

Georgia Institute of Technology

Writing and Communication Program

LMC 3403: Technical Communication, Theory and Practice

Sections FS7 and FS8 | Summer 2026

Credits | 3 Credits

May 18 – August 6, 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mike Lehman

Email: mlehman33@gatech.edu

Additional course information, including office hours, meeting links, and instructor availability, is available on the course Canvas site.

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 section of LMC 3403, you'll focus on professional communication as you employ written, oral, visual, electronic, and nonverbal (WOVEN) modes to create projects in a range of professional genres. This course develops the practical communication skills you will need across professional contexts, with an emphasis on audience awareness, document design, and rhetorical effectiveness.

LEARNING OUTCOMES

Category	Outcomes
Rhetoric Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role,	<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.

argument, organization, design, visuals, and conventions of language.	<ul style="list-style-type: none"> Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.
<p>Process</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"> 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.
<p>Modes and Media</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"> 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.
<p>Design</p> <p>Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.</p>	<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

There is no required textbook purchase for this course. All required readings and course materials will be provided through Canvas.

GRADING POLICY

This course uses a points-based grading system. Each assignment is worth a designated number of points contributing to your final grade. Your final grade will be assigned as a letter grade according to the following scale:

A: 90–100	B: 80–89	C: 70–79	D/F: Below 70
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DESCRIPTION OF GRADED COMPONENTS

Component	Weight
Assignment 1: Job Application Materials	20%
Assignment 2: Workplace Procedural Guide	25%
Assignment 3: Proposal and Pitch Presentation	25%
Peer Review (3 assignments)	15%
Participation and Engagement	15%
Total	100%

Assignment 1: Job Application Portfolio (20%)

Students will develop professional job application materials, including a résumé, cover letter, and two professional showcase documents, along with a reflective memo explaining their rhetorical and design choices. This assignment allows students to create technical professional documents while practicing all aspects of WOVEN communication.

Assignment 2: Workplace Procedural Guide (25%)

Students will select a specific workplace literacy or procedure relevant to their field and develop a set of instructions in an appropriate format for a chosen audience. A reflective memo explaining design choices is included. This assignment develops skills in instructional design, audience analysis, and document formatting.

Assignment 3: Proposal and Pitch Presentation (25%)

Working in small groups, students will identify an issue within their professional or academic field and produce a recommendation report proposing actionable steps to address it. Groups will also deliver a pitch presentation. A reflective memo explaining rhetorical and design choices is included.

Peer Review (15%)

Students will complete peer review posts and replies for each of the three major assignments. Peer review develops critical reading skills and provides students with meaningful feedback before final submission.

Participation and Engagement (15%)

Participation includes weekly discussion board posts and replies, journal posts, and occasional short online activities. Because this course is fully asynchronous, consistent engagement with course materials and peers is essential and constitutes attendance for the course.

COURSE POLICIES

Attendance

This is a fully asynchronous online course with no scheduled meeting times. Attendance is demonstrated through regular participation in course activities, including discussion board posts, journal entries, and timely submission of assignments. Students are expected to engage with the course consistently each week. Consistent participation is required to pass this course.

Participation

Active and consistent participation is a requirement of this course. Participation includes completing weekly discussion board posts and replies, submitting journal posts, and completing any additional short online activities. To receive full participation points, students must complete all discussion board posts (including responses to two peers), all peer review posts and responses, and all journal posts. Additional details about participation expectations are available on Canvas.

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 email 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 your ability to write, communicate, and think critically. Generative AI tools such as ChatGPT, DALL-E, and others present opportunities for learning and communication; however, AI cannot learn or communicate for you and cannot meet the course requirements for you.

Use of generative AI tools is allowed only in instances specifically authorized by the instructor. When AI use is permitted, you are expected to adhere to the following principles:

- **Responsibility:** You are responsible for all work you submit. Any AI-assisted work must be your own, with AI assistance appropriately disclosed and any AI-generated content properly cited. You must verify the accuracy of any factual statements or citations produced by AI tools.
- **Transparency:** Any generative AI tools used in the work of this course must be clearly acknowledged, including use for brainstorming, outlining, or translation purposes.
- **Documentation:** Cite any AI-generated content as you would any other source.

When AI use is permitted, the following provides general guidance:

- **Allowed:** Using AI to generate or brainstorm ideas; using AI as a starting point for research and drafting; fact-checking, quoting, and citing AI-produced content with appropriate attribution.
- **Not allowed:** Copying and pasting AI-produced text or other content directly into your work; using AI to produce a significant portion of any assignment.

Unauthorized use of generative AI tools will be considered an infraction of the Georgia Tech Honor Code and will be referred to 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.

OTHER COURSE POLICIES

Late and Missing Work

Given the compressed pace of a summer session, late work is not accepted and will receive no credit. Students experiencing circumstances that prevent timely submission should contact the instructor as early as possible to discuss options.

Missing Class and Making Up Work

Because this course is fully asynchronous, there are no class sessions to miss. Students are expected to complete all weekly activities and assignments by the posted deadlines. If you are experiencing circumstances that prevent you from meeting course expectations, contact the instructor as soon as possible. Make-up opportunities for missed participation activities are limited and are available only in cases of documented illness or emergency.

Assignment Revision

Opportunities for assignment revision may be available at the instructor's discretion. Any revision opportunities will be communicated through Canvas. Students are encouraged to make full use of peer review and instructor feedback before final submission, as revision opportunities after grading are not guaranteed.