

UGRD_LKCSB_2520_COR-COMM1315_JACK HO



Singapore Management University

COURSE INFORMATION

Course Code & Title	Academic Year / Term	Effective Start Date
COR-COMM1315 - Misinformation Management	AY2025-26 January Term	25/08/2025

Offering Unit / Department / School	Course Career
LKCSB	Undergraduate

Course Units	Grading Basis
CU:	GRD - Graded

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Course Description

Smartphones, social media and generative artificial intelligence have made easy work of information production, dissemination and consumption. They have also, correspondingly, facilitated the proliferation of misinformation. Widespread false, inaccurate and misleading information can have profound consequences on the well-being of individuals, organisations, and societies; threatening public health and safety, inciting social unrest, and disrupting livelihoods. Its effects have been especially pronounced in recent years, hindering vaccination drives, compelling irrational behaviours, threatening political processes, and causing significant financial losses. What drives some to believe in, and act on misinformation? What can individuals, organisations and societies do to manage misinformation? Can we believe anything

that we see anymore? In exploring concepts, conditions and consequences of misinformation, this course invites students to question the truths, tales and lies that may be guiding human behaviours, social relations, and global affairs.

Course Learning Outcomes

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

Disciplinary and Multidisciplinary Knowledge

- Explain misinformation, and how it differs from other types of false information.
- Understand misinformation from a variety of disciplinary perspectives, from psychology to sociology, management to international relations.

Intellectual and Creative Skills

- Apply critical thinking and media literacy skills to evaluate the credibility of sources, the evidence presented, and the methodologies used in information gathering.
- Understand misinformation spread and apply evidence-based and creative means to manage misinformation.

Global Citizenship

- Understand the impact of misinformation on global communities; its influence on public opinions, organisational and political outcomes worldwide.
- Propose solutions to contribute positively to a culture of information integrity at local and global levels.

SMU Graduate Learning Outcomes

Multidisciplinary knowledge, Critical thinking & problem solving, Communication

Discipline Specific Competencies

Design Thinking Practice, Content Strategy, Customer Behaviour Analysis

Course Area(s)

AREA - Business Options, AREA - Capabilities - Managing, AREA - Communication Management Electives, ENRL - SS Enrolment: 4 ISEP; 1 SUSEP, TRCK - COMM: Data, Design and Communication Track

CLASS SECTION INFORMATION

Instruction Mode

In Person

Office Location

LKCSB Level 5 Adjunct Suite

Assessment Components (New)

Category	Weightage
Class Participation and Activities	20

Category	Description	Weightage
Projects/Assignments	Group Project	30

Category	Description	Weightage
Projects/Assignments	Quizzes	50

Instructional Methods and Expectations

This course will include lectures, in-class discussions and activities, group work, individual work, and quizzes.

To optimise learning, students are expected to:

- Complete all assigned readings before class
- Bring personal computers to class - and use them responsibly
- Participate actively in all classes

Individual and/ or group consultations are by appointment only.

Weekly Lesson Plan

<i>Week</i>	<i>Theme</i>	<i>Readings</i>
1	Misinformation and the Media	<p>McQuail, D. & Deuze, M. (2020a). Concepts and models for mass communication. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Turow, J. (2022). Understanding mass media, convergence, and the importance of media literacy. <i>Media today: Mass communication in a converging world</i> (Ed). Routledge. https://doi.org/10.4324/9780429489235</p> <p>Edelman (2025). <i>2025 Edelman Trust Barometer: Global Report</i>. Daniel J. Edelman Holdings, Inc. https://www.edelman.com/sites/g/files/aatuss191/fi/2025-01/2025%20Edelman%20Trust%20Barometer%20Global%20Report_01.23.2025.pdf</p>

