

COURSE INFORMATION

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

Sections: FS1 and F14

Credits: 3 credits

Semester and Academic Year: Summer 2026

Modality: Online (Asynchronous)

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 this section 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, design, visuals, and conventions of language.	<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.
Process Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as	<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.

important as creating products.	
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

DESCRIPTION OF GRADED COMPONENTS

Final grades are based on a points system. 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: Recommendation Report** – 30%
- **Final Portfolio with Performance Review Letter** – 20%
- **Participation** – 10%

COURSE POLICIES

Attendance

Because this course is asynchronous, attendance is measured through regular, timely participation in course activities. Students are expected to engage consistently with weekly modules and submit work by posted deadlines.

Participation

Participation is essential to success in asynchronous courses in the Writing and Communication Program.

Class Participation is worth **50 points (10% of the grade)**. For our async online class, this includes completing and responding to weekly Social Notebooks and submitting your work on time.

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

Late Assignments: 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.