# COURSE INFORMATION

**Course Title** LMC 3403 - Technical Communication, Theory and Practice
**Section** BA7, BA8, BA9
**Credits** 3 credits
**Semester and Academic Year** Spring 2027

# INSTRUCTOR INFORMATION

**Instructor** Chloe Hamer
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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

This course is designed to help you understand, analyze, and create WOVEN (written, oral, visual, electronic, and nonverbal) texts in a variety of professional and business genres. This section will use *adaptation* as its primary thematic lens: in today's rapidly changing business landscape, the ability to adapt your communication to new contexts and audiences is crucial. By completing individual and collaborative projects in various genres, analyzing relevant real-world texts, and engaging in regular planning, revision, and reflection processes, you will develop the skills and knowledge necessary to communicate effectively, confidently, and ethically in a wide range of professional contexts.

# 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, | • Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns. |

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| design, visuals, and conventions of language. | • 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.<br>• Collaborate on artifacts that meet the needs of the specific audiences. |
| **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. | • 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. |
| **Design** Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles. | • Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts.<br>• Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts. |

# REQUIRED COURSE MATERIALS

*Writing That Works: Communicating Effectively on the Job*, 13th ed, by Walter E. Oliu, Charles T. Brusaw, and Gerald J. Alred. Publisher: Bedford/St. Martin's.

Additional readings will be provided in class or uploaded on Canvas.

You will need to bring a charged laptop to class. If you need to borrow a laptop temporarily, you may check out a laptop for a 24-hour loan period at the INFODesk on the first floor of the Georgia Tech Library. More information about borrowing a laptop or other technology through the GT Library can be found here.

# GRADING POLICY

Your final course grade will be based on four major projects, regular process journal entries and reflections, and consistent, active participation in class activities, discussions, and peer review sessions.

# DESCRIPTION OF GRADED COMPONENTS

**Introduction Video (individual) - 5% - due 1/25**

For your first assignment, you will create a 1 to 2-minute video in which you summarize, evaluate, and reflect on your professional communication skills and habits. In your video, you should provide relevant introductory information (name, year, major and concentration, hometown), discuss your strengths and challenges as a professional communicator, and relate and reflect on a past professional communication experience that illustrates a specific strength, challenge, or improvement. To conclude, you will articulate a personal goal or set of goals for this class and identify at least one step you intend to take towards achieving your goal(s).

**Memo (individual) - 15% - due 2/24**

To prepare for this assignment, you will research a topic related to AI usage in your field. Then, you will create a memorandum that synthesizes, summarizes, and explains the results of your research to employees in your department. Your memo should provide a concise overview of the current state of AI usage in your field, identify an opportunity or challenge related to AI usage in your department (or in an equivalent department at a comparable company or organization), and make a call to action.

**Visual Instructions (group) - 20% - due 3/19**

Working in groups of 3-4, you will create a set of visual instructions for a user to solve a specific problem when using a product. First, your group will assess the context of your rhetorical situation, including your audience's needs and limitations. Based on this assessment, you will choose an appropriate visual medium and genre for your instructions: for example, your text may take the form of a PDF, an infographic, a webpage, or a video. Finally, you will collaboratively plan, draft, and revise your visual instructions in response to peer feedback and usability testing.

**Rhetorical Situation Response & Presentation (group) - 20%**

**Response due 4/16, Presentations 4/19, 4/21, 4/26**

Working in groups of 3-4, you will propose a complex, challenging rhetorical situation that necessitates a response in the form of a substantive professional text or texts. Then, your group will plan, draft, and revise a text or texts that responds/respond to the rhetorical situation you have crafted. Finally, your group will prepare and deliver an oral

and visual presentation in which you summarize your rhetorical situation, share your response, and explain and justify the most significant rhetorical choices you made in responding to the situation. Each presentation will be followed by a brief question and answer period.

**Individual Presentation (individual) - 10% - presentation dates vary**

You will individually prepare and deliver a five-minute oral and visual presentation in which you summarize and discuss a text of your choosing related to business communication. You will sign up for a presentation date at the start of the semester and meet with me before this date to discuss your choice of text.

