

LMC 3403: Technical Communication, Theory and Practice

Section C24

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Andy Frazee, PhD

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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.

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 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	<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.

culture of multimodality and multimedia are critical.	
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

Markel, Mike, and Stuart Selber, *Technical Communication*, 14th ed. 9781319414252 (paper) or 9781319567408 (e-book)

GRADING POLICY

In this course, this is what your letter grades mean. Your instructor has the option of using +/- in grading an individual assignment; he or she will indicate the grading policy on the course syllabus. Remember that Georgia Tech does NOT use +/- for course grades.

Letter grade (NB: Georgia Tech does NOT use +/- for course grades. Likewise, some instructors do NOT use +/- for grading assignments. If your instructor uses +/- for grading assignments, the table shows the equivalencies.)	Numeric Equivalent in this Class	
A: 90-100 Superior performance —rhetorically, aesthetically, and technically—demonstrating advanced understanding and use of the media in particular contexts. An inventive spark and exceptional execution.	A+	98-100
	A	94-97
	A-	90-93
B: 80-89 Above-average, high-quality performance —	B+	88-89

rhetorically, aesthetically, and technically.	B	84-87
	B-	80-83
C: 70-79 Average (not inferior) performance. Competent and acceptable—rhetorically, aesthetically, and technically.	C+	78-79
	C	74-77
	C-	70-73
D: 60-69 Below-average performance. Less than competent — rhetorically, aesthetically, and/or technically.	D+	68-69
	D	64-67
	D-	60-63
F: 0-59 Unacceptable performance. Failure to meet even minimum criteria rhetorically, aesthetically, and/or technically.	F	1-59
	0 (zero) Work not submitted	0

DESCRIPTION OF GRADED COMPONENTS

Projects <i>Note: Each project includes several stages</i>	% of Course Grade	Due Date for Final Submission
Project 1	20	September 11
Project 2	20	October 9
Project 3	20	November 6
Project 4	25	December 8
Self-Assessment of Class Participation 1	7.5	October 16
Self-Assessment of Class Participation 2	7.5	December 8

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. Not attending a scheduled class session in-person results in an absence.

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. Students may miss a total of four (4) classes for T/Th or M/W classes or six (6) for M/W/F classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

Participation

Participation includes actively taking part in in-class discussions and activities (either in-person or remotely); completing assigned reading, exercises, and other homework assignments; participating in group activities; and developing a professional relationship with me through office visits, email communication, and asking questions before, after, and during class.

Please take advantage of office hours: they exist for your benefit. While I won't do your work for you (e.g., I won't proofread your documents), I will respond to your specific questions and work with you to develop ideas and make your work the best it can be. In my experience, students who regularly use office hours tend to do well in the course. If you're not able to come during my scheduled office hours, please contact me, and we'll arrange another way to meet.

The following are best practices that previous students in my classes have developed—consider how you can use these actions and attitudes to participate as fully as possible.

Individually

- Be present and attentive—not just in class, but a member of the class community.
- Be prepared: actively engage with the reading assignment and consider your ideas and questions about it.
- Take note of ideas and insights you have, questions you have, things you find confusing—in reading or in discussion—and bring those forward in class.
- Be willing to possibly be wrong and make mistakes—your “mistakes” may lead to new insights. Mistakes and failures are steps to new knowledge and new understanding.

- Remember that all arguments are provisional—that is, they are persuasive (or even “true”) only until a better argument proves them incorrect.
- Offer your ideas, because every idea you have is valuable to our purpose of understanding.
- Work to have a clear line of thought, but also be willing to think out loud.
- State your own stance and back up that stance with evidence from the reading, from the discussion, from other classes, or from your previous reading, discussion, or experience.

In collaboration/conversation

- Respect other members of the class and their ideas, even if you disagree with them.
- Be purposeful in participating in discussion and in class more generally: seek to better understand the texts and ideas we’re discussing, as well as what the other discussion participants think.
- Listen, and listen actively.
- Build on the ideas of other members of the class by adding to or complicating their idea.
- Seek to inspire new questions and new ideas.

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, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn, think, 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 need to be used critically and according to 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. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced 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 purposes).
- **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 allowed by the instructor will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. Likewise, using generative AI tools in the course without adhering to these principles will be considered 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

Try to avoid late assignments. However, you can receive an extension for good cause if you (1) contact me *before* the assignment is due by means of an email in which you explain the reason for the delay and (2) propose in the email a reasonable deadline (less than one week), which you then keep. Use this option no more than twice in a semester. Emergencies will be dealt with on an individual basis.

Late assignments without an extension are assigned a 10% grade deduction for each day after the due date.

Missing Class and Making Up In-class Work

You may make up work you miss in class. You are responsible for scheduling a meeting with me as soon as you are able to return to class in order to establish a plan for completing all make up work.

Assignment Revision

In this class, you will have an opportunity to revise *one* of your individual assignments. When you revise, do not assume that I have noted every error on your documents, so revise carefully and thoroughly. Although I will identify some errors and places where you ignore conventions, I do not copyedit your project. If you plan a revision, you must arrange a meeting with me no later than one week after the graded artifact is returned; you must pass in the initial revision within a week after the conference unless you negotiate and confirm a new deadline. I will not accept revised assignments after the revision deadline, so plan carefully. The revised assignment will receive an entirely new grade (not an average of the old and new grade).