

USC Kaufman

Glorya Kaufman School of Dance

Course Title DANC 362 Pilates Mat Training

Section: 22507

Units: 2

Term: Spring 2025

Day: Monday & Wednesday

Time: 10:30am-11:50am

Location: KDC 106

Instructor: Kelly Alvarez

Office: KDC

Office Hours: By appointment

Contact: kelly.alvarez@usc.edu

Catalog Description

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

Prerequisite(s) and Recommended Preparation: none

Course Notes: Letter grade, pass/no pass

This course will take place in-person in the studio, and will be mostly movement based, incorporating supplemental lecture components, group work, and online written assignments. Announcements and assignments will be posted on Brightspace. Equipment such as mats and props will be provided and cleaned after each use. Students may bring mats from home if they prefer.

Course Description

This is a movement-based course appropriate for students of all abilities. No prior Pilates experience is required. Students can expect to learn classical Pilates Mat exercises and develop a deeper mind/body awareness, as well as physical strength and flexibility.

Learning Objectives

Upon completion of this course, the student will be able to:

- A. Identify and apply the “Three C’s” of Pilates: **Concentration, Control, and Centering**
- B. Demonstrate the coordination, strength, and flexibility necessary to execute basic Pilates Mat exercises/repertoire
- C. Properly incorporate **breath** as an integral component of movement
- D. Identify some specific names, locations, and functions of muscles and bones
- E. Possess a basic knowledge of Pilates history
- F. Relate Pilates to other disciplines and areas of interest
- G. Create a tailored home program for oneself, designed to meet personal goals, using Pilates exercises that specifically support those goals.

Required Materials

Required ***Pilates Anatomy*** by Rael Isacowitz and Karen Clippinger (2nd edition)

Available on:

-USC Reserves ARES (Digital)

-Amazon (hard copy and Kindle)

-Google Books (digital)

Recommended ***Return to Life through Contrology*** by Joseph H. Pilates (3rd edition)

Description and Assessment of Assignments

There will be group projects, practical assessments, written assignments, quizzes, a midterm, and a final exam. ****See Brightspace for all rubrics and the most current information.***

IN-CLASS WORK (40%)

Your in-class work is vital to your progress and success in this course. Pilates is a movement-based practice. It requires the student to take agency in their own work, have a desire to learn and improve, and show up consistently with good work ethic. In this course you will be evaluated on:

-(20 points) Accountability: Attendance & Communication

-(5 points each for the following): Consistency & progress, Participation & practice, Application of Feedback, Sequencing/knowing the exercises

WRITTEN ASSIGNMENTS (15%)

Self-Reflection/ Journal (3 entries x 3 points each = 9 points)

Please see required prompts for each journal entry on Brightspace. You will submit your reflection/journal entries via Brightspace in .pdf or .doc format. Entries should be typed in 12pt font, double-spaced, and ½ to ¾ page in length. *NO Google links. Please follow formatting guidelines to receive full points.*

Pilates “Interest” Paper (6 points)

You will be required write a short Pilates “interest” paper. You are free to further investigate a topic of your choosing as it relates to Pilates. For example, you may compare and contrast Pilates to ballet, physics, or even neuroscience. Or, you may be interested in one specific aspect of Pilates that you would like to research further, such as breath or flexibility. **Please choose a different topic than your group project.*

You must include at least two resources in MLA format at the end of your paper. Please type in 12pt font, double-space, and use 1-inch margins (no larger). Your paper should be to 2 to 2 ½ pages in length. Less than two pages will receive a partial point deduction. Include your name, course, and date in the top right corner and SINGLE-SPACE this info. Be sure to spell check and proofread your paper for grammar and sentence structure. Submit on Brightspace in .pdf or word format. *No AI generator usage. NO Google links for submission.*

GROUP PROJECT (8%)

Working collaboratively with a group, you will create an in-class presentation on one of the following topics, as it relates to Pilates. Sign-ups will be available in class prior to starting the project.

- History and Legacy of Pilates
- Pilates and Rehabilitation
- Pilates and the Mind-Body Connection
- Pilates and Sports
- Pre-Natal and Post-Partum Pilates
- Pilates Misconceptions
- Pilates for Older Adults and Longevity
- Pilates for Children

This group project should be on a different topic than your Interest Paper. This presentation should be **CREATIVE** in delivery! You must also involve the rest of the class in a creative way. I am interested to see your ideas come to life in this project. This should be a group effort, with each member contributing equally, no matter the task or role. Each student in the group must provide one source. As a group, there must be at least one video source and one written source. Create a references page in MLA format and list which group member contributed to each source. ***I only need one resource submission per group, to be submitted on Brightspace.***

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html (Links to an external site.)

