

LMC 4701 – Undergraduate Research Proposal Writing

Summer 2026, Asynchronous remote, 1 credit

Instructor: Dr. Courtney A. Hoffman

Course Description

LMC 4701 is the first course in a two-semester sequence of writing instruction for the undergraduate thesis Research Option offered by UROP. By the end of this course, you must complete the following:

1. Timeline for your project (including all semesters you research & write)
2. Annotated Bibliography
3. Drafts of proposal sections
4. Completed proposal, with background, aims, approach, and significance, and an updated timeline for the project.
5. Short Research presentation.

In order to craft coherent, effective research proposals, you must understand the genre, be able to engage with and synthesize previous work in your field, understand the intellectual merit and benefits of your work, and utilize clear, direct scientific prose. The aim of this course is to provide students with strategies for producing research proposals that meet those standards.

Course Learning Outcomes

By enrolling in this course, students will:

- Articulate research, aims, goals, or questions appropriately for discipline
- Consider and articulate project scope in relation to available time and resources, including:
 - Creating timeline for project identifying research goals and communicating strategies to show progress toward appropriate milestones
- Effectively communicate how the project intervenes in and is situated within the context of a broader field of study
- Communicate the significance and implications of research to various audiences (inside and outside of discipline)
- Translate research and implications for various audiences inside and outside of research discipline in multiple modes/media appropriate to the rhetorical situation
- Communicate within appropriate medium for the rhetorical situation
- Give, receive, and respond to feedback from colleagues and mentors based on understanding of disciplinary norms
- Effectively engage in professional communication with collaborators and supervisors

- Engage in self-reflection related to research communication and professional development
- Articulate effects/value of research communication experience

Required Course Materials

Lipson, C. (2018). *How to Write a BA Thesis: A Practical Guide from your First Ideas to your Finished Paper*, 2nd ed. University of Chicago Press.

Montgomery, S.L. (2017). *The Chicago Guide to Communicating Science*, 2nd ed. University of Chicago Press.

Grading Policy

This course is graded using a labor-based grading scheme, with a base assumption of 3 hours per week spent on assignments for this class. Students will earn your course grade based on the amount of work completed, based on assignments provided. Expectations for earning letter grades will be made clear in agreement between the students and the instructor. Students will keep track of the hours worked each week and submit them periodically through the semester.

Attendance Policy

This course does not include scheduled class meetings. Students are expected to meet with the instructor as necessary and complete assignments by deadlines assigned.

In the professional world, employers expect employees to be at work and to be there on time. You should approach participation in this course with the same professionalism that you would approach your career. For an asynchronous class like ours, participation includes: submitting required assignments, communicating with your classmates, working out timelines for any late submissions, attending office hours or meetings when required, and communicating with your PI and reader in a professional manner.

Academic and Research Honesty/Integrity Statement

One serious kind of misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in the academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. I strongly urge you to be familiar with these Georgia Tech sites:

- [Honor Code](#)

- [Office of Student Integrity](#)
- [Process for academic misconduct](#)

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) 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.