

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

RECR 186 DL4 – Yoga: Introduction

1 Credit,

T/TR 7:30am - 8:45am / RAC 2201 – Fairfax Campus

ONLINE

Faculty

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Prerequisites/Corequisites - none

University Catalog Course Description

Introduces students to the practice of Hatha yoga. Class emphasis will be on learning yoga asanas (postures) and pranayama (breathing exercises) to enhance physical fitness and mental concentration.

Course Overview

Readings, lectures, demonstrations 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 e-mail communication will be through GMU e-mail system.
- Students are requested to bring their own yoga mat to class.
- Comfortable stretch clothing are required. No street clothes may be worn.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] 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 21 Aug by 5pm.

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

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

- 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. [Delete this sentence if not applicable.]
- 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/

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. Late work is not accepted for credit.

- 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. Demonstrate at least 20 asanas, including proper alignment, with a strong emphasis on safe

practice. Students with specific medication conditions, limited flexibility or injuries will learn appropriate modifications of poses for their own practices.

2. Identify the poses and demonstrate proficiency in “Sun Salutation” (Surya Namaskar); a Vinyasa or steady flow of 12 classic postures linked with breath work in a continuous movement.
3. Name the benefits and contra-indications of asanas.
4. State the need for and importance of warm-up practices and poses.
5. Develop proficiency in the practice of three types of pranayama.
6. Demonstrate techniques of basic relaxation.

Professional Standards n/a

Required Texts: None

On-line readings and videos on Blackboard

If you are interested in developing a home practice or continuing to practice at a studio, I recommend the following: *Light on Yoga* by B.K.S. Iyengar or *Yoga The Spirit and Practice of Moving into Stillness* by Erich Schiffman

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

Journal

Yoga is a discipline of personal transformation and a journal is a useful tool for self-study. Students will be given on-line readings, videos, and class topics to respond to in a thoughtful, written journal entry of 100 words or more. These are found on Blackboard under Journals. Please respond via Blackboard.

Practical Exam #1– 4 points – group practice – no preparation needed

Students will be guided through a practice integrating poses learned to date. Students are expected to demonstrate recognition of poses, necessary personal accommodations, and comprehension of safe alignment. No make-ups on exam are offered unless student has a doctor’s note.

Practical Exam #2– 4 points – group practice – no preparation needed

Students will be guided through a full practice integrating poses learned to date. Students are expected to demonstrate recognition of poses, necessary personal accommodations, and comprehension of safe alignment. No make-ups on exam are offered unless student has a doctor’s note.

Practical Exam #3– 4 points – written test

- **Other Requirements**

Class participation and attendance are required. Doctor's note is required for any excused absence. Phone calls, emails, and texts DO NOT excuse an absence. You will have one absence that is excused. Any more require a doctor note.

Students are required to arrive 5-10 minutes **before** class start time to set up practice space. Be prepared to begin practice at beginning of class time. Class begins practice promptly at 7:30am. It is disruptive and dangerous to join practice late. Arriving to class on time is part of your participation requirement and one point per 15 minutes late will be deducted for tardiness.

Students provide their own mat, block, straps, and other props. For our purposes, a hand towel works fine for a strap.

- **Grading**

EVALUATION:

This course will be graded on a point system with a possible 100 to be earned as followed:

Class practice: 5 points each class: total of **70 points**

Journal responses – total of 3 Blackboard journals at 6 points each: total **18 points**
Student will be given topics, videos, and articles for response journal topics.

Practical Exams – three practical exams at 4 points each: total **12 points**
Total: **100 points**

Grading Scale

- **Grading Policies**

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-		

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Professional Dispositions

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

Class Schedule

Day One/ T/10/13

Introduction/Guidelines/Etiquette

Read article on Blackboard and answer in journal (Journal#1)

Day Two/ TH/ 10/15

Warm-up/Supine/Spine 6 ways

Breath: Ocean Breathing (horse stance, mini sun salute)

Lunges (supine)

Cat tilt/Dog tilt (standing)

Simple twists (supine, seated)

Bridge

Autonomic Nervous System/Sympathetic/Parasympathetic

Day Three/ T/10/20

Journal #2 on blackboard: Respond to journal blackboard video/article post.

