



School of Education and Behavioral Sciences

PSY-101-04-1

Sullivan Library Hall 102, T/Th 11:30am –12:50pm | Credits: 3 | Section: 4 | Term: Fall 2026

Instructor Information

Instructor	Allison Chang
Email	allison.chang@chaminade.edu
Virtual Office Hours	<i>By Appointment</i>

Communication

Please email me at allison.chang@chaminade.edu if you have any questions. Response time may take up to 48 hours.

School & Department

School	School of Education and Behavioral Sciences
Questions?	Contact your instructor or the School of Education and Behavioral Science

Course Description & Materials

Catalog Description

Survey the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Sullivan Library Hall, 102 Lecture
Meeting Days/Times	T/Th 11:30am - 12:50pm
Time Commitment	Students enrolled in this course are expected to spend about 41.3 hours in class, 40 hours writing and revising the research paper, 8 hours creating their presentation, and 6 hours studying for the final exam. There will be an additional 39.7 hours of work required beyond what is listed here (course readings, chapter quizzes, reflections, etc.). This additional work will average about 2.5 hours per week.
Required Materials	The Science of Psychology: An Appreciative View 6th Edition by Laura King ISBN (bound edition): 978-1-264-19495-7 ISBN (loose-leaf edition): 978-1-264-24656-4 You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files.

Canvas

Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Psychology Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

General Education Learning Outcomes (GLOs)

1. Critical Thinking
Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
Students will define, identify, locate, evaluate, synthesize, and present or demonstrate relevant information.

Course Learning Outcomes (CLOs)

Upon completion of this course, the student will be able to:

1. Explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human cognition and behavior (PLO 1).
2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of a Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO 2).

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Although all five Marianist characteristics are represented, this course places particular emphasis on education for adaptation and change along with providing an integral, quality education. Students will work to develop their personal talents and acquire skills to help them learn all their lives. Students will also develop flexible and critical thinking.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na‘auao):** Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	Provide an integral, quality education.		Educate for adaptation and change.
PLOs	PLO 1	PLO 1, PLO 2, PLO 3	PLO 1, PLO 2
Native Hawaiian Values	Na‘auao		Aina
Gen Ed Outcomes(if applicable)		GLO 1, GLO 2	

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor. It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Quick Reference — Absence Thresholds:

Excused Absence	Pre-approved or documented absence — e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	Any absence not pre-approved or documented

Warning Threshold	More than 2 unexcused absences — instructor may notify student
Grade Penalty	More than 4 unexcused absences — final grade lowered by one letter
Course Failure	More than 6 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Activities

Attendance (62 points)	If present at the beginning of class, you will be counted in attendance.
Who Am I? Discussion (5 points)	This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily. Here are some questions that will help guide your response (please note, you are not required to answer these questions directly, they are just provided to help you get started): • What name would you like to be addressed with? What are your preferred pronouns? • Does your name have a special meaning? • What kind of career are you interested in/What would you like to do after you finish college? • Where were you born? • If grades were not a factor, how would you know that you did well in this class? • How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why? • What do you like to do in your free time? • What is something interesting about you that I haven't asked you about yet?

