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MUS 305 Integrated Arts for Elementary Teachers

COURSE SYLLABUS: 2021

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

INSTRUCTOR INFORMATION

Instructor: Kristin Vogt
Classroom Location: Virtual
Office Location: Music Building, Room 222
Office Phone: 903-886-5294
Office Fax: 903-468-6010
University E-mail: Kristin.Vogt@tamuc.edu
Office Hours: By appointment
Preferred Form of Communication: kristin.vogt@pisd.edu

COURSE INFORMATION

Materials

- *Creating Meaning through Literature and the Arts*, fifth edition, by Claudia Cornett
- Materials (such as poster board, tape, glue, etc.) to create visuals for your assignments
- In order to be successful in this course, you will need to have access to a computer, an email account, and MyLeo Brightspace.
- Students will also use Google Classroom and Flipgrid to participate in this course. You will need to use a personal email address in order to access these platforms. We have found that TAMUC emails are not compatible.

The syllabus/schedule are subject to change.

Course Description

- This course is designed to prepare future educators to be able to integrate music and movement into daily classroom instruction
- The music portion of this course prepares the future elementary teacher to meet the Fine Arts requirements under Competency 054:

The elementary teacher recognizes basic music concepts and skills, such as those related to the meaning of basic musical characteristics and terms (e.g., rhythm, melody, harmony, form, timbre) and the recognition and use of contrast in music (e.g., tempo, volume, pitch, meter). The teacher provides students with a variety of musical experiences to promote their music knowledge, skills, and appreciation.

- The final grade for MUSIC 305 is comprised from the average of four grades: the music segment, the art segment, the theatre segment, and the final exam.

Student Learning Outcomes

At the conclusion of the course, the students will...

- be able to engage children in lessons that integrate music and movement in the elementary classroom,
- be familiar with the TEKS for music and the other core subjects taught in the elementary school,
- be able to select specific TEKS for music and reading, language arts, science, math, and social studies, locate and select materials that address these TEKS, and develop musical activities that integrate singing, moving, playing instruments, and creating that enhance children's acquisition of these grade level expectations,
- be able to articulate sound educational rationales for the integration of music and movement into the elementary curriculum,
- have assessment strategies that address specific TEKS in music and other subjects taught in the elementary school,
- have acquired techniques for working with children with special needs, and for English Language Learners,
- demonstrate skill in singing, playing instruments, and artistic moving,
- identify appropriate materials for integrating music in diverse settings, and know where to find quality materials,

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

The syllabus/schedule are subject to change.

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

- Attend live Zoom classes and participate to the best of your ability.
- Take careful notes.
- Prepare all assignments and readings thoroughly and completely. Plan on spending 3-5 hours to complete each assignment.
- Turn in assignments on time.
- Read handouts provided in Google Classroom.
- Refer to Google Classroom for assignment instructions. Contact the instructor with any questions.

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. These tenets are outlined in the *Student's Guide Handbook* under "Policies and Procedures: Conduct." The tenets also apply to all communication to the instructor outside the classroom.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments on time, being prompt and dependable, supporting your peers and the instructor, and accepting critiques with grace. We will create an atmosphere where sharing and risk-taking will be encouraged and rewarded by brainstorming, working in groups of all sizes, and sharing ideas with each other.

Cell phones should be turned off before class begins and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before coming to class so that we may proceed without interruption. If you need to bring a bottle of water, please take care keep the cap secured. Dispose of all food and chewing gum before entering the classroom.

In this course, you will be very active...singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students will be when you are teaching in a public or private school. Please wear comfortable but modest clothing in which you can move around easily.

Since some class members will begin this course with more music experience than others, the ability to sing or move well is not a necessity for, or an insurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received.

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Be open-minded about other's opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Please be careful with our classroom materials and use them only when instructed.

Failure to conform to these expectations of behavior will result in a lowered classwork grade. Daily grades will be given according to the instructor's discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and is a leader and role model to others.
- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation and participation. This student will be instructed to leave the classroom and/or drop the course.

Assignments

You will have three written assignments, two teaching assignments, and a final project. Additionally, you will have a participation grade.

Two of these written assignments will consist of creating short lessons that integrate music with math, language arts, science, or social studies, and teaching these lessons to your peers in class. You will teach these lessons as if you were teaching elementary-aged children. This means that you should assume the students know nothing about the book, song, or other activity you have chosen. Teach in small steps, not giving too much instruction or information at once. Show all the steps of your teaching process. Refer to yourself as Mr. or Ms. (last name) when you are teaching.

