

LMC 3403 Syllabus

Business Communication, Section R1, 3.0-credit hours]

Summer 2026

CS-Specific Course

Instructor Information

Instructor: Cameron Lee Winter

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General Course Information

Description

How do we make decisions in professional contexts? How do we persuade others to make the right decisions? This class explores strategies from the discipline of rhetoric to make, persuade, and communicate decisions to different audiences for students entering the CS/CM workplace. In "Technical Communication: Rhetoric and Decision-Making," students will consider common decision-points in the design process, such as identifying target audiences and balancing tradeoffs to prioritize user needs. Students will develop their critical analysis, writing, timing, and interpersonal communication skills through substantial in-class discussion and workshopping, an accessibility report, an Amazon-style six-pager and meeting, a Google-style design document, and a presentation.

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

N/A

Grading Policy:

Project 1: Technical Tutorial Video 10%

Project 2: Accessibility Audit 10%

Project 3: Rhetorical Analysis of a Memorandum Report 15%

Project 3.5: Accessibility Memo 15%

Project 4: Collaborative Ethics Pecha Kucha Presentation 20%

Project 5: Final Self-Reflective Evaluation: 15%

Class Participation: 15%

Description of Graded Components

- **Project 1: Technical Tutorial Video**

To practice communicating a technical skill clearly and efficiently through a short, engaging video tutorial. This assignment will help you build skills in instructional communication, audience analysis, and multimodal design. You will create a 2-3 minute video tutorial teaching a technical skill that would be useful in an internship or workplace setting. The video will include a brief introduction explaining the purpose of the task, step-by-step instructions, and a quick summary or "next steps" suggestion. You can use any screen recording and editing software you're comfortable with. The final video will be uploaded to YouTube (you may do this as unlisted so that it's only available via direct link). You can use any screen recording and editing software you're comfortable with, but I recommend tools like Zoom, Loom, or OBS for screen recording and iMovie, CapCut, or Shortcut for editing. If you'd prefer to keep it simple, a well-structured Zoom recording with annotations or slides is perfectly fine. The focus is on clear communication and engaging visuals, not flashy editing.

- **Project 2: Accessibility Audit 10%**

Evaluate real-world documents and systems for accessibility, ensuring usability. In this assignment, you'll assess a website for accessibility. You'll identify potential barriers for users with disabilities, analyze adherence to accessibility standards, and suggest improvements. The goal is to deepen your understanding of accessible design principles and their impact on technical communication.

- **Project 3: Rhetorical Analysis of a Memorandum Report 15%**

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 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 3.5: Accessibility Memo 10%**

Gathering what you collected in Project 2 and the styles determined in Project 3, you will compose an Accessibility Memo, in which you write for a managerial audience the report's findings and either advocate for changes / justify the changes or articulate areas of success and connect to ongoing company initiatives.

- **Project 4: Collaborative Ethics Pecha Kucha Presentation 20%**

Develop concise, visually compelling presentations on ethical issues. The Ethics Pecha Kucha assignment requires you to practice creating image-driven slides and delivering content in a strictly timed setting. You will compose a presentation of 20 slides and you will present for 20 seconds per slide. You may choose from the following two options

- A pitch that describes a start-up idea to potential investors. It must include a component on ethics (i.e. supply or labor practices, privacy, etc.)
- A critique of an ethical lapse of a MANAMANA company.

- **Project 5: Final Self-Reflective Evaluation: 15%**

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.