I. COURSE DESCRIPTION

Instruction and practice in the skills, techniques, and principles of Pilates with emphasis on the Classical Pilates mat work.

II. RATIONALE

This course is designed to enable students with varying levels of ability, physical fitness, and age to experience Pilates mat work as means of improving core strength, flexibility, endurance, balance, control, co-ordination and overall body strength.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
IV. COURSE OBJECTIVES/LEARNING OUTCOMES

Given lectures, discussions, demonstrations, assignments and field experiences the student will be able to:

A. Demonstrate a beginning/intermediate level of skill proficiency in Classical Pilates mat work exercises.
B. Demonstrate the ability to perform an ordered series of mat exercises that incorporates Pilates’ six principles of Contrology.
C. Demonstrate an understanding of how Pilates can improve core strength, flexibility, endurance, control, balance, and co-ordination.
D. Demonstrate an awareness of the body in motion, while utilizing proper form, execution, skeletal and muscular alignment in Pilates mat work.
E. Demonstrate an understanding of how Pilates’ mind/body connection provides an effective, efficient and balanced conditioning program.
F. Demonstrate knowledge of the concepts, philosophy, history and development of Joseph Pilates’ exercise system known as Contrology.
G. Demonstrate an understanding of the value of using various props to enhance benefits of the Classical mat work.
H. Demonstrate an understanding of the correlation between mat exercises and exercises performed on other Pilates apparatus.
I. Demonstrate an appreciation of Pilates as an effective, engaging and invigorating conditioning program.

V. COURSE TOPICS

The major topics to be considered are:

A. Philosophy, history and development of Joseph Pilates’ Contrology
B. The six principles of Contrology and the Pilates mind/body connection
C. Vocabulary and the language of Pilates
D. Pilates fundamental exercises
E. Classical mat work which includes the basic sequences of five and ten exercises
F. Beginning and intermediate Classical mat work sequences with emphasis on correct form, execution and proper alignment
G. Overview of the advanced program with emphasis on individual modification, adaptation, and variation
H. Use of props in the exercise sequences: such as therabands, soft overball, power ring, foam roller, hand weights, etc.
I. Correlation between the Classical mat work and other Pilates exercises performed on the following apparatus: reformer/tower, cadillac, spine corrector, wunda chair, and ladder barrel

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations and presentations; guided discovery; lab exercise)
C. Field Experiences (field trip, community resource use, and/or practicum)

VII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:
A. Requirements and point values.
   1. Attendance 200 points
   2. Mid-term Exam 50 points
   3. Field Observation/Written Evaluation 50 points
   4. Final Practical 100 points
   5. Final Exam 100 points
   500 points

B. Grading Scale:
   90-100% = A 450 – 500 points
   80-89% = B 400 - 449 points
   70-79% = C 350 – 399 points
   60-69% = D 300 – 349 points
   Below 60% = F Below 300 points

C. Tests:
The written mid-term and final exams (comprehensive) will be taken directly from the class text, lectures, demonstrations, and material hand-out sheets. It is the student’s responsibility to obtain all assignments, hand-outs, and attend review sessions. Make-up exams will be given only when student has secured prior permission from the instructor or academic dean.

D. Field Observation/Evaluation:
Student will be required to observe a Pilates class that incorporates use of apparatus and/or mat work. Observations may be scheduled at NewStride Physical Therapy at either the Alameda or Padre Island location. A written evaluation of the session will be turned in no later than one week after the observation. Guidelines for the paper will be given in class. If an alternate location for the observation is requested, student must receive permission from the instructor prior to attending.

E. Final Practical:
The final practical will consist of a group demonstration of a specified Pilates mat sequence. Specific exercises and focus points will be presented, practiced, and reviewed in class. Each individual’s performance and group participation will be evaluated. Make-up practical will be given only when student has secured prior permission from the instructor or academic dean.
VIII. COURSE OUTLINE
AND CLASS POLICIES

A. Tentative Course Schedule (See Attached Schedule).
B. Class Policies

Attendance:
Attendance is required and expected. Student must be actively involved in order to provide a basis for adequate, accurate and fair evaluation. Excessive absences interfere with the progressive nature of skill acquisition, increase the possibility of accidents or injury, and unnecessarily burden those who regularly attend class. There will be a sign-in process at the beginning of each class. If a student is not ill but unable to participate in class, he/she may observe and write notes on the daily activities. Two observations will be allowed in the semester. These written observations will be turned in at the end of class. Each student is responsible for material covered in class whether or not absence is excused or unexcused. Contact other classmates to learn what was presented in the missed class. Please notify instructor should circumstances arise that might affect student’s participation or performance in class.

