POINT LOMA NAZARENE UNIVERSITY	**MUSIC DEPARTMENT** **MUE 3041 Musical Skills for the Elementary Classroom Teacher** **3 Units**
Fall 2026	

Meeting days: Mondays and Wednesdays	**Instructor: Mrs. Lisa Mansfield, Adjunct Professor**
Meeting times: 4:30 - 5:50 PM	**Phone: (443) 822-6387**
Meeting location: Cooper Music Building Room 118	**Email: lmansfie@pointloma.edu**
	Office location and hours: Before and/or after class every Monday and Wednesday in Cooper Music Room 116 Additional Office Hours are available by appointment
	Additional info: Mrs. Mansfield teaches Mon-Fri at Pacific Beach Middle School.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Methods and materials for teaching music for the elementary classroom teacher. Elementary music theory: notation, meter, rhythm, scales, intervals, triads. Introduction to playing skills on classroom instruments such as piano, recorder. Introduction to teaching strategies of Orff, Kodaly, Dalcroze, and Suzuki. Strategies for incorporating music into the everyday classroom are taught. Designed primarily for the elementary school teacher, but also available to music majors. Offered every fall and spring semester.

INSTRUCTOR'S DESCRIPTION

Music 3041 is an elective professional course designed to acquaint future elementary teachers with the vast and varied possibilities of musical activities for children. It is a hands-on class where ALL students will be actively involved in learning from both the "student" and the "future teacher" perspectives. The purpose of this course is for YOU to develop the leadership skills to use music with confidence in your classroom. This course will include chants, adding music to children's literature, creative movement, games, dances, playing classroom instruments, singing, active listening and multicultural/cross curricular activities. Extensive materials, lessons and resources will be presented in class by the instructor and students, making class attendance essential. Students will compile

materials into a personal music notebook. All assignments projects and tests are designed to reinforce the musical skills learned in this class. The purpose of this course is to help students find and evaluate music materials for various grade levels of elementary students and discover how to incorporate music into the everyday elementary classroom.

PROGRAM AND COURSE LEARNING OUTCOMES

In Music 3041 you will:

- Participate actively in music activities and develop your leadership skills by peer teaching and evaluation of self and others.
- Create lesson plans adding music to the elementary classroom curriculum using the components and strands of music education found in the Visual and Performing Arts Framework and Student Academic Content Standards (Assignment is in collaboration with your current Education fieldwork course).
- Prepare and present a Thematic Unit using VAPA standards as one resource to teach a topic to elementary students using music, language arts and another curriculum area.
- Work in a group to investigate and describe another culture to the class using music (including the instruments, chants, dances and songs of the chosen country). Presentations must utilize effective teaching strategies for elementary students.
- Develop a personal arts education philosophy and advocacy concerning the importance of music for all children.
- Experience and evaluate activities using Kodaly, Orff-Schulwerk and Dalcroze teaching techniques.
- Find and collect material to develop an extensive notebook from this class that will serve as an excellent resource in your future teaching.
- Develop: a philosophy of music education; a collection of age appropriate materials, music activities, and resources; and confidence in your ability to use music in your future classroom and curriculum.

HAVE FUN! Music is Fun!

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There is no required text for this class, however there is a free online textbook that will serve as a resource for MUE 3041 - Music and the Child by Natalie Sarrazin; Open SUNY Textbooks 2016 found at: http://textbooks.open suny.org.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 hours of student engagement per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules. Specific details about how the class meets the credit hour requirement can be provided upon request.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Online Participation in Discussions, Groups, etc.	20
Reading Assignments	10
Written Assignments	40
Other Assignments & Learning Activities	30
Quizzes, Surveys	2.5
Total Hours	112.5

PROJECTS AND ASSIGNMENTS:

Projects and Assignments	
7 Teaching Projects (50 points each)	
(45 written assignment & 5 points sharing/teaching for each assignment)	**350 points**
4 Graded Discussions (25 points each)	**100 points**
10 Class Reflections (10 points each)	**100 points**
Thematic Unit	**150 points**
Music Unit	**75 points**
Multi-Cultural Unit	**150 points**
Final Exam	**75 points**
Total	**1000 points**

