I. Course Description:

This activities class introduces students to Hatha yoga postures (asanas), controlled breathing practices (pranayama), and meditation techniques. These activities will be complemented by a series of classroom discussions on such topics as the historical, philosophical and theoretical foundations of yoga. We will also discuss the negative effects of stress upon the body and the way in which relaxation techniques and yoga postures can provide an antidote to the emotional and physical toxins present in today's lifestyles.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

At the completion of the course students will have acquired the foundational knowledge upon which to base an independent home yoga practice, will have an understanding and awareness of how stress and other emotions can physically impact the body, and will understand how yoga can bring about greater emotional well-being and thus greater physical health. Students will be able to perform a variety of yoga movements for the purpose of stress management, greater flexibility and overall physical fitness, including cardiovascular health.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:

Students will demonstrate an understanding of the health benefits and contraindications of the yoga postures and breathing exercises learned in class.

Students will perform a variety of yoga postures demonstrating knowledge of proper alignment.

Students will be able to develop a short sequence of yoga postures that pertain to a subject discussed in class (i.e. flexibility of the spine, core strength, balancing techniques)

Students will demonstrate a basic understanding of the spiritual development aspects of yoga by exploring how the yogic yamas and niyamas present themselves in their daily living and practice.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Each class will generally begin with a brief discussion about an aspect of yoga theory, history or philosophy, to be followed by practicing yoga postures and breathing techniques. Some classes will also include a meditation component. Occasionally students will work with partners.

Unless otherwise instructed, come to class appropriately dressed for movement and bring your own yoga mat. Students will remove shoes and socks when practicing yoga postures. Cell phones are to be turned OFF and
left in backpacks or with students’ personal belongings (not with them on their mats). Points will be deducted from a student’s attendance grade if he/she has with them or uses a phone or other electronic device during class. The only thing that should be on your mat is you and any props you may need (e.g. towel, block, strap).

The discussion portions of the class will include time for questions and answers, but during the instruction and activities portion of the class, the instructor should be the only one speaking as the students focus on their movement and breath. Points will be deducted from the participation portion of the grade if students do not follow these guidelines.

**Attendance (215 points/61% of final grade):** Yoga is an activity-based class and, as such, attendance makes up the largest percentage of students’ grades. Students should be sitting quietly on a yoga mat ready to practice by the time class is scheduled to start (12:00 pm). The instructor will take attendance at the start of every class. Students earn 5 points per class session to which they are on time and present for the entire class. Unexcused absences will result in deduction of five points from the attendance grade per absence. Students that arrive after attendance has been taken/practice has begun will have 2 points per tardy deducted from their attendance grade. Please see “Class Attendance and Excused Absence: Policy 6.7” for information about excused absences.

**Journals (100 points/29% of final grade):** The class will include a weekly journal reflections based on topics discussed each week in class. Assignments will be submitted via D2L dropbox and will answer prompts provided by the instructor.

**Final Project (35 points/10% of final grade):** Each student will be expected to complete a final project that will involve either making a brief oral presentation about some aspect of yoga philosophy, history or practice not fully explored in class, or developing and demonstrating a personalized yoga sequence, explaining the rationale behind and expected health benefits of the chosen postures. More information will be provided later in the semester.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>215 points</td>
</tr>
<tr>
<td>Weekly Journals</td>
<td>100 points</td>
</tr>
<tr>
<td>Final project</td>
<td>35 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>350 points</strong></td>
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**Grading Scale**
- A: 315-350 points
- B: 280-314 points
- C: 245 – 279 points
- D: 210–244 points
- F: 209 points and below

