

LMC 3403 - Technical Communication

COURSE INFORMATION

Course Title LMC 3403 - Technical Communication

Section C3, C16, C25

Credits 3 credits

Semester and Academic Year Fall 2026

INSTRUCTOR INFORMATION

Instructor Seungho Lee

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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

This course is designed to equip students with effective communication skills within professional environments, focusing on science, business, and technological sectors. The curriculum emphasizes WOVEN (Written, Oral, Visual, Electronic, and Non-Verbal) communication skills, covering formats such as reports, resumes, cover letters, memos, emails, websites, posters, videos, and presentations. Students will apply their communication skills and technical expertise to real-world problems, with a focus on Atlanta and Georgia Tech.

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,	<ul style="list-style-type: none">• Construct, select, craft, revise, and repurpose information to reflect individual, cultural, and/or organizational values.

revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.	<ul style="list-style-type: none"> 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

- Technical Communication (13th ed.) by Mike Markel & Stuart Selber.

GRADING POLICY

This course’s grading is based on a combination of major assignments and participation. For major assignments, process documents or scaffolded components (such as mid-point research reports or first drafts) will use labor-based grading, while final drafts will be graded according to the provided rubrics. Participation is based on in-class activities and posts on Canvas’s Discussion Board.

DESCRIPTION OF GRADED COMPONENTS

Unit 1: Professional Portfolio (200 pts / 20%)

- Components:**
 - Scaffoldings: Cover Letter and Resume First Drafts 50 pts (5%)
 - Final Draft of Cover and Resume: 100 pts (10%)
 - Mock Interview Video: 50 pts (5%)

The goal with this assignment is to create tangible documents that can move with you outside of the scope of this course for you to utilize in the future. To additionally benefit

you, you will be recording a mock interview, based upon your job application materials near the end of Unit 1. In doing so, you will be given the opportunity to translate your written (and visual) content into WOVEN communication practices.

Unit 2: Group Proposal with Recommended Tasks (250 pts / 25%)

- **Components:**
 - Scaffoldings: Video Research Report (50 pts) and Proposal Draft (50 pts) = 100 pts (10%)
 - Group Proposal Final Draft = 150 pts (15%)

In this unit, your group will collaboratively develop a proposal that identifies and addresses a specific issue within the Atlanta community or Georgia Tech (GT) campus. The goal is to analyze a problem, explore its causes and consequences, and write a proposal for actions and projects aimed at resolving or improving the situation.

Unit 3: Collaborative Promotion Campaign (250 pts / 25%)

- **Components:**
 - Poster Creation: 100 pts (10%)
 - Webpage with Embedded Poster: 150 pts (15%)

In this unit, your group will collaboratively develop a Promotional Design Document—both print and online—based on your project proposal, which addresses a specific issue within the Atlanta community or Georgia Tech (GT) campus. The goal is to transform your proposal—which is written for a specialized audience—into a format that effectively communicates with a non-specialized audience by utilizing multiple (though not necessarily all) aspects of WOVEN (Written, Oral, Visual, Electronic, and Non-Verbal) communication.

Unit 4: Group Presentation (150 pts / 15%)

- **Components:**
 - Outline
 - Presentation: 150 pts (15%)

In this final unit, your group will deliver a collaborative presentation that represents the culmination of your proposed project. The purpose of this presentation is also for developing effective audience interaction and to persuasive communication skills that effectively deliver your project's value, with the aim of securing audience support or investment. To achieve this, you will utilize all aspects of WOVEN (Written, Oral, Visual, Electronic, and Non-Verbal) communication. This includes combining texts, voice, visual aids, digital materials, hand gestures, and facial expressions at appropriate moments.

Grading Scale

Georgia Tech uses the following percentage-to-letter grading scale:

- A: 90–100%
- B: 80–89%
- C: 70–79%
- D: 60–69%
- F: 0–59%

Grade Breakdown

1. Unit 1 Assignment: Professional Portfolio (200 pts / 20%)
2. Unit 2 Assignment: Group Proposal with Recommendations (250 pts / 25%)
3. Unit 3 Assignment: Poster & Webpage (250 pts / 25%)
4. Unit 4 Assignment: Group Presentation (150 pts / 15%)
5. Participation (150 pts / 15%)

COURSE POLICIES

Attendance

- **Allowed Absences:** 4 unexcused absences.
- **Make-Up Opportunities:** 2 opportunities available.
- **Penalties:** 5% grade deduction (from the final grade) per additional absence.

