



## **COMM 305: Understanding Social Science Research (4 Units)**

**Fall 2023 – T, Th 2:00-3:20pm PST**

**Section: 20477R**

**Location: ANN L101**

**Professor: Andrea Hollingshead**

**Office Hours:** After class: 3:20-3:50p T, Th and by appointment

**Email:** aholling@usc.edu

**Teaching Assistants:**

**Eugene Lee**

**Office Hours:** 12:00 - 1:00 pm Tues (Zoom)

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**Sui Wang**

**Office Hours:** 10:00 - 11:00 am Fri (Zoom)

**Email:** suiwang@usc.edu

### **Course Description**

Social science is the scientific study of human social behavior. Much of what we know about human communication is based on social science research. Most careers in the media and communication industries rely on social science research and data to some extent, so understanding social science research gives students a professional as well as academic advantage. The focus in this course is on understanding, evaluating and communicating research rather than on actually conducting research. Topics include source credibility, research ethics, researcher objectivity and biases, research questions, theory and hypotheses, qualitative research (e.g. interviews, participant observations), quantitative research (e.g. experiments, surveys and polls), statistics and data analysis basics, interpretation of findings, study limitations, and the importance of replication. We will also discuss how to synthesize, evaluate and integrate research studies on a topic, and how to communicate research findings to a non-academic audience. At the end of this course, students will become more informed consumers of social science research.

This is a “flipped course.” In a flipped course, most content delivery is in pre-class work done by students and class time is devoted to applications of that content. Using course modules, students read articles, watch videos, and engage in short assignments to assess their knowledge before we discuss the topic in class. Thus, most class time is spent on group discussions, demonstrations, team project meetings, guest speakers and other active-learning activities.

## **Student Learning Outcomes**

By the end of this course, students will be able to:

- Explain basic social science research concepts, theories and methods.
- Locate, evaluate, and integrate relevant high quality social science research on a topic.
- Discuss how social science research can be used to address social problems and issues.
- Conduct and interpret basic qualitative and quantitative data analyses.
- Evaluate the general quality, strengths, and limitations of research studies.
- Collaborate in teams on social science-based projects.
- Translate academic research so it is accessible for a general (non-academic) audience.
- Identify how politics, ethics and researcher biases affect the methods and findings of social science research.

This course satisfies the one-half of the “Methods of Communication Practice” requirement for the undergraduate Communication major. There are no prerequisites for this course. All other majors are welcome to enroll.

## **Course Notes**

The class will generally meet in ANN L101 for in-person instruction. Occasionally, in case of guest speakers, remote experiential activities, professor illness, or other unforeseen emergency, we will meet on Zoom or in another location during our normally scheduled class time. I will announce these alternative meeting locations on Blackboard and in class.

All lecture slides; class readings, assignments, and other class materials will be posted on Blackboard. Check Blackboard every day for new class announcements.

## **Diversity, Equity, Inclusion and Accessibility Statement**

My goal is to create a classroom-learning environment that fosters open and honest dialogue. Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the class. We all bring different knowledge and experiences to the class and the sharing of our different experiences and viewpoints creates the greatest learning. Our classroom should be a safe space to question, challenge, and critique course content. To this end, classroom discussions should always be conducted in a way that honors, respects, and dignifies each individual. This will allow for a deeper more positive learning experience for all.

It is my intention to present research on a diverse set of topics from a diverse set of researchers and from underrepresented viewpoints. Please let me know if something in course materials, said or done in class by either myself, a TA, or any other student, causes you discomfort. While the

intention may not be to cause any offense, the impact is important and deserves attention and remediation as soon as possible.

## **Laptop Policy**

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop to be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

## **Technological Proficiency and Hardware/Software Required**

We will use Zoom, Blackboard, MS Office, Adobe, and Slack. You will also need video editing software for your leader profile and final team project assignments. All software necessary for class is available free as a USC Annenberg student. Here is information on how to activate your free Adobe creative cloud account. <https://www.annenbergdl.org/adobe/>

You can also receive free subscriptions to the New York Times, and Los Angeles Times among others. USC Technology Support Links Zoom information for students, Blackboard help for students, Software available to USC Campus. The USC Annenberg Digital Lounge provides free technology training and support to students. Be sure to advantage of these wonderful resources.

## **Class Materials:**

All course materials, which include academic research articles, popular press readings, TED talk videos and other learning materials will be available through course blackboard under "Course Materials" a week before they are due in class. Module weekly topics are provided in the course calendar. There are no required texts. Plan on about 3-4 hours per week for class preparation. (This does not include time spent on midterm and final research projects.)

