



Chaminade
University

School of Applied Psychology

Undergraduate Psychology

PSY 101 General Psychology

Clarence T.C. Ching Hall 253 (MWF, 11:30 am to 12:20 pm) | Credits: 3 | Section: 01-1 | Term: Fall 2026

Instructor Information

Instructor	Taylor Lum
Email	taylor.lum@student.chaminade.edu
Office Location	Behavioral Sciences Room 105D
Office Hours	By appointment
Virtual Office Hours	By appointment

Communication

The best way to reach me is via email at taylor.lum@chaminade.edu. I check messages regularly Monday through Friday and aim to respond within 24-48 hours during the workweek. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

School & Department

School	School of Applied Psychology
Location	Behavioral Sciences Building
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Applied Psychology

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. Offered every semester.

Course Snapshot

Modality	Face-to-Face
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Meeting Location	Clarence T.C. Ching Hall 253
Meeting Days/Times	<i>MWF, 11:30 am to 12:20 am</i>
Time Commitment	Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing and revising the research paper, 8 hours studying for the midterm exam, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course readings, discussions and participation, quizzes etc.). This additional work will average about 2.5 hours per week.
Required Materials	Nevid, J. S. (2025). <i>Essentials of psychology: Applying the science of psychology to life</i> (7 th ed.). Cengage Learning.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). <i>Assignments, quizzes, and course documents can be located in the Canvas shell for this course.</i>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. identify key concepts, principles, and overarching themes in psychology.
2. exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. exhibit effective writing and oral communication skills within the context of the field of psychology.
4. 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

Course Learning Outcomes (CLOs)

Upon completion of [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).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO2).

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.

PSY 101 reflects the Marianist values of integral education and family spirit by helping students understand human behavior while promoting self-awareness, critical thinking, empathy, and respect for diverse perspectives. The course also encourages students to apply psychological knowledge in ways that support individual well-being and stronger, more compassionate communities.

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	2	2	2, 5
PLOs	1	1, 2, 3	1, 2
Native Hawaiian Values	2	2	2, 5
Gen Ed Outcomes(if applicable)	1, 2	1, 2	1, 2

Attendance & In-Class Participation

Attendance Policy

Students are expected to attend regularly 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.

Quick Reference — Absence Thresholds:

Excused Absence	An absence is excused when the student is unable to attend due to a documented illness, family emergency, University-sponsored activity, or other circumstance approved by the instructor. Appropriate documentation may be required.
Unexcused Absence	An absence is unexcused when the student misses class without prior approval or acceptable documentation. Personal appointments, travel, or other avoidable conflicts generally do not qualify as excused absences.
Warning Threshold	After 2 unexcused absences, the instructor may notify the student and discuss attendance concerns and available support.
Grade Penalty	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.

Course Failure	After 6 unexcused absences, the student may receive a failing grade for the course, subject to applicable University policies and any required institutional procedures.
Late Arrival / Early Departure	Arriving more than 15 minutes after the scheduled start time or leaving more than 15 minutes before the scheduled end time counts as a tardy. Two tardies or early departures equal one unexcused absence. Repeated late arrivals or early departures may be addressed separately by the instructor.

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.

Participation will be assessed through weekly lecture discussions and group discussions. Each week students will work with a group of 3-4 classmates and discuss a prompt in which they will create a thoughtful, group response and will share with classmates on Canvas.

Course Activities

In-Class Activities	Group Discussion - Students will be provided with a prompt during class, usually at the end of the week. Students will work with their group of 3-4 students to discuss the prompt and develop a thoughtful response. Your response should reflect the group's discussion and include input from all group members (12*15=180) .
Homework / Assignments	Who Am I? Discussion – This assignment will provide an opportunity to introduce yourself to your class on Canvas (20) .
Quizzes / Exams	Weekly Quizzes - There will be weekly chapter quizzes that will review the content from the chapter reading (12*20 = 240). Mid-Term Exam - Mid-term exam will include key concepts covered during lectures, exercises, group work, and assigned reading from Chapters 1-7. (50) Final Exam - Final exam will include key concepts covered during lectures, exercises, group work, and assigned reading from Chapters 8-15. (100)
Projects	Capstone Paper Topic - Each student will develop a research question or hypothesis based on a topic that relates to this PSY 101 General Psychology course (10) .

	Capstone Project Paper - 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 (50). Capstone Presentation - 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 (20).
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Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up. If an extension is needed on assignments, please speak to instructor beforehand about the matter.
Make-Up Work	Students who miss in-class work, quizzes, or exams due to an excused absence may make up the missed work. Students should notify the instructor as soon as possible and, when appropriate, provide documentation. Make-up work must generally be completed within one week of returning to class, unless another deadline is approved by the instructor. Students who miss work, quizzes, or exams due to an unexcused absence may not be permitted to make up the missed work and may receive a zero. In cases of emergencies or circumstances beyond a student's control, the instructor may approve an alternative deadline or assessment arrangement on a case-by-case basis.
Extra Credit	There will be no extra credit assignments given for this course.
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
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%

Grade	Range
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	Monday	Wednesday	Friday	Due Dates on Sundays at 11:59 pm
1 Ch. 1: The Science of Psychology	8/17 Review Syllabus Introductions	8/19/	8/21 Group Discussion	Quiz 1
2 Ch. 2: Biological Foundations	8/24	8/26	8/28 Group Discussion	Quiz 2
3 Ch. 3: Sensation & Perception	8/31	9/2	9/4 Group Discussion	Quiz 3
4 Ch 4.: Consciousness	9/7 Labor Day – No Class	9/9	9/11 Group Discussion	Quiz 4
5 Ch. 5: Learning	9/14	9/16	9/18 Group Discussion	Quiz 5
6 Ch. 6: Memory	9/21	9/23	9/25 Group Discussion	Quiz 6
7 Ch. 7: Thinking, Language, & Intelligence	9/28	9/30	10/2 Group Discussion	Quiz 7 Capstone Project Topic
8 Ch. 8: Motivation & Emotion	10/5	10/7	10/9 Mid-Term	
9	Fall Wellness Week			
10 Ch. 9: Human Development	10/19	10/21	10/23 Group Discussion	Quiz 8 (includes Ch. 8&9)
11 Ch. 10: Gender & Sexuality	10/26	10/28	10/30 Group Discussion	Quiz 9
12 Ch. 11: Psychology & Health	11/2	11/4	11/6 Group Discussion	Quiz 10
13 Ch.12&13: Personality & Social Psychology	11/9	11/11 Veterans Day – No Class	11/13 Group Discussion	Quiz 11
14	11/6	11/18	11/20 Group Discussion	Quiz 12

Wk of	Monday	Wednesday	Friday	Due Dates on Sundays at 11:59 pm
Ch. 14: Psychological Disorders				
15 Ch. 15: Methods of Therapy	11/23	11/25	11/27 Thanksgiving – No Class	
16	11/30 Class Presentations	12/2 Class Presentations	12/4 Class Presentations Finals Review	
Finals Week	Tuesday, 1:15 – 3:15 pm			