
LMC 3403 A: Technical Communication

Writing and Communication Program

School of Literature, Media, and Communication

Georgia Institute of Technology

Class Meetings: MWF 9:05am – 9:55, Skiles Classroom Building – Rm 317

Instructor Contact Information

Instructor: Halcyon M. Lawrence, PhD

Building: Hall Building, 121-5

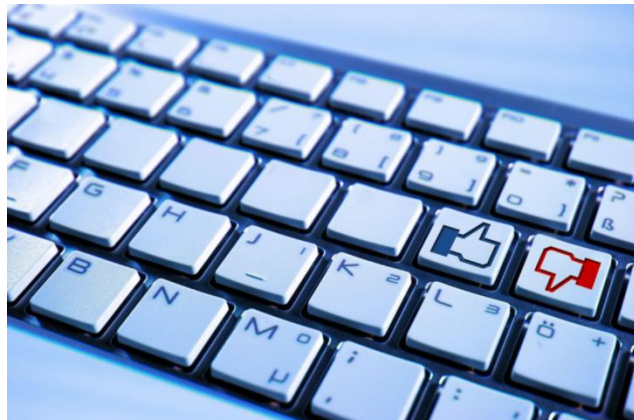
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Course Website: xxx

Communication: Email is my preferred method of communication. Please begin every subject line for every email



communication with **LMC 3403** and use your Georgia Tech email to communicate with me.

Course Description: This course encourages critical thinking and problem-solving skills required to develop sound and appropriate user-centered technical communication artifacts. Students will develop skills needed to interview clients, subject matter experts and users, in order to develop client-centered deliverables for Georgia Tech's Office of International Education (OIE).

Approach to the Course: This course will comprise of series of seminar and workshop sessions. Students are expected to complete the readings due for class and come prepared to discuss the chapter in class and its relevance to the work at hand. Workshop sessions are designed to provide students with an opportunity to collaborate and work on course deliverables. Active participation is expected in both seminar and workshop sessions. In-class activities may include one or more of the following:

1. **Discussions:** about readings, assignments, and artifacts
2. **In-class activities, and exercises**
3. **Workshops:** including collaborative, planning, in-class designing/writing, peer reviewing, and peer editing.
4. **Oral presentations**
5. **Guest speakers**
6. **Lectures**
7. **Videos**

8. Explanations and discussions about assignments

Learning Outcomes: This course follows the guidelines established by the Writing and Communication Program for LCC 3403 shown in the table below. The projects and artifacts created in class will revolve around these outcomes, which can also be found in online at T-square (goo.gl/zili5L).

Category	Outcomes
<p>Rhetoric</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"> • 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.
<p>Process</p> <p>Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, and 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.

In addition to the course outcomes for all LMC 3403 courses listed in the common policies section on T-Square, at the end of this course, students would have¹:

1. Understood and applied the WOVEN framework to a course deliverables
2. Acted critically as they apply principles taught in the course to communication situations.
3. Developed interviewing and management skills related to client-centered projects

¹ Objectives modified from technical writing course at http://www.uwstout.edu/english/tw_obj.cfm

4. Evaluated the rhetorical context of a given communication situation and write accordingly.
5. Applied concepts of information design. These concepts include effective ways to design documents for print, web, and other electronic means of communication in order to construct documents meaningful to the audience.
6. Effectively created standard formats used to construct meaningful documents. These formats include genres such as various kinds of reports, sets of instructions, letters and memos, and various electronic genres.
7. Used visual items in effectively constructing meaning in communication situations. These items include, but are not limited to, tables and graphs, photographs, drawings and schematics, and various electronic creations such as screen captures.
8. Effectively negotiated the process of completing technical documents. These processes include planning, drafting, editing and revising to quality standards, and, where appropriate, usability testing, research methods and appropriate citation of sources.
9. Acted ethically in their role in the communication situation.

NB: *Re-read these outcomes frequently throughout the course to ensure that you're accomplish each one. Your reflective assignments should note things that you learn and accomplish.*

Required Materials

Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 8th Ed. Boston MA: Wadsworth, 2014. ISBN-13: 978-1133309819

Please feel free to explore options to rent or buy online versions of this text. It's a great resource and may be something that you might consider keeping as you develop a professional library.

Links to other reading materials on Usability will be provided as the semester progresses.

Required Equipment

Students are expected to walk with laptops to all Friday workshop sessions.

- Video cameras are available for borrow at the library.