## **Description and Assessment of Assignments:**

**Team Project.** The Comm 305 Team Project is a capstone experience that requires student teams to review, summarize, critique, and integrate academic research on a social science topic for a general audience. The main deliverables are a professionally scripted and professional team video with a reference list. All team members must have a speaking role.

In the fourth week of the semester, the class will be randomly assigned into a 3-5 person research project team. Most work on the team project will be done outside of class. Over the rest of the semester, your team will engage in each of these steps: 1) selecting a research topic; 2) developing a research question; 3) locating relevant peer-reviewed academic research articles; 4) answering your research question by critiquing, synthesizing and integrating the articles; 5) translating your findings for a general (non-academic) into a team research project video. Some steps will involve a small graded

assignment to receive feedback. The team that produces the best video will receive special recognition. Specific guidelines will be given later in the semester.

The maximum length for the team video depends on the number of team members (5 min per member). This assignment is worth 25% of your final grade, and is due by Monday, Dec 1 at 11:59pm PST.

**Weekly Modules.** As mentioned earlier, this course is structured as a flipped classroom so it is essential that all students are well prepared to participate and benefit from in-class activities. It is also important to keep up with coursework as each topic builds on the previous one.

There are 8 weekly modules. Each module contains learning materials and short assignments to complete class sessions on that topic. Each module will appear on Blackboard on Fridays and will be due the following Wednesday at 11:59 pm. Each module should take 3-4 hours on average to complete. (See Course Schedule and Weekly Breakdown for due dates.)

Each module is weighted equally in the module completion grade. Module grades are based on whether students carefully review the materials and the quality of short assignments in the module. This component is worth 25% of your grade. If you need a 48 hour extension, let your TA know in advance. No late penalty will be assessed for the first extension. All late modules after the first extension will receive a late penalty. Work submitted more than 48 hours late will receive a 50% penalty. Late work on Modules 1-5 will not be accepted after Oct 1. Late work on Modules 6-8 will not be accepted after Nov 29.

**Exams.** There are two in-class “open class materials” exams. The midterm is on Oct 10 and the final is on Dec 7 during the final exam period. There will be a mix of multiple choice and short answer questions. The exams are non-cumulative, and worth 15% of the course grade. Exam details will be provided later in the semester.

**Individual Research Video.** Each team member will prepare a video review and critique of one peer-reviewed journal article. This assignment will be useful for your team projects. It is due on Blackboard along with a pdf of the reviewed article on at 11:59pm PST. I will give specific guidelines later in the semester. The video is worth 10% of your course grade.

**Class Participation.** Attending class significantly improves the course learning experience. Students who attend regularly tend to earn higher grades and enjoy the course more. I will provide numerous opportunities for engagement through questions, comments, and activities. The class time works best when lecture is integrated with insights from students. Please be prepared to bring your views to class.

While in class, I expect everyone to be engaged and ready to participate. Devices such as phones or laptops should be used only for note-taking and in-class activities. Using

phone or laptops for personal purposes is not permitted. Not only does it negatively affect learning, it also distracts other students and lowers the energy level in the classroom.

To receive full class participation credit, in addition to being present and engaged, you must complete all in-class work products. These will vary depending on the class. Some will be done individually; some as a group. These work products include participation in polls, surveys, quizzes, and/or in-class short assignments. Students who do not complete in-class work products and/or use devices for personal purposes will receive a low class participation score.

Students can miss up to two days of class with no class participation penalty. If you are sick, please do not attend class. Class slides will be posted on Blackboard, so you can see what you missed. If you have a special circumstance that affects your ability to attend class on a regular basis, please let me know.

## Grading

### Grade Components and Weighting

Assignment	% of Grade
Team Project	25
Weekly Modules	25
Exams	30
Individual Research Critique	10
Class Participation	10
<b>TOTAL</b>	<b>100%</b>

**Grading Scale.** Below are the grade thresholds for assignments, exams, and final course grades. Your final course % must be in the range to receive that grade, there is no “rounding up.”

93% to 100%: A	80% to 82.99%: B-	67% to 69.99%: D+
90% to 92.99%: A-	77% to 79.99%: C+	63% to 66.99%: D
87% to 89.99%: B+	73% to 76.99%: C	60% to 62.99%: D-
83% to 86.99%: B	70% to 72.99%: C-	0% to 59.99%: F

**Grading Standards.** All assignments will be graded on content, organization, format and attention to detail. Excellent, high quality work that demonstrates a comprehensive understanding of the content along with attention to detail such as correct spelling, grammar and following assignment instructions is required for an “A” grade. Work that does not meet these high standards will receive lower grades as described below.