ATTENDANCE WILL AFFECT FINAL GRADE. Students are allowed two absences without deduction of attendance points. For each additional absence student’s grade will be dropped ½ letter grade. Two excused absences may be made up with instructor’s approval. Meet with instructor during office hours to discuss nature of make-up work. For an absence to be considered excused, appropriate documentation (official University notification of student’s absence and/or doctor’s excuse) must be submitted by the next class period following the absence. Excused absences include: 1) illness, 2) absence due to the death of a family member, 3) religious holiday, 4) involvement in a school activity.

Tardiness:
Tardiness will affect final grade. Student is considered tardy if not present when daily attendance is taken. Late arrival to Pilates will affect your daily performance and could result in injury. Being tardy to class three times will be considered an unexcused absence. Please notify teacher at the end of class of student’s lateness to class.

Late Work/Make-up Exams/Extra Credit:
All are applicable to excused absences (see above criteria). Meet with the instructor outside of class to discuss completion of work.

Tests:
There will be review sessions for mid-term and final exams as well as for the final practical. If a student is absent on a test day or has a pre-scheduled conflict, the instructor must be contacted no later than the day of the exam or practical. Arrangements to be tested may be made for excused absences only.
**Cell Phones, Musical Technology, and other Non-class Related Equipment:**
The above are not allowed in the Pilates studio unless the instructor gives permission to use during a specific class assignment.

**Dress:**
Students are required to wear form-fitting exercise clothing that will allow for comfortable and free movement. Socks or bare feet are required. Hats, midriff shirts, gum, food and beverage (other than bottled water) are not allowed in class. Exercise mats will be provided; however students may bring their own mats if preferred. It is advised to bring a towel to each class.

**Academic Integrity/Plagiarism:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations:**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either
(a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility:
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals:
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity:
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would
continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and secondary means of contacting each student.

IX. TEXTBOOK

Ungaro, Alycea, Pilates: Body in Motion,( 2002), New York:
DK Publishing, Inc.

X. BIBLIOGRAPHY
   The knowledge bases that support course content and procedures include:

## KINESIOLOGY 1136.001 PILATES

**Fall 2014**

**Tentative Course Schedule**

### Instructor: Christy Gorman

**Office:** Kinesiology 371

**Office Hours:** By Appointment

**E-mail:** cggdg1@att.net

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<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Aug.28</td>
<td>Philosophy &amp; History of Pilates</td>
<td>1st Day, Intro, Syllabus</td>
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<tr>
<td></td>
<td>(Read text pages: 7-29)</td>
<td></td>
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<tr>
<td>Sept.2&amp;4</td>
<td>Pilates Fundamental Exercises</td>
<td>Concepts &amp; 6 Principles</td>
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<tr>
<td></td>
<td>(Read text pages: 30-45)</td>
<td>Posture/ Alignment</td>
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<tr>
<td>Sept.9&amp;11</td>
<td>Expand &amp; Practice Mat Sequence</td>
<td>Basic 5 &amp; 10 Sequence</td>
</tr>
<tr>
<td></td>
<td>(Read text pages: 46-61)</td>
<td></td>
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<tr>
<td>Sept.16&amp;18</td>
<td>Expand &amp; Practice Mat Sequence</td>
<td>Modifications/Variations</td>
</tr>
<tr>
<td></td>
<td>(Read text pages: 62-69)</td>
<td></td>
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<tr>
<td>Sept.23&amp;25</td>
<td>Expand Sequence &amp; Breath Focus</td>
<td>Group Assignment:</td>
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<tr>
<td></td>
<td>(Read text pages: 70-91)</td>
<td>Model mat sequence</td>
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<tr>
<td></td>
<td></td>
<td>(Read Pages: 92-111)</td>
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<tr>
<td>Oct.7&amp;9</td>
<td>Group Practice</td>
<td>Group Demonstration</td>
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<tr>
<td>Oct.14&amp;16</td>
<td>Mid-Term Review</td>
<td>Mid-Term Written Exam</td>
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<tr>
<td>Oct.21&amp;23</td>
<td>Discuss Observation/Apparatus</td>
<td>Use of Props in Pilates</td>
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<tr>
<td>Oct.28&amp;30</td>
<td>Expand Sequence &amp; Props</td>
<td>Focus: Center/Concentration</td>
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<tr>
<td></td>
<td>(Read text pages: 164-171)</td>
<td></td>
</tr>
<tr>
<td>Nov.4&amp;6</td>
<td>Magic Circle Mat Sequence</td>
<td>Focus: Control/Precision</td>
</tr>
<tr>
<td>Nov.11&amp;13</td>
<td>Expand Sequence/Flow Focus</td>
<td>Practice &amp; Modification</td>
</tr>
<tr>
<td>Nov.18&amp;20</td>
<td>Practice Sequence &amp; Variations</td>
<td>Group Practice for Final Practical</td>
</tr>
</tbody>
</table>
Nov. 25    Final Practical
Nov. 27 & 28    Thanksgiving Holidays
Dec. 2    Review for Final Exam
    (Last Day of classes)
Dec. 4-5th &
Dec. 8-10th    Final Exam Weeks