

# LMC 3206: Disability, Accessibility, & Culture (Communication & Culture)

FALL 2026 | 94511 | SKILES 002 | TUES/THURS 12:30PM–1:45PM

**professor:** Dr. Allegra W. Smith (she/her/hers)  
**email:** [allegra@gatech.edu](mailto:allegra@gatech.edu)  
**office:** Skiles 324  
**drop-in hours:** Mondays 1pm-3pm, Thursdays 3pm-4pm, or [by appointment](#)

## General Information:

### (OFFICIAL) COURSE DESCRIPTION:

Examines ways in which forms and media of communication create and are created by other cultural constructs.

### DR. ALLEGRA'S COURSE DESCRIPTION:

What does it mean to have a disability? How is this shaped by cultural, historical, technological, biomedical, educational, political, legal, and economic forces? What is the history of disability rights and how can we create a more accessible world? This course will examine both historic and contemporary theories and representations of disability, as well as build students' understanding of accessible writing and design frameworks to create more inclusive communication.

### COURSE GOALS AND LEARNING OUTCOMES:

By the end of LMC 3206, students will be able to...

- Define “disability,” “accessibility,” “culture” and “communication” and articulate features and examples of their interplay
- Critically trace historical and theoretical perspectives on disability and apply them to contemporary issues
- Apply theories of inclusive and universal design to foreground disability and accessibility in the design of physical and digital spaces, artifacts, and media
- Compose in a variety of media for different audiences

### PREREQUISITE:

Undergraduate semester level ENGL 1102 (English Composition II), minimum grade of D.

## Core IMPACTS Statement:

This is a Core IMPACTS course that is part of the Humanities area (see <https://undergradcurriculum.gatech.edu/general-education/> for more information).

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals. This course thus directs students toward a broad Orienting Question: *How do I interpret the human experience through creative, linguistic, and philosophical works?*

Completion of this course should enable students to meet the following Learning Outcome: *Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.*

Content, activities and exercises in this course should help students develop the following Career-Ready Competencies: 1) *Ethical Reasoning*, 2) *Information Literacy*, 3) *Intercultural Competence*.

## Required Materials:

**You do not need to purchase any books for this course.** All required reading and viewing for this course will be made available on Canvas or through the [Georgia Tech Library](#) resources.

## Assignments & Grading:

Note that these are just brief descriptions. Each project has multiple required components, and full assignments will be provided on Canvas. See the course calendar for due dates. **Assignments subject to change; any changes will be announced on Canvas, with a new calendar uploaded.**

**Discussion Lead** (10% of final grade) Once during the semester, you and a partner will prepare a brief presentation (5–10 minutes) that introduces one of the readings for a class period, before leading the class in discussion and/or an activity on that reading.

**Reading Quizzes** (10% of final grade) To ensure that students complete the assigned reading, there will be 8 quizzes over the semester. These quizzes will be unannounced, and make-up assignments will only be given if arrangements are made with the professor prior to the missed class. Your lowest quiz score will be dropped, so only 7 will count toward your grade. *If 85% or more of the class completes the CIOS at the end of the semester, then the lowest 2 quiz scores will be dropped.*

**Space Tour** (15% of final grade) Explore a room, building, or neighborhood to assess its accessibility. Make a note of anything you find that's inaccessible, then determine how these issues get fixed. Write a brief report on your findings, analyzing them to draw conclusions on disability, accessibility, and the design of the built environment. *This project may be completed individually or in pairs.*

**Accessibility Audit** (20% of final grade) Using principles like the Web Content Accessibility Guidelines, develop a protocol to audit the accessibility of a website or mobile application. After conducting the audit, you will write a brief report detailing your findings and recommendations for improving the site or app's accessibility. *This project may be completed individually or in pairs.*

**Resource Build** (30% of final grade) You'll develop some kind of resource to educate others and/or guide their work around disability and accessibility. This could be a website, a video, a quick-start guide, an educational game, a photo illustration, a pamphlet, a zine, a lesson plan, or some other kind of resource(s). *This project may be completed individually or in pairs.*

**Reflection and Assessment** (5% of final grade) By assessing your learning during this semester, you will consider your own work and take stock of your growth.

**Short Assignments, Classroom Participation, and Professional Ethos** (10% of final grade) Participating in classroom activities, writing short assignments, peer reviewing classmates' drafts, and engaging in other work will form this component of your course grade.

## FINAL GRADE POLICY:

I do not round up grades or offer extra credit. The grading scale for this course is as follows:

A	B	C	D	F
100%–90%	89%–80%	79%–70%	69%–60%	59% or below
4.0	3.0	2.0	1.0	0.0

## LATE WORK:

Let me know if you feel the need to submit something late; I'd rather you turn something in late and well done than on time and half-baked, but you need to get permission from me first. Assignments are due at 11:59pm Eastern Time on the specified date, unless otherwise noted.

## WHAT IF I GET STUCK?

If you're struggling with course content, projects, or deadlines, please talk with me sooner rather than later! You can always stop by my office hours, ask to schedule an appointment with me, or send me an email. I'm here to help. The [Naugle Writing and Communication Center](#) is also an excellent resource for undergraduate and graduate students, offering consultations on writing projects, as well as job documents, presentations, multimedia, and more.