Grading for this course is on a point scale:

A	B	C	D	F
A 930-1000	B+ 870-890	C+ 770-790	D+ 670-690	F Less than 599
A- 900-920	B 830-860	C 730-760	D 630-660	
	B- 800-820	C- 700-720	D- 600-620	

ASSESSMENT AND GRADING

Student grades will be posted in the Canvas grade book no later than one week after the assignment is submitted (exceptions: video assignment and Thematic Unit Presentations). It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. All seven of the Teaching Project Assignments may be re-submitted for a higher grade as long as they are turned in on time by the due date, but will not receive the full 50 points. Final grades will be posted within one week of the end of the class.

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires the final exam be turned in on its scheduled day. The final exam schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final exams on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In MUE 3401, all of the class content, including that which may be intellectually or emotionally challenging, has been curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for

you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your learning in this course.

Triggering Warning

The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of music and elementary education, and I will support you throughout your learning in this course.

Incomplete and Late Assignments

All assignments are to be submitted on Canvas or turned in by the end of class on the assigned due date. Late assignments will receive a 2-10 point late penalty. All seven of the Teaching Project Assignments may be re-submitted for a higher grade **as long as they are turned in on time by the due date,** but will not receive the full 50 points. A final grade of incomplete will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

STATE **AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such including the specific tool(s) used. For example, if you use ChatGPT, you must site ChatGPT and include the version, number, year, month and day of the query and the statement "Generated using Open AI. https//chatopenai.com/". The same rules apply to information found on the internet. You must identify the internet source and url. as part of your assignment.

PLNU Academic Accommodation Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e.. ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university -level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex or sexual orientation. Inclusive language avoids using stereotypes or terminology that demeans persons or groups based on age, Disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be

aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or (619) 849-3020 or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition
A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.
If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

Week 1 Introduction And Overview & Fill out Music Survey

Chants Online Textbook; Additional Materials Packet

Chants - definition & purpose

Fill Out Teaching Project Form: Assignment #1: Chant

Graded Discussion #1: Why Teach Music?

Graded Discussion #1: Why Teach Music? Due 1/17

Week 2

Chants continued

Music Standards

Music And Books

Share Assignment #1: Chants TPF Due **Bring & Share Children's Book**

Week 3

Book Continued

Share Assignment #2: Book Due

Movement Activities Introduction & Movement

Graded Discussion #2: The Importance of Music and Movement Due

Choose group book & practice presentation

Week 4

No Class on 9/22 Group Preparation time for Wednesday's presentation

Movement Activities cont.

Listening Activities/Music Unit continued

Teach Assignment #3: Movement Due

Group Book Presentations Due **Graded Discussion #2: The Importance of Music & Movement**

Week 5

Listening cont.

Music Unit Workshop: Dynamics, Tempo, & Timbre

Music Unit Workshop - 3 groups

Presentation Due

Share Assignment #4: Listening

Week 6

Music Unit Workshop

Music Unit Presentation

What Makes a “Classic” children’s song

Graded Discussion #3: Classic Children’s Songs Workshop Due

Piggyback Songs & how to find them

The Child's Voice - vocabulary & staff notation

Thematic Unit Example

Week 7

Thematic Unit Discussion

Recorders & Orff Instruments continued

Recorders and Orff instruments

Graded Discussion #4: Music Budget Assignment Due

Classroom percussion instruments

Week 8

Songs Introduction

How to teach a song

Teach Assignment #5: Songs Due

Week 9

Games - Halloween & more

Thematic Unit Presentations #1 **Graded Discussion #4: Music Budget**

What makes a song or activity a game?

Week 10

Thematic Unit Presentations #1-4

Week 11

Dances Introduction

Share Assignment #6: Games Due

Week 12

Teach Assignment #7: Dances

Multi-Cultural Unit Presentation

Choose Multi-Cultural Groups

Assign Multi-Cultural Presentation Dates

Multi-Cultural Workshop

Week 13

Hand out Final Exam

Multi-Cultural Unit Workshop

Final Exam Discussion

Week 14

Multi-Cultural Workshops

Final Exam Questions?????

Week 15

Multi-Cultural Presentations

Finals Exam Week