

LMC 3403 Syllabus

Business Communication, Section R, 3.0-credit hours]
Summer 2026

Instructor Information

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General Course Information

Description

This course is designed to prepare you for the communicative practices you will encounter in the workplace. The course is primarily aimed at providing professional writing skills to compose business or professional writing effectively and equip you with the necessary written, oral, visual, electronic, and non-verbal (WOVEN) communication skills to accomplish this.

In the business world, communication is a key factor in mediating between different parties, individuals, companies, departments, customers, clients, and the general public, each of which has different goals, modes of thinking and speaking, and expectations. This course is designed to give you the tools to think critically about these complex, rhetorical situations so you can excel in a variety of spaces.

In this class, we will focus on communication as an ethical, historical practice. By using specific, fictional scenarios to imagine and perform within rhetorical situations, mediate with various stakeholders, and practice genres of the workplaces, you will become a more self-aware, cognizant, and competent writer and professional.

Course Learning Outcomes

Rhetoric

- 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

- 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

- 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

- Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts.

Collaboration

- Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts.

Required Course Materials

Writing That Works by Oliu, et al.

\$61.99 / **\$49.99 to Rent**

[Purchase eBook via VitalSource](#)

Grading Policy:

Project 1: Rhetorical Analysis of a Memorandum as an Informal Report: 20%

Project 2: Portfolio on Disaster Response: Incident Report and Press Release: 25%

Project 3: Research Based Proposal and Report: 25%

Final Self-Reflective Evaluation: 15%

Class Participation: 15%

Description of Graded Components

Project 1: Rhetorical Analysis of a Memorandum as an Informal Report

This project is designed to help you work through an informal report, a genre in which you take on an objective, information-based perspective on a subject. In this case, we will be focusing on an "internally facing" document to emphasize the "business communication" values of expediency, efficiency, professionalism, and collaboration to determine for your reader some of the generic features of the genre. While analyzing a privileged genre, you will also write within a privileged genre, the informal report. You will **practice** the values while **analyzing** the values.

Project 2: Portfolio on Disaster Response: Incident Report and Press Release

In this Artifact, you will be composing three separate documents to explore internal-facing communications (incident report), external facing communications (press releases), and a report exploring the differences between each (self-reflection report). These will be collected in a **Disaster Response Portfolio**. To inform these documents, imagine yourself to be an employee within the marketing and PR department of a **fictional** corporation from a movie, video game, comic, or book--an existing media property--that has just caused or is responsible for a disaster. How do you communicate internally and externally about this, and what is the process like as you **adapt between audiences**?

Project 3: Research Based Proposal and Report

In this artifact, you will collaborate with other peers in this class to compose a report advocating for a change to your fictional workplace. This will allow you to practice evidence-based research and impactful and situated advocacy while practicing meaningful genres like the proposal, formal report, and the presentation.

Why? If Rhetoric is a kind of analytical philosophy, then responsible rhetoricians should be able and willing to leverage that ability to the benefit of themselves and others.

Final Reflective Report

This metacognitive exercise brings together all that you have learned in this course in a final, employee self-evaluation about your writing development.

Course Policies

Attendance and/or Participation

Attendance

Writing and Communication Program courses require students to be active in engaging with their courses. This engagement takes different forms depending on the instructor's expectations and requirements for the course. Students should attend, participate, and engage in the course.

You are allowed four, automatically excused absences. Prior notification is always helpful. You may, of course, make up the work you missed (outside of due dates and times for major projects or artifacts).

Five absences (that's over two week's worth of work) will result in an automatic withdrawal (W) or failure (F) in the course, depending on if it is before or after the withdrawal deadline.

Engagement and Participation

You will be tasked with completing in-class work and homework, completion of which will cumulatively go toward a "class participation grade."

If you receive an incomplete, this is because the in-class assignments for that week were not completed by the end of the week. This may be amended if you complete them at least three weeks later. The assignments used to gauge that participation may be found in the assignments tab of the course. The assignments are grouped by weeks, which determine that week's participation grade. If you were not in class attendance, you have the option to make these up.

You can usually follow along with provided powerpoints to complete the reflections.

I reserve the right to reject slapdash, shallow, or repetitive writing as incomplete, too. So, be thorough, engage with the question, and polish your responses so that you may [meet expected course outcomes](#).

If you encounter difficulty completing course materials in a timely fashion due to a mental or physical health situation, family tragedy, or personal difficulty, please consult the policies below regarding the **Dean of Students**, and communicate those issues with me sooner rather than later.

As a class about writing and communication, you will be expected to communicate and participate in a variety of ways. You should expect to engage regularly in a variety of in-class activities and exercises—oral, visual, and written, and individual and collaborative.

In class activities may include:

- Discussions about readings, assignments, and artifacts where you share your insights, answer questions offered to the class, and positively engage with classmates in these discussions
- Free writing activities and occasional low- to no-stakes quizzes
- Workshops, including collaborative planning, in-class designing/writing, feedback on works in progress, peer reviewing, and peer editing.
- Various kinds of oral presentations and improvisation lessons for verbal and non-verbal communication
- Listening to and asking questions of guest speakers
- Watching and responding to videos, examples, demonstrations

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.

Other policies may or will be added by the start date of classes and will be accessible in the course Canvas page. The instructor reserves the right to change the syllabus to meet course descriptions and learning goals and outcomes.