
BED 4343: Teaching Academic English (Online)

Fall 2020 (August 24 – December 3)

CRN 19727

*Every job is a self-portrait of the person who did it.
Autograph your work with excellence.*

-Unknown

Our lives begin to end the day we become silent about things that matter.

-Dr. Martin Luther King, Jr.

Instructor: Reynaldo Reyes III, Ph.D. **Virtual Office:** By Blackboard or regular email

Office Hours: Daily (will respond within 24 hours); If one-on-one meeting needed, schedule via email

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Course Information

BED 4343 – *Teaching Academic English*

3 Credit Hours

Location: Blackboard Learning Platform

Days and Times: 16 weeks, Online

COURSE DESCRIPTION:

This course explores English language development and academic language socialization with ESL/Bilingual students through the teaching of subject matter via a second language. The focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas.

The course includes field work (virtual or face-to-face, depending on course format); discussions based on readings, case studies, and particular scenarios; problem-solving and critical thinking exercises; video; and written assignments.

Pre-Req: BED 4340 with a final grade of “B” or better.

COURSE PURPOSE:

The purpose of BED 4343 is to prepare all educators with the appropriate pedagogical and professional knowledge that will equip them to adequately and effectively teach English language learners in their classroom.

COURSE OBJECTIVES & LEARNING OUTCOMES:

- Students will develop foundational theoretical understandings in the area of bilingualism and second language development. These include, but are not limited to, the cognitive, linguistic, affective, and sociocultural dimensions of literacy development in ESL with an emphasis on the interrelationships between literacy in the first and second language. *Relevant standards: ESL I, II, III, IV, V; BED II, III; PPR I*
- Students will learn how to design and implement instructional and assessment strategies for literacy and academic development (with a focus on English as a second language and Spanish as the first language) via sheltered instruction (i.e., developing language and literacy via content that is interesting and relevant to the student). *Relevant standards: ESL III, VI; Bilingual Ed III, IV, V, VI; PPR I, II*
- Students will learn how to design curriculum for ESL students that meets the appropriate professional standards. *Relevant standards: ESL IV, BED VI; PPR I*
- Students will enhance their knowledge and use of technology for their own professional development and for enhancing instruction for English language learners.
- Students will familiarize themselves with the ESL, Bilingual Education and PPR standards and will develop some of the skills needed to meet the standards.

ESL, BILINGUAL EDUCATION, AND PPR STANDARDS: This course addresses the preparation of teachers for Bilingual Education and ESL endorsements in Texas. It also addresses preparation of teachers for the Pedagogy and Professional Responsibility examination. The relevant standards may be found at the following websites:

REQUIRED TEXTS:

1. Textbook: *Sheltered Instruction: Teaching Language, Literacy, and Content to ELLs*. PEARSON CUSTOM EDUCATION: Esquinca, Izquierdo, Reyes, Seda, Ullman
2. Subscription to the Teaching Channel (go to www.teachingchannel.com); This is a course requirement, and needed in order to complete several assignments.
3. Booklet: *ELPS at a Glance FLIP BOOK*. El Saber Enterprises

Other helpful resource materials: (Not required)

- Sheltered Content Instruction by Echevarria and Graves
- Working with English Language Learners edited by Huerta-Macias
- Reading, Writing, and Learning in ESL by Peregoy and Boyle

- Making Instruction Comprehensible for English Language Learners: The SIOP model by Echevarria, Vogt, and Short

Language Concepts:

<http://teachingtreasures.com.au/newsletters/language-con.htm>

Teacher Certification & Exams Information

*Texas Education Agency - <https://tea.texas.gov/texas-educators/certification>

*Texas Educator Certification Examination Program - <https://www.tx.nesinc.com/>

SBEC Course Standards and Corresponding Student Learning Outcomes

<u>Standard I: TEKS b (1-30)</u>	
<i>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<u>Standard III: TEKS b (1-30)</u>	
<i>The ESL teacher understands the processes of first- and second-language acquisition and uses.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<u>Standard IV: TEKS b (1-30)</u>	
<i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis</i>