Tardies

- Being on time is the way we can maximize our learning time and show our respect for others' time.
- Being late for more than ten (10) minutes for two (2) classes will result in one (1) absence.

Participation

Participation is 15% of the total grade

(In-Class Activities: 100 pts / 10% + General Participation: 50 pts / 5%)

In-Class Activities Grading Scale (100 pts / 10%)

- 100%: Miss less than one week's work
- 90%: Miss more than one week, less than two weeks
- 80%: Miss more than two weeks, less than three weeks
- 70%: Miss more than three weeks, less than four weeks
- Below 70%: Missing more than four weeks may result in failure or an incomplete grade due to lack of involvement

- Starting Credit: You begin the semester with full participation/attendance credit and lose points for absences or lack of engagement.

General Participation Rubric (50 pts / 5%)

A-level Participation (50%)

- Fully prepared with necessary readings and Discussion Board posts.
- Offer thoughtful comments and questions.
- Actively contribute to an inclusive and intellectual class environment.

B-level Participation (40%)

- Moderately attentive to class;
- Occasional use of smartphones or laptops in class when digital devices are not needed for class works and activities .
- Leaving the classroom with no reason as many as 3 times throughout the semester

C-level Participation (30%)

- Rarely engage in discussions or activities (not only as a speaker, but also as a listener).
- Excessive, frequent use of smartphones or laptops in class.
- Leaving the classroom with no reason more than 3 times throughout the semester

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

AI GENERATIVE USE

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

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, in instances in which it is appropriate to our course discussion to utilize 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 I as your instructor allow 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 myself as your 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.

One way of thinking about how to use AI is to think about the way technology is being used for athletes; they can have a wide array of technological and scientific supports to enhance their performance, but they don't use, say, machine legs or arms that do the work the athletes themselves are supposed to do. In this class, you can discuss the assignment prompt with generative AI, see what ideas they can generate and brainstorm for certain topics and issues, use the written text that generative AI produce as a starting point for your research and drafting; but letting AI do your work (using AI to write/produce/generate a significant portion of your final product) is not allowed, mainly because focusing on the final product is not one of our primary course outcomes. We will be focused on the process and, in doing so, you will learn new things while working

for the projects. When you use generative AI, be transparent about it, showing in what stages of the process you use it and in what ways you collaborate with AI for your learning process. While copying and pasting is now allowed, you can still quote and cite texts that generative AI provides, but it is also your responsibility to fact-check it, since AI can provide unreliable information. If you are not clear about to what extent you can use AI while working on one of the major projects, feel free to reach out and consult it with me.

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.

Other Course Specific Policies

Late and Missing Work

Late Work

- **Built-in Grace Period:** Most of the major assignments have a 48-hour grace period with no penalty.
- **Penalties:** 5% deduction per day late after the grace period.
- **Exceptions:** Documented emergencies or prior approval.

Extension

While I build in some flexibility by default with a 48-hour grace period, for further extension, I need you to communicate with me **at least 12 hours prior to the end of the grace period.**

Missing Work

Missing any of the major assignments by the end of the semester may result in the failure of this class. The instructor will communicate with students who have missing works, but it is the student's responsibility to respond to and act on that communication. If you need accommodations and flexibility, you must communicate clearly and proactively with the instructor.

How to Make Up Work

- Access course materials via **Canvas**.
- Submit a **class note** about the class material (from PPT slides) and complete any in-class activities.
- If needed, request a **one-on-one meeting** to review missed classes.

Assignment Revision

With our focus on the writing process, we have a revision policy. This revision and resubmission policy is applicable only if your final draft scores below 85%. Upon resubmission, the revised work can earn up to 10% of the original grade, potentially allowing you to achieve up to 95% of the total credit for the assignment. Please note that I provide written feedback on those assignments, and so it might take several days for me to grade work, although I will endeavor to do this ASAP.