### V. Tentative Course Outline/Calendar:
*Dates and topics may be revised if necessary.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| January 20 | Course Introduction  
|           | Syllabus overview and class expectations                               |
| January 22 | **Asana Practice**                                                    |
| January 25 | Lecture: What is Intention?  
|           | Yamas and Niyamas Introduction  
<p>|           | <strong>Asana Practice</strong>                                                    |
| January 27 | <strong>Asana Practice</strong>                                                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Asana Practice</td>
<td></td>
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</tbody>
</table>
| February 1 | Lecture-Ahimsa (Non violence) | Asana Practice  
Students must have their own mat starting today. |
| February 3 | Asana Practice         |                                                                         |
| February 5 | Asana Practice         | Journal #1 due via D2L Dropbox Sunday @ 11:59 pm                       |
| February 8 | Lecture-Satya (Truthfulness) | Asana Practice                                                          |
| February 10| Asana Practice         |                                                                         |
| February 12| Asana Practice         | Journal #2 due via D2L Dropbox Sunday @ 11:59 pm                       |
| February 15| Lecture-Asteya (Nonstealing) | Asana Practice                                                          |
| February 17| Asana Practice         |                                                                         |
| February 19| Asana Practice         | Journal #3 due via D2L Dropbox Sunday @ 11:59 pm                       |
| February 22| Lecture-Brahmacharya (Nonexcess) | Asana Practice                                                          |
| February 24| Asana Practice         |                                                                         |
| February 26| Asana Practice         | Journal #4 due via D2L Dropbox Sunday @ 11:59 pm                       |
| February 29| Lecture-Aparigraha (Nonpossessiveness) | Asana Practice                                                          |
| March 2   | Asana Practice         |                                                                         |
| March 4   | Asana Practice         | Journal #5 due via D2L Dropbox Sunday @ 11:59 pm                       |
| March 7   | Lecture-Saucha (Purity) | Asana Practice                                                          |
| March 9   | Asana Practice         |                                                                         |
| March 11  | Asana Practice         | Journal #6 due via D2L Dropbox Sunday @ 11:59 pm                       |
| March 14  | Spring Break           |                                                                         |
| March 16  | Spring Break           |                                                                         |
| March 18  | Spring Break           |                                                                         |
| March 21  | Asana Practice         |                                                                         |
| March 23  | Asana Practice         |                                                                         |
| March 25  | Easter Break           |                                                                         |
| March 28  | Easter Break           |                                                                         |
| March 30  | Lecture Santosha (Contentment) | Asana Practice                                                          |
| April 1   | Asana Practice         | Journal #7 due via D2L Dropbox Sunday @ 11:59 pm                       |
| April 4   | Lecture-Tapas (Self-discipline) | Asana Practice                                                          |
| April 6   | Asana Practice         |                                                                         |
| April 8   | Asana Practice         | Journal #8 due via D2L Dropbox Sunday @ 11:59 pm                       |
| April 11  | Lecture-Svadhyaya (Self Study) | Asana Practice                                                          |
| April 13  | Asana Practice         |                                                                         |
### April 15
- **Asana Practice**
  - Journal #9 due via D2L dropbox Sunday @ 11:59 pm

### April 18
- Lecture-Ishvara Pranidhana (Surrender)
- **Asana Practice**

### April 20
- **Asana Practice**

### April 22
- **Asana Practice**
  - Journal #10 due via D2L dropbox Sunday @ 11:59 pm

### April 25
- **Asana Practice**

### April 27
- **Asana Practice**

### April 29
- **Asana Practice**

### May 2
- **Asana Practice**

### May 4
- **Asana Practice**

### May 6
- **Asana Practice**
  - Final Written Project DUE by noon via D2L dropbox

### May 9
- 1:00-3:00 pm
  - Final Practice
  - Projects

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Students are expected to not only attend class but to participate fully. Appropriate clothing must be worn so as to facilitate the ability to move and stretch. See section IV for Attendance Policy.

**VI. Readings (Recommended):**

Articles as assigned by instructor.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins 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:** Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

- Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency (student must contact the Office of Student Rights and Responsibilities no later than one day after their return, who will, in turn, notify me). It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip and to provide written documentation before or immediately after (the day the student returns) the trip. See Attendance under III. Course Assignments, Activities, Instructional Strategies, use of Technology for information about class participation and grading as it applies to attendance in this course.

_____ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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/disabilityservices/.

_____ Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information
available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:
When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

• Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Mrs. Morton,” or “Mrs. Krogen-Morton,” or “Miss Cyndra.”
• When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
• If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
• Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Morton, I am a student enrolled in your online HSC 216 course.” Also, please include a brief description of the subject of your email in the subject line of the email.
• Be concise.
• Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit.
• When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mrs. Krogen-Morton/Mrs. Morton/Miss Cyndra) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.