The lesson plan is your written grade, and the actual teaching of the lesson to your colleagues is your teaching grade.

Written assignments will be submitted digitally using the provided template in Google Classroom.

If the song you are presenting is not commonly known, please provide a copy of the notation. If the song you are teaching is a "piggyback" song (one that is the melody of a commonly known song, but the text is new), you may simply write, "Sing to the tune of (title of original song)."

Teaching assignments will be submitted by video using the Flipgrid platform.

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SPECIAL NOTE: You always have the opportunity to email your lesson plan to me (BEFORE the due date) for editing. Once you have turned in your assignment, however, the grade earned will be final.

Absences and Homework Assignments

No late assignments will be accepted.

All assignments will be turned in online. Assignments will post one week before the next class. You will have ample amount of time to complete and turn in assignments. Please use your time wisely, and if need be, turn in your assignments early.

If you are absent from a live ZOOM class, it is your responsibility to watch the video of the class. If you have questions about information that was covered, it is your responsibility to reach out to the instructor.

Lesson Plan Format

- For your two written assignments, use the Lesson Plan Template that can be found in Google Classroom.
- Google Classroom will generate a copy for you.
- **Title** these:
 - Name Game: (title of the game)
 - Children's Book with Music: (title of the book)For example: Children's Book with Music: *Where the Wild Things Are*
- The **rationale** is the underlying principle of the lesson-- the justification for teaching the lesson. Please state your rationale in a COMPLETE SENTENCE. Please word the rationale so that it will be acceptable for the general classroom. The focus should be on E/LA, Math, Social Studies, or Science.
- **Objectives** are stated beginning with "The student will..." How will the student demonstrate skills learned, or knowledge gained? Refer to the TEKS for both subjects you are integrating.
- Every lesson needs a good **introduction**. We will discuss this extensively in class. Please type an *interesting, motivating* introduction to your lesson under "Introduction."
- List your teaching steps under "**Process.**"
- List all materials, books, songs (including the artist), any internet resources. Write these in APA format. If you learned an idea from another person, give the person's name, the circumstances in which you learned the idea, and the date. For example: "I learned the game from my mentor teacher, Sallie Huckaby, third grade teacher at Ft. Hood Elementary in Ft. Hood, Texas. (2018).
- You must list **two accommodations**, one for English Language Learners, and one for a child with special needs. Consider what accommodations you would make if one of your

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students had an aural or visual impairment, or a physical disability. Refer to your text for ideas, or to the handouts provided.

- Your **assessments** should be more than simple observation, especially on your Peer Teaching. Refer to your text for ideas. Your assessments need to correspond with your objectives. **ASSESS ALL OBJECTIVES, INCLUDING THE STUDENTS' SINGING.** Is the child using a proper singing voice...not shouting or simply speaking? Is the singing on pitch...not too low or too high?
- If you use any idea that is not original - that is, you yourself did not create it - **BE SURE TO CREDIT THE CREATOR!** Lesson plans are like pieces of music—they are creative, copyrightable material. To pass off a lesson as your own and not give proper credit to the author is stealing. Please refer to the academic honor policy below.

GRADING

- **Live ZOOM Attendance, Participation, and Discussion: 30%**
- **Teaching Assignments: 20%**
- **Written Assignments: 30%**
- **Integrated Unit Presentation: 20%**

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
59 ↓	= F

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.



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ASSIGNMENTS

Assignment 1 - Name Game (Written Lesson Plan & Teaching Video)

Choose a name game. You can look on the internet, search in a book, ask a music teacher, ask a child, or make one up! **Do not teach a game I have modeled for you in class.**

The name game should be musical in some way. Most name games that are not meant to be musical can be MADE musical simply by chanting the words rhythmically, adding a body percussion pattern that is repeated, or singing the text instead of speaking it. **IF IN DOUBT, CONTACT THE INSTRUCTOR.**

Write out a plan for teaching your song or name game to students. Use the template provided. You must have the notation of the song if there is a melody or rhythmic speech involved. If the notation is given from the source, make a copy of it. Make the plan as thorough as you can...as if it were found in a book of name games. Anyone should be able to pick up your lesson plan and figure out how the game is played. You may want to have a friend look over you plan. Can your friend teach the game based on the instructions you have given?