	<i>*Final Exam (recall, synthesis, analysis, application)</i>
<i>Modify planning procedures for effective, developmentally appropriate ESL instruction</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Integrate technological tools and resources into the instructional process</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Engage students in critical-thinking processes</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<u>Standard V: TEKS b (1-30)</u> <i>The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Design instruction and devise activities that are responsive to diversity and individual student needs</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<u>Standard VI: TEKS b (1-30)</u> <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Interpret results of standardized tests commonly used in ESL programs in Texas</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
<i>Summarize LPAC recommendations for LEP identification, placement, and exit</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>

<i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals</i>	<i>*Reading Quizzes *Discussion Boards *SIOP Features Video Analysis *Final Exam (recall, synthesis, analysis, application)</i>
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University Policy on Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Course Requirements and Points Distribution

Points Grade Scale

390 – 351 points = A = “Excellent”

350 – 312 points = B = “Good”

311 – 273 points = C = “Average”

272 – 234 = D = “Below Average”

233 points and below = F = “Fail”: The student did not successfully complete any course requirements, or did so at a quality that is unacceptable at this level of education.

***Attendance/Participation:** As an online, 16-week course, you are expected to be actively involved in the various assigned activities on Blackboard to meet the weekly learning objectives. All students are responsible for logging into class and demonstrating their presence. This will be determined by a) indication by Blackboard that you have logged on, and b) your ability to complete assignments and tasks according to deadlines.

1) Quizzes (on readings) [7 quizzes X 10 points each = 70points]: You will take a quiz every other week of the course **based on the two (2) chapters** that will be under study in that timeframe. As such, you may not use your textbook, notes, or have any assistance while taking the quiz. These quizzes are created to ensure that you have read the assigned reading(s) for the

week(s) and are prepared to engage with other tasks that require the background knowledge and information you acquire from the text. You will not be allowed to make up any missed quizzes (unless there is an emergency or situation that is out of your control. So, if this occurs, you MUST communicate to me your situation so that we can make arrangements for you to make up the quiz). *NOTE: **On the week of a quiz, you will have until Friday, 11:59pm to take it.**

2) Discussion Boards [15 Discussions x 10 points each = **150points**]: – You will use Discussion Board forums to engage in the exchange of thoughts, ideas, and application of what you are studying in the course each week and the connections you make to experiences and observations inside and outside schools and classrooms. There will be **one (1) Discussion Board forum** each week. The MOST IMPORTANT thing I will be looking for in your discussions, like all assignments in this course, is **evidence that you are THINKING** about the questions, the problems, the solutions, and demonstrating that thinking in your writing. Don't worry about the "right answer." Sometimes there is no one or right answer. I want to see that you are AT LEAST making an effort to THINK and PROBLEM-SOLVE.

REMEMBER: Your discussion must be an exchange, going back-and-forth, replying and responding to the other person (similar to what you do when you text others, but in a more "academic" sense and style). These discussions are NOT one-sided.

You will be given questions and/or prompts to begin your discussion, which you will find on the description of each Discussion Board Forum. In order to maximize your potential score, you must do the following:

***Begin with:** 1) The first member (any member) of your group must begin a thread by indicating "Group #" for that discussion thread. This needs to be done by Monday of each week 2) See what Working Discussion Group you are assigned to on the Home Page in the Welcome & Resources section 3) Go to your designated Group # thread for that discussion that your group member has created 4) Post your responses there.

****Discussion Engagement Guidelines & Expectations***

-When you engage in discussion with your group members, it is expected that you do the following:

- I. First, answer all parts of the question/prompt for that discussion forum. Post that initial response. **Your initial response to the questions/prompts MUST be posted by Tuesday of each week. If your ORIGINAL post is not dated on a Tuesday (as indicated by Blackboard) you will automatically lose 1 point from your 10 point score, and I will grade your work beginning at a score of "9". If you wait to post until Wednesday, you will automatically lose "2" points, and I will grade your work beginning at a score of "8".** Posting by Tuesday is needed to allow your group member sufficient time to respond to your post.

