I. Course Description:
This is an introductory course centered around Pilates mat and equipment, in addition to weight-resistance training, high intensity interval training, somatics, nutrition, and injury prevention techniques to strengthen the dancer’s body, mind and soul.

II. Intended Learning Outcomes/Goals/Objectives:
These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and dispositions that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.

Program Learning Outcomes:
1. Dance Technique: The student will be able to execute intermediate/advanced level ballet, modern and jazz dance techniques.
2. Dance Production: The student will be able to identify and apply production values necessary for concert dance, including lighting, sound, costuming, and publicity.
3. Choreography: The student will be able to identify, distinguish and apply the variety of choreographic devices, structures, and forms used in contemporary concert dance.
4. Dance Kinesiology: The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement.
5. Rhythmic Analysis: The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement.
6. Dance History: The student will identify and discuss seminal works in the development of Western theatrical dance.

Student Learning Outcomes:
Upon successful completion of this course, students will:
1. Explore & execute a variety of dance conditioning methods including Pilates Mat, Pilates Tower, weight-resistance training, high intensity interval training, somatics, nutrition and injury prevention techniques while continuing to develop proper alignment, balance, and spatial awareness as it relates to various dance techniques.
2. Identify and put into practice proper set-up and sequencing to result in safe and
effective movement.
3. Define and demonstrate in practice the concepts of neutral spine and neutral pelvis.
4. Describe what it is meant by the “Powerhouse” and “Core”.
5. Utilize both class and self-observations & corrections as a tool for analyzing and enhancing the execution of technique and performance. Enhanced confidence in executing proper technique while continuing to increase strength, flexibility, motor coordination, agility, and memory.

III. Course Assignments, Activities, Instructional Strategies, and use of Technology:
The student will be required to participate in a series of physical fitness sequences, lectures, discussions, observations, quizzes, and tests. Each test will contain a physical and written portion. The student will be required to use technology to view videos, notes, submit assignments, and collaborate on D2L in the attempt to learn dance conditioning. Students will be required to watch exercise videos and critique the pedagogical methods, techniques, sequencing and effectiveness of the class. At the end of the semester, students will create an original sequence of exercise to teach to a fellow classmate as their final grade.

IV. Evaluation and Assessments (Grading):
Participation:
Dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives students a good learning opportunity to listen to explanations and corrections the instructor has given out. Lack of participation for any sustained period of time due to illness or injury may result in the dropping of the course entirely. Daily participation means committing to the class and is worth a considerable amount of the student’s final grade.

Grading Percentages:  Grading Scale:
Attendance & Participation 20%  100-90 = A
Quizzes 30%  89-80 = B
Observation Sheets 20%  79-70 = C
Midterm 10%  69-60 = D
Final 20%  59 or lower = F

Daily Participation Grading:
For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving 100% effort. Students will lose points for being late, or leaving early, now wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful. As stated before, a student who observes class will only earn partial points. No points can be earned if the student is absent.
Quizzes:
Students will be given take-home quizzes reviewing material discussed in the preceding week. Quizzes will be in multiple choice and fill in the blank format. The use of technology or notes will not be allowed to complete these quizzes. Quizzes submitted after due dates will not be graded. Nutrition logs will be checked at the end of the semester to be counted as 3 quiz grades. Nutrition logs will be explained during class.

Observation Sheets:
Specific exercise class videos will be assigned for students to watch at home. A sheet titled “Observation Questions” will be available on D2L with various questions to answer while watching the class videos. This assignment aids the student in seeing different teaching styles and exercise formats. All observation sheets will be turned into “Observation Sheet Dropbox” folder by midnight on April 26th.

Midterm and Final Exam:
The midterm and final will be conducted in a way that resembles a skills test; students will take the floor in groups to perform specific exercises. The midterm exam will consist of physical fitness exercises that the student has learned up to the mid-semester point. The final exam will be composed of exercises the student has learned after the mid-semester point. The midterm and final will be videotaped for grading. If the midterm or final is missed, the student cannot make it up, unless for academic campus event.

