

- **Course:** Contemporary Methods, Materials, and Evaluation:
Driver's Education

Course #: PETC 3300-80-2012-50

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Overview of the Course:

The course is created to expose the student to the latest teaching strategies and techniques for teaching driver education in the classroom and Behind the Wheel. The course will facilitate both the needs of novice and experienced student in traffic education. In addition, the certification requirements for New Jersey classroom and the Behind the Wheel will be satisfied by this course. Individuals interested in New York state certification can apply the course towards a provisional certification.

Course Goals and Objectives:

The course will satisfy the New Jersey State certification requirements for classroom and the behind the wheel instruction.

The course will satisfy DMV requirements for owners of commercial driver instruction schools in New Jersey.

The course will expose the student to updated strategies and techniques for teaching driver education.

The course will improve the teaching technology skills of the teacher for teaching driver education.

Student Learning Outcomes:

Apply the knowledge of driver education teaching strategies and tactics to the classroom and for the Behind the Wheel.

Analyze and Evaluate the Behind the wheel teaching procedures by performing a Behind the Wheel lab... ..

Analyze and evaluate the effectiveness of the Graduated licensing process by performing internet research and writing a persuasive essay. Create and develop a PowerPoint on driver's education by using the textbook and Microsoft PowerPoint.

Research and analyze the various safety devices available in motor vehicles.

Analyze and synthesize the differences between senior and teenage drivers by writing a compare and contrast essay.

Design and develop appropriate New Jersey standard lesson plans that can be used in the driver education classroom.

Instructional Procedures:

- The student will need internet access for the course. **Microsoft Word-2007/2010 only for assignments, no other format.**
- The student will interact and read other student work on the internet.
- The student will perform all on-line assignments, and readings.
- **The students will hand the work in on the designated due dates, no exceptions. In addition, not posting or attaching work correctly, is not an excuse for late assignments. Furthermore, personal lives, jobs, and other activities, are not reasons for late work.**
- **All late assignments will have 10 points deducted per day. No Exceptions.**

Requires Material:

- **Textbook-Johnson, Margaret L.. Drive Right (eleventh edition), Scott-Foresman/Prentice Hall, N.J. 2001. Must be obtained from the WPU Bookstore.**
- Internet Access-Computer- Microsoft Word-2003/2007
- ******The students are responsible for checking email, reading email, and responding to the email at least once per day. NO EXCEPTIONS!**

Criteria for Course and Evaluation:

I. Written Assignments

80%

II. PowerPoint Slide show on Chapter #15

20%

III... Observe a Driver Education Classroom or
BTW Summary (**Mandatory**) P/F

- *The student must complete all work to receive a grade.*
- *Late assignments will be penalized. The student will have 10 points deducted for each day an assignment is late to the Blackboard.*
- *Assignments late more than three days will receive a ZERO grade.*

The Grading Scale for the Course is:

A=93-100% A- = 90-92%
B+= 88-89% B=83-87% B- =80-82%
C+=78-79% C=73-77% C-= 70-72%
D+=68-69% D=60-67%
F= below 60%

Student Assignments:

Student Reading from Drive Right text.

Chapter #1- Pages 2-17.

Chapter #2- Pages 18-39.

Chapter #3- Pages 40-61.

Chapter #4- Pages 62-77.

Chapter#7- Pages 126-147.

Student Written Assignments:

- **All assignments must be complete in Microsoft word 2003/2007 only.**
 - **The assignment should include a minimum of two resources.**
 - **The assignments should be written in correct writing format.**
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1. **Graduated Licensing Program and Man Made Laws-** Write a four to seven paragraph persuasive essay on the Effectiveness and Importance of the Graduated Licensing Program and Man Made Laws. In addition, the essay must include vital facts and statistics on the two separate topics. The essay should have at least three sources for the research. Please, refer to the high school writing rubric for persuasive essays, located on the Internet.
 2. The students will create two high school level driver education lesson plans. The plans will be utilized in the classroom. The student can select any topic from the required text. The plan should be for a class period of a minimum of 50 minutes. In addition, the lessons must contain the objectives, N.J. core content standards, materials, activities, content, and form of assessment. (This counts as two assignments). **Furthermore, you must have accommodations and modifications for special needs students. The Driver Education core content standards are located under the Health and Physical Education core content standards.**
 3. Write a four to seven paragraph persuasive essay on the Driver Fatigue and Prescription Drug Use. In addition, the essay must contain supportive facts and statistics to support your point of view. Furthermore, the essay should contain information on the up to date laws. Again refer to the high school writing rubric.
 4. The student must interview a teenage driver and a senior driver. **The student is to develop at least eight questions for each of**

the two interviews. The student must then complete a five to seven paragraph comparative and contrasting essay of the two types of drivers. In addition, the student should include an analysis at the end of the paper. The questions should be on hot driving topics. For example, driver distractions and cellular devices. The challenge of the paper is to create open ended questions on hot topics. Many of the students write four questions on the same topic, this is unacceptable.

Please refer to the following Rubric link for the grading of assignments.

<http://course1.winona.edu/shatfield/air/rubrics.htm>

PowerPoint Assignment:

The student will create a PowerPoint lesson on Chapter #2. The slide show must be a minimum of ten slides and not to exceed twenty slides. The lesson should be for a tenth grade driver education class. The slide show may be creative and dynamic as the instructor would like. In addition, the slide show must cover the entire chapter. Furthermore, the slide show must contain animation, appropriate content, font, graphics, color, and sound. The creativity and organization are important part of the grade.

Behind the Wheel Driving Assignment:

The student must arrange an observation of a High School Driver Education class or a Behind the Wheel Lesson-Commercial Driving School. The student will write a 200 word essay on the observation. The essay must include the person's, name. Phone number, place of employment, and email. The grade is P/F. However, not performing the observation will drop the student a full letter grade. For example, A to B. Due Date will be posted on the Announcements- Blackboard. The essay should be sent to the WPU email. Since the assignment is Pass/Fail- late assignments will have points deducted from a previous or future assignment. For example, handing in the assignment two days late will have 20 points deducted from your PowerPoint or previous written assignment.. No Exceptions!

Please refer to the following Rubric link for the grading of assignments.

<http://course1.winona.edu/shatfield/air/rubrics.htm>

Important: All work must be completed by the due date given by the instructor. The dates will be emailed in the beginning of the semester.