2	Misinformation and Me	<p>McQuail, D. & Deuze, M. (2020b). New media theory. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Anderson, J., & Rainie, L. (2017). The future of truth and misinformation on the internet. <i>Pew Research Center</i>. https://www.pewresearch.org/internet/wp-content/uploads/sites/9/2017/10/PI_2017.10.19_Future-of-Truth-and-Misinformation_FINAL.pdf</p> <p>Chan, J. (2022). Online astroturfing: A problem beyond disinformation. <i>Philosophy & Social Criticism</i>. https://doi.org/10.1177/01914537221108467</p> <p>Javornik, A., Marder, B., Barhorst, J. B., McLean, G., Rogers, Y., Marshall, L., & Warlop, L. (2022). 'What lies behind the filter?' Uncovering the motivations for using augmented reality (AR) face filters on social media and their effect on mental well-being. <i>Computers in Human Behavior</i>. https://doi.org/10.1016/j.chb.2021.107126</p> <p>Toma, C. L., Hancock, J. T., & Ellison, N. B. (2008). Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles. <i>Personality and social psychology bulletin</i>, 34(8), 1023-1036. https://doi.org/10.1177/014616720831806</p>
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3	Misinformation and Society	<p>McQuail, D. & Deuze, M. (2020c). Theories of media and society. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Lee, J., Choi, J., & Britt, R. K. (2023). Social media as risk-attenuation and misinformation-amplification station: How social media interaction affects misperceptions about COVID-19. <i>Health communication</i>, 38(6), 1232-1242. https://doi.org/remotexs.ntu.edu.sg/10.1080/10410236.2021.1996920</p> <p>Morozov, E. (2017, Jan 8). Moral panic over fake news hides the real enemy. <i>The Guardian</i>. https://www.theguardian.com/commentisfree/2017/jan/08/blaming-fake-news-not-the-answer-democracy-crisis</p> <p>Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “Fake News”, <i>Digital Journalism</i>, 6(2), 137-153, https://doi.org/10.1080/21670811.2017.1360143</p>
4	Misinformation and Psychology	<p>McQuail, D. & Deuze, M. (2020d). Audience formation and experience. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Ecker, U.K.H., Lewandowsky, S., Cook, J. et al. (2022). The psychological drivers of misinformation belief and its resistance to correction. <i>Nature Reviews Psychology</i>, 1, 13–29. https://doi.org/10.1038/s44159-021-00006-y</p> <p>Effron, D. A., & Helgason, B. A. (2022). The moral psychology of misinformation: Why we excuse dishonesty in a post-truth world. <i>Current opinion in Psychology</i>, 47. https://doi.org/10.1016/j.copsyc.2022.101375</p> <p>Myers, D. G. (2019). Psychological science meets a gullible post-truth world. In Forgas, J.P. & Baumeister, R. F. (Eds) <i>The Social Psychology of Gullibility</i>, 77-100. Oxford: Routledge.</p> <p>Van Prooijen, J. W. (2019). Belief in conspiracy theories: Gullibility or rational skepticism? In Forgas, J.P. & Baumeister, R. F. (Eds) <i>The Social Psychology of Gullibility</i>, pp. 319-332. Oxford: Routledge.</p>

5	Misinformation and Objectivity	<p>McQuail, D. & Deuze, M. (2020e). Media structure and performance: Principles and accountability. <i>McQuail's media and mass communication theory</i> (7th ed.). Sage.</p> <p>Facione, P. (2020). Critical Thinking: What It Is and Why It Counts. https://www.insightassessment.com/wp-content/uploads/ia/pdf/whatwhy.pdf</p> <p>Goldstein, C. M., Murray, E. J., Beard, J., Schnoes, A. M., & Wang, M. L. (2020). Science communication in the age of misinformation. <i>Annals of Behavioral Medicine</i>, 54(12), 985-990. https://doi.org/10.1093/abm/kaaa088</p> <p>Peter, C., & Koch, T. (2016). When Debunking Scientific Myths Fails (and Why It Does Not): The Backfire Effect in the Context of Journalistic Coverage and Immediate Judgments as Prevention Strategy. <i>Science Communication</i>, 38(1), 3–25. https://doi.org/10.1177/1075547015613523</p> <p>Jussim, L., Stevens, S. T., Honeycutt, N., Anglin, S. M., & Fox, N. (2019). Scientific gullibility. In Forgas, J.P. & Baumeister, R. F. (Eds) <i>The Social Psychology of Gullibility</i>, pp. 279-303. Oxford: Routledge.</p> <p>The Economist. (2025, March 19). Can people be persuaded not to believe disinformation? The Economist. https://www.economist.com/science-and-technology/2025/03/19/can-people-be-persuaded-not-to-believe-disinformation</p> <p>Harman, J. J., Lorandos, D., Sherry, A., & Kaufman, M. R. (2025). Danger of Misinformation and Science Denial: Background, Modern Examples, Future Action. <i>Journal of Social Issues</i>, 81(1). https://doi.org/10.1111/josi.70006</p>
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6	Misinformation on a Global Scale	<p>McQuail, D. & Deuze, M. (2020f). Global mass communication. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Anderson, J., & Rainie, L. (2023). As AI Spreads, Experts Predict the Best Worst Changes in Digital Life by 2035. <i>Pew Research Center</i>. https://www.pewresearch.org/internet/wp-content/uploads/sites/9/2023/06/PI_2023.06.21_Best-Worst-Digital-Life_2035_FINAL.pdf</p> <p>Giotta, G. (2020). Ways of seeing... what you want: Flexible visibility and politics in the post-truth era. In Zimdars, M. & McLeod, K. (Eds) <i>Fake news: Understanding media and misinformation in the digital age</i>, 224-230. Cambridge: MIT Press</p> <p>Shin, S. Y., & Lee, J. (2022). The effect of deepfake video on news credibility and corrective influence of cost-based knowledge about deepfakes. <i>Digital Journalism</i>, 10(3), 412-432. https://doi.org/10.1080/21670811.2022.202679</p> <p>Spitale, G., Biller-Andorno, N., & Germani, F. (2023). AI model GPT-3 (dis) informs us better than humans. <i>Science Advances</i>, 9(26). https://doi.org/10.1126/sciadv.adh1850</p>
7	Quiz I – Essay (30%)	
8	Recess	