Make-Up Policy:
Exams and skills tests will not be accepted late and cannot be made up. If the student is in good standing with the instructor, absences can be made up by other assignments at the instructor’s discretion.

Extra Credit:
Students have the opportunity of earning 10 points to their final grade or covering (2) unexcused absences by creating and performing a personalized 50-minute workout routine. Routine will consist of a 10-minute warm-up, 30-minute mat portion, and 10-minute stretch & cool down. Students will utilize exercises learned throughout the entire semester along with any exercises learned through external sources such as fitness books, videos or classes. The routine must be typed including a title page, organized list of exercises with movement names, number of repetitions and/or minutes for each, and lastly a works cited page with all sources used. Paper must be submitted into the D2L dropbox titled “Extra Credit Dropbox” by 8am on Friday, May 10th. Students will print two copies, one for themselves and one for the professor to grade as they execute their routines on May 10th.

V. Tentative Course Calendar:
Week 1
1/23 Introductions/Syllabus
1/25 Lecture 1: Pilates history, benefits, principles, fundamentals

Week 2
1/28 Lecture 1 Quiz - History, benefits, principles, fundamentals due by midnight/ Lecture 2: Mat sequencing, positions, posture, breathing, neutral spine & pelvis

1/30 HIIT & workout; Fundamentals sequence with review of vocabulary and topics

2/1 Nutrition Chapter 1 Discussion/ HIIT workout; Master Fundamental sequences; Review Neutral Spine & Pelvis

Week 3

2/4 Lecture 2 Quiz - Neutral Spine, Pelvis, Breathing due by Midnight; Lecture 3: Core/ Begin 100’s, Roll-up, and Leg Circles with preps

2/6 HIIT workout; Review and Introduce Rolling like a Ball, Single Leg Stretch, and Double Leg Stretch.

2/8 Nutrition Chapter 2 Discussion/ HIIT workout; Review Fundamentals through Double Leg Stretch

Week 4

2/11 Lecture 3 Quiz-Core due by midnight/Lecture 4: Lumbopelvic Stability HIIT workout; Introduce Spine Stretch Forward, Spine Stretch Side, Saw, and Swan/Incorporate Foam Rolling

2/13 HIIT workout; Review; Introduce Single Leg Kicks, Double Leg Kicks

2/15 Nutrition Chapter 3 Discussion/Side Kicks, Seal; Review 100’s to Seal

Week 5

2/18 Lecture 4 Quiz: Lumbopelvic Stability due by midnight/Lecture 5: Class Flow & Stretching Muscle Groups/Review Basic 10; Introduce Push Ups

2/20 HIIT; Fundamentals; Complete mat class in flow

2/22 Nutrition Chapter 3 Discussion/ HIIT; Complete mat class in flow

Week 6

2/25 Lecture 5 Quiz-Class Flow Order & Stretching Muscle Groups due by midnight/Lecture 6: Dumbbell work & Muscle groups/Mat 2

2/27 Review Dumbbell work & Muscles Groups/Continue Mat 2 Contemporary exercises.

3/1 Nutrition Chapter 4 Discussion/Dumbbell & Pilates Mat 2 work/Tower Equipment if time permits

Week 7

3/4 Lecture 6 Quiz-Dumbbell work & Muscle Groups due by midnight/ Lecture 7: Strengthening & Mobilizing the Spine/Dumbbell & Mat 2 work in flow with stretching

3/6 Nutrition Chapter 5 Discussion/Dumbbell & Pilates Mat 2 in flow with stretching/Review for Midterm

3/8 No Class ACDA Field Trip- HW: Observation video on D2L

Week 8

3/11 No Class ACDA Field Trip- HW: Observation video on D2L

3/13 Lecture 7 Quiz: Strengthening & Mobilizing the Spine due by Midnight/Review; In-class preparation

3/15 Midterm Exam

Week 9
### Week 10
- **3/25**: Lecture: Foam Roller abdominal work/Dumbbell & Pilates Mat 2
- **3/27**: Dumbbell & Pilates Mat 2/HW: Observation Video on D2L
- **3/29**: Nutrition Chapter 6 & 7 Discussion/Dumbbell & Pilates Mat 2

