Catalog Description
Mat exercises designed to promote healthy movement practices, develop strength, balance, flexibility and coordination.

Full Course Description
This class uses mat exercises designed to promote healthy movement practices, develop strength, balance, flexibility and coordination. Principles of basic anatomy and kinesiology may be integrated with principles of Pilates mat training.

Course Overview
This class teaches safe performance of movement in a progressive approach and offers an opportunity to improve and/or maintain a high-level of fitness through application of conditioning principles. In particular, this class offers a basic understanding of the concepts of alignment, centering, breathing, stabilization, mobilization and balance. Utilizing non-impact, whole-body conditioning mat exercises based on the work of fitness pioneer Joseph Pilates, the work of this class is designed to develop body awareness, improve posture, enhance muscle recruitment and further the art of muscle relaxation. The mat work increases core strength and stabilization, builds muscle tone and a long, lean physique, and improves coordination, balance and flexibility. Mat techniques may be augmented with exercises utilizing exercise balls, therabands, free weights and the body for resistance.

Learning Objectives
In this studio course students will:
- Perform and demonstrate Pilates-based strengthening exercises for major muscle groups
- Develop a self-awareness of skeletal alignment and body mechanics, emphasizing an intelligent use of the body
- Increase strength, coordination, flexibility and range of motion
- Provide and demonstrate key exercises for selected common fitness and/or dance technique goals.

**Proper Attire and Supplies for Pilates Mat Class**
Students do not need to bring their own mat (unless they wish to do so). Please come dressed in appropriate workout/yoga/dance attire and bring to each class:
- Pair of socks or ballet slippers (advance notice will be given if students should bring athletic shoes)
- Towel
- Journal and pen/pencil

**Required Reading**

**Additional Resources**
Though not required, these texts may be of interest:


**Description and Assessment of Assignments**
Students are expected to be in class every day and keep a written journal of exercises, personal achievements/challenges, and understanding of Pilates mat work. Further the student is expected to do the following:
- Be on time for class and prepared to work
- Learn all assigned exercises and variations presented
- Develop a personal system of Pilates mat work with consultation of faculty
Exams
The mid-term and final exam will consist of both a written test (multiple choice, matching, fill-in-the-blank (or anatomical diagram), short answer) and a practicum.

Mid-Term Exam: Wednesday, October 8 – 11:00–12:20pm
Final Exam: Wednesday, December 10 – 11:00am–1:00pm

Grading Breakdown
Letter grade based on the following:

40% Lesson progress, preparation and achievement as evidenced by active participation and accomplishment of in-class work observed by teacher
20% Journal
20% Mid-Term Exam
20% Final Exam

A+ = 100 points
A = 96–99 points
A– = 91–95 points
B+ = 88–90 points
B = 85–87 points
B– = 81–84 points
C+ = 78–80 points
C = 75–77 points
C– = 71–74 points
D+ = 67–70 points
D– = 61–63 points
F = 60 or below

Additional Policies
Attendance is mandatory as most of our work is done in the studio each session. There will be four excused absences allowed. No doctors’ notes are necessary or accepted. No make-up classes are allowed. Tardiness is not tolerated as early warm-ups are critical to preventing injury; the full class time is necessary to complete course training, and tardiness creates a significant disruption to the course work of the other students. Tardiness of 20 minutes or more will constitute an absence. Further, three tardy attendances of less than 20 minutes will also constitute an absence. Because Active Participation as defined herein is so utterly important to this course, each unexcused absence will count for a 3–point deduction of active participation points.
## Course Schedule: (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Other Notable Dates</th>
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</table>
| 1     | Intro/Alignment/Breath          | Chapter 1: Six Key Principles of Pilates  
Chapter 2: Spine, Core and Body Alignment                                                 |                              |
| 2     | Pilates Foundations             | Chapter 4: Foundation for a Mat Session                                               | LABOR DAY HOLIDAY Sept 1     |
| 5     | Continued Practice              | Journal Due #1 (at least 5 entries)                                                   |                              |
| 6     | Additional Exercises for the Core and Back | Chapter 8: Side Exercises for an Effective Core, 149–151; Chapter 9: Extensions for a Strong Back, 175–177. |
| 7     | Review/Test 1                   | Mid-Term EXAM: Wednesday, October 8                                                    |                              |
| 8     | Continued Practice              | Revisit Previous Chapters to look at Intermediate–level Exercises                      |                              |
| 9     | Continued Practice              | Revisit Previous Chapters to look at Intermediate–level Exercises                      |                              |
| 10    | Continued Practice              | Journal Due #2 (at least 5 entries) Wednesday, October 29                               |                              |
| 11    | Continued Practice              | Revisit Previous Chapters to look at Intermediate–level Exercises                      |                              |
| 12    | Continued Practice              | Revisit Previous Chapters to look at Intermediate–level Exercises                      |                              |
| 13    | Continued Practice              | Revisit Previous Chapters to look at Intermediate–level Exercises                      |                              |
| 14    | Continued Practice              | Journal Due #3 (at least 5 entries) Monday, November 24                                 | Thanksgiving BREAK: Nov 26–29 |
| 15    | Practice, Wrap-Up & Review      | Review                                                                                |                              |
| FINAL | Final Exam                      | Wednesday, Dec 10 @ 11am                                                             |                              |
Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740–0776 (Phone), (213) 740–6948 (TDD only), (213) 740–8216 (FAX) ability@usc.edu.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.