9	Managing Misinformation I	<p>McQuail, D. & Deuze, M. (2020g). Media economics and governance. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Haciyakupoglu, G., Hui, J. Y., Suguna, V. S., Leong, D., & Rahman, M. F. E. (2018). Countering fake news: A survey of recent global initiatives. S. <i>Rajaratnam School of International Studies Policy Report</i>. https://www.rsis.edu.sg/wp-content/uploads/2018/03/PR180307_Countering-Fake-News.pdf</p> <p>Petratos, P. N. (2021). Misinformation, disinformation, and fake news: Cyber risks to business. <i>Business Horizons</i>, 64(6), 763-774. https://doi.org/10.1016/j.bushor.2021.07.012</p> <p>Schraer, R. (2022, January 19). Should bad science be censored on social media? <i>BBC Technology</i>. https://www.bbc.com/news/technology-60036863</p> <p>Swaney, R. (2023, January 12). How Security Teams Combat Disinformation and Misinformation. <i>Security Intelligence</i>. https://securityintelligence.com/articles/how-teams-combat-disinformation-and-misinformation/</p> <p>Zurko, M. E. (2022). Disinformation and reflections from usable security. <i>IEEE Security & Privacy</i>, 20(3), 4-7. https://doi.org/10.1109/MSEC.2022.3159405</p> <p>Morosoli, S., Van Aelst, P., Humprecht, E., Staender, A., & Esser, F. (2025). Identifying the drivers behind the dissemination of online misinformation: A study on political attitudes and individual characteristics in the context of engaging with misinformation on social media. <i>American Behavioral Scientist</i>, 69(2), 148-167. https://doi.org/10.1177/00027642221118300</p>
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10	Managing Misinformation II	<p>McQuail, D. & Deuze, M. (2020h). A canon of media effects. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Bowman, N. D., & Cohen, E. (2020). Mental shortcuts, emotion, and social rewards: the challenges of detecting and resisting fake news. In Zimdars, M. & McLeod, K. (Eds) <i>Fake news: Understanding media and misinformation in the digital age</i>, 224-230. Cambridge: MIT Press</p> <p>Compton, J., van der Linden, S., Cook, J. and Basol, M. (2021), Inoculation theory in the post-truth era: Extant findings and new frontiers for contested science, misinformation, and conspiracy theories. <i>Social and Personal Psychology Compass</i>, 15(6). https://doi.org/10.1111/spc3.12602</p> <p>Maertens, R., Roozenbeek, J., Simons, J.S. et al. (2025). Psychological booby shots targeting memory increase long-term resistance against misinformation. <i>Nature Communications</i>. https://doi.org/10.1038/s41467-025-57205-x</p> <p>Stephens, B. (2017, Sep 24). The Dying Art of Disagreement. <i>The New York Times</i>. https://www.nytimes.com/2017/09/24/opinion/dying-art-of-disagreement.html?searchResultPosition=1</p> <p>Amenabar, T. (2022, Oct 5). 9 tips to debunk false claims made by friends & family. <i>The Washington Post</i>. https://www.washingtonpost.com/wellness/2022/10/05/debunk-political-misinformation-advice/</p> <p>Lipińska, M., Kotula, N. & Jemielniak, D. (2025). Exploring expert figures in alien-related UFO conspiracy theories. <i>Humanities and Social Sciences Communications</i>. https://doi.org/10.1057/s41599-025-04799-8</p> <p>Morosoli, S., Van Aelst, P., & van Erkel, P. (2022). To Convince, to Provoke or to Entertain? A Study on Individual Motivations behind Engaging with Conspiracy Theories Online. <i>Convergence</i>, 28(4), 1030-1059. https://doi.org/10.1177/13548565221105792</p>
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11	Managing Misinformation III	<p>McQuail, D. & Deuze, M. (2020i). The media organization: Structures and influences. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>McQuail, D. & Deuze, M. (2020j). The future. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage.</p> <p>Altay, S., Berriche, M., & Acerbi, A. (2023). Misinformation on misinformation: Conceptual and methodological challenges. <i>Social Media + Society</i>, 9(1). https://doi.org/10.1177/20563051221150412</p> <p>Gillespie, T. (2020). Platforms throw content moderation at every problem. Zimdars, M. & McLeod, K. (Eds) <i>Fake news: Understanding media and misinformation in the digital age</i>, 329-339. Cambridge: MIT Press</p> <p>Sombatpoonsiri, J. & Luong, D. N. A. (2022). Justifying Digital Repression “Fighting Fake News”: A Study of Four Southeast Asian Autocracies. <i>Trends in Southeast Asia</i>. https://www.iseas.edu.sg/wp-content/uploads/2022/06/TRS11_22.pdf</p> <p>Zimdars, M. (2020). Viral “fake news” lists and the limitations of labeling and fact-checking. In Zimdars, M. & McLeod, K. (Eds) <i>Fake news: Understanding media and misinformation in the digital age</i>, 361-372. Cambridge: MIT Press</p>
12	Group project presentations	
	Group project paper due	
13	Quiz 2 – MCQ (20%)	

Recommended Textbooks and Readings

McQuail, D. & Deuze, M. (2020). *McQuail's media and mass communication theory* (7th Ed). Sage.

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

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Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services

team if they have questions or concerns about academic provisions:

accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.