	Your response will be submitted in a Canvas Discussion thread. If you choose to submit a video response instead, you can do so using Canvas's submit a video response feature.
Weekly Chapter Quizzes (65 points)	Each chapter quiz will review the content from the chapter reading assignment.
Weekly Reflections (65 points)	Each week, you will write a half-page reflection paper on a topic, theory, or concept that was discussed in that week's lectures, group work, or assigned readings. Utilizing outside resources, personal knowledge, and/or self reflection you will explore what interests you in more depth and how it relates to you and your life. Reflections should be 0.5 - 1 pages in length, size 12 font, double spaced and written in Google Docs.
Group Work (42 points)	Application exercises that further explore psychological concepts of the major theories, concepts, and research findings of psychology.
Capstone Paper (100 points)	Each student will develop a research question or hypothesis based on a topic that relates to this PSY 101 General Psychology course (pick a topic that intrigues you, you are curious about, and/or one that you have identified as an area of need). It is helpful to use the textbook to get ideas on a topic. The research question or hypothesis should be clear. Based on the chosen topic students will conduct a literature review and write a paper on the background of the chosen topic. Provide evidence that speaks to your topic from multiple perspectives; and provide an analysis of the information/data. Develop an evidence-driven decision responding to your research question or hypothesis. In addition, you will document your reflection of your findings that will include your thoughts on the implications and/or consequences of your evaluation. The Capstone paper should include: • Introduction - What is your topic and why did you choose the topic? Clearly define your research question or hypothesis. • Literature Review – What does the literature say about the topic? Include a thorough history and current understanding of the topic. Use evidence from multiple sources to support or not support your hypothesis or research question. Evidence must be cited in APA format. • Discussion – Utilize your critical thinking skills to clearly and concisely discuss your research findings in relation to your hypothesis or research question. • Reflection – Reflect on your findings. Include implications for future research, limitations, and the importance of your hypothesis or research question. This research paper will be no less than 5 pages, double-spaced, 12 pt Times Roman font, written using APA style. It will also be written in

	Google Docs. Your paper will include a title page and reference page that does not count towards your page count. You must have a minimum of 6 credible sources. Interviews with social service professionals can count towards this requirement.
Capstone Presentation (50 points)	Each student will present their findings to the class on their chosen date. The presentation should be approximately 5-7 minutes in length and be a summary of the capstone project paper. Presentations can include any visuals appropriate to your capstone project paper which could include slides, graphs, photos, etc. Pick a method that works best for you.
Final Exam (50 points)	Cumulative final exam of key concepts covered during lectures, exercises, group work, and assigned reading.

Course Policies

Late Work	Late work will be accepted although will receive half credit, accepted until 12/4/2026 (except the following assignments: Group Work, Attendance)
Citations and References	Any assignments that include cited research should include a Reference page, listing your full source/references. Examples of references in APA format: • Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote. • Example of how to cite a direct quote: "Past research has indicated that becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Doe, 2020, p. 121). • If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number. • Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/
Extra Credit	No extra credit is available in this course
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial*

Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the

initial intake meeting. Students may seek support at any time.
Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Topics / Readings	In-Class Work	Due Dates (Sundays by 11:59pm)
8/17	Syllabus & Course Introduction, Chapter 1	Group Work - Chapter 1	Who Am I? Discussion (Canvas)
8/24	Chapter 2	Group Work - Chapter 2	Quiz: Chapter 1 & 2 Reflection Week 2
8/31	Chapter 3	Group Work - Chapter 3	Quiz: Chapter 3 Reflection Week 3
9/7	Chapter 4	Group Work - Chapter 4	Quiz: Chapter 4 Reflection Week 4
9/14	Chapter 5	Group Work - Chapter 5	Quiz: Chapter 5 Reflection Week 5
9/21	Chapter 6	Group Work - Chapter 6	Quiz: Chapter 6 Reflection Week 6
9/28	Chapter 7	Group Work - Chapter 7	Quiz: Chapter 7 Reflection Week 7
10/5	Chapter 8	Group Work - Chapter 8	Quiz: Chapter 8 Reflection Week 8
10/12	Chapter 9	Group Work - Chapter 9	Quiz: Chapter 9 Reflection Week 9
10/19	Chapter 10	Group Work - Chapter 10	Quiz: Chapter 10 Reflection Week 10
10/26	Chapter 12	Group Work - Chapter 12	Quiz: Chapter 12 Reflection Week 11
11/2	Chapter 13	Group Work - Chapter 13	Quiz: Chapter 13 Reflection Week 12
11/9	Chapter 15	Group Work - Chapter 15	Quiz: Chapter 15 Reflection Week 13
11/16	Chapter 16	Group Work - Chapter 16	Quiz: Chapter 16 Reflection Week 14
11/23		Student Presentations	
11/30		Student Presentations	Capstone Paper
12/7	Final Exam	Monday (12/7): 3:30pm	