

## Syllabus

# PLATO Course Principles of Law, Public Safety, Corrections, and Security, Semester B

## Course Overview

This one-semester course is intended as a practical, hands-on guide to help you understand the personal, professional, and technological skills required by professionals working in the field of law, public safety, corrections, and security. This course has 12 lessons organized into three units, plus three Unit Activities. Each lesson contains one or more Lesson Activities.

This course covers communication skills, math skills, and work ethics. It also covers job acquisition skills, career advancement skills, and other important professional skills and qualities required at the workplace.

You will submit the Unit Activity documents to your teacher, and you will grade your work on the Lesson Activities by comparing them with the given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

## Course Goals

By the end of this course, you will be able to do the following:

- Explain effective communication and math skills.
- Explain positive work ethics.
- Describe teamwork skills, critical thinking, and problem-solving and conflict resolution skills.

- Identify career-related skills such as job acquisition skills, lifelong learning strategies, and career advancement skills.
- Describe the proper use of job-specific technologies and the Internet.
- Use word processing software and spreadsheet programs.

## Prerequisite Skills

Principles of Law, Public Safety, Corrections, and Security Semester B has the following prerequisites:

- basic computer skills
- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines
- ability to structure and process information

## General Skills

To participate in this course, you should be able to do the following:

- Perform basic operations on a computer.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Principles of Law, Public Safety, Corrections, and Security Semester B is a 0.5-credit course.

## Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
<b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	3	0%
<b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	12	20%
<b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	3	20%
<b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	3	20%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	3	20%
<b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
<b>Total</b>	<b>25</b>	<b>100%</b>

\*Teachers may manually adjust these weights if desired, per district grading requirements.

## Unit 1: Personal Skills

### Summary

In this unit, you'll describe effective reading and writing skills required for interpreting workplace documents and writing clearly. You'll describe effective speaking and listening skills to communicate effectively with customers and employees and following directions. Finally, you'll also describe the importance of mathematics skills by using mathematical reasoning to accomplish tasks.

Day	Activity / Objective	Type
1 day 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
6 days 2-7	<b>Reading and Writing</b> <i>Describe effective reading and writing skills required for interpreting workplace documents and writing clearly.</i>	Lesson
6 days 8-13	<b>Speaking and Listening</b> <i>Describe effective speaking and listening skills to communicate effectively with customers and employees and following directions.</i>	Lesson
6 days 14-19	<b>Math and Science Skills</b> <i>Describe the importance of mathematics skills to accomplish tasks.</i>	Lesson
1 day 20	<b>Para Jumble</b>	Game
4 days 21-24	<b>Unit Activity/Threaded Discussion—Unit 1</b>	Unit Activity
1 day 25	<b>Post-test—Unit 1</b>	Assessment

## Unit 2: Professional Skills

### Summary

In this unit, you'll describe work ethics and appropriate work habits. You'll describe teamwork skills that contribute to the success of the team. You'll also describe critical-thinking and problem-solving skills. In addition, you'll describe conflict-resolution skills to avoid interpersonal and workplace issues. You'll describe job acquisition and advancement skills. Finally, you'll describe lifelong-learning skills.

Day	Activity/Objective	Type
5 days: 26–30	<b>Positive Work Ethics</b> <i>Describe work ethics and appropriate work habits.</i>	Lesson
5 days: 31–35	<b>Teamwork</b> <i>Describe teamwork skills that contribute to the success of the team.</i>	Lesson
6 days: 36–41	<b>Critical Thinking and Problem Solving</b> <i>Describe critical-thinking and problem-solving skills.</i>	Lesson
6 days: 42–47	<b>Conflict Resolution</b> <i>Describe conflict-resolution skills to avoid interpersonal and workplace issues.</i>	Lesson
6 days: 48–53	<b>Job Acquisition and Advancement</b> <i>Describe job acquisition and advancement skills.</i>	
5 days: 54–58	<b>Lifelong Learning</b> <i>Describe lifelong-learning skills.</i>	
1 day: 59	<b>Space Jumble</b>	Game
4 days: 60–63	<b>Unit Activity/Threaded Discussion—Unit 2</b>	Unit Activity
1 day: 64	<b>Post-test—Unit 2</b>	Assessment

## Unit 3: Technological Skills

### Summary

In this unit, you'll identify job-specific technologies to accomplish work responsibilities. You'll describe the use of information technology tools. Finally, you'll describe appropriate use of Internet at work.

Day	Activity/Objective	Type
6 days: 65–70	<b>Job-Specific Technologies</b> <i>Identify job-specific technologies to accomplish work responsibilities.</i>	Lesson
6 days: 71–76	<b>Information Technology</b> <i>Describe the use of information technology tools.</i>	Lesson
6 days: 77–82	<b>Internet Use and Security</b> <i>Describe appropriate use of Internet at work.</i>	Lesson
1 day: 83	<b>Thwack-a-Mole</b>	Game
4 days: 84–87	<b>Unit Activity/Threaded Discussion—Unit 3</b>	Unit Activity
1 day: 88	<b>Post-test—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

## Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester B](#).