

# LMC 4702 – Undergraduate Research Thesis Writing

Fall 2026, 1 credit

**Course Meeting:** Skiles 343, Mondays, 11:00 – 11:50 AM

**Instructor:** Dr. Sean Dolan

**Contact:** [sdolan33@gatech.edu](mailto:sdolan33@gatech.edu) (responds within one day during the work week)

**Office:** Skiles 304

**Office Hours:** Noon to 1PM, Mon, Tues, and Wednesday

## Course Description

LMC 4702 is the second 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:

- Revised work plan for your project
- Draft of your methods and materials section
- Draft of your results/analysis section
- Draft of your discussion/conclusion section
- Brief presentation of your research
- Several drafts of your revised thesis in various stages of completion appropriate to your research progress, including a final submission draft

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 and practice for producing research proposals that meet those standards.

## Course Learning Outcomes

By enrolling in this course, students will:

- 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)
- Communicate clearly study design, processes and procedures, and the rationale for the design, including appropriate statistical analysis, based on discipline or field standards.

- Articulate core findings of their study
- Present information in appropriate design for discipline and situation
  - To expert audiences within their field, or
  - To non-specialist audiences
- Argue for this particular interpretation of data.
- Identify limitations and potential future directions of the work, related to alternative interpretations of the research.
- Consider the ongoing conversation and articulate how the work intervenes
- Communicate the significance and implications of the research to various audiences, as appropriate to rhetorical situation
- 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 includes one 50-minute class meeting per week. Students are expected to meet with the instructor as necessary and complete assignments by deadlines assigned.

## Participation Policy

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 this class, participation includes: submitting required assignments, communicating with your classmates in and out of class meetings, 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.