

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT HPER DATE 3/10/15

Title of Course or Degree Change: PEC 6800 Intro to Fencing

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Letter of Intent               | <input type="checkbox"/> Proposal   |
| <input type="checkbox"/> Closing of Degree Program      | <input type="checkbox"/> Proposal (Letter of Intent sent previously)          |
| <input checked="" type="checkbox"/> New Course*         | <input type="checkbox"/> Change in Degree Requirements                        |
| <input checked="" type="checkbox"/> New 82 Course       | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Program        | <input type="checkbox"/> Change in Discipline Code                            |
| <input type="checkbox"/> Change in Pre/Co-Requisite     | <input type="checkbox"/> Change in Description                                |
| <input type="checkbox"/> Deletion of Course             | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Other (please describe): _____ |   |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

**I. DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date approved 3/10/15 Signature, Committee Chairperson: Nichole A. Bracco  
Signature, Department Chairperson: Ronald Hume

**II. PROVOST ACTION**

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved  B. Returned to department with comments

Recommendations (if any): \_\_\_\_\_

Signature, Provost: \_\_\_\_\_ Date: \_\_\_\_\_

**III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS (\*FOR NEW COURSES ONLY):**

- A. Approved  B. Tabled  (no action to be taken by Curriculum Committee)

Recommendations (if any): \_\_\_\_\_

Signature, Sub-Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION**

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved  (forwarded to Steering Committee)  
B. Tabled  (Department notified)  
C. Not Approved  (Department notified)

Signature, Chairperson of Curriculum Committee \_\_\_\_\_ Date: \_\_\_\_\_

**Kingsborough Community College**  
**The City University of New York**  
**Undergraduate Curriculum**  
**FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS**

**1. DEPARTMENT, COURSE NUMBER AND TITLE:**

Department of Health, Physical Education and Recreation  
Course Number: PEC 6800  
Title of the Course: Introduction to Fencing

**2. DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?**

This course does not meet distribution requirements for Groups I-V nor pathways A-E.

**3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:**

This course would transfer as an elective.

**4. BULLETIN DESCRIPTION OF COURSE:**

The students will be exposed to the history, skills, and theory necessary for effective participation and appreciation of fencing. Students will be exposed to the fencing classic schools/styles, fencing equipment, structure and functional skills. Students will participate in foil and sabre competitions, learn about weapon control, fencing techniques, and tactics. Students will learn about the fencing federations, scoring system, and tournament play.

**5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom- if applicable):**

2 Hours

**6. NUMBER OF CREDITS:**

This course is 1 credit

**7. COURSE PREREQUISITES AND COREQUISITES**

Prerequisites: none

Corequisites: none

Pre or Coreq: none

**8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**

- A. Enrollment summaries, if previously offered as an 82 No
- B. Projected enrollment 100 students annually
- C. Class limits 25
- D. Frequency course is likely to be offered 1-2 sections per semester

F. Role of course in department's curriculum and college's mission:

The course provides an opportunity for students to acquire knowledge and skills in an activity which can be engaged in socially and competitively as a lifetime sport. Since it is a sport which can be enjoyed by men, women and children, it is not uncommon to find whole families enjoying this activity together.

**9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:**

None

**10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**

N/A

**11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**

Cheris, Elaine. Fencing Steps to Success. Human Kinetics, 2001.

**12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet nothing the proposed revisions, including where course fits into degree requirements, and what courses(s) will be removed as a requirement for the degree. NYSED guidelines of 45 credits. Of Liberal Arts coursework for an A.A. degree, 30credits. For an A.S. degree and 20 credits. Of Liberal Arts for A.A.S. degree must be adhered to for all 60 cr. Programs).**

No

**13. IF OPEN ONLY TO SELECTED STUDENTS (specify):**

Not Applicable

**14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

At the conclusion of the course, students will be able to:

1. Critique and analyze the historical perspective of fencing and how it affects fencing today.
2. Describe the history of fencing.
3. List the fencing federations worldwide.
4. Describe fencing classical schools/styles.
5. Explain structure and functions of fencing weapons and equipment.
6. Demonstrate fencing techniques and tactics.
7. Think critically in fencing; improve technique, body mobility, speed, and agility.
8. Develop body awareness, fencing tactics, and flexibility.
9. Demonstrate fencing skills in foil and sabre bouts.

The main goal of this course is to provide students with the fundamental skills of fencing to participate in a match.

In general, students will learn about fencing techniques and tactics.