- II. After you've posted your initial response to the question/prompt I provided, go and read responses posted by one of your group members. Then, engage in a discussion with at least one group member for the week (You are welcome to have discussion with other group members, but you MUST respond to at least one group member's post. *NOTE: You MUST choose a different group member EACH WEEK to respond to and have discussion.

- III. Choose 1-2 “key sentences” from what they posted that you feel reflect an interesting/important/insightful idea or thought. Copy and paste these 1-2 sentences and put them in parenthesis in the space BEFORE your response. Use the following questions to guide your response, which you need to NUMBER and label as **1. (Insight)**:
- a. What was insightful or important that your group member noted that contributes to your understanding of being an informed and effective teacher of English language learners? HOW or WHY were the ideas in what you cited important and insightful? (How does what you cited make you more informed and more effective?). For example, you can phrase this part of the response beginning with, “This idea is important because...” and then “This idea can make me a better teacher of English learners by....”
- IV. Now think of what you may do or think “differently” based on what your group member posted. Choose another “key sentences” or “key phrase” from what your group member posted that you would “think about/do differently” or that you disagree with. Copy and paste the 1-2 sentences or phrases and put them in parenthesis in the space BEFORE your response to what you just copied and pasted.
- a. Be very specific and concrete about what you disagree with or what you would do differently. Choose and mention the words and/or ideas you disagree with.
 - b. Then tell your group member WHY you disagree with or what you would do differently from what they posted. Is it an idea they have about how language is acquired or learned that you would think about differently? Is it a certain teaching approach that you would do differently? Or is it a classroom configuration that you would design differently based on a particular lesson and its learning objectives? You decide what it is you want to address that you disagree with or would “think about/do differently,” based on the contents of their initial posting in response to the main question/prompt.
 - c. Because I would like for you to use ideas from research and best practices that you are studying, your “Different” response MUST be supported by a 1-2 sentences quote that you derive from the week’s reading. Provide page number of the quote).
 - d. Use the following questions to guide your thinking, which you need to NUMBER and label as **2. (Different)**: Use the following questions to guide your thinking: 1) WHAT do you disagree with or what would you do differently? 2) WHY do you disagree or why would you do it differently? (Again, this portion of your response MUST be supported by a 1-2 sentences quote that you derive from the week’s reading; provide page number of the quote).
 - e. *At this point, if your question(s) was not ELPS or TELPAS oriented, you are done with your discussion. If your question(s) is ELPS/TELPAS oriented, then continue reading here. Your discussion question will be labeled with “TELPAS” in parenthesis: (For ELPS/TELPAS Discussion Questions) If the Discussion Question is based on the ELPS Essential Knowledge/Skills or TELPAS Proficiency Level Descriptors, you must then respond to the “Insight/Different” response by indicating if you believe your group member determined your approach to addressing different levels of an English learner adequately or not. That is, do their ideas and analysis on methods and approaches to meeting the needs of a particular level of English learner (according to the question) meet a standard of teaching effectiveness? Why? Why not? You MUST support your

response with a quote from EACH of the following: 1) wording from the TELPAS handout, 2) the textbook, and 3) the ELPS Flipbook.

****If no one posts in your group*** on time (by Tuesday) you may post a response (per the instructions for Discussion Engagement) to a member of your group or ANOTHER GROUP. That way, you don't have to wait until the last second for someone to post, and you can get your work done in a timely manner. Please be sure to indicate to that group member that you will have the discussion with them that week, that way there is no duplication of work on anyone's part.

****How will you be graded?*** You will be grade ***holistically***. In order to achieve maximum score potential, you will need to: 1) answer ALL parts of the question(s) or prompt, 2) provide depth and detail in your response, 3) write clearly and technically sound (not like you would for a text, with abbreviations, etc.), 4) post ON TIME and according to the Guidelines and Expectations outlined here in the syllabus, 5) and with evidence that you made an effort to learn and understand the concepts and ideas under study based in the questions/prompts.

