

# KIN R122: SELF-DEFENSE

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**Originator**

elawley

**College**

Oxnard College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

R122

**Course Title (CB02)**

Self-Defense

**Banner/Short Title**

Self-Defense

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

PE R132 - Self-Defense

**Formerly**

PE R132A

**Catalog Course Description**

This activity course addresses issues of physical assault and self-defense. Students will learn basic self-defense skills that increase their chances of surviving an assault situation. The psychological and mental aspects of self-defense will also be explored. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU;UC.

**Taxonomy of Programs (TOP) Code (CB03)**

0835.00 - Physical Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

35

**Maximum Outside-of-Class Hours**

35

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

105

**Total Maximum Student Learning Hours**

105

**Minimum Units (CB07)**

2

**Maximum Units (CB06)**

2

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Escape ten basic grips and holds which include single wrist grabs, double wrist grabs, lapel grabs and chokes Method of Assessment:SLO # 1 is assessed via an in-class physical skills assessmentRubric:The satisfactory number of releases will be seven out of ten                                 |
| 2 | Demonstrate the ability to combine single elements into self-defense combinationsMethod of AssessmentSLO #2is assessed via an in-class physical skills activityRubric:A satisfactory combination contains a minimum of five element combination strikes including, elbows, lowline-kicks and punches |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Assess potentially dangerous situations: observe for a purpose; scan your surroundings; read body language; recognize verbal cues; recognize external cues |
| 2 | Execute basic self-defense techniques against an unarmed attacker  |
| 3 | Execute self-defense techniques against an armed attacker  |
| 4 | Explain the legal ramifications of self-defense  |
| 5 | Explain the civil aspects of defending oneself   |
| 6 | Understand how to secure your home   |
| 7 | Provide your children with knowledge that may keep them safe from a would-be assailant   |

- |   |   |
|---|---|
| 8 | Articulate what “force continuum” refers to and how one applies the concept in an assault situation |
| 9 | Understand the process one follows once an assault has taken place                                  |

## Course Content

### Lecture/Course Content

1. Basic introduction to self-defense
  - a. Learning how to strike effectively
  - b. Utilizing equipment such as focus mitts in order to develop speed, accuracy, and proper body mechanics
  - c. Low line kicking techniques
  - d. How to train on the heavy bag in order to develop power
  - e. Exercises designed to strengthen the body to endure an assault
  - f. Basic defensive tactics
2. Develop a strong mental attitude necessary for self-defense
  - a. Identifying a potentially dangerous situation
  - b. Reading body language that can alert one to trouble
  - c. Evaluating one’s personal belief system and how one would respond to an assault
  - d. Finding an equalizer when the situation calls for drastic measures
3. How to secure your home
  - a. What to do to the exterior of your home to discourage an assailant
  - b. How to create a “safe” room
  - c. What to do in case someone breaks into your home
  - d. Establishing emergency procedures at home
4. Teaching your children to be safe
  - a. Developing a safety “code”
  - b. What to do if they come home and the house has been broken into
  - c. How to answer the telephone and what to say to police
  - d. Basic tactics that children can use to defend themselves
5. Self defense against an armed assailant
  - a. Training tactics that increase your chances of survival
  - b. Finding an equalizer
  - c. Disparity of force
  - d. Escalation of force
  - e. Justifiable use of lethal force

### Laboratory or Activity Content

- Learning how to strike effectively
- Utilizing equipment such as focus mitts in order to develop speed, accuracy, and proper body mechanics
- Low line kicking techniques
- How to train on the heavy bag in order to develop power
- Exercises designed to strengthen the body to endure an assault
- Basic defensive tactics

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations  
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Essays  
Journals  
Objective exams  
Performances  
Problem-solving exams  
Skills demonstrations

Skill tests

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Computer-aided presentations  
 Class activities  
 Class discussions  
 Distance Education  
 Demonstrations  
 Group discussions  
 Lecture  
 Role-playing  
 Small group activities

### Describe specific examples of the methods the instructor will use:

Methods of Instruction:

Methods may include, but are not limited to:

- A. Instruction will be given in class by way of discussion and exploration of issues relating to personal survival
- B. Students will share their perceptions of self-defense and interact with the instructor
- C. Instruction will also include physical rehearsal of defensive tactics with a partner
- D. Role playing: Students will engage in acting out a variety of scenarios
- E. Feedback and troubleshooting of problems will take place with the assistance of the students and instructor
- F. The instructor will demonstrate how to execute physical tactics utilizing training equipment
- G. Instructor will have students demonstrate on one another and practice teaching a defensive tactic to another student

## Representative Course Assignments

### Writing Assignments

1. Students will be required to keep a training journal
2. Students will be required to write a introspective paper
3. Wellness sheet on: Six dimensions of wellness worksheet; Self esteem building; Characteristics of a "victim"; Checklist for securing your home

### Critical Thinking Assignments

1. Students will be presented with multiple scenarios and use their critical thinking skills to analyze what should occur and why in order to follow legal and safety protocol.

### Reading Assignments

1. Textbook
2. Handouts

### Other assignments (if applicable)

1. None

## Outside Assignments

### Representative Outside Assignments

Typical outside of classroom assignments:

1. Reading
  - a. Textbook
  - b. Handouts
2. Writing
  - a. Students will be required to keep a training journal
  - b. Students will be required to write a introspective paper
  - c. Wellness sheet on: Six dimensions of wellness worksheet; Self-esteem building; Characteristics of a "victim"; Checklist for securing your home

## Articulation

### Comparable Courses within the VCCCD

KIN V52 - Self-Defense and Assault Prevention

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

#### E2. Physical Education

Approved

### F. Ethnic Studies/Gender Studies

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

#### E Lifelong Learning and Self-Development

Approved

## CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Casillas-Tortorelli (2015). *A Personal Guide to Self-Defense* (2015). Oxnard Oxnard College Publications.

**Resource Type**

Other Resource Type

**Description**

Handouts: "Crime Clock" FBI statistics.

**Resource Type**

Other Resource Type

**Description**

Inside Kung Fu Magazine.

**Resource Type**

Other Resource Type

**Description**

Fight Back.

**Resource Type**

Other Resource Type

**Description**

Black Belt Magazine.

**Resource Type**

Other Resource Type

**Description**

Survival of the Mentally Fit.

**Resource Type**

Other Resource Type

**Description**

DVD's.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

## Examinations

### Hybrid (1%–50% online) Modality

Online

### Hybrid (51%–99% online) Modality

Online

### Primary Minimum Qualification

MARTIAL ARTS/SELF-DEFENSE

### Additional Minimum Qualifications

#### Minimum Qualifications

Physical Education

## Review and Approval Dates

**Department Chair**

09/11/2020

**Dean**

09/11/2020

**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**Curriculum Committee**

12/09/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000527602

**DOE/accreditation approval date**

MM/DD/YYYY