

LMC3403 Syllabus

Course Title: LMC3403: Technical Communication, Theory and Practice

Section: B12

Credits: 3 credits

Semester and Academic Year: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Chloe Hamer

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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

This course is designed to help you understand, analyze, and create WOVEN (written, oral, visual, electronic, and nonverbal) texts across a wide range of professional and business genres. This section will focus on global communication, with the goal of preparing you to communicate clearly, confidently, and knowledgeably in a variety of local, regional, and international professional contexts.

COURSE LEARNING OUTCOMES

Category	Outcomes
Rhetoric Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context,	<ul style="list-style-type: none">Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and

audience, purpose, role, argument, organization, design, visuals, and conventions of language.

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.

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.

Design

Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.

sensitivity to theoretical, ethical and legal concerns.

- Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.
- 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.
- 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.
- 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

Writing That Works: Communicating Effectively on the Job, 13th ed, by Walter E. Oliu, Charles T. Brusaw, and Gerald J. Alred. Publisher: Bedford/St. Martin's.

Additional readings provided in class or uploaded on Canvas.

GRADING POLICY AND DESCRIPTION OF GRADED COMPONENTS

Your final grade for this course will be based on the graded components listed below. Rubrics will be provided for all major projects.

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%

Description of Graded Components

- Job Application Materials: 20%
- Memo: 20%
- Group Proposal: 20%
- Group Presentation: 20%
- In-Class Writing: 10%
- Course Engagement & Participation: 10%

COURSE POLICIES

Attendance

Attendance and participation are essential to your success in this course. 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 four (4) absences without penalty, regardless of reason. After that, 2 points will be deducted from your final grade with each additional absence (ex. a final grade of 88% will be lowered to 86% after three unexcused absences). 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).

Please notify me of any absences (ahead of time, if possible) so that I 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 over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

Participation

To maintain a supportive, collaborative learning environment, it is important that each student comes to class prepared and willing to learn. You are expected to:

- Complete required reading, writing, and reflection assignments by the assigned due date
- Arrive to class on time and prepared to share your thoughts, questions, and/or work
- Regularly contribute to class discussions and participate fully in pair, group, and peer review activities
- Treat your classmates and your instructor with respect; in cases of disagreement, remember to critique the idea, not the person

If you are having (or anticipate having) difficulty participating in class discussions, oral presentations, etc., please do not hesitate to schedule a meeting with me or stop by office hours.

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.

Generative AI Tool 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 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 explicitly allowed 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.

Syllabus Modifications

This syllabus may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

CAMPUS RESOURCES FOR STUDENTS

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](https://student-resource-guide.gatech.edu))