You may provide handouts, create polls, or include other supportive elements to your presentation. Powerpoint is also a good option. Ask the Professor for assistance with video equipment or duplication. The presentation should be approximately 15 minutes in length, not to exceed 20 minutes.

QUIZZES (3 quizzes, 4 points each = 12%)

There will be three written in-class quizzes throughout the term. Quizzes will consist of true/false, multiple choice, fill in the blank, and/or matching. The Professor will provide a hard copy of written quizzes. Please bring a pen or pencil on quiz days.

MIDTERM (10%) - WEDNESDAY, 3/5

The midterm is an in-class practical exam, during which you will demonstrate 5 predetermined exercises/sequences alongside your classmates in small groups.

FINAL EXAM (15%) – 4/30 & 5/12

The final exam will consist of two parts; a practical portion (8 points, in class 4/30) and a written portion (7 points, due 5/12 @ 10am via Brightspace).

My goal is that you will take what you have learned from this course and be able to integrate it into your life after the class concludes. Think about your personal needs, wants, and goals and develop a Pilates-based exercise routine tailored to YOU! Your session should be approximately 45 minutes in length but can be longer if you wish. You may use any props we have available in class or bring your own. Think of the flow of your exercises as well as transitions. You may include any stretches or supporting exercises you see fit. You will perform the routine in a self-practice session during the final class meeting on 4/30. Bring a printed copy of your rough draft list for your reference. Please arrive in proper attire and with hair pulled away from face. Quiet music with ear buds are allowed and optional. Have fun and enjoy!

Your finalized written "list" should include your exercises **AND** any modifications, variations, repetitions, or future goals you find useful to note. This is a personal list, so you can be creative in your composition. I am looking for some descriptions or notes to accompany your exercises. (Not simply listing names of exercises). Include a short description of at least TWO goals, as well as at least TWO specific exercises or modifications you aspire to include in the future. Submit your "final exercise list" online via Brightspace by 5/12 @10am.

Practical final point breakdown

- Breath (2 pts)
- Retention (2 pts)
- Coordination, Control, & Centering (2 pts)
- Strength & Flexibility (2 pts)

Final exercise list point breakdown

- Creativity (1pt)
- Thoughtful curation of exercises with details (2pts)
- Description of at least two goals (2pts)
- At least two aspirational exercises or modifications noted (2pts)

EXTRA CREDIT

There will be an opportunity for extra credit at the end of the term, worth up to 5 points. You may either send me a video or a written paper. Take 3 to 5 Pilates Mat Exercises and describe in detail the mechanics and cues for each. For example, how might one incorporate breathing? What are the different joint movements involved? What muscles are being activated and why? What are some variations or modifications that can be implemented? What or who might the exercise be good for?

Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
In-Class Work	40	40%
Written Assignments -3x self-reflection/journal, 3pts ea -Pilates Interest Paper, 6pts	15	15%
Group Project	8	8%
Quizzes (3 x 4 pts ea)	12	12%
Midterm Exam	10	10%
Final Exam (2 parts)	15	15%
TOTAL	100	100%

Grading Scale

Course final grades will be determined using the following scale.

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission

Deliverable assignments must be submitted via Brightspace (.pdf or word). All submissions are due by 11:59pm on the due date, unless otherwise noted. **No Google Doc links, please.*

Assignment Rubrics

All assignment rubrics are posted on Brightspace.

Grading Timeline

Assignment grades will be posted to Brightspace within two weeks of due date.

Late work

There will be a 10% deduction in points for each day an assignment is late. For example, a five-point assignment will be deducted by 0.5 points each day it is late. A “day” is defined as 12am or later.

Technological Proficiency and Hardware/Software Required

Cell phone, smart watch, tablet, and computer use is not allowed in the studio, except during specific class assignments approved by the Professor, such as a video viewing and the group project.

Laptops or tablets recommended but not required during group project assignment and preparation.

We will use the monitor in class at times. Please place yourself where you can clearly see the material. If you need assistance or support in viewing the monitor, please let me know. Access to Brightspace required. USC Computing Center Laptop Loaner Program:

<https://itservices.usc.edu/usc-computing-center-laptop-loaner-program/>

Grading Dispute Note

I want to make sure that your grades reflect your performance. If you feel there is an error in the grading, please let me know. To dispute a grade, you must request a review by email no sooner than one week and no later than two weeks from the date the grade was published on Blackboard. In the email you must identify yourself and the assignment you are questioning. You must provide a specific argument for the grade change, identifying the row(s) in the rubric where you feel you were mis-scored.

