

LMC 3403: Technical Communication, Theory and Practice

COURSE INFORMATION

Course Title: LMC 3403 - Technical Communication, Theory and Practice

Credits: 3 credits

Semester and Academic Year: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Jungah Kim

Email: myjungah92@gatech.edu

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

Whose and for Whom? Ethics within Technical Communication

Can technology, or the ways we communicate through and about technology, ever be neutral? Using *Her* (2013) as an opening point of inquiry, this course examines how technical communication shapes relationships among technologies, organizations, experts, users, and communities. Through professional writing, document design, rhetorical analysis, usability testing, and collaborative research, students will consider how communication choices influence whom technologies serve and what responsibilities technical communicators have toward their audiences.

LEARNING OUTCOMES

Category	Outcomes
Rhetoric 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.	• Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns. • Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.
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.	• 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.

Category

Outcomes

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.

- 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

Required book to purchase:

Markel, Mike, and Stuart A. Selber. *Technical Communication*. 14th ed.

The book is available in the Georgia Tech Bookstore

Additional readings and course materials will be made available through Canvas or linked in the course schedule.

GRADING POLICY

Grades in this course are based on students' demonstrated achievement of the course learning outcomes through a series of scaffolded technical communication projects. Major assignments emphasize rhetorical awareness, audience analysis, document design, collaboration, revision, and multimodal communication. Because technical communication is an iterative process, students will receive feedback and opportunities to revise their work throughout the semester.

Assignments will be evaluated using project-specific rubrics aligned with the course learning outcomes and the WOVEN communication framework. Evaluation will consider rhetorical effectiveness, organization, clarity, evidence, document design, visual communication, professionalism, and attention to audience and purpose.

Grade Scale

A: 90–100

B: 80–89

C: 70–79

D: 60–69
F: Below 60

DESCRIPTION OF GRADED COMPONENTS

Project 1: Georgia Tech Correspondence & Writer's Memo

Due: September 17 | 20%

Students will select a Georgia Tech service, center, office, or program and create professional correspondence for three distinct audiences. Students will compose a formal letter, professional email, and social media communication, adapting information, tone, organization, and design to each rhetorical situation. A writer's memo will explain and reflect on the rhetorical and design choices made across the three pieces.

Commented [DC1]: I like how you have fleshed this out! I wonder if you (or the student) could also give a specific communication need or problem to respond to as part of this. Like maybe the correspondence is to ODS because there's been a change in how students access disability services or something specific like that. The idea is to go beyond changing tone and genre and into designing communication to accomplish something for a real organization and its users

Project 2: Rhetorical Analysis & Redesign

Due: October 22 | 30%

Students will select a real-world technical communication artifact and analyze how its rhetorical and design choices construct its intended users. After identifying a significant communication problem, students will redesign the artifact for a clearly defined user or group of users and conduct user testing or a structured usability evaluation to assess and revise their design.

Commented [DC2]: Love this!

Project 3: Ethical Recommendation Report + Presentation

Due: December 15 | 35%

Working in teams, students will investigate a contemporary communication problem involving technology and its effects on users, communities, or stakeholders. Drawing on primary and secondary research and stakeholder analysis, teams will produce a professional recommendation report proposing a specific, feasible intervention. Teams will then adapt their findings into a professional presentation addressed to a specific stakeholder or decision-making audience.

Commented [DC3]: As you develop the assignment, I'd make sure students know how individual contributions/accountability will factor into the 35% project grade.

Professionalism, Participation, Workshops, and Mini Assignments

15%

Throughout the semester, students will complete low-stakes assignments and participate in workshops, peer review, audience-analysis activities, document-design exercises, proposal development, collaborative work, and presentation rehearsals.

COURSE POLICIES

Attendance

Attendance and participation are essential to success in this Writing and Communication Program course. Because much of our learning takes place through in-class writing, workshops, peer review, discussion, and collaborative activities, 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 ill, have an interview, or have family responsibilities. Therefore, this course allows **four (4) absences without penalty**, regardless of reason. Exceptions are made for Institute-approved absences and circumstances such as hospitalization or family emergencies documented through the Office of the Dean of Students.

If you must miss class, please notify me as early as possible. I will work with you to access course materials, identify any work you missed, and discuss whether alternative participation or make-up work is appropriate. Because this course emphasizes workshops, peer review, and collaborative activities, some in-class work cannot be fully replicated outside of class.

After the first four absences, each additional absence will result in a **2% deduction from your final course grade**. Students who accumulate an excessive number of absences may be at risk of failing the course, as determined by the instructor in consultation with the Director of the Writing and Communication Program.

Participation

Participation in this course means contributing actively and professionally to the collaborative work of the class. Participation may include:

- Contributing to class discussions and activities
- Completing in-class writing and technical communication exercises
- Participating in workshops and peer review
- Providing thoughtful and constructive feedback to classmates
- Contributing responsibly to collaborative projects
- Participating in audience analysis and document-design activities
- Preparing for proposal pitches and presentation rehearsals
- Arriving prepared to discuss assigned readings and course materials

Participation is assessed as part of the Professionalism, Participation, Workshops, and Mini Assignments component of the course grade.

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 developing your ability to write, communicate, and think critically about technologies and the communication surrounding them. Generative AI tools such as ChatGPT, Claude, Gemini, and image-generation tools present opportunities for learning and professional communication, but they cannot perform the intellectual work of the course on your behalf.

The use of generative AI is allowed **only when specified by the instructor**. Individual assignments will indicate whether AI is permitted and, if so, how it may be used.

When AI use is permitted:

- **Responsibility:** You are responsible for all work you submit and for verifying the accuracy of AI-generated information, citations, translations, examples, or other content.
- **Transparency:** You must acknowledge your use of generative AI. Unless otherwise specified, include a brief AI Use Statement identifying the tool used, how you used it, and the extent to which it influenced your final submission.

- **Documentation:** AI-generated material incorporated into an assignment should be cited according to the citation requirements of that assignment. You should retain prompts or other documentation of your AI use when requested.

Using generative AI when it is not permitted, or failing to acknowledge permitted AI use appropriately, may constitute a violation of the Georgia Tech Honor Code and may 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-SPECIFIC POLICIES

Late and Missing Work

Due dates for assignments are listed in the syllabus and Canvas. These deadlines are designed to help you keep pace with the course. If you need an extension, please email me **before the assignment is due** and propose an alternative due date. Extensions are not guaranteed, but I will work with you when reasonable.

Work submitted after the deadline may receive limited or no instructor feedback. Extensions generally cannot be granted for the final project because of final-grade submission deadlines.

Missing Class and Making Up In-Class Work

If you miss class, you are responsible for reviewing course materials and determining what work you missed. Contact me when necessary to discuss whether alternative participation or make-up work is appropriate. Because workshops, peer review, presentations, and collaborative activities depend on participation with other members of the class, some in-class activities cannot be fully replicated or made up outside of class.

Assignment Revision

Revision is an important part of the communication process in this course. Major projects include opportunities for drafting, peer review, instructor feedback, workshops,

Commented [DC4]: You may still want one or two default boundaries here (for example, a typical maximum extension length or what happens when work is submitted late without an approved extension) so you don't have to negotiate every case individually.

and revision before final submission. Additional revision of an assignment after it has been graded is permitted only when specified by the instructor for that assignment.