

Course Outline of Record

1. Course Code: KINE-058
2.
 - a. Long Course Title: Competitive Fencing Strategy
 - b. Short Course Title: BOUT FENCING
3.
 - a. Catalog Course Description:

This course is for students who have taken beginning fencing and wish to compete. Techniques and strategies needed for competitive fencing will be demonstrated and practiced. Students will spar. Competition rules will be explained and students will learn how to referee a bout.

A student taking the Competitive Fencing Strategy course must have taken, completed and passed with a minimum grade of "C" the beginning fencing course.
 - b. Class Schedule Course Description:

This course is for students who have taken beginning fencing and wish to compete. Techniques and strategies needed for competitive fencing will be demonstrated and practiced. Students will spar. Competition rules will be explained and students will learn how to referee a bout.
 - c. Semester Cycle (*if applicable*): Spring
 - d. Name of Approved Program(s):
4. Total Units: 1.00 Total Semester Hrs: 36.00
 Lecture Units: 0.5 Semester Lecture Hrs: 9.00
 Lab Units: 0.5 Semester Lab Hrs: 27.00
 Class Size Maximum: 24 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Prerequisite: KINE 057 with a minimum grade of C
6. Textbooks, Required Reading or Software: (*List in APA or MLA format.*)
 - a. United States Fencing Association. Rule Book. United States Fencing Association , 09-01-2013.
 - b. Various "American Fencers Magazine." United States Fencing Association 07-05-1905.
 - c. At each class meeting, there will be handouts that cover the material for each class meeting. These handouts are a "mini booklet" that serve as a ready reminder of all the fencing techniques and strategies you are shown.
7. Entrance Skills: *Before entering the course students must be able:*
 - a.

Demonstrate footwork, body positions, and handwork to perform all fencing maneuvers properly, safely, and enjoyably. (The basic stance, advance, retreat, balestra, lunge, high-line, and low-line attacks, parries, and disengagements.)

 - KINE 057 - Demonstrate footwork, body positions, and handwork to perform all fencing maneuvers properly, safely, and enjoyably. (The basic stance, advance, retreat, balestra, lunge, high-line, and low-line attacks, parries, and disengagements.)
 - b.

Demonstrate techniques and tactics associated with each weapon, the proper terminology for the various moves and countermoves, the vocabulary associated with the sport, and how to properly conduct a fencing competition.

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c.

Demonstrate improved agility and stamina, discipline, and self-esteem.

- KINE 057 - Demonstrate improved agility and stamina, discipline, and self-esteem.

d.

Demonstrate self-control and sportsmanship.

- KINE 057 - Demonstrate self-control and sportsmanship.

8. Course Content and Scope:

Lecture:

The student will learn and practice competitive saber fencing techniques and strategies to prepare him/her to compete at fencing tournaments.

Simple, compound and complex attacks, multiple parry-ripostes, feint attacks, invitation, hits on preparation will all be introduced as part of competition strategy.

The class is set up to include at 15 minute warmup, fencing drills, A-line, B-line, where you cross swords with a partner. Each class builds upon the previous class and follows a logical fencing technical and tactical progression to help you reach a competitive level for tournament competition.

At each class meeting, there will be handouts that cover the lecture material. These handouts are "mini booklets" on fencing and are a reminder of all the fencing techniques and strategies you will learn.

There will be a written mid-term and the final will be a fencing tournament.

Your grade is based on your participation. Three class absences lower your grade.

For class, please wear a court shoe that has good traction, socks, long warmup pants and a tee shirt. We supply the jackets, masks, gloves and weapons.

Call or text me if you won't be able to make class, 760-218-1343.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

The course lab content of the class is the actual fencing, demonstrations of the competitive attacks and parries, the techniques involved for each attack and parry, the various strategies, tempo and timing and how to referee a bout.

The students will do A-line, B-line work, meaning teaming up with a partner. One partner is give the attack, the other fencer will take the defensive action. Five times giving the attack, five times defending, then the attacker will defend and the defender attack.

Repetition in footwork and bladework and repetition in the attack action and the defensive action so muscle memory is created and fixed in the fencer, so the fencer will be able to react immediately without hesitation.

Tempo in Footwork and Bladework: Tempo in footwork, learning how to go from slow footwork to acceleration, and vice-versa. Tempo in bladework, learning how accelerate the hand for giving the touch.

Compound and Complex blade attacks: In addition to a "direct" or "straight" attack, Compound/complex attacks are those made with an action on the blade or with absence of blade. Demonstrations will be given.

Attack Strategies for Competition:

Feint Attack: A false to make the opponent move his/her blade so opponent can hit the open target.

Invitation: The fencer opens his/her target to "invite" the opponent to attack the open target and the fencer then closes that open target to hit the opponent.

Hit on Preperation: A fencer is under attack and attempts to make the attacking opponent stop, thereby hitting the attacker.

Bouting Scenarios: One fencer is the attacker and given a specific attack to employ. Defending fencer must be able to see the action and take the appropriate defensive action (without knowing what attack is coming his/her way).