## Attendance & Participation:

Participation is essential in this course. Come to class prepared to discuss the readings. Plan on expressing your ideas, frustrations, questions, confusions, etc., even if you're not able to articulate them without some hesitation—sometimes, ambivalent or ambiguous remarks spark the liveliest discussions! Although your participation will not be explicitly graded, you will be evaluated on your preparedness for class. I will use my assessment of your participation to manage borderline grades; thus, it will help you to attend class, share your views on readings, and participate in activities. If you repeatedly arrive late to class, expect that your grade will also be lowered. If you are concerned about this assessment at any time, you can contact me to request a “snapshot” of your current grade or discuss ways to improve your participation.

**You have six (6) permitted absences regardless of documentation or excuse; for each absence after six (6), your final course grade will decrease by 1%.** Absences will be recorded through the Attendance function on Canvas; it is your responsibility to keep up with your absence count in the class. It is also important to come to class on time. Therefore, if you are more than 20 minutes late to class, you will be marked absent for that class period. If you are absent, you miss valuable class time with your colleagues, as well as instructions for assignments that will help you complete quality work. If you miss class, you are still responsible for obtaining class notes and completing work you missed.

## Technology Requirements:

To participate in course activities, the following technologies are required:

- A laptop or desktop computer (not all course activities can be completed on a mobile device)
- A high-speed internet connection, which you will access daily for course messages, as well as to use Canvas
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office or Google Docs (please save documents in .doc, .docx, or .pdf formats—no PAGES files, please!)
  - You will need the desktop version of Microsoft Office (not the in-browser app) to complete some course activities and assignments. If you do not have Office downloaded, you can download it for free using your GT Office 365 account.
- If you haven't already, you should also create a free account on [Canva](#) for designing content

When you use technology during class meetings, make sure it is not a distraction to yourself or others. Avoid using technology as a barrier to actively engaging in class. Do not take phone calls, scroll social media, catch Pokémon, snap, livestream, do work for other courses, or text during class unless you have made arrangements with me ahead of time (due to an emergency or urgent issue). **TL;DR If technology isn't supporting classwork, turn it off.**

## Copyright and Intellectual Property:

All videos, documents, and content in this course may only be used in and for this class. No video, document, or content may be downloaded or captured for personal use beyond this class without the written permission of its owner. Likewise, you must seek permission from the instructor before recording (video or audio) the instructor or any portion of class.

## 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. See the [Institute Rules and Regulations](#) for 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.

## 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. For information on Georgia Tech's Academic Honor Code, please visit the [Honor Code Policy website](#) or the [Student Code of Conduct](#). Any student suspected of cheating or plagiarizing 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.

### GENERATIVE AI POLICY (CHATGPT, COPILOT, GEMINI, ETC.)

This course involves writing, communication, design, and critical thinking. Generative AI agents such as ChatGPT, DALL-E, 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 professor.

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. If you do not clearly attribute AI-generated work, and/or attempt to pass it off as your own, you will receive a reduced or failing grade for the assignment.

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.

*This policy has been adapted from the Georgia Tech Writing and Communication Program (WCP).*

## **Accessibility:**

If you are a student with learning needs that require accommodation, contact the Office of Disability Services at (404) 894-2563 or via [their website](#) as soon as possible to make an appointment to discuss your needs and to obtain an accommodations letter. Please also email me within the first week of the semester to schedule an appointment to discuss your learning needs (you don't have to have a documented disability with the Office of Disability Services to do this!).

## **Mental Health Note:**

If you or someone you know is feeling overwhelmed, depressed, or in need of support, student mental health services are available. For help, contact the Center for Mental Health Care & Resources at (404) 894-2575 or [its website](#), or through its counselors located at the Charles A. Smithgall, Jr. Student Services Building during business hours.

## **Basic Needs Statement:**

Any student who faces challenges securing food or housing and believes this may affect their performance in this course is encouraged to contact the [Office of the Dean of Students](#) (Student Engagement & Well-Being) and/or the Center for Mental Health Care & Resources for support. Additionally, the [Klemis Kitchen](#) (in four locations on campus) offers food pantry services and meals. You can also notify me if you are comfortable doing so; this will enable me to connect with you with any resources I may have access to.

## **Nondiscrimination Policies:**

The Georgia Institute of Technology has a commitment to creating a campus free of discrimination and harassment on the basis of race, ancestry, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, national origin, age, disability, genetics, or veteran status. If you or someone you know believes you are experiencing any type of discriminatory behavior, even if none of the above policies have been violated yet, please consider reaching out to the Equal Opportunity, Compliance, and Conflict Management (EOCCM) team to learn more about possible supportive measures, resolution pathways, and on-and-off campus resources. The [EOCCM website](#) has more information on [reporting options](#) for students, faculty, and staff, as well as [resources for support](#).

# Limits to Confidentiality:

Written and spoken materials submitted for this class are generally considered confidential pursuant to the Institute's student record policies. However, students should be aware that Institute employees may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of GT community members and others. As the professor for this course, I must report the following information to other Institute offices (including the university Title IX Coordinator and Police Department) if you share it with me:

- Suspected child abuse/neglect, even if maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the [Center for Mental Health Care & Resources](#). If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- [Report an Incident of Sexual Misconduct](#)
- [Georgia Tech's Sexual Misconduct Policy and Procedures](#)
- [Campus and Community Resources for Sexual Assault, Rape, Dating or Domestic Violence, Sexual Harassment, Stalking, and Related Issues](#)

*Some course language and activities adapted from Rachel Atherton, Victoria Braegger, Jocelyn Le, Liza Potts, and Remi Yergeau.*