Attendance

Consistent attendance is important to your growth in this course. It also contributes to a positive community experience and class environment. Please do your very best to show up to every class. In the event you are sick, especially with cough, fever, or rash symptoms, please do not come to class! However, communication with the Professor is vital when missing a class. Absences for health and emergency reasons can be excused. As described above, attendance and communication are taken into consideration as part of your “Accountability” in-class work grade. Excessive absences do not foster a trajectory of progress and learning in this movement-based class.

***If you arrive late, please see me after class to be sure I've accounted for you*

Community Agreements

- Respect one another and ourselves
- Listen and be heard
- Be present and focused
- Treat the studio as a sacred space that should feel positive and welcoming for all
- (any suggestions for modifications are welcome and we will discuss as a group)

Classroom norms [Expectations]

- Students are expected to attend each class and fully participate.
- If you are injured or have had injuries, please let me know.
- If an injury prevents your physical participation in the class, you may be asked to observe and take notes.
- If you are sick, have fever or cold symptoms, or an unidentifiable rash, DO NOT come to class and please email me.
- Please wear proper attire such as yoga pants, leggings, shorts, tank tops, or T-shirts. Attire must allow for unrestricted movement. Loose or baggy clothing is not permitted except as a warm-up layer. No jewelry other than stud earrings.

- **Socks** are required.
- Do not wear your street shoes in class on the dance floor.
- Longer hair should be pulled back and secured away from your face.
- Please practice good body hygiene and refrain from wearing perfumes, as some students may be allergic.
- No food or gum in the classroom, water is OK and recommended.
- Turn cell phones off, “do not disturb,” or on vibrate.
- Mats and props will be provided. You are welcome to bring your own if you prefer. Equipment is to be cleaned after each use.

IMPORTANT: Please check your USC email at least once every 24-hours. Brightspace announcements will be utilized for this class. Enabling notifications is recommended.

Course Schedule: A Weekly Breakdown

Note: This is an *outline* for our class and is subject to change. There will be in-class video viewings, and those web links will be posted on Brightspace for your reference. We will also have brief lecture segments, during which you will need to take notes in a notebook. All readings are from *Pilates Anatomy* by Rael Isacowitz and Karen Clippinger.

Week	Topics/Daily Activities	Readings and Homework	Deliverables/ Due Dates
Week 1 1/13 & 1/15	Introductions/review syllabus Intro to Pilates exercises Watch “An Animated History of Pilates”		
Week 2 1/20 & 1/22	Intro to Pilates exercises	*No class 1/20 MLK Day Read Preface & Chapter 1	JOURNAL #1 WED 1/22
Week 3 1/27 & 1/29	Intro to Pilates exercises Review for quiz WED 1/29 Discuss Chap.1	Review for quiz	
Week 4 2/3 & 2/5	Pilates mat exercises Postural assessment activity	Review for quiz	QUIZ #1 WED 2/5
Week 5 2/10 & 2/12	Pilates mat exercises WED 2/12 Discuss Chap.2	Read Chapter 2	
Week 6 2/17 & 2/19	Pilates mat exercises Review for midterm	*No class 2/17 President’s Day Read Chapter 3	QUIZ #2 WED 2/19
Week 7 2/24 & 2/26	Pilates mat exercises Review for midterm WED 2/26 Discuss Chap.3	Review for midterm	JOURNAL #2 WED 2/26
Week 8 3/3 & 3/5	Pilates mat exercises Review for quiz	Review for midterm Read Chapters 4 & ALL Fundamental (purple tab)	MIDTERM WED 3/5
Week 9 3/10 & 3/12	Pilates mat exercises Review for quiz WED 3/12 Discuss Chap. 4 & Fundamental	Review for quiz	Quiz #3 WED 3/12

Week 10 3/17 & 3/19	Pilates mat exercises	*No class 3/17 & 3/19 Spring Recess Read ALL Intermediate (teal tab)	
Week 11 3/24 & 3/26	Pilates mat exercises Work on group project WED 3/26 discuss Intermediate	Work on group project	
Week 12 3/31 & 4/2	Pilates mat exercises Work on group project	Work on group project Read ALL Advanced (red tab)	
Week 13 4/7 & 4/9	Group project presentations *Round 1 (see sign-up) Pilates mat exercises	Review for final exam Read ALL Advanced (red tab)	GROUP PROJECTS *Round 1 WED 4/9
Week 14 4/14 & 4/16	Group project presentations *Round 2 (see sign-up) Pilates mat exercises Review for final exam	Review for final exam	GROUP PROJECTS *Round 2 WED 4/16
Week 15 4/21 & 4/23	Review for final exam Pilates mat exercises MON 4/21 discuss Advanced	Work on Pilates Interest Paper and Final Exercise List	
Week 16 4/28 & 4/30	Review for final exam Pilates mat exercises ----- Summative experience class *4/30 last in-person class	Work on Journal #3, Pilates Interest Paper, and Final Exercise List	PRACTICAL FINAL EXAM in-person WEDNESDAY 4/30
FINAL DELIVERABLES MONDAY, 5/12 @ 10am	*Asynchronous final date: Monday, 5/12 - 8am-10am		DUE: 5/12 by 10am 1. FINAL EXERCISE LIST ----- 2. JOURNAL #3 ----- 3. PILATES INTEREST PAPER