Breath: Ocean Breathing (horse stance, lateral bend)

Lunges (supine)

Cat tilt/Dog tilt (standing)

Simple twists (supine, seated)

Shoulder openers Iyengar/wide leg

Legs up the wall

Using props

Om/vagus nerve

Day Four/TH/10/22

Using props

Purpose of relaxation – 5 senses exercise

Journal #3 on blackboard: Respond to journal blackboard video/article post.

Breath: Ocean Breathing (horse stance, mini sun salute, lateral bend, dome)

Lunges (supine, standing)

Cat tilt/Dog tilt (from table, standing)

Core tall (supine core awareness setpoint)

Simple twists (supine, seated, standing)

Reverse table

Push wall, downward facing dog, cobra push-ups, bridge, passive backbend, legs up the wall

Day Five/ T/10/27

Using props
Protecting the spine
Purpose of relaxation

Warm-up/Spine 6 ways (child)
Breath: Ocean Breathing (horse stance, mini sun salute, lateral bend, dome)
Lunges (supine, standing)
Cat tilt/Dog tilt (from table, standing, seated)
Downward facing dog
Core tall – standing cow face w/ strap
Simple twists (supine, seated, standing)
Warrior 2, side angle, temple, wide leg forward fold A, B, & C, Z pose, one leg seated forward fold

Day Six/ Th/10/29

Using props
Protecting the joints

Warm-up/Spine 6 ways
Breath: Ocean Breathing (horse stance, mini sun salute, lateral bend, dome)
Lunges (supine, standing)
Cat tilt/Dog tilt (from table, standing, seated)
Table poses – bird dog, quad stretch, push, lateral bends, gate
Core tall – setpoint, eagle leg flexor, plank
Simple twists (supine, seated, standing)
Warrior 2, side angle, pyramid, warrior 1, temple, wide leg forward fold A, B, & C, bound angle, squat, Z pose, one leg seated forward fold
Downward facing dog, cobra, locust, sphinx, bridge, reverse table

Day Seven/T/11/3

Practical Exam #1
Group Practice.

Day Eight/TH/11/5

Using props
Bones, muscles, ligaments, tendons, connective tissue
Purpose of relaxation

Yin Practice: Dragon, Seal, Twist, Dragonfly, Bridge, 4 at wall, Waterfall, Owl at wall, Seiza w/ Zazen

Day Nine/ T/11/10

Using props

Protecting the joints
Gratitude

Warm-up/Spine 6 ways

Breath: Ocean Breathing (horse stance, mini sun salute, lateral bend, dome)

Lunges (supine, standing)

Cat tilt/Dog tilt (from table, standing, seated)

Table poses – bird dog, quad stretch, push, lateral bends, gate

Core tall – setpoint, eagle leg flexor, plank

Simple twists (supine, seated, standing)

Warrior 2, side angle, pyramid, warrior 1, triangle, half-moon, temple, wide leg forward fold A, B, & C,

bound angle, squat, Z pose, one leg seated forward fold

Downward facing dog, cobra, locust, sphinx, bridge, reverse table

Day Ten/ TH/11/12

What is Vinyasa?

Protecting the joints

Spine 6 ways

Breath: Ocean Breathing – alternate nostril breathing

Table poses – bird dog, quad stretch, table push, lateral bends, gate

Chaturanga on blocks

Himalayan push-ups

Cobra push-ups

Intro to sun salute A, B, C: downward facing dog, plank, chaturanga, lunges (low aka runner's lunge/high aka crescent warrior), warrior 1, warrior 2, chair

Day Eleven/ T/11/17

Using props

Bones, muscles, ligaments, tendons, connective tissue

Purpose of relaxation

Yin Practice:

Cat chasing tail, Butterfly, ½ Saddle, Puppy, Cocoon, Caterpillar, Seiza (with block) w/ Zazen Breath

ALL JOURNAL ENTRIES DUE BY THIS DATE!

Day Twelve/ Th/11/19

Practical Exam #2

Day Thirteen/ T/11/24

Vinyasa practice w/yoga nidra

Spine 6 ways

Breath: Ocean Breathing – breath of equal duration 5/5

Sun salute A, B, C: downward facing dog, plank, chaturanga, lunges (low aka runner's lunge/high aka crescent warrior), warrior 1, warrior 2, chair

Dancing warrior series

Legs up the wall

Yoga nidra

Day Fourteen/12/1

Practical Exam #3:

Written exam on Blackboard

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/>.

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