I. Course Description

Instruction and practice of contemporary techniques of Karate-Dō (The way of the empty hand). An introduction to the practice of traditional Shotokan Karate (Japanese Karate).

II. RATIONALE

Karate is an activity course that presents the subject matter of Karate-Do (The Way of the Empty Hand). The student will be introduced to the core elements and techniques of Karate practice (physical). The student will also get an insight into the mental aspect of practicing (ideals, demeanor, fighting spirit etc.) of traditional martial arts practice.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.

4. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES-NA

V. COURSE OBJECTIVES / LEARNING OUTCOMES
A. Develop core elements of Karate-Dō. These core (foundational) elements consist of offensive and defensive techniques. These techniques can be categorized as follows:
   - Stances
   - Blocks
   - Strikes
   - Punches
   - Kicks

B. Develop skill and knowledge of Kata (combat forms). The student will study these forms using slow and fast movements, light and heavy application of strength, and expansion and contraction of the body. These forms are studied with the intent of developing basic self defense techniques.

C. Apply basic core elements in sparring matches (one-step engagement sparring). The student will also begin to understand the “mentality” or mindset of combat and self-defense. The student will be introduced to basic escaping techniques for self-defense situations.

D. The student will become knowledgeable concerning the history and culture relating to Karate-Dō. They will also become familiar with Japanese terminology in relation to Karate training.

E. Develop discipline and self confidence. The student should also develop an understanding of having personal integrity and to foster a sense of ethical behavior (in our everyday life). The study of Karate-Dō opens the student’s understanding of how the above listed trails “network-over” into other aspects of their everyday life.

F. Outcomes for State adopted proficiencies.

1. Learner-centered knowledge. The student will begin to understand how to use experience, knowledge (textbook) and pedagogy methods to relate subject matter to students.
   - Example: Explain a technique, demonstrate how it works, have students ask questions, allow students to practice and become efficient in the technique. Assign textbook explanation (video presentation can also be used).

2. Equity in excellence for all learners. The student will realize, that every pupil has a different capability for becoming proficient in Karate-Do. This may be due to age, previous level of understanding, physical conditioning, illness or handicaps. The instructor will by example, demonstrate how all levels of students can be taught, encouraged, and developed.(regardless of age, condition, etc.). This gives positive re-enforcement on “how” to administer to a diverse group.

3. Learner – centered communication and personal development. The practice of traditional Karate-Do insists on self-discipline and the development of the personal dignity of each participant. It also instructs the student in the understanding of having integrity and to develop a sense of ethical behavior.

VI. COURSE TOPICS

An introduction to the practice of traditional Karate-Do (The Way of the Empty Hand). This introduction will be presented through the instruction of Shotokan Karate. More specifically Shotokan Ohshima Karate.
VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The course topic, Shotokan Karate will be taught in a “traditional way”, with the use of Japanese terms and a traditional structure. Each class will usually take the following format:

A. Class format
   1. Mokuso – beginning meditation
   2. Warmup/push & resist – exercise
   3. Kihon – basics practice
   4. Kata – combat forms practice
   5. Kumite – basic sparring practice
   6. Cool down – exercise
   7. Mokuso – ending meditation

B. Methods and activities of instruction
   1. Physical drills, instruction, discussion, video
   2. Demonstrations, student interaction

C. All students will wear loose comfortable athletic wear (Gi if you have one)
   All students will practice with bare feet, unless they have a medical condition that prohibits this form of practice.

VIII. EVALUATION AND GRADE ASSIGNMENT

A. Assessment methods (Traditional and Performance)
   1. Written Examination
   2. Attendance / Participation
   3. Skills Exam

B. Percentage of final course grade for each assessment method
   1. Written …………………………. 20%
   2. Attendance / Participation ……. 30%
   3. Skills (Performance) ……………. 50%
      100%

Overall Grading Scale

90 - 100% - A
80 - 89% - B
70 - 79% - C
60 - 69% - D
Below 60% - F
IX. Course Schedule and Policies

A. Tentative class schedule

1st 4 weeks – Developing core elements – pulling hand, back leg, underarm, proper fist, breathing, form, powerlines, techniques (hand & foot). Introduction of Kata; sparring form.

2nd 4 weeks – Developing Kata, developing combat forms, develop and continue to improve core elements.


Remaining class periods – Review for skills and written exams.

B. Class Policies

1. Attendance / Tardiness

Each student is expected to attend all classes. Students will be allowed (3) absences without point deductions. Students who accumulate four (4) absences will have their attendance grade reduced to 89. Every subsequent absence will result in a 5 point reduction for each absence.

Please be advised, that if you stop attending class, it will be your responsibility to drop the course via the registrar’s office or you will receive an “F” on your transcript.

Excused absences will not be figured in the above formula. (Students should “clear” excused absences with instructor.) Students who are unable to participate should attend class and observe. Three (3) non-participant classes equals one absence.

I ask that you not be tardy for class. I understand legitimate situations can occur. A continued habit however will not be tolerated. If you have a special situation, please talk to me privately. Arriving ten (10) minutes after class will result in an unexcused absence.

2. Late work and Makeup Exams

Late assignments and make-up exams will be accepted and approved at the discretion of the instructor. All requests will be handled on an individual basis.

3. Extra Credit

Extra credit for make-up work will be accepted at the discretion of the instructor.

All cell phones and electronic devices must be turned-off at the beginning of each class period. Those students attending class, who are unable to participate will not use cell phones or electronic devices without the permission of the instructor.

5. **Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

6. **Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. ( ) is the last day to drop a class with an automatic grade of “W” this term.

7. **Preferred methods of scholarly citations**

Classroom / professional behavior

Texas A & M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with each (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students
engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

8. **Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to you with a high quality education experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

9. **Grade Appeals**

As stated in University Procedure 13.02.99C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade encouraged to first discuss the matter with the instructor. For complete details including the responsibilities for the parties involved in process and number of days allowed for completing the steps in process, see University Procedure 13.02.99C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provo/st/university_rules/index.html](http://www.tamucc.edu/provo/st/university_rules/index.html). For assistance and guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

10. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

11. **Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University-Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
X. TEXTBOOK – Introduction to Karate-Dō by Michael Mantz, Tom Muzila, required

XI. BIBLIOGRAPHY

1. Karate Do Kyohan - Gichin Funakoshi
2. Karate Do-My Way of Life - Gichin Funakoshi
3. The Heart of Karate Do - Shigeru Egami
4. Karate Do Nyumon - Gichin Funakoshi
5. Black Belt Karate - Jordan Roth
6. Zen in the Art of Archery - Eugene Herrigel
8. A Book of Five Rings - Miyamoto Musashi
9. The Zen Way to the Martial Arts - Taisei Deshimaru
10. The Twenty Guiding Principles of Karate - Gichin Funakoshi
11. Karate Jutsu - Gichin Funakoshi
12. Mental Karate, A Warrior’s Guide - Tom Muzila
13. Notes on Training - Tsutomu Ohshima
14. Explosive Power - Tom Muzila