

PETC3300- Contemporary Methods/Materials/Evaluation in Driver's Education

Lori M. Albert Phone: 732-890-9589 albertl@wpunj.edu

Winter Session December 26, 2017-January 14, 2018

Overview of the Course:

William Paterson University

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

Course #: PETC 3300-80

Instructor: Lori M. Albert.

Phone: 732-890-9589

Winter Session Email: winter@wpunj.edu

Winter Session 2017-2018

Overview of the Course:

The course is created to expose the student to the latest teaching strategies and techniques for teaching driver education. The course will facilitate the needs of both 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 presentation on driver's education by using the textbook and Microsoft PowerPoint.

- Research and analyze the various fuel-efficient vehicles available to the consumers.
- 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.
- The student will interact and read other student work on the Internet.
- The student will perform all on-line assignments, readings, and tests.
- All assignments must be completed in Microsoft Word only. **No Google Docs, No Presi files, or Zip files.**

Required Material:

- **Textbook-Johnson, Margaret L.. Drive Right (tenth/eleventh edition), Scott-Foresman/Prentice Hall, and N.J. 2011. Must be obtained from WPU Bookstore.**

- Internet Access-Computer- *Microsoft Word* (not Works, not Apple).
- The students are responsible for checking email, reading email, and responding to the email, everyday of the course. **NOEXCEPTIONS!**

Criteria for Course and Evaluation:

Assignments 70%

PowerPoint 30%

Observe a BTW lesson/Interview BTW- P/F

- *The student must complete all work to receive a grade.*

The Grading Scale for the Course is:

A = 95-100%

A- = 92-94%

B+ = 90-91%

B = 84- 89% B- = 80-83%

C+ = 75-79%

C = 70- 74% C- = 68-69%

D+ = 66-67%

D = 65%

F = below 65%

Student Assignments: *More detail in the course documents section, this is just a summary. Assignments can change so check all areas.*

- **Link for PowerPoint**
Rubric: <http://dms.wcs.k12.vaus/pprubric.htm>
- **Please refer to the following Rubric link for the grading of assignments.**

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

Student Reading from Drive Right text.

Chapter #1- Pages 3-17.

Chapter #2- Pages 19-37

Chapter #6- Pages 109-128.

Chapter #7 127-148.

Student Written Assignments:

- All assignments must be complete in **Microsoft Word only 2007/Present. No Google Doc's, No "Presi" files or zip files.**
- The assignment must include a minimum of two resources.
- The assignments should be written in correct writing format.

- 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. The essay must convey to the reader that the GDL program for teen drivers is working and research another man made law to prove they work effectively to reduce injuries/fatalities.

- 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, procedures, and accommodations/modifications for special education students, homework, and form of assessment. (This counts as

two assignments). Furthermore, the lessons should have the technology piece incorporated and a variety of methods (hands on) to motivate student learning.

- Write a four to seven comparative essay (on two different hybrid cars...make and model) on the Fuel Efficiency of two new Hybrid vehicles and the new safety technology available to the consumer in the vehicles. In addition, the essay must contain supportive facts and statistics to support your selection of one of the preferred vehicles over another. For example, I selected the *Ford Fusion* for the following listed reasons. Furthermore, the essay should contain updated information on the cars and models. The student must select one of the hybrid vehicles at the end of the essay. Last, the budget for the buying of the hybrid vehicle is \$34,000. Again, refer to a writing rubric on the Internet for comparative writing.
- The student must interview a teenage driver and a senior driver. The student is to develop at least eight to ten open ended questions for each of the two interviews (total of 16-20 questions for the assignment. The questions must be creative and important in today's driving world. In addition, the student should include an analysis at the end of the paper of the two interviews.
- **PowerPoint Assignment:**
- The student will create a PowerPoint lesson on Chapter #15 - "Alcohol and the Use of Other Drugs". 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 PowerPoint should contain; animation, color, appropriate content/font, graphics, sound, and slides to engage the learners.
- **Link for PowerPoint**

Rubric: <http://dms.wcs.k12.vaus/pprubric.htm>

Behind the Wheel Driving Assignment:

The BTW Summary/Classroom/Phone Interview assignment: The student are to observe a BTW instructor or observe a local DE high school class. However, due to the short time frame the students may perform a phone interview for assignment. Please, write a brief summary of the experience with all the contact information about the individual. Please, list the name, phone number, email and work location of the interview subject. This is a P/F assignment for the course. This must be handed in on the due date or 10 points will be deducted from a previous assignment, after four days late you will have 40 points deducted from a previous assignment.

*****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. All late assignments have twenty points deducted per day. After two days late the assignment will be given a zero.**