**Final Performance Evaluation - 5% - due 5/5 (sec. BA7 & BA9) or 4/30 (BA8)**

In lieu of a final examination, you will submit a letter in which you summarize, evaluate, and reflect on your performance and progress over the course of the semester.

**Process Journal & Reflections (individual) - 15%**

Throughout the semester, you will keep a process journal in which you record and reflect on your planning, drafting, and revision processes. You will also complete a written or oral reflection after submitting each major assignment.

**Course Engagement & Participation (individual) - 10%**

You will contribute regularly and substantively to class discussions, complete all individual, pair, and group activities and assignments in a thorough and thoughtful manner, and treat your classmates with respect and consideration both in class and in any group project meetings or work sessions held outside of class. See "Participation" under *Course Policies* below for a complete description of expectations.

# COURSE POLICIES

## Attendance

Attendance and participation are essential to success in courses in the Writing and Communication Program. Because of this, 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 not feeling well, have an interview, or have family responsibilities. Therefore, this course allows four (4) absences without penalty, regardless of reason. After that, 2 points will be deducted from your final grade with each additional absence (ex. a final grade of 88% will be lowered to 86% after four unexcused absences). Exceptions are allowed 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).

Your instructor can communicate with you about how to access materials or make up work you may have missed during your absence or suggest ways to participate in class remotely and/or asynchronously. Students may miss a total of four (4) classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 2% from a student's final grade.

## Participation

Our small class size allows us the opportunity to create a lively, supportive learning environment where students can engage in thoughtful, respectful discussion, refine their writing and communication skills through peer review, and work collaboratively on projects. To maintain such an environment, it is important that each student comes to class prepared and willing to learn. You are expected to:

- Complete all required reading and assignments by the assigned due date
- Arrive to class on time and prepared to share your thoughts, questions, and/or work
- Contribute substantively to pair, small group, and whole-class discussions
- Complete all individual in-class activities in a thorough, thoughtful manner
- Treat your classmates and instructor with respect and consideration, including:
    - Practicing active listening when others are speaking
    - Providing specific, useful feedback during peer review sessions
    - Following agreed-upon expectations for communication and contributing equitable labor when working on group projects

If you are having (or anticipate having) difficulty participating in class discussions, please do not hesitate to schedule a meeting with me or stop by office hours.

## 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 other people.

Using generative AI tools at times not explicitly allowed 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 and Missing Work

Assignments that are submitted after the due date will receive a 10% deduction per day, up to seven (7) days. After seven days, you will receive a 0 on the assignment.

I am happy to grant one-day extensions. If you need additional time to complete an assignment, please send me a request via email at least 48 hours in advance of the assignment's due date.

If you need additional time to complete an individual contribution to a *group* project, follow the procedures outlined in your Group Work Charter document. Plan ahead and communicate proactively with your group and your instructor to avoid falling behind on group projects.

## Missing Class and Making Up In-class Work

If you miss a class, you are still responsible for completing any required reading or assignments due that day. Please contact me via email to discuss making up in-class work if you are absent. With the exceptions of institute-approved absences and emergencies, making up in-class work does not negate an absence and should not be used as a substitute for attending class in person.

## Assignment Revision

If you receive a grade of 80% or lower on a major assignment, you may revise and resubmit the assignment *only if* the original assignment is complete, on time, and clearly the product of a good-faith effort.

To receive a new grade on your revised assignment, you must meet with me to discuss a revision plan and make substantial changes that address all feedback provided.

Written components of revised assignments should be submitted as a Word document with Track Changes enabled unless otherwise instructed. See instructions for turning on Track Changes in Word here.

# CAMPUS RESOURCES FOR STUDENTS

**Undergraduate Student Academic Success Resources:**

A list of resources for undergraduate students' academic success and information about advising can be found at *Success at Tech*.

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

**Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental wellbeing. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide (gatech.edu)