*When your postings are graded, you will see a **Rubric** and score scale to inform you of the criteria being used to determine your score. You may also receive abbreviated feedback from on your work.

***DUE: Every Thursday of every week of the course.**

3) Video Analysis (Virtual Field Experience) [7 Video Analyses x 10 points each = **70 points**]: Each week you will need to find a video or combination of videos on the Teaching Channel website (www.teachingchannel.com) that reflect examples of teaching that utilize SIOP features and effective instruction in working with English language learners. Your task will be to identify and analyze a certain number of SIOP and effective teaching features each week, providing detailed evidence from the video. *Instructions and specific expectations for the Video Analysis assignment can be found in PDF on the Homepage of the course. ***DUE: Every other week, on a Sunday, as indicated in the course on Blackboard.**

4) Final Examination [100 points]: This assessment will be based on all of the readings from the course textbook(s) and the ELPS Cross-Curriculum Essential Knowledge & Skills and TELPAS Proficiency Level Descriptors coupled with the ELPS Flipbook, and will ask you to recall specific information, apply knowledge to problem-based classroom situations, use critical thinking skills, synthesize various forms of knowledge, and analyze in-depth various readings and/or other texts.

Test questions will include true/false, multiple choice, and/or short answer.

Course Schedule/ Topics/ Readings/Activities/Due Dates

*NOTE: Do not follow the chapter titles within the textbook. The reading numbers you find the schedule and reading assignments below are based on how they are numbered in the Contents section on p. 1 of the textbook.

1. **(Week 1, August 24 – August 30)** – Topic: *Introduction to Teaching & Learning Academic English: Exploring Complexities and Significance*

*Tasks to Complete This Week:

-Watch Videos: 1) *What is Academic Language?* 2) *Immersion* (A glimpse at what English Language Learners experience)

-**Discussion Board 0**, DUE: Thursday, August 27, 11:59pm

2. **(Week 2, August 31 – September 6)** - Topic: *Second Language Acquisition*

*Tasks to Complete This Week:

-Read: Pearson Book, 1 (Second Language Acquisition) & 2 (Sheltered Instruction...)

-**Discussion Board 1**, on Pearson Book, 1, DUE: Thursday, September 3, 11:59pm

-**Quiz #1**, on BOTH Pearson Book Readings 1 & 2, by Friday, September 4, 11:59pm

3. **(Week 3, September 7 – September 13)** - Topic: *Sheltered Instruction in the Content Areas*

*Tasks to Complete This Week:

-Read: Pearson Book, 1 (Second Language Acquisition) & 2 (Sheltered Instruction...)

-**Discussion Board 2**, on Pearson Book, 1, DUE: Thursday, September 10, 11:59pm

-**Video Analysis #1**, DUE: Sunday, September 13, 11:59pm

4. **(Week 4, September 14 – September 20)** - Topic: *Lesson Preparation*

*Tasks to Complete This Week:

-Read: Pearson Book, 3 (Lesson Preparation) & 4 (Building Background)

-**Discussion Board 3**, on Pearson Book, 3, DUE: Thursday, September 17, 11:59pm

-**Quiz #2**, on BOTH Pearson Book Readings, 3 & 4, by Friday, September 18, 11:59pm

5. **(Week 5, September 21 – September 27)** - Topic: *Building Background*

*Tasks to Complete This Week:

-Read: Pearson Book, 4 (Building Background)

-**Discussion Board 4**, on Pearson Book, 4, DUE: Thursday, September 24, 11:59pm

-**Video Analysis #2**, DUE: Sunday, September 27, 11:59pm

6. **(Week 6, September 28 – October 4)** - Topic: *Comprehensible Input*

*Tasks to Complete This Week:

-Read: Pearson Book, 5 (Comprehensible Input) & 6 (Interaction)

