

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

**RECR 182, DL 1, Pilates: Introduction**  
**1 Credit, Spring 2022**  
**January 24-May 18**  
**Saturday 10:00 am-11:15 am**  
**Distance Learning**

**Faculty**

Name: Sabrina McGrath

Office Hours: Before and after class via Zoom

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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 class format will combine reading, lectures, presentations, and other learning tools. The class will be interactive and require every student to be engaged in the classroom discussion and assignments. In addition to the lectures, screencasts and timely completion of assignments, every student will be expected to be an active participant and a dedicated individual applying what you learn to every element of the course work.

Students are required to have a computer camera that is turned on for every class.

**Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Zoom and Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 on 8am the first day of class.

**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 will 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: [Add or delete options, as desire.]
  - 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.

- 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.
- 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. 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) Breathing
  - C) Precision

- D) Control
- E) Concentration
- F) Flow Movement

3. Demonstrate Pilates mat 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 Texts**

There are no texts required for this course, but students are strongly encouraged to purchase the following props to successfully learn Pilates:

- Pilates Ring (Power circle or magic circle)
- TheraBand (medium or high resistance)
- Mini Exercise Ball (6-10 inches)

I recommend the Name Brands: Peak Pilates, Stotts Pilates and Balance Body when purchasing the props need for this course.

### **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**

**Discussions** - Discussions each lesson will allow you to ask questions to your instructor related to the content and exercises in each lesson.

**Instructions**-These discussions are for your benefit. You will not be graded, but if you have any questions for the instructor, this is a great place to make that connection.

**Journals – 15%**- Students will record a short reflection on their progress at the end of each class period. Each week journals are required to be uploaded to Blackboard. Journals are due by Sunday, 11:59 PM, ET.

**Final Written Exam – 10%-** 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 and true and false questions. Students will use the reading material provided to them throughout the course and the knowledge they learned in class to complete the exam.

**Practical Exam – 20%-** Students will be given the opportunity to demonstrate to the instructor the beginner mat exercise order which they were able to learn during the course. The exercises should be presented in a manner where Pilates principles are shown.

**Article Presentation – 5%-** For your Article Presentation, you will relate an article, blog, or podcast on Pilates to your personal and professional life.

**Zoom Attendance – 50%-**You will receive 100 points for each attended class on-time. If you do not attend, you will not receive the 100 points for that class. Students who arrive late will receive only 80 points for that day. Absences are excused only with a note from a health care provider. This note should be emailed to the instructor before returning to class. Phone calls and emails do not excuse absences

- **Other Requirements**

1. Participation

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for

- a. answers, interpreting observations, and discussing issues with your peers

2. Expect to work 15-20 hours per week on assignments for this course.

3. Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.**

4. To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution.

- **Grading**

- Grades will be assigned as follows:

- A: 93.00-100%

- A-: 89.50-92.99%

- B+:87.00-89.49%
- B:83.00-86.99%
- B-:80.00-82.99%
- C+:77.00-79.99%
- C:73.00-76.99%
- C-:70.00-72.99%
- D:60.00-69.99%
- F:0-59.99%

## Professional Dispositions

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

## Class Schedule

	Lessons	Assignments
Week 1	<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>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 1 journal entry</li> </ul>
Week 2	<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>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 2 journal entry</li> </ul>
Week 3	<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 3 Reading Material-<u>Concentration</u></li> <li>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 3 journal entry</li> </ul>
Week 4	<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 4 Reading Material-<u>Centering</u></li> <li>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 4 journal entry</li> </ul>

<b>Week 5</b>	<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Review and process lesson 5 Learning Material -<u>Spinal Articulation</u></li> <li>• Review and process lesson 5 Reading Material-<u>Control</u></li> <li>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 5 journal entry</li> </ul>
<b>Week 6</b>	<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>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 6 journals entry</li> </ul>
<b>Week 7</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>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 7 journal entry</li> </ul>
<b>Week 8</b>	<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>• Participate in the Online Discussion forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete Lesson 8 journal entry</li> </ul>
<b>Week 9</b>	<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>• Review and Process the Lesson 9 Learning Material-<u>Open Leg Rocker Prep</u></li> <li>• Participate in the Lesson 9 Discussion Forums –Article Presentations</li> <li>• Developing an awareness and understanding of your body in motion.</li> <li>• Complete lesson 9 journal entry.</li> </ul>
<b>Week 10</b>	<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>• Participate in the Lesson 10 Discussion Forums –Article Presentations,</li> <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 11</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>• Participate in the Lesson 11 Discussion Forum</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>Week 12</b>	<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>• Participate in the Lesson 12 Discussion Forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 12 journal entry.</li> </ul>
<b>Week 13</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>• Participate in the Lesson 13 Discussion Forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 13 journal entry.</li> </ul>
<b>Week 14</b>	<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>• Participate in the Lesson 14 Discussion Forum</li> <li>• Developing an Awareness and understanding of your body in motion.</li> <li>• Complete lesson 14 journal entry.</li> </ul>
<b>Week 15</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>• Participate in the Lesson 15 Discussion Forum</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/>.**