

## COURSE INFORMATION

Course title: LMC 3403: Technical Communication, Theory, and Practice

Section: C17

Credits: 3

Semester and Academic Year: Fall 2026

## INSTRUCTOR INFORMATION

Instructor: Stephen M. Reaugh

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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

In this course, you will rehearse the skills of effective communication, including speaking and writing as well as designing, collaborating, and reflecting. This course builds on competencies developed in ENGL 1101/1102 and applies Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) Communication curriculum to the projects you create, such as proposals, presentations, graphics, professional correspondence, and reports. In this section of the course, you will consider professional and technical communication in everyday contexts. You will think carefully not just about purpose and audience but also design: how technical communicators gauge the tools best suited to align that purpose and audience. At the end of this course, you will be well-positioned to craft communication that considers thoughtfully its impacts and adapts well to new situations.

## LEARNING OUTCOMES

CATEGORY	OUTCOMES
<p><b>Rhetoric:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns.</li> <li>• Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.</li> </ul>

<p><b>Process:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Construct, select, craft, revise, and repurpose information to reflect individual, cultural, and/or organizational values.</li> <li>• Collaborate on artifacts that meet the needs of the specific audiences.</li> </ul>
<p><b>Modes and Media:</b> 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Design:</b> Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.</p>	<ul style="list-style-type: none"> <li>• Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts.</li> <li>• Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts.</li> </ul>

## REQUIRED COURSE MATERIALS

*Technical Communication*, 13<sup>th</sup> ed., edited by Mike Markel and Stuart A. Selber, ISBN 9781319345009

## GRADING POLICY

Students will earn final grades according to the following scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

On assignments and in Canvas, I assign grades on work using the +/- system. Use the table below to determine their equivalents. All letter grades are rounded to the nearest whole number.

Grade	Range	Grade	Range
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A+	98-100	C	74-77
A	94-97	C-	70-73
A-	90-93	D+	68-69
B+	88-89	D	64-67
B	84-87	D-	60-63
B-	80-83	F	0-59
C+	78-79		

## DESCRIPTION OF GRADED COMPONENTS

Assignment Name (% of course grade)	Due date(s)
Project 1 (25%) <ul style="list-style-type: none"> <li>• Informational Directive (5%)</li> <li>• Persuasive Directive (5%)</li> <li>• Field Report (5%)</li> <li>• Memo (10%)</li> </ul>	9/4, 11:59pm 9/11, 11:59pm 9/18, 11:59pm 9/25, 11:59pm
Project 2 (30%) <ul style="list-style-type: none"> <li>• Definition (2.5%)</li> <li>• Description (2.5%)</li> <li>• Instructions (5%)</li> <li>• End User Documentation (15%)</li> <li>• Usability Testing (5%)</li> </ul>	10/9, 11:59pm 10/9, 11:59pm 10/16, 11:59pm 10/23, 11:59pm 10/23, 11:59pm
Project 3 (35%) <ul style="list-style-type: none"> <li>• Proposal (5%)</li> <li>• Infographic (10%)</li> <li>• Presentation (20%)</li> </ul>	11/6, 11:59pm 11/13, 11:59pm 11/30 or 12/2, in class
Participation (10%)	N/A

## COURSE POLICIES

### ATTENDANCE

Attendance and class participation are critical to your learning in this course. That said: life happens. This attendance policy tries to accommodate both of those conditions.

You can be absent **four times** from our course for any reason, and you don't have to let me know in advance. These absences are considered **unexcused absences**. Unexcused absences impact your weekly Participation grade. Each **unexcused absence** beyond the fourth may result in a 2% deduction to your final course grade per absence.

However, if you anticipate being absent for our class, you may decide to email me before class begins to explain your situation. In many cases, so long as you have informed me before the start of class on the day(s) which you will be absent and your absence is able to be excused (see next sentence), then your Participation grade will not be affected. Absences due to illness, family responsibilities, and religious observances are *always* excused, as are Institute-approved absences and situations as documented by the Office of the Dean of Students.

## PARTICIPATION

Unlike the grading scale for your assignments, participation is assessed differently. I calculate your participation out of a possible 100 points. You may earn up to 5 points for each of the 16 weeks of this semester (80 points). The remaining 20 points in the participation grade come from required meetings with me in office hours (10 points per meeting) about any two projects of your choosing.

Unexcused absences always result in a reduction to half of the week's mark (e.g. 2.5 points out of 5). Being unexcused absent for the entire week results in a 0.

Excused absences do not affect participation. If you are excused absent for an entire week, that week will be removed from the overall point total for participation.

Otherwise, to earn the maximum 5 points per week, you must complete five of the following six objectives, each of which map to a component of successful participation (timeliness, conduct, preparation).

Criterion	Description
Oral participation in class (at least once)	Includes questions, comments, responses to the instructor or whole class.
Completion of activities in class	Active contribution to in-class small and large group activities and in-class exercises (solo).
Consistent active listening skills	Directing eye contact toward speakers (or your focus and body language in their general direction); reacting to peers' comments and contributions in small groups and/or instructor-led activities.
Responsible use of technology	Devices are used only for course activities.
Completed, on time homework	Submit homework before class. "Correct" answers are never required.
On time (no more than 5 mins. late)	If you'll be later than 5 minutes and have time, then let the instructor know via email.

## 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 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 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 ASSIGNMENT POLICY

The deadlines for our assignments are here to help you stay on-task with your comprehension of and engagement with course material. I strongly encourage you to stick to these deadlines whenever possible. Circumstances may arise, of course, when this is not possible. If you feel like you will not make the deadline, **you may always request an extension, but you must check in with me** to discuss a feasible path for you going forward with your work and our course. Emails, office hours appointments, and meetings after class are all examples of responsible “checking in.”

Requests for extension meetings made by 11:59pm the day before the assignment is due always will be considered; late requests or requests that will push a student beyond the semester may not be able to be granted.

Otherwise, when an assignment is late, the final grade on the assignment will be reduced by one-third of a letter grade for every 24-hour period it is late. For example, a paper that would earn an A-, if it is two days late, would instead earn a B.