-**Discussion Board 5**, on Pearson Book, 5, DUE: Thursday, October 1, 11:59pm

-**Quiz #3** on BOTH Pearson Book Readings, 5 & 6, by Friday, October 2, 11:59pm

7. **(Week 7, October 5 – October 11)** - Topic: *Interaction*

*Tasks to Complete This Week:

-Read: Pearson Book, 6 (Interaction)

-**Discussion Board 6**, on Pearson Book, 6, DUE: Thursday, October 8, 11:59pm

-**Video Analysis #3**, DUE: Sunday, October 11, 11:59pm

8. **(Week 8, October 12 – October 18)** - Topic: *Learning Strategies*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 7 (Learning Strategies) & 8 (Review & Assessment)
 -**Discussion Board 7**, on Pearson Book, 7, DUE: Thursday, October 15, 11:59pm
 -**Quiz #4** on BOTH Pearson Book Readings, 7 & 8, by Friday, October 16, 11:59pm
9. **(Week 9, October 19 – October 25)** – Topic: *Review/Assessment*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 8 (Review & Assessment)
 -**Discussion Board 8**, on Pearson Book, 8, DUE: Thursday, October 22, 11:59pm
 -**Video Analysis #4**, DUE: Sunday, October 25, 11:59pm
10. **(Week 10, October 26 – November 1)** – Topic: *The Academic Language of Science*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 9 (Academic Language of Science) & 10 (Academic Language of Math)
 -**Discussion Board 9**, on Pearson Book, 9, DUE: Thursday, October 29, 11:59pm
 -**Quiz #5** on BOTH Pearson Book Readings, 9 & 10, by Friday, October 30, 11:59pm
11. **(Week 11, November 2 – November 8)** – Topic: *The Academic Language of Mathematics*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 10 (Academic Language of Math)
 -**Discussion Board 10**, on Pearson Book, R10, DUE: Thursday, November 5, 11:59pm
 -**Video Analysis #5**, DUE: Sunday, November 8, 11:59pm
12. **(Week 12, November 9 – November 15)** – Topic: *The Academic Language of English-Language Arts*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 11 (Academic Language of English-Language Arts) & 12 (Academic Language of History...)
 -**Discussion Board 11**, on Pearson Book, 11, DUE: Thursday, November 12, 11:59pm
 -**Quiz #6** on BOTH Pearson Book Readings, 11 & 12, by Friday, November 13, 11:59pm
13. **(Week 13, November 16 – November 22)** – Topic: *The Academic Language of History and Social Studies*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 12 (Academic Language of History...)
 -**Discussion Board 12**, on Pearson Book, 12, DUE: Thursday, November 19, 11:59pm
 -**Video Analysis #6**, DUE: Sunday, November 22, 11:59pm
14. **(Week 14, November 23 – November 29)** - Topic: *The Beginning English Language Learner Case Study*
 *Tasks to Complete This Week:
 -Read: Pearson Book, 13 (Case Study of Juan) & 14 (Case Study of Eduardo)
 -**Discussion Board 13**, on Pearson Book, 13, DUE: Thursday, November 26, 11:59pm
 -**Quiz #7** on BOTH Pearson Book Readings, 13 & 14, by Friday, November 27, 11:59pm

15. **(Week 15, November 30 – December 3)** - Topic: *The Intermediate/Advanced English Language Learner Case Study*

*Tasks to Complete This Week:

- Read: Pearson Book, 14 (Case Study of Eduardo)
- Discussion Board 14**, on Pearson Book, 14, DUE: Thursday, December 3, 11:59pm
- Video Analysis #7**, DUE: Thursday, December 3, 11:59pm
- Review/Prepare for Final Exam
- Discussion Board Study Group: Questions on course content in preparation for Final Exam
- Final Exam, to be completed by Wednesday, December 9, 11:59pm

Students with Disabilities

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go by Room 106 Union East Building. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

Help With Writing

If you would like or need help with your writing assignments, you may find assistance at the University Writing Center, located in the Library. Call them at 747-5112 for details.

*Please note that this syllabus is subject to change and/or adjustments.