Letter Grade	Description
A	Excellent; demonstrates very high achievement; comprehensive knowledge and understanding of subject matter; all requirements met and/or exceeded; high attention to detail such as spelling and grammar
B	Good; moderately broad knowledge and good understanding of subject matter; most requirements met, moderate attention to detail
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; at least one major requirement not met, little attention to detail
D	Marginal; minimal knowledge and understanding of subject matter; most major requirements not met, lack of attention to detail
F	Failing; unacceptably low level of knowledge and understanding of subject matter

**Grading Timeline and Grade Appeals.** We will do our best to post grades on Blackboard within two weeks from the assignment due date. There is a 24-hour waiting period after grades are posted for grade appeals. Any grade-related appeal must be submitted to your TA in writing via email, **no sooner** than 24 hours after, and **no later** than one week after the grade is posted to be considered. Your written inquiry must include a justification for any requested change. The instructor team will carefully review all appeals and provide a response within one week.

### **Assignment Rubrics**

Specific assignment rubrics will be available on Blackboard under “Syllabus and Rubrics.”

### **Assignment Submission Policy**

All assignments are due on the date and time specified and **must** be submitted via Blackboard to receive full credit. Allow plenty of time to upload assignments by the deadline especially for videos. You should receive a confirmation from Blackboard if the assignment was successfully submitted. I use Blackboard exclusively for keeping track of the assignments and grading. Do **not** email your assignments to your TA or to me.

Late assignments will receive a late penalty that will increase over time. Assignments more than 48 hours after the deadline will receive a 50% penalty. If you have an issue that may affect your ability to submit your assignment on time, please contact your TA well before the due date.

### **Required Readings and Supplementary Materials**

All course materials, which include readings, videos and supplemental materials will be available through Blackboard. There is no required textbook.

## Course Schedule: A Weekly Breakdown

**Important note to students:** Be advised that the topics/daily activities may change based on the progress of the class, guest speaker availability, and unforeseen consequences. Assignment and exam due dates will not change.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Aug 21	Introduction to Social Science Research		
Week 2 Aug 28	Data and the Research Process	Module 1: How to Read and Evaluate Social Science Studies	<b>Module 1 due: Aug 30 by 11:59pm PST</b>
Week 3 Sep 4	Ethics, Politics & Bias in Research	Module 2: Research Ethics and Responsible Conduct	<b>Module 2 due: Sep 6 by 11:59pm PST</b>
Week 4 Sep 11	Team Selection and Research Questions	Module 3: Methods of Inquiry and Point of View in Social Science	<b>Module 3 due: Sep 13 by 11:59pm PST</b>
Week 5 Sep 18		Module 4: Research Design and Sampling	<b>Module 4 due: Sep 20 by 11:59pm PST</b>
Week 6 Sep 25	Participant Observation	Module 5: Qualitative Research	<b>Module 5 due: Sep 27 by 11:59pm PST</b>
Week 7 Oct 2	Interviewing and Focus Groups		
Week 8 Oct 9	Exam 1 and Fall Break		<b>Exam 1 on Oct 10</b> <b>No Class on Oct 12 (Fall Break)</b>
Week 9 Oct 16	Intro to Quantitative Methods	Module 6: Survey Research	<b>Module 6 due: Oct 18</b>

Week 10 Oct 23	Experiments	Module 7: Experiments	<b>Module 7 due: Oct 25</b>
Week 11 Oct 30	Experiments		
Week 12 Nov 6	Data Analysis, Visualization and Interpretation		<b>Individual Journal Article Critique Video Due on Nov 8 by 11:59pm PST</b>
Week 13 Nov 13	Data Analysis, Visualization and Interpretation	Module 8: Data Analysis Basics	<b>Module 8 due: Nov 15 by 11:59pm PST</b>
Week 14 Nov 20	Creating Research Presentations for General audiences		<b>No Class on Nov 23 (Thanksgiving)</b>
Week 15 Nov 27	Social Science Research Trends, Future Challenges and Course Wrap- up		<b>Team Project Videos Due: Fri. Dec 1 by 11:59pm PST</b>
STUDY DAYS Dec 2-5			
FINAL EXAM			<b>In-Class Final Exam: Thurs, Dec 7 2:00-4:00 pm in (ANN L101)</b>

## **Policies and Procedures**

### ***Communication***

Use USC email for contacting the Comm 305 Instructor team, and check your USC email for time-sensitive information every day.



