

KIN R124: JUJITSU

Originator

elawley

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R124

Course Title (CB02)

Jujitsu

Banner/Short Title

Jujitsu

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R130 - Jujitsu

Catalog Course Description

The art of jujitsu was historically used by the Samurai warrior class in Japan to defend themselves against the enemy. It continues to be practiced today and has gained great popularity due to mixed martial arts. Jujitsu is a well-rounded martial art that prepares students to respond to a physical assault. Students will learn how to break fall and roll, kick, punch, and defend themselves against an assailant. The application of joint locks, nerve manipulation, chokes, throws, and control tactics will also be taught. This course will also introduce students to basic grappling techniques. 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 | Identify three elements that indicate an attack is imminent |
| 2 | Explain what criteria must be present for a judge to find the use of lethal force justified. |
| 3 | Demonstrate basic self-defense techniques against a single assailant. |

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

- | | |
|---|--|
| 1 | Demonstrate basic jujitsu self-defense principles |
| 2 | Demonstrate proper mechanics of blocking and deflecting punches and kicks |
| 3 | De-escalate potentially dangerous situations by using non-threatening language. |
| 4 | Observe for a purpose: Identify a potentially dangerous situation |
| 5 | Identify body language demonstrated by a would-be assailant |
| 6 | Formulate an effective response to a violent situation based on the physical tactics taught in class |
| 7 | Explain the possible legal and civil consequences of using lethal force |
| 8 | Articulate the concept of "force continuum" |
| 9 | Explain the origin and history of jujitsu |

Course Content**Lecture/Course Content**

1. Basic self-defense skills including how to defend oneself against:
 - a. Single hand grabs
 - b. Double hand grabs
 - c. Bear hugs
 - d. Head locks
 - e. Lapel grabs

- f. Bent arm chokes
 - g. Straight arm chokes against the wall and on the ground
 - h. Attacks on the ground
2. The elements of power: The physical dynamics involved in initiating power in self-defense techniques.
 3. The legal and civil aspects of self-defense: The difference between legal and civil law will be explored. Questions that will be addressed include:
 - a. What level of force is one legally justified in using if someone attempts to take one's personal items or property?
 - b. What level is acceptable if someone is attempting to injure or harm you?
 - c. When are you legally obligated to stop fighting back?
 - d. When are you justified in using lethal force against a fleeing felon?
 - e. When is one legally justified in escalating from a verbal to a physical response?
 - f. What are the possible civil implications of self-defense?
 4. Assessments:
 - a. Pre-assault assessment refers to learning how to assess a potentially dangerous situation before it occurs. The concept of "observing for a purpose" will be taught
 - b. Assault assessment refers to the stage of conflict where the assault is imminent and the student is faced with making split second decisions such as "how can I remove myself from the situation—do I have an escape route", or "what can I use as an equalizer?"
 - c. Post-assault assessment addresses what an individual is legally obligated to do after the assault is over. It also addresses the mental and psychological aftermath of an assault situation
 5. Historical aspects of the martial arts and how they came to America. The history of martial arts will be addressed through direct instruction and handouts
 6. Misconceptions associated with the martial arts in relationship to a smaller individual's ability to defend himself/herself against a larger assailant will be addressed
 - a. A smaller individual cannot defend him/herself against a larger assailant
 - b. Women cannot defend themselves unless they are big and strong
 - c. Women should not carry a weapon because it will only be taken away and used against them
 - d. In order to generate power in a self-defense technique you must have big muscles
 - e. Being strong is the primary attribute necessary for defending oneself
 - f. It is impossible to defend yourself against more than one assailant
 - g. Fighting back in a self-defense situation will only increase your chances of being hurt
 - h. Escalating to lethal force is not justified unless your attacker also has a weapon

Laboratory or Activity Content

1. Basic self-defense skill including how to defend oneself against:
 - a. Single hand grabs
 - b. Double hand grabs
 - c. Bear hugs
 - d. Head locks
 - e. Lapel grabs
 - f. Bent arm chokes
 - g. Straight arm chokes against the wall and on the ground
 - h. Attacks on the ground
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3. The legal and civil aspects of self-defense: The difference between legal and civil law will be explored. Questions that will be addressed include:
 - a. What level of force is one legally justified in using if someone attempts to take one's personal items or property?
 - b. What level is acceptable if someone is attempting to injure or harm you?
 - c. When are you legally obligated to stop fighting back?
 - d. When are you justified in using lethal force against a fleeing felon?
 - e. When is one legally justified in escalating from a verbal to a physical response?
 - f. What are the possible civil implications of self-defense?
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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):

Journals
Oral analysis/critiques
Objective exams
Portfolios
Quizzes
Reports/papers
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
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Laboratory activities
Lecture
Practica
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Physical demonstration
2. Computer presentation
3. Video for analysis

Representative Course Assignments

Writing Assignments

1. Paper focuses on the civil and legal aspects of self-defense.

Critical Thinking Assignments

1. Discussion of ethics surrounding sport etiquette and rules in competition

Reading Assignments

1. Articles and handouts

Skills Demonstrations

1. Verbal and physical demonstration of techniques.
2. Skills assessment of basic jujitsu tactics.

Other assignments (if applicable)

1. Students will be required to physically practice outside of class defensive tactics taught in class.

Outside Assignments

Articulation

Comparable Courses within the VCCCD

CJ V12A - Basic Ju Jitsu

PE V33 - Defensive Tactics: Ju Jitsu

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**

Other Resource Type

Description

Jujitsu Manual produced by the instructor and published by Oxnard College Publications each semester .

Resource Type

Other Instructional Materials

Description

1. Kicking shields2. Focus Mitts.

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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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.
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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**

09/05/2020

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

CCC000556732

DOE/accreditation approval date

MM/DD/YYYY