

MCJ 6140—Innovation and Technology in Criminal Justice
Summer 2015 (11 May—17 Aug)
Online

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This class is probably not going to be what you initially expected. These are the objectives that this instructor has for this course:

1. Students will gain exposure to some forms of technologies that are being implemented or have the potential to be implemented in the field.
Purpose: There is stuff out there that you need to know about because it might be beneficial for you or your organization.
2. Students will gain some technical background in some basic technological elements that are common to many current day criminal justice technologies.
Purpose: Criminal justice professionals need to be able to communicate effectively with technical individuals (employees, vendors, etc.)
3. Students will understand the non-technical implications of technology use in the criminal justice system.
Purpose: There are various societal implications with technology use. The students will learn how to assess these issues and apply the results to future similar technologies.
4. Students will understand the technology implementation process.
Purpose: Technology implementation requires planning and resources. It is critical that the true costs of a technology are calculated properly and these needs are addressed early in the program.
5. Students will practice writing technology grants.
Purpose: The cost for funding technology projects comes from somewhere. Grants are the most common venue for obtaining money for projects. We will discuss important elements of grant writing and apply them to technology grants.

There are a few skills that you will develop over the course of the semester: how to research, how to learn, how to teach (not instruct), how to write for a different audience, how to discuss, how to think critically, how to play the devil's advocate, how to operate outside your comfort zone and stretch yourself, etc.

Normally, this course involves a lot of student-driven discussion. I start the topic, possibly provide some examples and thought provoking questions, and allow the discussion to go from there. Much of the learning in part of the course will come from what you garner from and contribute to the discussion. Not a lot of guidance is going to be given on discussions. Critical thinking is required. You are going to spend a lot of time in introspection, observation and discussion. If you expect to have your hand held through this course, you will be sorely disappointed. Welcome to graduate school. You should expect to spend 6-10 hours per week on this course alone.

Materials required for the class:

1. Computer with internet access
2. Ability to run Canvas web application for the course material
3. Microphone and webcam (for assignments)
4. We will be using the primary literature and other open sources (vendor materials, websites, stories, etc.) to conduct this class. Discussion is going to be our primary focus.
5. **Assigned Technology Topic:** Every student will be assigned a technology topic (Technology Topic Assignments page). You are expected to become an “expert” on this topic. Well...as expert as you can get in about 6 week time. This topic will be used as the basis for your **Technology Lecture**, your **Grant Proposal Budget**, and the **Final Exam**.

This is a module-based Canvas course. New modules (including assignments and discussions) will open on Mondays. If you do not know how use Canvas, please see the tutorial at <http://guides.instructure.com/m/4212>. Each of the modules will have materials for you to review, watch, read or think about. Each module will also have assignments that you are expected to do by the due date. These assignments will include threaded discussions, formal writing and informal writing. **This is a course that is evolving and changing. Please follow the schedule. I will not be able to open modules in advance. If something is not clear, please check the Announcements (especially the Bug Forum). If your question is not answered, then ask.**

Communicating with the Instructor:

When the instructor is in town, you can expect a response to issues within 48 hours between Monday morning and Friday afternoon. Do not expect an emergency response on weekends or when the instructor is out of town. There are multiple ways to communicate with the instructor.

1. E-mail communication through Canvas for course issues. I will respond as quickly as I can.
2. E-mail communication to brenthorn@weber.edu from your mail.weber.edu account. I will not respond to course issues that come from non-WSU e-mail accounts. You are responsible for using WSU authorized e-mail communication.
3. Phone. I will call you back if I miss your call.
4. Personal visit. I would love to have you talk to me in my office or in the hallway. Come find me on campus or make an appointment. This is especially useful if you need to have a longer conversation. We can also use Google chat, Adobe Connect, Google Hangouts, etc., if a visit is out of the question.
5. Opening new Discussions threads is NOT a productive method for communicating with the instructor. They will be closed and deleted.

Course Assignments and Grading

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| 1. Discussion participation | 40% |
| 2. Technology lecture | 15% |
| 3. Grant proposal budget | 15% |
| 4. Discussion assignment and other papers | 15% |
| 5. Final Exam | 15% |

You can see the complete list of assignments and associated due dates in the Schedule portion of the syllabus below. **You are responsible for the dates listed in this syllabus, or discussed in the Announcements Forum.**

Grade will be given based on the final cumulative score and will be broken down as:

90-100 %	A	80-89 %	B
70-79 %	C	Less than 70 %	E

Assignment Details

Discussion Participation (general concepts):

Your civil and thoughtful participation and research is required in this course. There will be 6 graded discussions throughout the semester. You will be graded on the quality of your participation. Substance, as well as quantity and proper grammar, are considered in the grading. Thoughtful questions, responses, and playing the devil's advocate are helpful. Early posting is appreciated, and rewarded, so the discussion can gain traction. Meeting just the minimum is worth 70% of the points possible. The quality of your posts is also counted in the grading.

- Discussions will open on Monday and remain open for approximately 2 weeks to allow for a rich discussion. Threads will require an initial post of some type to see what is happening in the thread. Initial posts will comprise at least 250 words and one reference to an outside in proper APA style (articles, research studies, news stories, etc.) to support your position.
- To earn the minimum (70% of the points), you must initial post/reply/respond to the discussion thread at least once on 3 separate days. That is three posts total, all on separate days, to be eligible for the minimum. At least 2 of your posts (including your initial post) need to reference outside sources to support your position. If you do not meet the criteria for the minimum, you will get 0% for the discussion.
- Additional posts/replies/responses will allow you to earn the additional 30% that is available. See the discussion rubric.
- After two weeks I will grade the discussion. However, if the class continues the discussion, I will continue to grade it until the end of the semester. The intention of these discussions is to have meaningful conversation that has some depth to it. Remember, there is no "textbook" for this class. We are building it through the discussion. The material builds on itself so the conversations will be relevant throughout the semester

Technology Lecture:

You will teach the other members of the class about a subset of technologies related to the technology topic that you were assigned. You will have 4 assignments related to this Lecture.

1. Prepare a PowerPoint lecture, including slides, media, text, graphics, etc. summarizing the material and addressing at least these three specific areas:
 - a. Discuss why that particular technology is important to the CJ system and what advantages it can bring to CJ practitioners and society
 - b. Give a general overview of how the technologies work. This will require you to delve into the physics, chemistry, computation, etc. of why it works. Your instructor is very knowledgeable in this realm. Ask for help if you need it.
 - c. Discuss the issues that surround the use and implementation of this technology in the CJ realm. Include disadvantages, hidden costs, moral, social and constitutional problems, etc.

Your PowerPoint should be the equivalent of a 60 minute lecture that you would give.

2. In addition to the PowerPoint, provide 3-7 open-source readings on the topic that will allow the class to more fully understand the material. At least one of those readings should be from the primary literature or a significant research report. These readings, plus the lecture, will form part of the basis for the **Final Exam**.

3. Provide the instructor with at least 10 multiple choice questions (minimum) with at least 4 distractors each that could be used to assess your classmates understanding of the material you presented.
4. You are responsible for monitoring the Technology Lectures and Discussion thread and addressing questions brought up by members of the class related to the material you presented. You should plan for a 72-hour response time to questions or comments that require a response.

You should plan time to go through each other student's lecture slides and reading material. You will be assessed on this material in the **Final Exam**.

Grant Proposal Budget:

You will develop a portion of a full **NIJ Technology Grant Proposal** for a fictitious project of your choosing related to your Technology Topic. You will design the project based on the technology topic you were assigned. You will pick a real technology project to "implement" with a real CJ agency of your choice. The technology of your choice should be an off-shoot of the subset of technologies you selected for your lecture. You will develop the project from the perspective as if you were working for this CJ agency trying to acquire and implement that technology in that agency. You will demonstrate your ability to design and execute a technology implementation project through the following three assignments:

1. Write a 200-300 word abstract about your Technology Topic addressing the following 3 elements:
 - a. You will identify the subset of technologies (related to your Technology Topic) that you will develop your lecture around. Be specific. Most of the Technology Topics are so broad that you cannot possibly deal with the entire topic. However, picking one single "device", you will not have nearly enough content.
 - b. Define which specific technology "device" you are going to address in your project, and with which specific agency.
 - c. Define the general goals and plan for the project, including the general time frame for implementation.
2. There are a series of grant writing videos that you are going to watch. You will take notes as you watch those videos and turn in your notes.
3. Grant Proposal Budget and Narrative: After watching the grant writing videos and reading the 2007 Edward Byrne Memorial Discretionary Grant solicitation, you will develop your project plan and timeline. After your plan is organized, create a **Grant Proposal Budget and Budget Narrative** in accordance to the guidelines listed in the 2007 Edward Byrne Memorial Discretionary Grant solicitation, the 2008 NIJ Grant Submission Guidelines and material presented in the course. You will use the Excel Budget Worksheet to develop and present your budget. Write the budget narrative a word processor of your choosing. You will submit a draft of your budget and narrative for review followed by a final version later.

Your proposal will be graded based on the "Selection Criteria" presented in the Byrne grant solicitation. Look at the types of projects listed in Categories I-VI. For example: Suppose that you were given less-than-lethal technologies as your topic. You could, for instance, choose to focus on Conducted Energy Weapons (CEWs). Your lecture for the class will focus on the entire scope of CEWs. Your proposal project, might for instance, focus on Tasers, one of many CEWs.

This assignment is about the process of planning and implementation of a technology project, and writing a technology grant. It is not about the absolute correctness of the timing of activities, financial numbers, resource allocation to execute the project, or all the specific details of submitting a grant to the NIJ. As such, you will NOT:

- Call any CJ agencies to obtain funding or financial information, information about current capability, capacity or personnel, or anything with respect to this assignment.
- Call any companies, technical sales staff or manufacturers to obtain information about costs, support, delivery time, or maintenance.

You will need to include some of these details in your proposal budget. Use what you can find from open-source materials. If you are encountering roadblocks, discuss them with your instructor and we will come up with a reasonable set of data to work with.

Final Exam:

You will take a multiple-choice exam based on the material presented in the course. It will be given through ChiTester. You can take the exam anywhere you can get access to the internet, perhaps even the same place that you normally do your Canvas work. It is open resources (notes, articles, etc.) but closed friends and it is timed. You will only have 60 minutes, so study before you take it.

Assignments Overview:

Discussions:

Define Technology	May 11-22
Technology Implementation	May 25-Jun 5
Constitutional Effects	Jun 8-19
Intellectual Effects	Jun 22-Jul 3
Economic/Financial Effects	Jul 6-17
Social/Moral Effects	Jul 20-31

Technology Lecture:

Investigate Technology Topic	May 11
Technology Lecture Abstract	May 29
Technology Lecture PPT slides	Jun 26
Technology Lecture Additional Readings	Jun 26
Technology Lecture Q&A	Jun 27-Aug 17

Grant Proposal Budget:

Strategic Planning Video Notes	Jun 5
Proposal Writing Video Notes	Jul 3
Proposal Budget Video Notes	Jul 24
Draft Proposal Budget and Narrative	Jul 31
Final Proposal Budget and Narrative	Aug 17

Final Exam:

Final Exam Opens	Aug 10
Final Exam Closes	Aug 17

Course Schedule

Wk #	Starting:	Module Topic/Assignments	Due Dates for Assignments
1	11 May	Personal Introduction— Discussion Video Defining Technology Define Technology— Discussion Technology Lecture Technology Topics Assigned	Video: 5/15 Opens: 5/11; graded: 5/22 Check the list for your topic (subject to change if class enrollment changes)
2	18 May		Work on outstanding assignments
3	25 May	Technology Implementation and	

