement</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 8 journal entry</li> </ul>

<b>Week 5</b>	<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>• Review and Process Lesson 9 Learning Material-<u>Open Leg Rocker Prep</u></li> <li>• Discuss–Article Presentations</li> <li>• Developing an awareness and understanding of your body in motion.</li> <li>• Complete lesson 9 journal entry.</li> </ul>
	<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 10 journal entry.</li> <li>• Complete Article Presentations</li> </ul>
<b>Week 6</b>	<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>• Review and Process the Lesson 11 Learning Material-<u>Single Straight Leg Stretch</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 11 journal entry.</li> <li>• Complete the written exam</li> </ul>
	<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Practice for the Practical Exam</li> <li>• Complete lesson 12 journal entry.</li> </ul>
<b>Week 7</b>	<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>• Review and Process the Lesson 13 Learning Material-<u>Tick-Tock</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Practice for the Practical Exam</li> <li>• Complete lesson 13 journal entry.</li> </ul>
	<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>• Review and Process the Lesson 14 Learning Material-<u>3 Rep Drill</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Practice for Practical Exam</li> <li>• Complete lesson 14 journal entry.</li> </ul>
<b>Week 8</b>	<b>Lesson 15</b>	<ul style="list-style-type: none"> <li>• Review and Process the Lesson 15 Learning Material-<u>Beginner to Intermediate Progressions</u></li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 15 Practical exam.</li> <li>• Complete lesson 15 journal entry.</li> </ul>

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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- **Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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