### Week 11
- **4/1**: Dumbbell & Pilates Mat 2 Work
- **4/3**: HW: Observation Video on D2L/Dumbbell & Pilates Mat 2 Work
- **4/5**: Nutrition Chapter 8 & 9 Discussion/Pilates Mat 2 Work

### Week 12
- **4/8**: Dumbbell & Pilates Mat 2 Work
- **4/10**: HW: Observation Video on D2L/Dumbbell & Pilates Mat 2 Work
- **4/12**: Nutrition Chapter 10 Discussion/Dumbbell & Pilates Mat 2 Work

### Week 13
- **4/15**: Dumbbell & Pilates Mat 2 Work
- **4/17**: Nutrition Chapter 11 Discussion/HW: Observation Sheet on D2L/Dumbbell & Pilates Mat 2 Work
- **4/19**: No class-Easter Break

### Week 14
- **4/22**: Dumbbell & Pilates Mat 2 Work
- **4/24**: Dumbbell & Pilates Mat 2 Work
- **4/26**: Nutrition Chapter 12 Discussion/All Observation Sheets due to D2L Dropbox by midnight Dumbbell & Pilates Mat 2 Work

### Week 15
- **4/29**: Review for Final Exam
- **5/1**: Review for Final Exam
- **5/3**: Final Exam

### Week 16
- **5/6**: No Class-Dance Juries
- **5/8**: No Class-Dance Juries
- **5/10**: Extra Credit Routines

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### VI. Required Reading:
No textbook is required. All material will be available via D2L or hardcopy.

**Equipment:**
- Students need to purchase (1) yoga mat, (1) TheraBand, (1) Foam-roller, (1) 8 to 12 pound dumbbell, (1) Notebook. Equipment may be stored in Pilates Studio once purchased. Materials will be used in class everyday unless otherwise instructed.

**Recommended Reading:**

**Required Attire:**
- Women: Tops- sports bras, leotards, tanks and spaghetti straps, no loose t-shirts. Bottoms- leggings, jazz pants or stretch capris, shorts are allowed with compression
shorts underneath. All hair must be pulled back into a secure bun or ponytail with no bangs in the eyes.

Men: Tops-Form fitting athletic compression shirt, Bottoms- Jazz pants, leggings or compression shorts in addition to a dance belt. No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary! Warm-ups are allowed for the beginning of class. Once warm, please remove them.

VII. Course Evaluations:
“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes’ and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:
Attendance:
Each student is allowed to miss **2 individual classes for any reason**, i.e. sick, tired, skipping, sleeping, traveling. Each additional absence, after the initial 2, will drop the student’s final grade by 1 full letter grade. For example: 3 absences = B, 4 absences = C, 5 absences = D. **Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class.** An absence will be excused if the student notifies the instructor when late and when the student presents a doctor’s note the next class day that he/she is ok to return to class. **Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to the class and forgot to bring the doctor’s note.** Points will be deducted for students who leave class prior to dismissal. **For every 3 tardies, the student will receive 1 absence!**

**Attendance will be strictly enforced.** It is the responsibility of the student to keep track of their number of absences. The student may ask the instructor on the amount of absences accrued, but please do this at the end of the class or during office hours. Students may not take another dance professor’s technique class to make-up absences. Students may use the Extra Credit opportunity to make up for (2) unexcused absences.

Classroom Rules of Conduct:
1. Be on time. It is considered disrespectful to walk into a dance class late.
2. No cell phones or laptops in the dance studio while class is in session. You may check your apple watches before and after class.
3. No food or drink in any of the dance studios. Please help keep the dance space clean.
and bug free! Bottled water is acceptable, no flavored water or water with slices of fruit. Bring a small hand towel for water bottles that sweat.

**ABSOLUTELY NO GUM!**

4. No talking. Students near and around you can hear and get distracted from learning. Be considerate of others.

If any of these rules of conduct are broken, the student will have points deducted from their daily participation grade.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325. 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disability services/.

**Academic Integrity:**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on these components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting and assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.