Required Software Applications

- Word Processing: MS Word
- Presentations: PowerPoint, Prezi
- Video Editing: (to be advised)
- Screen recorder (Camtasia)

Summary of Major Assignments

GATech's Office of International Education (OIE) serves the large and diverse population of international students and visiting scholars at Georgia Tech. They also support opportunities for students to pursue study-abroad programs. Because of the diverse audiences served by the OIE, there is a need for niche information on their website. The OIE has indicated that they would like to work with students in this course to better understand the diverse user needs so that they can develop a more client-oriented website. Therefore the assignments are designed

to deliver a number of artifacts to the OIE to meet their expressed needs. To that end, the following summarizes the major assignments associated with this course*:

Unit	No	Details	WOVEN** Competencies	Points	% grade
Planning	1	Objectives Statement: A statement about the objectives of the semester-long project (I)	W	50	5%
	2	Proposal: A client-centered proposal outlining the problem, objectives, method and expected outcomes for the semester-long project (G)	WVE	150	15%
Promoting	3	Promotional Artifact: the design, development, and description of an artifact using one or more of the WOVEN competencies to promote the client's website to a specific audience (I)	WOVEN	150	15%
Researching	4a	Design and Development of Usability Test: The development of a usability test to be used on a selected target audience (G)	WVE	150	15%
	4b	Usability Testing: The conduct of a usability test	OEN	130	13%
Reporting	4c	Usability Report: A report outlining the findings and recommendations based on the usability test (G)	WVE	150	15%
	5	Oral Presentation: a presentation that outlines the entire process undertaken by the group for the semester-long project (G)	WOVEN	150	15%
Reflecting	6	Reflective Blog: a reflective paragraph on each assignment about what was learnt, challenges experienced, and insights gained (I)	WV	70	7%

*Detailed assignment sheets will be given for each assignment

**WOVEN stands for Written, Oral, Visual, Electronic, and Non-verbal. These modes will be discussed later in the syllabus.

(I) – Individual Assignment (G) – Group Assignment

Assignment Requirements

The overarching goal in this course is for you to create relevant and useful reader-centered, rhetorically-appropriate artifacts. As a result:

- Carefully document your work, both text and images. Standard English and its grammatical rules are expected. If you refer to the work of others, please use APA guidelines for both in-text citations and works cited. Improperly cited work constitutes a form of plagiarism and will not be tolerated in this course.
- All assignments are to be generated electronically.

- You are encouraged to keep all assignments generated for this course as these may serve as useful artifacts towards a portfolio as you enter the professional world.

Rubric for Artifacts

Grading for this course will be guided by the rubric posted in T-Square along with the syllabus. The rubric provides criteria for a variety of elements that will determine your grade for the semester, including: rhetorical awareness, stance and support, organization, conventions, and design. For each assignment, I will draw your attention to the elements of the rubric that are relevant to that assignment.

Course Policies

Please visit at <http://b.gatech.edu/1tuJwIF> for LMC's common course policies which cover a number of areas. In addition to the common course policies, the following course-specific policies are to be observed:

Participation

I expect you to participate actively in all class sessions. Seminars are designed to unpack what is read in the chapters, critically think about rhetorical strategies and look for ways to apply these learnings to the ongoing semester-long project. Workshops are designed for you as an individual and as part of group to put what is discussed in the seminars into practice. As such, you can expect that workshops are focused on applying the WOVEN framework to relevant course assignments.

Attendance

The Writing and Communication Program has a program-wide attendance policy, which allows for three (3) absences without penalty, regardless of reason. After that, penalties accrue. Exceptions are permitted for Institute-approved absences and individually negotiated situations such as documented hospitalization or documented family emergencies. Each additional absence after the allotted number deducts one-third of a letter grade from a student's final grade. Missing six (6) classes results in automatic failure of the class.

Discrimination and Harassment

Georgia Tech does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, disability, or status as a U.S. veteran. This class adheres to those guidelines. In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students.

Late or Unsubmitted Assignments

You are required to follow the outlined protocols for submitting assignments that are given on the assignment sheets. You will lose 5 points from your grade for everyday that your assignment is late. Assignments that are more than 3 days late are considered unsubmitted and will receive a grade of zero.

Revisions

Because this class emphasizes the process of technical communication, revisions before your final submission are encouraged. While no grade is given for revised work, I encourage you to come

to workshops with artifacts in progress so that you can receive feedback that feed into the revision process. Assignment sheets will identify specific ways in which you may solicit my feedback on assignments.

Please note that I will not be accepting assignments after stated revision deadlines.

Office Hours

The purpose of office hours is for groups and individuals to address issues with me outside of class time. While office hours are not mandatory, I encourage students to use the designated time to come by and chat with me about any class-related issues that you do not feel comfortable raising in the classroom. In some cases, I reserve the right to request a student to attend a face-to-face appointment with me during my office hours.

Course Schedule

Week	Date	Chapter Reading	In-Class Activity	Assignment Given	Assignment Due
1	Aug-17		Class Overview, Syllabus, Class Policies etc. Introduction to the WOVEN Framework		
	Aug-19	Chapter 1 Review – Technical Communication and the Workplace			
	Aug-21		Workshop/Process/Deliverable		
2	Aug-24	Chapter 21 – Managing Client & Service Learning Projects			
	Aug-26		Introduction of Semester Long Project – Client: Office of International Education		
	Aug-28		Workshop		
3	Aug-31	Chapter 3 – Defining your Communication Goals	Discuss Assignment 1 – Objectives Statement (I) Discuss Assignment 6 – Assignment Reflections (I)	Objectives Statement Assignment Reflection (1)	
	Sept-2	Chapter 23 – Writing Reading Centered Letters, Memos, Emails and Digital Exchanges			
	Sept-4		Workshop – Assignment 1		
4	Sept-7	Chapter 19 – Creating Communications with a Team	Team Assignments for Assign 2 Discuss Assignment 2 – Proposal Document (G)	Proposal	Objectives Statement Assignment Reflection (1)

	Sept-9	Chapter 24 – Writing Reader Centered Proposals			
	Sept-11		Workshop – Assignment 2		
5	Sept-14	Chapter 4 – Planning for Usefulness			
	Sept-16	Chapter 5 – Planning your Persuasive Strategies			
	Sept-18		Workshop – Assignment 2		
6	Sept-21	No Class – School Holiday			
	Sept-23	Chapter 14 – Creating Reader-Centered Graphics Chapter 15 – 11 types of Reader-Centered Graphics	Discuss Assignment 3 – Promotional Artifact (I)	Promotional Artifact	Proposal Assignment Reflection (2)
	Sept-25		Workshop – Assignment 3		
7	Sept-28	Chapter 22 – Creating Reader-Centered Websites			
	Sept-30		Workshop – Assignment 3		
	Oct-2		Workshop – Assignment 3		
8	Oct-5	Chapter 6 – Conducting Reader-Centered Research			
	Oct-7	Chapter 7 – Using Five Reader Centered Research Methods			
	Oct-9		Workshop – Assignment 3		
9	Oct-12	Usability Testing – Readings to be provided	Discuss Assignment - (4a & b) Design, Development and Conduct of a Usability Test and (4c) Usability Report(G)	Usability Test Instructions	Promotional Artifact Assignment Reflection (3)
	Oct-14	Chapter 28 – Writing Reader-Centered Instructions			
	Oct-16		Workshop – Assignment 4a&b		
10	Oct-19	Chapter 17 – Revising your Drafts			
	Oct-21	Chapter 18 – Testing your Drafts for Usefulness and Persuasiveness			
	Oct-23		Workshop – Assignment 4a&b		
11	Oct-26	Chapter 25 – Writing Reader-Centered Empirical Research Reports	Discuss Assignment 4c – Usability Report		Usability Test

					Assignment Reflection (4 &5)
	Oct-28	Chapter 8 – Drafting Reader Centered Paragraphs, Sections and Chapters			
	Oct-30		Workshop – Assignment 4c		
12	Nov-2	Chapter 9 – Using Nine Reader Centered Patterns for Organizing Paragraphs, chapters and sections			
	Nov-4	Chapter 10 – Developing an Effective, Professional Style			
	Nov-6	No Class – Student Recess			
13	Nov-9	Chapter 16 – Designing Reader-Centered Pages			
	Nov-11	Chapter 13 – Writing Reader-Centered front and Back matter			
	Nov-13		Workshop – Assignment 4c		
14	Nov-16	Chapter 20 – Creating And Delivering Listener-Centered Oral Presentations	Discuss Assignment 5 – Final Presentation (G)	Final Presentation	
	Nov-18		Workshop – Assignment 5		
	Nov-20		Workshop – Assignment 5		
15	Nov-23	Chapter 11 – Beginning a Communication & Chapter 12 – Ending a Communication			
	Nov-25	No Class – Thanksgiving			
	Nov-27	No Class – Thanksgiving			
16	Nov-30	Final Presentation (Groups 1 and 2)			Final Presentation
	Dec-2	Final Presentation (Groups 3 and 4)			Final Presentation
	Dec-4	Final Presentation (Groups 5 and 6)			Final Presentation
					Assignment Reflection (6)
17	Dec-7	Final Deliverables due			Usability Report
					Assignment Reflection (7)

Syllabus/Policy Acknowledgment and Permission Statement

PLEASE COMPLETE AND RETURN THIS PAGE BY Friday, August 21st.

I affirm that I have read the entire syllabus and policy sheet for Professor Lawrence's LMC 3403 course, and I understand the information and the responsibilities specified.

Print Name

Signature

Date

DIRECTIONS: Read carefully and place your initials next to all that apply.

I give my instructor, Halcyon Lawrence, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

I do NOT give my instructor, Halcyon Lawrence, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

Please use my name in association with my work.

Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, she may wish to contact you. She will only use this information for the above-stated purpose. Thank you for providing your contact information below.

Permanent email address: _____

Print name: _____

Signature: _____

Today's Date: _____

Phone number: _____

Permanent address: _____