**15. METHODS OF TEACHING -eg., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:**

Teaching is accomplished through lectures, demonstrations, discussions, and visual aids. Lectures will include the history of fencing, functions, and structure of fencing. Practices will include warm-up, foot work, drills, and participation. There will be written assignments on fencing, and a museum visit.

## 16. ASSIGNMENTS TO STUDENTS:

Fencing practice will let students demonstrate their knowledge of safety practices, equipment use, fundamentals skills and theory of foil sabre fencing.

The students will complete 2 multiple choice exams (midterm and final) that will cover but not be limited to:

- Fencing history
- Structure and functions of fencing and equipment
- Safety rules
- Analysis of foils and sabre bouts
- Coaching and officiating
- Museum visit and paper assignment for extra credit.*

## 17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

Evaluations will be mostly subjective and done by observing students, written, exams:

1. Application of fencing techniques and tactics in performance (20%)
2. Competition bouts for practical midterm and final exams (20%)
3. Students' participation, enthusiasm and effort (20%)
4. Written assignments (10%)
5. Midterm and final exams (30%)

## 18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

Week 1	What is fencing? Origins of fencing? Fencing History: the Ancient Times, Middle Ages Slides Homework: handout
Week 2	Fencing as a sport Fencing History: Modern fencing Safety rules Benefits of learning fencing Explanation of: warm-up fencing foot work fencing drill fencing practice weapon structure and function (foil, epee, sabre) other fencing equipment Homework: handout
Week 3	Warm-up Explanation of: fencing position step advance (forward) step retreat (back) lunge advance attack (step lunge) jump jump lunge advance jump (step lunge) weapon holding

	<p>hit (straight arm)  simple attacks (hits) on target or opponent  hit from same spot  step advance hit  lunge hit  step advance lunge hit</p> <p>Fencing footwork  Fencing drill  Fencing practice</p>
Week 4	<p>Warm-up  Review of simple foil attacks (hits):  hit from the same spot  step advance hit  lunge hit  step advance lunge hit</p> <p>Explanation of foil defenses:  simple defense  defenses 4, 6, 7, 8, 9</p> <p>Fencing footwork  Fencing drill  Fencing practice</p>
Week 5	<p>Warm-up  Explanation of foil bout analyze  Fencing footwork  Fencing drill  Fencing practice  Review for the midterm  Homework: study slides, handouts</p>
Week 6	<p>Midterm  Warm-up  Review of simple foil attacks, simple foil defenses  Explanation of complicated foil attacks (part 1)  feint disengage (show disengage)  duple disengage  double disengage  beat 4 straight attack  beat 6 straight attack</p> <p>Fencing footwork  Fencing drill  Fencing practice</p>
Week 7	<p>Review safety rules  Warm-up  Review simple foil attacks, simple foil defense, complicated foil attacks  Explanation of complicated foil defenses (part 1)  circle 4 defense  circle 6 defense</p> <p>Fencing footwork  Fencing drill  Fencing practice</p>
Week 8	<p>Warm-up  Explanation of complicated foil attacks (part 2)</p>

	beat 4 disengage attacks beat 6 disengage attacks beat 4 double disengage attacks beat 6 double disengage attacks double inside attack double outside attack Fencing footwork Fencing drill Practice
Week 9	Warm-up Explanation of complicate foil defenses (part 2) circle 6-7 defense circle 8 defense Fencing footwork Fencing drill Fencing practice
Week 10	Warm-up Explanation of: foil contra attacks foil tactics Explanation of bout analyze Fencing footwork Fencing drill Fencing practice
Week 11	Warm-up Fencing footwork Fencing drill Fencing practice Review for the final exam Homework: study slides, handouts
Week 12	Final exam Warm-up Fencing footwork Fencing drill Fencing practice

### 19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

1. Arkadev, Vitaliy. Fencing. Government Publishing: Physical Sport, Moscow, 1959.
2. Cheri, Elaine. Fencing Steps to Success. Human Kinetics, 2001.
3. Federation Internationale D'escrime website
4. Lukovich, Istvan. Foil Fencing: Technique, Tactics and Training: A Manual for Coaches and Coaching Candidates. SKA Swordplay books, Staten Island, NY, 2013.
5. Swope, Bob. Youth Fencing: Drills, Strategies and Games Handbook. Jacob LLC, Saint Louis, MO, first edition, 2010.
6. Shtenbax, V.L.. Fencing. Olympia Press, Moscow 2005.
7. USA Fencing website