

UGRD_LKCSB_2620_COR-COMM1315_JACK HO



Singapore Management University

COURSE INFORMATION

Course Code & Title

COR-COMM1315 - Misinformation
Management

Effective Start Date

11/01/2027

Offering Unit / Department / School

LKCSB

Course Career

Undergraduate

Course Units

CU:

Grading Basis

GRD - Graded

1

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

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

Instructor(s)

HO JACK YONG HO
(jackyongho@smu.edu.sg)

Course Instructor(s)

Ho Jack Yong

Instruction Mode

In Person

Office Location

LKCSB Level 5 Adjunct Suite

Assessment Components (New)

Category*		Weightage*	
Class Participation and Activities		20	
Individual or Group?*	With Component?*	Writing	With Oral Component?*
Individual	No		Yes

Category*	Weightage*	Assessment/Submission Period*
Projects/Assignments	40	Week 13

Description Group Project	Individual Group?* Group	or	With Component?* Yes	Writing	With Component?* Yes	Oral
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Category* Projects/Assignments	Weightage* 40	Assessment/Submission Period* Week 12				
Description Quizzes	Individual Group?* Individual	or	With Component?* Yes	Writing	With Component?* No	Oral

Instructional Methods and Expectations

This course includes lectures, in-class discussions and activities, group work, individual work, quizzes, and online group chats. The class meets once a week for a three-hour session. Individual and/ or group consultations are by appointment only.

POLICY ON ABSENCES

Participation in seminars is vital. To derive maximum benefit from the seminars, students are expected to attend all sessions of the course. The following attendance policy reflects the shared responsibility that both instructors and students undertake in ensuring a productive learning environment:

- Students with 4 or more unexcused absences from class may be assigned an "F". grade for the course.
- Persistent late arrival to class and failure to complete assigned work may be regarded as absences from class.

Weekly Lesson Plan

<i>Week</i>	<i>Theme</i>	<i>Readings</i>
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1	Misinformation and the Media	McQuail, D. & Deuze, M. (2020a). Concepts and models for mass communication. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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
2	Misinformation and Me	McQuail, D. & Deuze, M. (2020b). New media theory. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 Chan, J. (2022). Online astroturfing: A problem beyond disinformation. <i>Philosophy & Social Criticism</i>. https://doi.org/10.1177/01914537221108467 Javornik, A., Marder, B., Barhorst, J. B., McLean, G., Rogers, Y., Marshall, L., Warlop, L. (2022). 'What lies behind the filter?' Uncovering the motivations and effects of using augmented reality (AR) face filters on social media and their effect on well-being. <i>Computers in Human Behavior</i>. https://doi.org/10.1016/j.chb.2021.107126 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

3	Misinformation and Society	McQuail, D. & Deuze, M. (2020c). Theories of media and society. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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 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
4	Misinformation and Psychology	McQuail, D. & Deuze, M. (2020d). Audience formation and experience. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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 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. 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.

5	Misinformation and Objectivity	McQuail, D. & Deuze, M. (2020e). Media structure and performance: Principles and accountability. <i>McQuail's media and mass communication theory</i> (7th ed.). Sage. Facione, P. (2020). Critical Thinking: What It Is and Why It Counts. https://www.insightassessment.com/wp-content/uploads/ia/pdf/whatwhy.pdf 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 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 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. 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 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
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6	Misinformation on a Global Scale	McQuail, D. & Deuze, M. (2020f). Global mass communication. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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 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 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
7	Quiz I – Essay	
8	Recess	

9	Managing Misinformation I	McQuail, D. & Deuze, M. (2020g). Media economics and governance. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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_CounterinFake-News.pdf 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 Schraer, R. (2022, January 19). Should bad science be censored on social media? <i>BBC Technology</i>. https://www.bbc.com/news/technology-60036863 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/ 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 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
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10	Managing Misinformation II	McQuail, D. & Deuze, M. (2020h). A canon of media effects. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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 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 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 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/ 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 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
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11	Managing Misinformation III	McQuail, D. & Deuze, M. (2020i). The media organization: Structures and influences. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. McQuail, D. & Deuze, M. (2020j). The future. <i>McQuail's media and mass communication theory</i> (7th Ed). Sage. 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 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 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 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
12	Group project presentations	
	Group project paper due	
13	Quiz 2 – MCQ	

Recommended Textbooks and Readings

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

Other Information

Attendance policy: Students with unexcused absences from class for 4 or more sessions may be given an “F” for the course. Late class attendance may be counted as an absence from class.

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.

Copyright Notice

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For the full copyright notice, please visit <https://researchguides.smu.edu.sg/copyright>.

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.