ONE MORE TIP: Beware of lessons posted on the web. They have not gone through an editing process...anyone can post them without testing them first. Many times, a name game will be posted that states: "Sing to the tune of (a well-known song)," but the text does not fit the melody. It will sound awkward when you try to sing it.

You CAN adjust the game so that it works! You will need to make note of the change on your lesson plan. Under "Materials," put the website source, but then type "text adapted by (your name)."

Plan to teach this game in a video that you will submit on Flipgrid. You will teach your name game AS IF YOU WERE TEACHING YOUNG CHILDREN. Please don't explain *how* you will teach the name game – TEACH IT! Assume that the children know nothing. Create an interesting introduction. Smile! Speak firmly, confidently, and clearly. Raise the pitch of your voice and the energy level of your body. Rather than giving all the instructions at once, break the instructions down into small parts and teach the song or game bit by bit. Demonstrate! Sing in a child's voice, which is higher than an adult's voice. If you can, practice teaching your game to children (or friends) before teaching it to the class.

Assignment 2 - Bulleted Summary of Chapter 12 (Written Assignment)

Read chapter 12 of the textbook. Use the template provided in Google Classroom to summarize each section of the chapter by typing at least 60 university-level major points from the reading. Please bullet or number each individual point. **Elaborate** on the "hows" and "whys." If you note a research finding, also note the researcher. Consider: If you were able to use this

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summary on your final exam, what would you write? **Use complete sentences.** EDIT your summary.

Assignment 3 - Children's Book with Melody (Written Lesson Plan & Teaching Video)

Choose a children's book. **Refer to the slideshow in our Google Classroom. Choose one of the five types of Children's Books.**

- Singing books
- Books enhanced by adding background music
- Books that require dramatization
- Books for movement
- Books enhanced by adding instruments

The book can include the text of a well-known song, such as *London Bridge*, or *Lift Every Voice and Sing*. Or...it could have a simple repeated poem for which you can create a melody. Or...it may not include a song or poem in the text at all but have opportunities for you to put a short melody of your own in! You can even use a song that you know that relates to the book. Your text provides several ideas in Chapters 12 and 13. **Choose a book you love.** If you don't like it, the audience won't either.

The students do not have to sing all the verses of a song if it is fairly lengthy...they can just learn one verse. (A verse is usually 4-8 phrases of text.)

In addition to a melody, you might consider adding vocal sound effects, instrumental sound effects, movement, puppets, or drama. Careful—don't just add sound effects for the sake of adding sound effects. Read the book carefully and decide if adding sound effects or movements would add to the effectiveness or beauty of the story or song. Sometimes adding sounds can actually take away from the story.

Use the Lesson Plan template provided in Google Classroom. **INCLUDE A THOROUGH LISTING OF THE BOOK AND ANY RECORDED MUSIC you use.** (author, title, publisher, ISBN, etc.)

Prepare to teach your book in Flipgrid, leading your "students" to produce the vocal and/or instrument sound effects AND movement. Please use the excellent storytelling skills such as vocal inflection, raised pitch, gestures, energy in the body, etc. Assume that the children have never read the book or heard the song.

If you are singing, **YOU WILL NEED TO SING IN AN APPROPRIATE RANGE FOR CHILDREN,** which is higher in pitch than a typical woman's voice.

If you are not a strong singer, feel free to use a recording. Try to find one with children singing, or a woman. It is difficult for children to sing along with a man because of the range of their voices.

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If the book you choose is the text of a well-known song, you need to teach the ORIGINAL MELODY. Please do not make one up. If in doubt, ask me. **You ARE expected to find a recording of the song and PRACTICE singing it.**

Read the handout "Singing with Children" carefully. The students should be able to sing the song accurately by the end of the lesson. Take a look at the rubric in Google Classroom to see exactly what things you will be graded on.

Again, do not teach a song or use a book I have modeled for you. Doing so will result in a reduction of 50 points.

Assignment 5 - Integrated Unit

You and two partners will create a thematic unit. You will develop this unit **using the Integrated Unit template provided in Google Classroom**, lessons from class as models, and some of the fine ideas from your textbook. You will turn in your written lesson plan in Google Classroom in the shared class folder. You may submit one lesson plan for your entire group. You may also choose to submit your part of the lesson separately, if you wish. You will upload your teaching through the Flipgrid platform. Each member of your group will upload their own teaching video. **Please discuss the lesson with me before teaching it to students.** You should have your partners picked and your topic decided by Week 3, which is when we will discuss this project in detail.



