



College of Education and Human Development
School of Applied Psychology

PSY322 Social Psychology

Online Asynchronous | Credits: 3 | Section: 322-90-2 | Term: 10/5/2026 - 12/14/2026 | Fall Accelerated 2026

Instructor Information

Instructor



Dr. Dale Fryxell is Dean of the College of Education and Human Development and Professor of Psychology at Chaminade University of Honolulu. He oversees programs in education, psychology, counseling, and behavioral sciences. For more than 30 years, he has taught a wide variety of undergraduate, and graduate courses including courses on personality, cross cultural counseling, serial killers, sports psychology, and program evaluation. Dr. Fryxell holds graduate degrees in teaching (MAT) and psychology (MA and PhD). His research and professional work focus on youth mentoring, suicide and substance-abuse prevention, family strengthening, childhood anger and violence, and supporting individuals with challenging behaviors.

Email

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Phone

(808)739-4678

Office Location

Brogan Hall, Room 111A

Virtual Office

Google Meets - meet.google.com/xqo-apfm-qqm
(PIN: 768 802 883#)

Virtual Office Hours

by appointment or 3:00 – 4:30 PM, Tuesdays

Communication

At any time during the term if you have any questions you can contact me through either email (dfryxell@chaminade.edu) or phone (808-739-4678). My goal is always to respond to all emails and phone messages within 48 hours (Monday to Friday).

School & Department

School	School of Applied Psychology
Location	Behavioral Sciences, Room 105
Phone	(808) 735-4751
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course examines the impact of social interaction on how we think, feel, and behave. The course explores interpersonal relations, social attitudes, group dynamics, inter-group relations, class and cultural influences. Prerequisites: PSY 101, EN 102, COM 101.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	<i>This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the duration of this course, students will spend 30 hours reading and studying the textbook chapters, 22.5 hours reviewing the chapter presentation PowerPoints, 15 hours taking the chapter quizzes, 60 hours completing the course activities, 15 hours writing the final integrative paper, and 6 hours participating in discussions. There will be an additional 20 hours of work required beyond what is listed here (i.e., reviewing materials, conducting individual research).</i>
Required Materials	(ebook) Greenberg, J., Schmader, T., Andt, J., & Landau, M. (2018). Social Psychology with Achieve Access (3rd ed.). New York, NY: Worth Publishers. We will be using an ebook that is included on the Achieve website. To purchase access to the Achieve website: https://achieve.macmillanlearning.com/courses/g45br3 You will need access to the Achieve website in order to complete the required work for the course.
Recommended Items	Basic computer and computer skills are needed for this course.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). This course will be using the Canvas learning management system. Canvas is a web-based Learning Management System (LMS) used by educational institutions to facilitate course delivery, management, and communication. It allows instructors to create, organize, and manage course materials, assignments, grades, quizzes, and discussions. Canvas offers a user-friendly interface that supports multimedia content, integrated tools (like video conferencing and analytics), and a mobile app for easy access. It also features collaborative learning options, such as group assignments and peer

	reviews. Canvas enhances both teaching and learning experiences through its flexibility, integration capabilities, and accessibility.
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Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the psychology program, 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 PSY322, the student will be able to:

1. describe the historical development of the major perspectives for understanding and assessing personality.
2. discuss the role of ethics and culture in understanding personality.
3. identify current issues and future directions in the field of personality psychology

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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.

This course focuses on the Marianist value of educating for adaptation and change by helping students understand what makes people think, feel, and behave the way that they do. This understanding not only helps us to understand other people but also ourselves.

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	5	5	5
PLOs	1	1	1
Native Hawaiian Values	5	5	5
Gen Ed Outcomes(if applicable)	NA	NA	NA

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor in each course Module. Logging in without completing activities does not count as participation.

This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines.

Milestone 1 Assignment is due by **11:59 pm on the 14th day of the course**. If this assignment is late, you may be dropped from the class. **Milestone 2 Assignment** is due by the **halfway point of the course** *[you can modify the Milestone 2 due date]*. All other assignments can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)

- Weekly graded work (discussions, assignments): within [X] school days of the due date
- Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	<i>No late work will be accepted</i>
Extra Credit	<i>There are no extra credit opportunities for this course</i>
Incomplete Grade	<i>Incomplete grades are not available for this course.</i>
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

- A. Final Paper = 90 points
- B. Learning Curve Modules (47 @ 5 points) = 235 points
- C. Quizzes (15 @ 5 points each) = 75 points
- D. Activities (8 @ 25 points each) = 200 points
- E. Class Discussions (4 @ 10 points each) = 40 points
- F. Milestone 1 Activity (1 @ 5 points) = 5 points
- Total Points = 645 points

Discussions (4 @ 10 points each)

Four class discussion questions are posted within the modules. It is expected that each student's posts for each discussion will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses//>).

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Homework

Learning Curve (47 @ 5 points) After reading each section of each chapter, complete the Learning Curve exercise on the Achieve website.

Activities (8 @ 25 points each) Modules 1 - 8 each require you to complete and submit an Activity related to the material in the module.

Quizzes

Quizzes (15 @ 5 points) After reading and studying the chapter materials and other information that is available on the Achieve website (i.e., videos) and completing the Learning Curve modules for the chapter, you should take the Summative Quiz on the Achieve website,

Final Project

Final Paper (90 points) Write a three page paper describing some of the things that you learned over the semester that you feel will be useful to you in the future.

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' 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>.

Learn more at <https://chaminade.edu/career-services>.

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 Accessibility Services Sign up
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	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	
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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage