Instructor : Dr. Brent Horn
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Office: SS 208
Office Hours: By appointment only
Contact: brenthorn@weber.edu or Canvas email function

This class is probably not going to be what you initially expect. 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 technical 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

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
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    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 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 urgency 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 email accounts. You are responsible for using WSU authorized email 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, ACConnect, 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
1. Discussion participation   40%
2. Technology lecture   15%
3. Grant proposal budget   15%
4.

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. 7 K R X J K W I X O T X H V W L R Q V U H V S R Q V H V D Q G S O D \ L Q J W K H G 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, W K H U H L V Q R ³ W H [W E R R N ´ I R U W K L V F O D V V. The discussion. The We are building 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

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.

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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
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with a real CJ agency of your choice. The technology of your choice should be an offshoot 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 t

cheating and plagiarism are, or are unable to find resources to figure out what they are and how
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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. S O H D V H   G R Q ¶ W   E O R F N   P H   R U   S X W   P H   R Q   V S D P 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 a viable 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 justice (just in case L I   \ R X   K D Y H Q ¶ W figures 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. ' R Q ¶ W   Z D L W   X Q W L O   W K H   O D V 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.