The TAs are the course managers and handle student-related communications. They are your main resource for questions about assignments, group projects, grades, due dates, exams etc. Consult the course syllabus or Blackboard first before contacting your TA – the answer may already be there. TAs will respond within 24 hours on weekdays. It may take a little longer on weekends.

I handle questions about course content. I enjoy meeting and getting to know students, so please come to my office hours to discuss class topics in more detail, tell me about a research study, or just to say hello.

If you have a special circumstance that we should know about, please set up a time to discuss it with us. The sooner we know about a situation, the more we can do to help.

### ***Academic Conduct and Support Systems***

**Academic Integrity.** The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. . Any assignment that includes an instance of plagiarism will receive a 0. Two or more instances of plagiarism in a semester will receive an automatic failing grade (F) in the course.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the

Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor

**Course Content Distribution and Synchronous Session Recordings Policies.** USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

**The Use of AI Generators.** Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be completed entirely by you working individually or with your team. Developing strong competencies in these areas will best prepare you for a competitive workplace.

That said, we will discuss AI-powered text generation tools in social science research as a class topic and I will permit using artificial intelligence (AI)-powered text generation tools on a few specific assignments during the semester. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. They are not sophisticated enough to produce texts that meet the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced on these assignments and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

### ***Students and Disability Accommodations***

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a

student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### ***Support Systems***

**Annenberg Student Success Fund.** The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

**Annenberg Student Emergency Aid Fund.** Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

**Counseling and Mental Health** - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**988 Suicide and Crisis Lifeline** - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

**Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

**Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)** - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment** - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

**The Office of Student Accessibility Services (OSAS)** - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

**USC Campus Support and Intervention** - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity, Equity and Inclusion** - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

**Occupational Therapy Faculty Practice** - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**TrojansAlert** TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

**Emergency Preparedness/Course Continuity in a Crisis.** In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

**ITS Customer Support Center** (CSC): (213) 740-5555

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

**Violence-Free Campus.** Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

### ***Student-Athlete Travel Excuse Letters***

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

### ***Add/Drop Dates for Session 001***

(15 weeks: 8/21/2023 – 12/1/2023; Final Exam Period: 12/6-13/2023)

Link: <https://classes.usc.edu/term-20233/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, September 12, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.]

\*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, November 10, 2023

### **About Your Instructor**

Andrea Hollingshead is a social scientist. She is a Professor of Communication, and an expert on group and team communication. Much of her research examines how people communicate their expertise and share knowledge in teams. She studies a wide array of groups: from very small to very large; from offline to online to hybrid; across a wide range of work, social and educational settings. Her current research projects investigate team wellbeing, online incivility, and human-machine teaming. She also studies connections between mindfulness, communication, and wellness. She has published three books and her research articles appear in top-tier social science journals such as *Communication Research*, *Communication Monographs*, *Human Communication Research*, *Communication Yearbook*, *Organization Science*, *Academy of Management Proceedings*, *Journal of Personality and Social Psychology* and *Journal of*

*Experimental Social Psychology* among many others. Professor Hollingshead teaches courses on group communication at the undergraduate, masters and PhD levels. She also teaches Comm 305 “Understanding social science research” and Comm 400 “Mindful communication.” Professor Hollingshead earned her B.A. in Psychology from Yale University and her M.A. and Ph.D. in Social Psychology from the University of Illinois Urbana-Champaign. Before returning to graduate school, she worked in advertising and marketing research. She is an avid scuba diver and enjoys plants, LA farmers markets, cooking, and running. She is married and has a pup named Pancho.

<https://annenberg.usc.edu/faculty/andrea-b-hollingshead>

## **About Your TAs**

Eugene Lee

Eugene Lee is a doctoral student at the USC Annenberg School for Communication and Journalism. Her research interests lie in emerging media and technology, organizational communication, group well-being, and network analysis. Her recent projects examine well-being in groups when AI becomes one of the group members. She also examines knowledge sharing among contract workers in online communities and how organizations exert control over contract workers through algorithmic management. She earned her M.A. in Journalism and Mass Communication from the University of Minnesota and worked as a teaching assistant, teaching classes related to media literacy, digital games, digital media and culture, and pop culture. She likes going on hikes, cooking, and exploring new places in her free time.

Sui Wang

Sui Wang is a second-year PhD student in Communication at Annenberg. She is interested in feminist HCI, design justice, and platform studies. She applies both qualitative and quantitative methods in her research. Her recent work examines anthropomorphism design in human-machine interaction. She currently works as an Assistant Editor at *International Journal of Communication*. She earned her M.A. in East Asian studies with a Graduate Certificate in Digital Media and Cultures at USC. In her leisure time, she likes to write with light via her Fujifilm.