

**DANC 362  
Pilates Mat Training  
Section 22520R  
Spring 2016  
Day: Tue/Thur  
2:00–3:20pm  
2 units**

**Location: AHF B20**

**Instructor: Jackie Kopcsak  
Office: STO 334  
Office Hours: To be scheduled by email  
Contact Info: [jkopcsak@usc.edu](mailto:jkopcsak@usc.edu)**

## **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 improves coordination, balance and flexibility. Mat techniques may be augmented with exercises utilizing exercise balls, thera-bands, 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 Textbook

Isacowitz, R. & Clippinger, K. (2011). Pilates Anatomy. Champaign, IL: Human Kinetics.

## Additional Resources

Though not required, these texts may be of interest:

Isacowitz, R. (2006). Pilates. Champaign, IL: Human Kinetics.

Manocchia, P. (2009). Anatomy of Exercise. Buffalo, New York: Firefly Books.

Nelson, A. and Kikkonen, J. (2007). Stretching Anatomy. Champaign, IL: Human Kinetics.

Olsen, A. & McHose, C. (1998). BodyStories: A Guide to Experiential Anatomy. Hanover: University Press of New England.

Pilates, J. and Miller, W. (1998). A Pilates' Primer: The Millennium Edition. Presentation Dynamics.

## 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, fill-in-the-blank (or anatomical diagram), short answer and essay) and a practicum.

**Mid-Term Exam: TBD**

**Final Exam: TBD**

## Dance Review – Looking at Bodies in Motion (due at final exam):

Students will write a personal reflection paper (2–3–pages, typed, double–spaced and proof–read) offering original comments about observing the human body in motion after attending a live dance performance given by USC Kaufman BFA Students. Ticket or program must be stapled to your paper.

– End of semester showcase in Bing Theatre: **April 28 & 29, 2016**

## Grading Breakdown

Letter grade based on the following:

- 30% Lesson progress, preparation and achievement as evidenced by active participation and accomplishment of in–class work observed by teacher
- 20% Journal
- 10% Dance Review
- 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 additional unexcused absence will count for a 5-point deduction of active participation points.

### Course Schedule: (Subject to Change)

	Topics/Daily Activities	Readings and Homework	Other Notable Dates
<b>WEEK 1</b> Jan 12 Jan 14	Intro/Alignment/Breath	Chapter 1: Six Key Principles of Pilates Chapter 2: Spine, Core and Body Alignment	
<b>WEEK 2</b> Jan 19 Jan 21	Pilates Foundations	Chapter 4: Foundation for a Mat Session	
<b>WEEK 3</b> Jan 26 Jan 28	Abdominal Work	Chapter 5: Abdominal Work for Movement and Stabilization, 69–72.	
<b>WEEK 4</b> Feb 2 Feb 4	A Flexible and Functional Spine	Chapter 6: Fine Articulation for a Flexible Spine, 97–101; Chapter 7: Bridging for a Functional Spine, 127–130.	
<b>WEEK 5</b> Feb 9 Feb 11	Continued Practice	<b>Journal Due #1 (at least 5 entries) Thursday, February 11th</b>	
<b>WEEK 6</b> Feb 16 Feb 18	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.	
<b>WEEK 7</b> Feb 23 Feb 25	Review/Mid-Term	<b>Mid-Term EXAM: Thursday, February 25th</b>	
<b>WEEK 8</b> Mar 1 Mar 3	Continued Practice and Introduction of Intermediate-level exercises	Revisit Previous Chapters to look at Intermediate-level Exercises	

<b>WEEK 9</b> Mar 8 Mar 10	Continued Practice	Revisit Previous Chapters to look at Intermediate-level Exercises	
	<b>SPRING BREAK</b>	<b>MARCH 14-20</b>	
<b>WEEK 10</b> Mar 22 Mar 24	Continued Practice		
<b>WEEK 11</b> Mar 29 Mar 31	Continued Practice	Revisit Previous Chapters to look at Intermediate-level Exercises	
<b>WEEK 12</b> Apr 5 Apr 7	Continued Practice	Revisit Previous Chapters to look at Intermediate-level Exercises	
<b>WEEK 13</b> Apr 12 Apr 14	Continued Practice	<b>Journal Due #2 (at least 5 entries) Thursday, April 14th</b>	
<b>WEEK 14</b> Apr 19 Apr 21	Continued Practice	Revisit Previous Chapters to look at Intermediate-level Exercises	
<b>WEEK 15</b> Apr 26 Apr 28	Practice, Wrap-Up & Review	Review for final <b>Dance Review Due at Final Exam</b>	
<b>FINAL</b> Date	<b>Final Exam</b>	<b>Week of FINALS: TBD between May 4 - 11</b>	

### Please Note

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the professor.

### 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](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](mailto:ability@usc.edu).

### 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.

### Statement on Academic Conduct and Support Systems

#### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself

with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.