

University of Texas at Arlington

Women's Self Defense – EXSA 1246

Sections 001, 002 & 003

2009 Spring Semester

MAC, Room 135

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Goals:

Everyone who enrolls in this class has done so for a variety of personal reasons. I do not want to limit what you will learn in this class by giving you certain boundaries of what I feel you should learn. Each student will write down their own personal goals for the class that will be kept in their notebook (front page). These goals should be updated throughout the semester, even up to the end of the semester. I do not want the end of the semester to be the end of your self-defense training.

My personal promise to you as your teacher is to help each of you learn to not become a victim.

Course Content & Topics:

Awareness – knowledge of your surroundings

Physical Defense – active self defense techniques

Personal Protection - weapons

Home & Auto Security – preventive measures around your home and car

Car Care – car maintenance and upkeep

Sexual Assault

Domestic Violence

Current Events – discussions on recent events or personal questions

Safety:

It is extremely easy to be injured in this, as in any activity class. Not warming up, unsafe stretching, carelessness while practicing, and other things can contribute to injuries.

Attendance:

You will have two free absences. Everything after that will be 5 points off your attendance / participation grade, regardless of the reason. No excused absences. If you attend class but do not work out, you will get partial credit for the day. University trips will get first priority on your free absences. If you know you have a field trip coming up for a class requirement, save your free absences for those. *You will not receive a good grade if you have numerous absences. You will be allowed to make up two absences.* You may make up one absence by finding a self-defense article in a refereed journal (research only, in Psychology or Sociology – no Cosmos, Reader's Digest, etc), writing a one-page summary and submitting them both to me. I may ask you to make a presentation to the class. You may also make up an absence by riding with a metropolitan police officer on duty on a weekend night for four hours, by getting a home security check done by the police department, or by walking / running in a race of at least 2 miles. If you do not use your free absences, I will give you extra credit on your participation. Anyone with perfect attendance at the end of the semester will receive a special award.

Participation:

Everyone is expected to be ready to begin 5 minutes after the scheduled starting time for each class. If you are here on time, participate in the exercises and class discussions, contribute your knowledge to the group, you will receive full credit for participation. ***I will mark down minutes tardy or minutes left early***, sitting out from exercises or lack of contributions to discussions and subtract them from your participation grade. If you have a class conflict and know you will be tardy, save a free absence to make up the points you will be losing by being late.

Written work:

Written work will consist of papers written on speakers who come to visit (minimum of three), personal goals for the class, workout log, handouts and personal lists of preventive self-defense measures.

Workout and log:

There will be a daily class workout specifically designed to strengthen the body. Students will keep a daily log of workouts and turn in at the end of the semester. Good record keeping is important in order to evaluate your progress.

If we have a guest speaker and no workout, you will be required to work out later in the day on your own and log it. If you miss a class day, you are required to make up that workout for your log. That will not make up your absence however. You are also required to work out one time each weekend in a leisure activity of your choosing for at least 30 minutes. It also needs to be logged. You should have a total of at least 3 workouts per week, whether they are done in class or outside. During breaks (Thanksgiving or Spring Break) you still need to maintain your regular workout schedule. You may also log workouts for other activity classes or personal fitness. You may do your log in a notebook or on a calendar, but you must have a date, the activity, and the duration or distance logged.

Grades:

- 50 % on attendance grade
- 50 % on paperwork / written test

Clothing:

Loose, modest, comfortable workout clothes, no street clothes or jeans. No lycra tights or shorts or jog bras without something over them. There should be nothing lewd, crude or obscene on your clothing.

Do not wear jewelry or watches during class. They could be broken or possibly injure your workout partner. No gum chewing during workouts.

Text:

The Gift of Fear – Gavin De Becker

Enrollment and participation in this class does not guarantee that you will be able to handle every potentially dangerous situation. No class can teach you to eliminate all risks, although you will learn many things that will reduce your vulnerability.

Drop/Add Policy:

It is the responsibility of the student to either add or drop classes or withdraw from the university. Departments are no longer allowed to add students to rolls or drop students from rolls without written permission from the student. **Students will not be dropped for never attending.** Specific deadlines set by the University can be found in the current Schedule of Classes. **Deadlines for dropping classes may differ for Graduate Students and Undergraduate Students. It is the responsibility of the students to know these dates.**

Americans with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities, (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

Academic Dishonesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulation, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Bomb Threats:

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Self-Defense for Women

Rules for class

1. Everyone has something beneficial to add to the class and is expected to contribute to the group.
2. No one will monopolize class discussions.
3. Any contributions by class members are gifts and are to be treated with respect and care. Each person makes herself vulnerable by sharing the situation that happened to her in the hopes that we can all benefit by talking about it and brainstorming through it without having to go through the actual situation ourselves.
4. No judging out loud. The phrase “you should have done...” is not acceptable. Any questions should be phrased in non-judgmental language. For example, “Did you think about...” Any judgments, implied or verbalized, have two effects: the person will never contribute again, and others will hesitate to contribute, for fear of the same thing happening to her. Open sharing is the single most important ingredient to a successful class.
5. No “I would have...” because you cannot say what you would have done. You don’t know unless you were that other person at that particular time. You may know what you would liked to have done but that is very different from what you, in fact, would have done.
6. Many situations have no set right answer. Many situations have many right solutions. “If you survived, then you did the right thing.”
7. Critically evaluate everything that is heard in class. Sometimes conflicting information or advice may be presented by different authorities. Take in the information, digest it, and then decide for yourselves if you want to keep it or discard it.
8. Don’t be too hasty in discarding any suggestions or information as worthless. Upon further reflection, there may be a situation where that particular piece or information would be applicable.
9. Your situation, mindset and past experiences will influence how you decide to respond to any situation. What is right and logical for one person may not be right or logical for another person. No class can give right answers. This class is only opinions – “ingredients”. Each must combine “ingredients” to come up with her own “recipe” for survival in each individual situation.
10. As much can be learned from classmates than from the teacher. Collectively, the class can probably problem-solve any situation. See #6 above.
11. It is more important to learn to ask intelligent questions than it is to have ready answers. All of you are already competent in evaluating options presented to you. Not all of you have the ability at the beginning of the course to recognize your options, through. This is one of my goals for you this semester.
12. By the end of the semester, you will know more than 95% of American women about personal safety. You have a responsibility to pass on this information to other women.