Student Health & Wellness Appointments

Visit the [student health website](https://sites.google.com/usc.edu/counseling-mental-health/) for more resources.

<https://sites.google.com/usc.edu/counseling-mental-health/>

Student Health Main: (213) 740-9355 (WELL) on call 24/7

Names and Pronouns

In our classroom and at USC, every student has the right to be respected and referred to by their name and pronouns that correspond to their gender identity. Pronouns are words we use in place of names (e.g., he/she/they/ze), and for some people, they are an inherent piece of their identity. At any point through the course, please feel free to share with me if you would like me (and your classmates) to address you in a different way. I will not tolerate misgendering and disrespect of people's names and pronouns in our classroom.

Equity, Diversity and Inclusion

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.

“Call-In” Agreement

We as Kaufman faculty support conversations surrounding racial justice and encourage fostering a culture of calling people IN to the conversation as opposed to calling people out.

Statement on Physical Contact

As a physical practice, Pilates sometimes requires that instructors use touch to provide proprioceptive and kinesthetic feedback to students; they may use touch to correct alignment, improve technique, and promote healthier movement practices. It is imperative that the studio-classroom be a safe, inclusive, and respectful space for all students and faculty. Open and honest communication and respectful and considerate interactions are always expected and are a fundamental requirement of studying in the USC Kaufman School of Dance. Unless otherwise articulated to a faculty member or peer, consent to discipline-specific and appropriate touching is assumed. Students always have the right to revoke that consent and should express any discomfort they feel in the classroom to the faculty instructor or Vice Dean immediately. USC Kaufman seeks to nurture compassionate students who respect the dignity, humanity, and personal embodied experience of all individuals.

Emergency Plan

In the event of a university-wide emergency, guidance and directions will be shared by Campus Emergency Operations in all available outlets, including the website and TrojanAlerts. Students are encouraged to maintain close contact with all available communications avenues for updates to university operations. USC Kaufman will abide by all university protocols and recommendations. If the Kaufman Dance Center is not available when classes resume, students can receive updates from the school's Departmental Operations Center (DOC) on Ramo Lawn (between the Thornton School of Music and Norris Cinema, close to the Bing Theatre).

USC Technology Support Links

[Zoom information for students](#)

[Brightspace help for students](#)

[Software available to USC Campus](#)

USC Technology Rental Program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you can review the technology resources from the [Student Basic Needs Resource Guide](#). The guide includes links to the USC ITS loaner laptop program, USC Computing Centers, the Emergency Broadband Benefit Program, and the Affordable Connectivity Program.

USC's Nine International Offices

Support for international students is also available through USC's offices in Beijing, Shanghai, Hong Kong and South China, Taiwan, South Korea, India, UK and Europe, Brazil, and Mexico. Additional details and contact information can be found at <https://global.usc.edu/global-presence/international-offices/>.

Religious Holy Days Policies

University policy grants students excused absences for observance of religious holy days. You must inform the professor at least one full week in advance to request such an excused absence. You will be given an opportunity to make up missed work if necessary.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Policy on A.I. Generators:

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies:

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13). Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

Course Evaluations:

Course evaluation occurs at the end of the semester university wide. It is an important review of students' experience in the class.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Basic Needs

USC Student Basic Needs provides support to students facing food insecurity, housing insecurity and financial insecurity. While their Trojan Food Pantry is temporarily closed, the department distributes grocery bags to students who do not have a meal plan; they also partner with World Central Kitchen to provide free restaurant-prepared meals. They also connect students to suitable housing or shelter in Los Angeles. Finally, they work with USC Financial Aid to provide one-time supplemental funding for students in sudden financial distress due to unforeseen circumstances. Visit <https://studentbasicneeds.usc.edu/> for more information.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Trojans Care for Trojans (TC4T)

<https://campussupport.usc.edu/trojans-care-4-trojans/>

TCFT is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties.