

KIN R123: ESCRIMA/FILIPINO MARTIAL ARTS

Originator
dfrehlich

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R123

Course Title (CB02)

Escrima/Filipino Martial Arts

Banner/Short Title

Escrima/Filipino Martial Arts

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R134A - Escrima/Filipino Martial Arts

Catalog Course Description

Escrima is an ancient martial art system which evolved in the Philippines around the 9th century during the T'ang dynasty. It was outlawed during the Spanish conquest in the 16th century, yet preserved by the Filipinos who hid the art in dance. Escrima employs empty-hand techniques as well as traditional weapons. The course will focus on the artistic aspect of the art as well as its application in contemporary self-defense situations. Course is offered Pass/No Pass at student's option.

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

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

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Student Learning Outcomes (CSLOs)

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

- | | |
|---|--|
| 1 | Demonstrate five basic angles of attack and how to defend against them empty handed and with a single stick. |
| 2 | Demonstrate three six-count patterns with double sticks: Heaven, standard and earth. |
| 3 | Articulate the judicious use of lethal force along with the civil implications. |

Course Objectives

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

- | | |
|----|--|
| 1 | Demonstrate an increase in left/right hand coordination. |
| 2 | Demonstrate knowledge of safety rules and etiquette while training with traditional weapons. |
| 3 | Apply basic locks with the rattan stick. |
| 4 | Outline the history of Escrima from the 5th century to present day. |
| 5 | Explain the concept of "judicious use of lethal force." |
| 6 | Demonstrate proper warm up exercises utilizing the rattan stick. |
| 7 | Defend against an armed attacker |
| 8 | Execute basic disarming techniques. |
| 9 | Outline the history of Escrima from the 5th century to present times. |
| 10 | Improvise weapons with home implements and environmental objects. |

Course Content

Lecture/Course Content

1. History of Escrima
 - a. Impact of the Sri Vishaya on the development of the Filipino culture during the 5th century
 - b. Impact of Chinese immigration to the Philippines during the 12th century
 - c. Impact of Arab occupation during the 15th century—creation of the Madjapahit empire
 - d. Impact of the Spanish conquest during the 16th century on the Filipino culture and its martial arts
2. Psychology of self defense

- a. Fight or flight
- b. Finding an anchor
- c. Fear management
3. Mental principles
 - a. Pre-assault assessment
 - b. Assault assessment
 - c. Post assault assessment
 - d. Judicious use of lethal force
 - e. Force continuum
 - f. Escalation of force
 - g. Legal and civil aspects of self-defense
 - h. Disparity of force
4. Tactical principles
 - a. The elements of power
 - b. Breaking the vertical plane
 - c. Controlling the center line
 - d. The "live" hand
 - e. Weapon retention
 - f. Disarming
 - g. Locks
 - h. Take down and control
 - i. "Defanging" the snake
5. Preparation for training with sticks
 - a. Stretching techniques
 - b. Calisthenics
 - c. Conditioning exercises
 - d. Coordination drills with rattan sticks
6. Footwork
 - a. Ascending triangle
 - b. Descending triangle
 - c. Diamond diagram
 - d. Pendulum shuffle
 - e. Step and slide
7. Tactical positioning
 - a. Stance
 - b. Footwork
 - c. Zoning
8. Angles of attack
 - a. Angle 1: Diagonal strike to right side of neck
 - b. Angle 2: Diagonal strike to left side of neck
 - c. Angle 3: Horizontal strike to right side of the midsection
 - d. Angle 4: Horizontal backhand strike to left side of midsection
 - e. Angle 5: Thrust to the abdominal region
9. Striking effectively
 - a. Grip
 - b. Stance
 - c. Foot positioning
 - d. Elements of power
 - e. Correct tool application
 - f. Striking to nerve points
10. Ranges
 - a. Long
 - b. Intermediate
 - c. Close quarter
 - d. Grappling
11. Defenses against the stick
 - a. Inside deflection
 - b. Outside deflection

- c. Umbrella block
 - d. Roof block
 - e. Low wing
 - f. High wing
 - g. Inside block
 - h. Outside block
12. Disarms
- a. Snakes
 - b. Vines
 - c. Quick releases
 - d. Strips
 - e. Locks
13. Locks
- a. Arm bar
 - b. Figure 4
 - c. Hammer locks
14. Target identification:
- a. Brachial plexus origin
 - b. Jugular notch
 - c. Clavicle bone
 - d. Brachial plexus tie-in
 - e. Radial nerve
 - f. Triceps tendon
 - g. Common peroneal nerve
 - h. Inner thigh
 - i. Groin
15. Tool identification
- a. Head
 - b. Palm heel
 - c. Elbow
 - d. Knees
 - e. Shin
 - f. Feet
16. Sinawali: Double stick drills
- a. Left/right side of the body coordination
 - b. Conditioning
 - c. Angles
 - d. Speed
 - e. Accuracy
17. Improvised weapons against impact or edged weapons
- a. Home implements
 - b. Environmental objects

