

COURSE INFORMATION

Course Title: LMC 3403 - Technical Communication, Theory and Practice

Sections: C11, C33, and C41

Modality: In-Person

Credits: 3 credits

Semester and Academic Year: Fall 2026

INSTRUCTOR INFORMATION

Instructor Moinak Choudhury

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COURSE DESCRIPTION

This course introduces students to workplace document genres to develop visual and verbal skills in critical analysis and document development.

COURSE THEME/TOPIC DESCRIPTION

In these sections of LMC 3403, you will focus on technology and sustainability as you employ written, oral, visual, electronic, and nonverbal (WOVEN) modes to create projects in a range of professional genres. The course emphasizes audience-centered communication, ethical decision-making, and the responsible use of emerging technologies.

LEARNING OUTCOMES

Category	Outcomes
Rhetoric Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization,	<ul style="list-style-type: none">• Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns.• Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.

design, visuals, and conventions of language.	
Process Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.	<ul style="list-style-type: none"> • Construct, select, craft, revise, and repurpose information to reflect individual, cultural, and/or organizational values. • Collaborate on artifacts that meet the needs of the specific audiences.
Modes and Media Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal—singly and in combination. The context and culture of multimodality and multimedia are critical.	<ul style="list-style-type: none"> • Create WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) artifacts— such as memos, emails, proposals, reports, instructions, manuals, websites, and short and long presentations— that display strategic uses of generic and stylistic conventions.
Design Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.	<ul style="list-style-type: none"> • Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts. • Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts.

REQUIRED COURSE MATERIALS

Texts: All texts in this class are either free, open-source, available in the GT online library, or fall under fair use (no purchases needed).

1. *Writing Spaces*
2. *Open Technical Communication 2e*
3. Check other readings on Canvas.

Materials (List of Free or GT Licensed Software. Please do not purchase paid versions of these software platforms for this class).

- [Canva](#) or equivalent presentation software
- [MS Word \(Available through GT\)](#)
- Google Docs
- [Open Shot Video Editor](#) or equivalent video editor
- [MS CoPilot through GT \(optional\)](#)
- WordPress (Free version)

GRADING POLICY AND DESCRIPTION OF GRADED COMPONENTS

Grades are based on a points system that is then translated into a final letter grade. Letter grades follow the standard [Georgia Tech grading scale](#).

Description of Graded Components

- Artifact 1: Responsible AI Policy – 20%
- Artifact 2: Job Application Package – 20%
- Artifact 3: Communicating on the Web (Procedural Guide)– 20%
- Artifact 4: Community-Based Recommendation Report – 20%
- Final Portfolio with Performance Review Letter – 10%
- Participation – 10%

COURSE POLICIES

Attendance

Attendance and participation are essential to success in courses in the Writing and Communication Program. Because of this, you are expected to attend class in person. Attendance and Class Participation are worth 10% of the Grade.

Not attending a scheduled in-person class session results in an absence. Your attendance counts from Day 1.

There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students).

Your instructor can communicate with you about how to access materials or make up work you may have missed during your absence or suggest ways to participate in class remotely and/or asynchronously.

Excused Absences: Students may miss a total of three (3) classes without penalty as long as they send an email informing me about their absence at least an hour before class (no reasons needed).

[See the process for filing institutional absences here.](#) Note that you need to request institutional absences at least 2 weeks in advance.

Unexcused Absences: Absences without an email or each additional absence after the allotted number will lead to a 5-point deduction from a student's attendance grade.

Beyond 4 unexcused absences, you may not receive a grade for the ongoing minor or major assignments, as the absences imply that you have not learned the core concepts necessary for the assignment through individual or group work. Beyond 1-2 exceptional circumstances, we cannot expect our peers to teach us and help us catch up, as these steps may add unreasonable work for them.

Please enter the class no later than 10 minutes after class begins. Repeated delays/early exits may count as an excused absence.

Participation

You can demonstrate this through various in-class activities and exercises, including oral, visual, and written assignments, individual and collaborative projects, and peer review activities. They all count. See the [Attendance Policy](#) for Details.

Our class is also part of a wider community and society. I encourage you to find connections between what we discuss in this class and what you hear or read elsewhere: Offer your individual experiences. Refer us to relevant articles, books, and websites. Simply put, your active, productive participation is worth a percentage of your grade, and it will also make the class more exciting and enjoyable.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

AI Policy

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, MS Co-Pilot, and others offer significant opportunities for learning and communication. However, AI cannot learn or communicate for you and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed only in instances specified by your instructor.

As with any technology, generative AI tools should be used critically and in line with academic and professional expectations. Thus, in instances in which your instructor allows generative AI tool use, you are expected to adhere to these principles:

- **Responsibility:** You are responsible for the work you submit. When your instructor allows the use of a generative AI tool, any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below). Any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements generated by a generative AI tool are accurate and that any references or citations generated by the AI tool are correct.

- **Transparency:** Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool, but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation).
- **Documentation:** You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools at times not permitted by the instructor will be considered an infraction of the Georgia Tech Honor Code and will be subject to investigation by the Office of Student Integrity. Likewise, using generative AI tools in the course without adhering to these principles will constitute an infraction of the Georgia Tech Honor Code, subject to investigation by the Office of Student Integrity.

Course Completion

Failure to complete any component of the course, including projects, assignments, and stages of projects or assignments, may result in failure of the course, as determined by the instructor of the course in consultation with the Director of the Writing and Communication Program.

Syllabus Modifications

This syllabus may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

Late and Missing Work, Missing Class, and Making Up In-class Work.

Students can submit any two major assignments up to 4 days after the deadline, provided they notify the instructor at least 1 full day before the deadline.

Other/Subsequent delays in submitting major assignments will result in a 2-point penalty per day of delay. Delays in posting/responding to minor assignments, such as Canvas discussion posts, will result in a .5-point penalty for each day of delay.

All assignments must be submitted no later than 2 weeks from the due date. You might not receive substantial feedback and/or a passing grade after that.

Assignment Revision

Since most projects will involve feedback and revision, opportunities to revise assignments will not be possible after the grade for the assignment's final draft has been assigned.