		Management Tech Implement and Manage— Paper Tech Implement and Manage— Discussion	Paper: 5/27 Opens: 5/25; graded: 6/5
		Technology Proposal Proposal Abstract— Paper	Paper: 5/29
4	1 June	Strategic Project Planning BJA Grant Writing Academy— Notes	Notes: 6/5
5	8 June	Constitutional Issues Cases— Readings Constitutional Issues— Paper Constitutional Issues— Discussion	Paper: 6/10 Opens: 6/8; graded: 6/19
6	15 June		Work on outstanding assignments
7	22 June	Intellectual Issues Intellectual Issues— Discussion	Opens: 6/22; graded: 7/3
		Technology Topic Lecture PPT— Presentation Links and uploads-- Readings	Lecture: 6/26
8	29 June	Proposal Writing Proposal Writing— Reading Proposal Writing— Paper	Notes: 7/3
9	6 July	Economic/Financial Issues Economic/Financial Issues— Discussion	Opens: 7/6; graded: 7/17
10	13 July		Work on outstanding assignments
11	20 July	Moral/Ethical/Social Issues Moral/Ethical/Social Issues— Discussion	Opens: 7/20; graded: 7/31
12	27 July	Technology Proposal Budget and Narrative Budget Worksheet— Paper Budget Narrative— Paper	Draft: 7/31 Draft: 7/31
13	3 Aug		Work on outstanding assignments
14	10 Aug	Final Exam	Opens 8/10; closes 8/17
15	17 Aug	Technology Proposal Budget and Narrative Budget Worksheet— Paper Budget Narrative— Paper	Final Paper: 8/17 Final Paper: 8/17

Class Policies and Philosophies

Academic Dishonesty (Cheating and Plagiarism) Policy

I have zero tolerance for academic dishonesty. This includes cheating, disallowed collaboration, and especially plagiarism (see www.plagiarism.org). For example, duplicating text (either in writing or verbally) or failing to cite sources will result in discipline. This is especially true in Criminal Justice; your integrity means everything. Any detection of academic dishonesty will be met with a minimum of a failing grade on the assignment in question, up to a failing grade for the course, a report to the Graduate Program Disciplinary Committee, and a report to the Dean of Students. No exceptions, no excuses. If you are not sure, better ask in advance of submitting your assignments. The same is true for using APA style, including quotes, citations and references. I'm not teaching them to you. You are expected to know it. If you don't know what

cheating and plagiarism are, or are unable to find resources to figure out what they are and how to avoid them, then you don't belong in graduate school.

Work in Progress

There is not a semester gone by where something major in the class has not changed from the last time I taught the course. Stuff is going to change, stuff may be broken. Therefore instructor reserves the rights to alter, change, and/or delete assignments and associated due dates throughout the course of the semester. I will not make it so that there is more work than currently scheduled. However, if you detect problems, it is your responsibility to notify me so that they can get fixed.

E-Communication Policy

University Policy dictates that all e-mail communication between student and instructor originate from a mail.weber.edu or weber.edu domain, or from Canvas. All e-mails regarding class issues must originate from your WSU e-mail address. Responses from me will originate from brenthorn@weber.edu (please don't block me or put me on spam notice). You may communicate with me through personal visit, phone call, Canvas discussion, or other communication forms that may arise throughout the semester.

Discrimination Policy

It is the policy of the instructor and the University to not discriminate against anyone because of any of the 12 protected categories. It is my responsibility to provide you an amiable learning environment, free from discrimination and harassment. It is your responsibility to report to discrimination or harassment by a fellow student or by the instructor to the proper authority (e.g., instructor, CJ Department Chair, etc.).

Disability Access Policy

If you have a qualifying, documented disability, every accommodation (within reason) will be made by the instructor and the University to create an effective learning environment. Please see me during the first week of class to discuss how I can help meet your specific needs. I will try to meet the special needs of students that have other learning requirements, not necessarily qualified disabilities, so long as the solution does not give an unfair academic advantage to the student. Services for Students with Disabilities is located in the Student Services Building (626-6413).

Justice and Mercy

One is preferred over the other and I bet you can guess which is which (justice if you haven't figured it out yet). If you are having a problem understanding the course material or if you are confused about class policies, grading or other class-related things, you should see me IMMEDIATELY. BEFORE THERE IS A PROBLEM. Don't wait until the last minute to seek help. After there is a problem, it is too late. You must take responsibility for your own education. The same goes for schedule conflicts. If you can foresee a problem, come and talk to me early to work out a solution. I will not make any accommodations that will result in a student getting an unfair advantage over the other members of the class. If you wait until it is too late to find an acceptable solution, you will have to live with the consequences.