Laboratory or Activity Content

1. History of Escrima
 - a. Impact of the Sri Vishaya on the development of the Filipino culture during the 5th century
 - b. Impact of Chinese immigration to the Philippines during the 12th century
 - c. Impact of Arab occupation during the 15th century—creation of the Madjapahit empire
 - d. Impact of the Spanish conquest during the 16th century on the Filipino culture and its martial arts
2. Psychology of self defense
 - a. Fight or flight
 - b. Finding an anchor
 - c. Fear management
3. Mental principles
 - a. Pre-assault assessment
 - b. Assault assessment
 - c. Post assault assessment
 - d. Judicious use of lethal force

- e. Force continuum
- f. Escalation of force
- g. Legal and civil aspects of self-defense
- h. Disparity of force
- 4. Tactical principles
 - a. The elements of power
 - b. Breaking the vertical plane
 - c. Controlling the center line
 - d. The "live" hand
 - e. Weapon retention
 - f. Disarming
 - g. Locks
 - h. Take down and control
 - i. "Defanging" the snake
- 5. Preparation for training with sticks
 - a. Stretching techniques
 - b. Calisthenics
 - c. Conditioning exercises
 - d. Coordination drills with rattan sticks
- 6. Footwork
 - a. Ascending triangle
 - b. Descending triangle
 - c. Diamond diagram
 - d. Pendulum shuffle
 - e. Step and slide
- 7. Tactical positioning
 - a. Stance
 - b. Footwork
 - c. Zoning
- 8. Angles of attack
 - a. Angle 1: Diagonal strike to right side of neck
 - b. Angle 2: Diagonal strike to left side of neck
 - c. Angle 3: Horizontal strike to right side of the midsection
 - d. Angle 4: Horizontal backhand strike to left side of midsection
- 9. Striking effectively
 - a. Grip
 - b. Stance
 - c. Foot positioning
 - d. Elements of power
 - e. Correct tool application
 - f. Striking to nerve points
- 10. Ranges
 - a. Long
 - b. Intermediate
 - c. Close quarter
 - d. Grappling
- 11. Defenses against the stick
 - a. Inside deflection
 - b. Outside deflection
 - c. Umbrella block
 - d. Roof block
 - e. Low wing
 - f. High wing
 - g. Inside block
 - h. Outside block
- 12. Disarms
 - a. Snakes
 - b. Vines

- c. Quick releases
 - d. Strips
 - e. Locks
13. Locks
 - a. Arm bar
 - b. Figure 4
 - c. Hammer locks
 14. Target identification:
 - a. Brachial plexus origin
 - b. Jugular notch
 - c. Clavicle bone
 - d. Brachial plexus tie-in
 - e. Radial nerve
 - f. Triceps tendon
 - g. Common peroneal nerve
 - h. Inner thigh
 - i. Groin
 15. Tool identification
 - a. Head
 - b. Palm heel
 - c. Elbow
 - d. Knees
 - e. Shin
 - f. Feet
 16. Sinawali: Double stick drills
 - a. Left/right side of the body coordination
 - b. Conditioning
 - c. Angles
 - d. Speed
 - e. Accuracy
 17. Improvised weapons against impact or edged weapons
 - a. Home implements
 - b. Environmental objects

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

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):

Individual projects

Journals

Projects

Quizzes

Skills demonstrations

Skill tests

Instructional Methodology

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

Audio-visual presentations

Class activities

Class discussions

Distance Education

Demonstrations

Group discussions

Internet research

Lecture

Describe specific examples of the methods the instructor will use:

1. Physical demonstration of exercises and drills by the instructor for eventual emulation by student
2. The instructor will give group and individual feedback necessary to help student develop the ability to defend against a variety of attacks

Representative Course Assignments

Writing Assignments

1. Physical activity lab course with no lecture component, not applicable

Critical Thinking Assignments

1. Explain how home implements can be used as improvised weapons.

Reading Assignments

1. Physical activity lab course, not applicable

Skills Demonstrations

1. Sinawali: Double stick drills
2. Defenses against the stick
3. Tactical positioning

Other assignments (if applicable)

1. Practice drills learned in class

Outside Assignments

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)

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.
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.
100% 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)	Viewing skills and programs demonstrations Recorded lectures Student submission of skill execution with modifications and variations
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

09/05/2020

Dean

09/07/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000544308

DOE/accreditation approval date

MM/DD/YYYY