Refereeing Competitive Bouts: Students will learn how to referee a fencing bout. Who started the attack, was there a defensive action, who hit first, etc., are all elements in watcing a fencing bout and awarding a touch to a fencer.

At the end of this course, the fencer will have the tools to compete in any local or national fencing tournament. In addition, a student who would like to have a collegiate fencing career at a four year university would have the tools an NCAA fencing coach is looking for.

9. Course Student Learning Outcomes:

1.

Perform, with an increasing degree of proficiency, advanced fencing techniques that demonstrate measurable improvements in footwork, bladework and bout strategy.

2.

Cite and apply the rules of fencing.

3.

Demonstrate proper fencing etiquette.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Develop a fencing strategy to use against an opponent in a fencing competition.
- b. "Read" the opponent to determine opponent's strengths and weaknesses and best strategy to use to defeat opponent.
- c. Maintain calm and composure during a fencing bout.
- d. Understand the rules used in fencing and how to apply them in a fencing bout.
- e. Know how to referee a fencing bout.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Activity
- b. Demonstration, Repetition/Practice
- c. Discussion

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- d. Lecture
- e. Observation
- f. Participation
- g. Self-exploration

Other Methods:

With a small class, I will be able to spend some one-on-one time with each student to make sure their technique is correct.

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 36.00

Outside Class Hours: 9.00

a. In-class Assignments

Warmup and stretches.
Fencing footwork and drills.
Bladework and drills.
Partner drills, taking turns attacking and defending.
Bout strategy, setting up the attack and how to defend against it.
Discussing the rules as they apply to a fencing bout.
Refereeing bouts and explaining the fencing action.

b. Out-of-class Assignments

Read suggested articles in American Fencing Magazine.
Watch suggested fencing videos on YouTube.
Research a competitive fencer, either current or from the past century, write a report on them and their accomplishments and present to the class.
Observe, participate or volunteer at a local fencing tournament.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Term or research papers
Students will be asked to select a competitive fencer, either current or the past 100 years, and write a report on their fencing life and accomplishments and why they chose that fencer and present to the class.
- Field/physical activity observations
Physical activity for fencing includes footwork, bladework, advancing, retreating, lunging. Observing the students to make sure their technique in executing each physical activity is correct.
- Computational/problem solving evaluations
Fencing is like playing chess at 100 miles an hour. Fencing is 80% mental and 20% physical. A fencer has to be able to figure out what kind of fencer his opponent is, what strategy he will use and what he needs to do to thwart an on-coming attack. A fencer has to think on their feet and make split second decisions. The opponent is a problem and must be solved as soon as possible.
- Presentations/student demonstration observations
Students will fence in front of the class. Their technique, actions and strategy will be discussed and critiqued.
- Group activity participation/observation
The A-line, B-line portion of the class is when fencers partner up. One fencer makes the attack and the other defends. This is a group activity for all students to practice an attack and its defense. I observe the partners, make corrections when and where needed.
- True/false/multiple choice examinations
Examinations will have a mix of true/false, multiple choice, fill in the blanks and definitions of terms.
- Mid-term and final evaluations
There will be one written mid-term exam and the final exam will be a fencing tournament.
- Student participation/contribution
I expect students will participate, and with great joy, if they are enrolled in a competition fencing class. If they want to fence, they will be actively participating. The students contribute to making the class fun and exciting by showing up

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and participating.

- Student preparation

If the students take whatever notes they need for themselves, study the handouts, attend the classes and practice as much as they are able, that is the best they can do in the way of preparation for a weekly class.

- Oral and practical examination

I will be asking questions and the students will have to reply. Students will have to explain actions when refereeing fencing bouts and discuss and explain fencing rules. That is like a mini-examination without the attached stress of an examination, just answering questions according to their knowledge of the rules.

- Behavior assessment

Fencing is an etiquette sport. Behavior, comportment, manners are all a part of the sport. We salute before and after we spar, we shake hands after sparring, students must have impeccable behavior. Bad behavior, bad attitudes are not tolerated. There are sanctions in the rule book for bad behavior. Behavior assessment in fencing is easy, every one is polite, and that carries over into their personal life.

14. Methods of Evaluating: Additional Assesment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C5 – Personal Growth and Development

Exhibit habits of intellectual exploration, personal responsibility, and well being.

IO - Personal and Professional Development

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

16. Comparable Transfer Course

University System

Campus

Course Number

Course Title

Catalog Year

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

Currently, students are able to take a 16-week beginning fencing class. This class gives the basics in footwork and bladework and students are able to spar with one another. One-third to one-half of the students express an interest in continuing in the sport and even competing. This course will respond to the request of those students, giving them the footwork, bladework, strategy and fencing practice they are looking for to take their fencing knowledge and skills to advanced and competitive levels.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*

b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000554124

b. T.O.P. Code [CB03]: 83500.00 - Physical Education

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: B = Transfer CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

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- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (if program-applicable): N/A

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 24

Third Year: 24

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Leslie Taft Origination Date 12/26/13