**Rump’s Road Rules Course Syllabus**

**Course Description :** This course is designed primarily to educate potential drivers on the fundamentals of safe driving and the rules that govern our transportation system. Instructor presentations and demonstrations, small group activities, videos, and actual behind-the-wheel experiences will be used as methods of instruction.

**Text :** We will be using the Drive Right : 10th Edition in this course. I will issue textbooks on the first day of class and you will return them at the completion of the course. You are responsible for any damaged or lost textbooks while they are in your possession!! Please take good care for textbooks.

**Assessment :** Students will be graded on classroom material and behind-the-wheel experiences. Classroom material will consist of daily quizzes, unit tests, one current events article, an intersection observance project, and a driver interview project. The grading scale is as follows :

 A 90-100%

 B 80-89%

 C 70-79%

State law mandates that each student achieve a 70% or higher on classroom material to be eligible to pass drivers education.

Each student will complete six hours of behind-the-wheel training, with 6 one-hour sessions being graded separately. Students will be graded on all of the important fundamentals of driving, with points being deducted for mistakes behind-the-wheel. Students will cover topics Including basic car introduction, residential and city driving, parking (angle, perpendicular, parallel), two-lane highway driving, four-lane highway driving, and gravel road driving.

***\*\*\* All projects are expected to be typed and emailed or shared with your instructor. \*\*\****

**Current Events :** Students will be asked to gather current events articles pertaining to behind-the-wheel driving. One article per student must be turned in and these articles will be presented to the class. These current events may be chosen from local newspapers, online sources, or other appropriate sources. Each article must have some substance and may not be just a report of a traffic accident. Students should write a half-page summation of the article and then explain how the article might help educate students. The original article must also be included and stapled to your summation. **This project will be worth 60 points.**

**Intersection Observance Project :** Position yourself at a major intersection in your community or other appropriate intersection for approximately 45 minutes. Write a 1-2 page paper (**worth 100 points**) describing traffic violations that happen at that intersection. Information should include, but not limited to :

 1. Date, location, and time of day

 2. Type of violations that occurred and frequency of each

 3. Approximate age of violators

 4. Action taken by law enforcement (if any)

 5. Potential risk to other drivers

 6. How could you use this experience to help student education?

**Driver Interview Project :** Each student will interview **two** adults about driving related topics. Ask *each adult* the following questions.

 1. What do you think are the most dangerous aspects of driving?

 2. What do you think are the most common and dangerous distractions when driving?

 3. Other than inexperience, why do you think teenagers have far more collisions than any

 other age group?

 4. What types of things do other drivers do that upset you when driving?

 5. What are the most important statements of advice you would give to a new driver?

 6. *You must include at least two questions of your own that are not included here.*

Please *copy each question* on your paper before recording the responses of your interviewee. Please use complete sentences. **This project will be due by the last day of class and be worth 100 points.**