

# LMC 3403 Technical Communication and Labor!

**[SUMMER 2026, Asynchronous, 3 credits]**

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



Image: *Mother India*, 1957. My dear friend and well-known economist Dr. Areendam Chanda argues that the plough severely changed what labor meant and looked like, especially for Indian women. As the ploughs became more advanced, women were pushed inside the house, drastically conformed to housework, that, till date, remains unpaid and unappreciated.

## Instructor Information

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**Student Hours:** by Zoom appointment

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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. I envision this class as building up from ENGL 1102 towards LMC 3403. This course is designed to equip students with effective communication skills within professional environments while enhancing their critical analysis skills themed around labor. The curriculum emphasizes WOVEN (Written, Oral, Visual, Electronic, and Non-Verbal) communication skills, covering formats such as resumes, cover letters, emails, posters, videos, and presentations. Students will engage and learn about global labor issues though mostly we will focus on aspects of technical communication. Critical thinking is a crucial component of professional/technical communication. Throughout the semester, students will learn to communicate clearly, leverage evidence effectively, collaborate, create appropriate visuals, and improve workplace communication skills.

## My Expectations:

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.

**Note:** If you have questions related to class, course materials, or assignments, and/or have requests for absences or extensions, feel free to email me. **I will answer your emails within 24 hours** (it may take longer during weekends). For urgent issues, please add "[Urgent]" to the subject line of your email.

## Required Materials and Expenses

- Mike Markel and Stuart A. Selber, *Technical Communication*, 13th edition, Macmillan, 2021. ISBN: 9781319245009 (on Canvas)
  - Additional course readings will be made available on our online Canvas course page.
  - Subscription/renting a film as required. Though I will try my best to provide links for viewing the films for free.
  - Due to the nature of our class, having regular access to Wi-Fi and a reliable digital device can influence your success in this course. Laptops are available for checkout through the [Georgia Tech Libraries](#) and there are [several library spaces](#) you have access to if you need them.
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## Learning Outcomes

Category	Outcomes
<p><b>Rhetoric</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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>

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## Grading Scheme

In this course, you will self-grade your major assignments. While I will provide feedback and my assessment of your work, you will submit a one-page self-assessment and self-grading based on the criteria/questions provided. If I disagree with your grade, I will say so and in that case we will mutually decide on a final grade.

Self-Assessment prompt: In not more than 1 page, you will summarize your process, what you have done well, and what you could improve upon. This self-grade document must be uploaded along with your project on Canvas.

**Note:** Discussion forums and other online activities will be graded a 100 if completed on time or will lose 1 point for every 8-hour delay.

**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%

**Major Assignments:**

- 1) An introductory video (individual)
- 2) Rhetorical Analysis of a website (individual)
- 3) Memo (individual)
- 4) Public facing artifact (group)
- 5) Cover Letter (individual)

**NOTE:** A separate document containing explanations of all assignments can be found on Canvas.

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### For Successful Completion of the Course

In this class, participation defines attendance. You will read, create responses, engage in peer reviews and create individual and collaborative assignments. Often participation in the online classroom can be difficult, especially as we get to know one another from a distance. Participation in this course is broken up into several components:

- **Weekly Discussion board forums** allow us to discuss the readings and lecture materials. These forums are our main form of communication, so it is crucial to keep up with them.
- **Miscellaneous online activities** will happen infrequently. Our schedule has been balanced to make sure when these do occur they are not detracting from the standard amount of work expected from you all.

Your participation indicates your attendance for this course, which is directly tied to your success for a course within the Writing and Communication Program. As such, regular participation in our online class is a requirement, as it will be difficult to manage the course content without active engagement every week. To pass this course you must complete all the major assignments and the majority of online work. You are expected to maintain the same level of participation that you would for an in-person class. As such in order to receive full participation/engagement points you will need to complete all Discussion Board Forum Posts & Replies, as well as peer reviews, collaborative documents etc. Completing less than these requirements will result in a loss of points tied to your overall course grade.

Now there may be times where you are unable to meet the expectations of this course, such as travel 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). Make sure to go through the proper channels as needed for documentation purposes should these situations arise. In general however, contacting me via email to let me know that you are struggling with content is your best course of action. The sooner you let me know about a situation, the sooner we can work together to make a plan for your success in this course.

**Note:** 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.

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### Late Work and Revision

- **Built-in Grace Period:** Every assignment has a 24-hour grace period with no penalty. Beyond that, I will deduct 2 points for every hour of delay.
- **Revision:** If you wish to revise and submit any major assignment, email me well in advance to discuss and finalize the terms and conditions.

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### Technology and AI Policies

#### Technology

In this class, many of the class activities and discussions will require technology. While the use of technology is encouraged, it should also be limited to the materials related to the class. Social media and smartphones should not be used during the class. I will mark you absent if I find you glued to your phone or laptop screen, unless I specify otherwise.

#### AI Policy

Generative AI “refers to computer systems that can produce, or generate, various forms of traditionally human expression, in the form of digital content including language, images, video, and music” (MLA-CCCC Joint Task Force, 5). Generative AI includes standalone programs such as ChatGPT and Dall-E; increasingly, generative AI “assistance” or “collaboration” is integrated into other applications such as Google Docs, Microsoft Word, and Adobe Photoshop. Knowing [the basics of how AI works](#) and [the kinds of tools available](#) is foundational for understanding the current and potential effects of generative AI tools in our classes.

