

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

RECR 182 DL 2– Introduction to Pilates
1 Credit, Spring 2024

T/R 6: pm-7:15 pm//Distance Learning
16 Jan – 7 March

Faculty

Instructor: Paula Marie Long
Office Hours: By Appointment.
Office Location: Zoom
Email: plong21@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 course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via 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 8 am.

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.
- 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/
 - A working camera that is on at all times during the class.

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 **3 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 or specified assignment. 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 ensure accessibility must be registered with George Mason University Disability Services.

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/Blackboard)

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 5 min late will receive only 80 points for that day. 10 min after the start of class, 0 points will be earned. 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.

- Students are required to participate in each class. Students who only view classes and do not participate will not receive participation points and will be considered absent. Students who have a health care provider's note may have participation adjusted as per requested by the health care provider.
- Camera's must be turned on and working at all times during the entire class or as directed by the instructor.

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
Week 1	Lesson 1:	<ul style="list-style-type: none"> • Review and process class admin. • Review and process lesson 1 Reading Material - <u>Breathing</u> • Developing an Awareness and understanding of your body in motion .
	Lesson 2	<ul style="list-style-type: none"> • Review and process lesson 2 - Pilates Equipment • Review and process lesson 2 Reading Material - <u>History of Pilates</u> • Developing an Awareness and understanding of your body in motion. • Complete Lesson 1 journal entry

Week 2	Lesson 3	<ul style="list-style-type: none"> • Review and process lesson 3 Reading Material - <u>Concentration</u> • Developing an Awareness and understanding of your body in motion.
	Lesson 4	<ul style="list-style-type: none"> • Review and process lesson 4 Reading Material - <u>Centering</u> • Developing an Awareness and understanding of your body in motion. • Complete Lesson 2 journal entry
Week 3	Lesson 5	<ul style="list-style-type: none"> • Review and process lesson 5 Learning - <u>Spinal Articulation</u> • Review and process lesson 5 Reading Material - <u>Control</u> • Developing an Awareness and understanding of your body in motion.
	Lesson 6	<ul style="list-style-type: none"> • Click the link in your Assignments Tab and follow the directions for tonight's class. • Developing an Awareness and understanding of your body in motion. • Complete Lesson 3 journals entry
Week 4	Lesson 7	<ul style="list-style-type: none"> • Review and process lesson 7 Learning and Reading Material-<u>Precision</u> • Developing an Awareness and understanding of your body in motion.
	Lesson 8	<ul style="list-style-type: none"> • Review and process lesson 8 Learning and Reading Material-<u>Flowing Movement</u> • Developing an Awareness and understanding of your body in motion. • Complete Lesson 4 journal entry
Week 5	Lesson 9	<ul style="list-style-type: none"> • Review and Process Lesson 9 Learning Material - <u>Single Straight Leg Stretch</u> • Discuss--Article Presentations • Developing an awareness and understanding of your body in motion.
	Lesson 10	<ul style="list-style-type: none"> • Developing an Awareness and understanding of your body in motion. • Complete Article Presentations • Complete Lesson 5 journal entry
Week 6	Lesson 11	<ul style="list-style-type: none"> • Complete the written exam
	Lesson 12	<ul style="list-style-type: none"> • Click the link in your Assignments Tab and follow the directions for tonight's class. • Developing an Awareness and understanding of your body in motion. • Complete lesson 6 journal entry.

Week 7	Lesson 13	<ul style="list-style-type: none"> • Practice for the Practical Exam • Developing an Awareness and understanding of your body in motion. • Complete Instructor Survey
	Lesson 14	<ul style="list-style-type: none"> • Review and Process the Lesson 15 Learning Material-<u>Beginner to Intermediate Progressions</u> • Developing an Awareness and understanding of your body in motion. • Complete lesson 15 Practical exam. • Complete Instructor Survey

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Mason students now have FREE access to [TimelyCare](#) – a virtual mental health and well-being platform crafted specifically for college students! Revised December 2023 8 of 8

With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at [Timelycare.com/gmu](https://timelycare.com/gmu) or [Download the app](#). <https://ulife.gmu.edu/timely-care/>