LESSON TIPS

Here are some TIPS to help you with your lesson plan.

CONSTRUCTION

- Put everything in ONE font so it looks nice.
- Use italics only when you type the title of a book or a major musical work. Do not enclose the title of a book in quotes.
- Song titles should be enclosed in quotes. All important words should be capitalized, just as in a poem. Example: "The Farmer in the Dell"
- Lyrics of a song are typed as a poem—phrase by phrase. This is true for songs and for chants.
- Another very common error is alignment...the alignment of the subject of a sentence with the predicate of that sentence. "Have **a student** with limited mobility perform the footwork with **their** hands." Do you see the problem? The correct way to say the sentence would be, "**Students** with limited mobility may perform the footwork with

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their hands.” Another solution would be, “**A student** with limited mobility may perform the footwork with **his or her** hands.”

PRELIMINARIES

- Have **at least one music objective!** If you are singing, one of your objectives needs to be that the children sing on pitch, using a proper singing voice. You will want them to sing the melody accurately. If performing rhythmic chant, you will want them to chant accurately, with a steady beat. Use the proper terminology.
- **Assess all objectives**—including the singing. Are the children singing on pitch, using their proper singing voices?
- **ONE MUSIC TEK.** Singing in alone or in groups, is a popular TEK. You may need to change the words to “chanting in groups” if you are presenting a rhythmic chant (talking) instead of a song.
- Do NOT list a TEKS if you do not directly refer to it in your lesson plan! For example, do not type, “Identify higher/lower,” or “Identify the difference between the speaking and singing voice,” unless you actually talk about those things with the children, and it is written in your lesson plan steps.
- Write your sources in APA format. If you created it, say so! Type: © 2019 (your name)

LESSON STEPS

- When writing the lesson plan steps, do not use the words “I will,” as in, “I will invite the children to sit in a circle.” Instead, write your instructions as if you were telling the reader what to do...or as if you were writing a recipe: “Invite the children to sit in a circle.” Start with the verb.
- Write your instructions in a scholarly manner... instead of as if you were talking to a friend: as in “Get the kids get in a circle.” “Instruct the students to sit in a circle” is better.
- A phrase I see quite often is: “Go over the book.” This is very vague. Explain exactly what that means.
- If you read something in my example lesson plan that is unfamiliar to you, do not put it in YOUR lesson plan!
- **In general, every objective must have its own assessment.**

Here are some TIPS to help with your teaching.

- MEMORIZE YOUR PLAN. You should not have to refer to your lesson plan at all when you teach.
- If you can, PRACTICE SINGING YOUR SONG WITH A RECORDING. You CAN sing on pitch, but it DOES take practice.
- To hear your song, go to the apple website and download iTunes. It is free. You can listen to 30 seconds of any song. Purchase the ones you need.
- You MAY use a recording to help you with the singing, especially if you are not a confident singer. You WILL still have to teach the students your song. I do NOT expect you to sing like a professional. I DO expect you to practice your songs until they are solid.

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- If you read a book to the students, you need to have your book practically memorized so that you can show the pictures to the students, and so that your delivery will be smooth. Believe me...it will be obvious to everyone if you wing it.
- CUT this intro: "Does anyone know the song..." Assume they have never heard it before.
- Come up with a charming introduction for your lesson! Do not say, "Now I am going to teach you a song."
- Teach with artistry! Use storytelling techniques. Show energy with your body and voice. Teachers are actors!

Schedule

- Week 1
 - Live Zoom Meet
 - Class Overview
 - Google Classroom Basics
 - Flipgrid Basics
- Week 2
 - Name Game Assignment
 - Written Lesson Plan Due
 - Flipgrid Teaching Due
 - Live Zoom Meet
 - Discuss Children's Book Assignment
- Week 3
 - Chapter 12 Summary
 - Written Bulleted Summary Due
 - Live Zoom Meet
 - Discuss Integrated Unit
- Week 4
 - Children's Book Assignment
 - Written Lesson Plan Due
 - Flipgrid Teaching Due
- Week 5
 - Integrated Unit Group Project
 - Written Lesson Plan Due
 - Group Lesson Plan
 - You may also submit your own lesson plan for your portion, if you wish
 - Flipgrid Teaching Due

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