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 **NOT allowed unless 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.

Using generative AI tools at times not allowed by myself 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.

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## Plagiarism and Common Policies

### Plagiarism Policy

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else’s language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on “Defining and Avoiding Plagiarism”). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

Honor Challenge — <http://osi.gatech.edu/content/honor-code>

Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

In an environment where communicators work closely with one another, it is important to understand the boundaries between collaboration and plagiarism. You are expected to present your own work, properly documented. **I strongly recommend that you keep all your process documents (drafts, notes, and prewriting) for each assignment.** I may freely question you about work that does not seem to be your own.

Exact copying is to be enclosed in quotation marks with an appropriate indication of its origin. Paraphrasing, wherein the basic sentence structure, phraseology, and unique

language remain the same, is also plagiarism. The failure to acknowledge unique, unusual, or new ideas and facts not the product of one's own investigation or creativity is plagiarism. When in doubt in a particular course on these matters, it is the student's responsibility to seek guidance from the instructor of the course. If at any time you have questions about crediting information and documenting sources, please ask the instructor.

### **Common Policies**

In addition to the policies spelled out above, Georgia Tech's Writing and Communication Program has common, program-wide policies on the topics listed below. Access the full text of these policies [here](#).

### **Important Campus Resources**

#### **Dean of Students and Center for Mental Health Care and Services**

Attending college can be a stressful time; don't hesitate to ask for help if you're feeling overly anxious, stressed, or depressed. Georgia Tech has two main ways to seek support: through the Office of the Dean of Students and through the Center for Mental Health Care and Services. Both units work closely together to support Georgia Tech students. You can seek support by using the contact information below—whether or not you are currently on campus.

- Office of the Dean of Students <http://studentlife.gatech.edu> Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 210 (404) 894-6367
- Center for Mental Health Care and Services <https://mentalhealth.gatech.edu/> Charles A. Smithgall Jr Student Services Building (also known as the Flag Building), Suite 328 404-894-2575 (including 24-hour, seven-day-a-week access to a counselor on call).

#### **Statement Regarding Insecurity**

When students face insecurity regarding food, shelter, clothing, or other necessary resources, it can be difficult to learn. It's important to know that you are not alone in dealing with these issues. Georgia Tech offers support for students through the [Students' Temporary Assistance and Resources](#) office located within the Division of Student Life. These resources include a food pantry, campus closet, temporary housing options, and emergency funding.

#### **Hall Building Food Pantry**

Students facing food insecurity can find food in Darcy's Pantry, located on the upper level of the Stephen C. Hall Building (215 Bobby Dodd Way). The pantry is named in memory of Dr. Darcy Mullen, a scholar of food security and activist for student welfare.

A List of Student Resource can be found here: <https://www.sga.gatech.edu/resources/>

**CommLab:** <https://www.communicationcenter.gatech.edu/>

Georgia Tech's Naugle CommLab is an excellent resource that helps you successfully and confidently complete any communication-related project. Experienced, professional

consultants can assist with writing, multimodal projects, lab reports, individual and group presentations, design papers, poster designs, recommendation memos, cover letters, CVs, and various other documents. The service is free, confidential, and open to all. You can make an appointment by following the link above.

**Georgia Tech Library:** <https://library.gatech.edu/>

Georgia Tech Library is a wonderful resource where you can access the vast ocean of knowledge in its digital and physical forms. The Library's Subject Experts provides library orientations and consultations, helping you find ways to research topics, develop research assignments, and locate academic sources (<https://library.gatech.edu/research-help-support/experts>). The Media Scholarship Commons provides essential resources for the production of multimodal projects. The resources provided include multimedia computing space, printing service, and video and audio recording studios. Georgia Tech Library's resources for the creation of creative media-rich project perfectly aligns with the multimodal assignments of this course.

**Disability Services:** <https://disabilityservices.gatech.edu/>

If you need any accommodations for this course, please contact the Office of Disability Services. We can ensure all the necessary accommodations early in the semester by working and communicating closely with the coordinators in the Office and with each other.

### **Interpersonal Violence-Title IX Statement**

Sexual misconduct is prohibited by Title IX of the Educational Amendments of 1972 ("Title IX") and will not be tolerated within the Georgia Tech community. Sexual misconduct encompasses all forms of sex and gender-based discrimination, harassment, violence, and assault, as well as dating violence, domestic violence, interpersonal violence, stalking and sexual exploitation. If you or someone you know has been harassed, assaulted, or stalked, or if you have questions about violence prevention resources available to you, please contact any of the following campus and community resources:

- Sexual Misconduct Reporting Form: [https://cm.maxient.com/reportingform.php?GeorgiaTech=&layout\\_id=1](https://cm.maxient.com/reportingform.php?GeorgiaTech=&layout_id=1)
- VOICE: Sexual and Relationship Violence Prevention 404-894-9000
- GATECH Counseling Service 404-894-2575
- Campus Security 404-894-2500
- Georgia Tech Police Department 404-894-2500 or 911 (emergency situations)