

Key to Course Listings

Catalog numbers are part of a University-wide numbering system. Generally, courses numbered 100 to 199 are introductory, 200-299 are intermediate, and 300-499 are advanced (upper-level).

Reorganized or renumbered courses are denoted by a parenthetical number in boldface following the course number. When renumbering or reorganization has left the SUBJECT unchanged, only the previous catalog number is given; if the SUBJECT has also changed, the previous SUBJECT name and course number appear. A reorganized or renumbered course cannot be repeated for credit without special permission.

Cross-listed courses are sponsored by more than one department or program and may be elected in any of the participating units. Cross-listings appear in boldface and are denoted by a slash between the participating units.

Course titles appear in boldface after the catalog number.

Prerequisites appear in italics after the course title. Some prerequisites are advisory. They suggest the assumed background or level of academic experience, and students should be guided by these statements. Some prerequisites are mandatory and are enforced at the point of registration. The *Course Guide* and the *LS&A Bulletin* indicate the cases when prerequisites are enforced.

Prerequisites are of three types:

- *Courses*. Unless otherwise stated, the phrase "or equivalent" may be considered an implicit part of the prerequisite for any course. When a student has satisfactorily completed a course(s) at the required level of competency and when that course is believed to be substantially equivalent to one listed as a prerequisite, the student must consult the instructor or department. If equivalency is determined to have been satisfied, election may be approved by issuance of electronic permission.
- *Class standing* (first year, sophomore, junior, senior). A course might be appropriate for "first and second year students only," or for "juniors and seniors."
- *Permission of instructor*. The phrase "or permission of instructor" may be considered an implicit part of the statement of prerequisites for any course. When permission is a stated requirement, or when a student does not have the stated prerequisite for a course but can give evidence of sufficient background, the student should obtain approval from the instructor or department concerned and an electronic permission issued.

The Credit Symbol, an Arabic numeral in parentheses, denotes the credits earned for the course. Credit is granted in semester hours. Except for small seminars where the reading and/or writing requirements are intensive, one credit represents no less than one hour of class meeting time each week of the term, and usually represents two hours of work outside of class for each class hour.

Area distribution designation is approved by the LS&A Curriculum Committee on a yearly basis. A course may be approved with the designation natural science (*NS*), social science (*SS*), humanities (*HU*), mathematical and symbolic analysis (*MSA*), creative expression (*CE*), interdisciplinary (*ID*), or excluded from distribution (*Excl*).

Courses meeting certain college requirements are so listed. Language other than English (*LR*) courses may be used toward meeting the Language Requirement. The First-Year Writing Requirement may be met by courses designated (Introductory Composition). Courses approved with the designation "Language Requirement" or "Introductory Composition" may not be used as part of an area distribution plan. If an introductory language course is designated "Excluded" (*Excl*), it may not be used to satisfy the LS&A language requirement. (*BS*) means that the course may be used toward the 60 approved credits required for the B.S. degree. Courses meeting or partially meeting the Quantitative Reasoning

requirement are designated (*QR/1*) or (*QR/2*). Courses with standard approval for meeting the Race & Ethnicity (*R&E*) requirement are so indicated. Other courses may meet the R&E or QR requirements on a term-by-term basis and are listed on the LS&A website (<http://www.lsa.umich.edu/>).

Experiential, Independent Study, and Tutorial courses are so designated. (See Experiential and Directed Reading/Independent Study Courses in *Chapter IV*.)

Repetition of a course that varies in content from term to term is permitted only under certain conditions. When a department or program has a policy about the repetition of a course for credit, that policy is included in the course listing. The general statement "May be repeated for credit with permission" usually means "With permission of a concentration advisor." In all other instances, a student must get permission from both the department or program and the Academic Standards Board to repeat a course for credit. Generally, a course may be elected for credit once only.

Excluded combinations of course elections are designated in the listing of affected courses.

Special Grading pattern for a course is indicated in the course listing. Some LS&A courses are offered *mandatory credit/no credit*. (See Non-Graded Courses in *Chapter IV*.)

The Term Symbol, a Roman numeral, denotes the term(s) some courses are offered. The University year is divided into three terms: Fall (I), Winter (II), and Spring-Summer (III). The Spring-Summer Term is further divided: Spring-Half (IIIa) and Summer-Half (IIIb).

Courses That Count Toward Graduate Programs

Courses Approved for Regular Rackham Graduate Credit. All courses taken in fulfillment of Rackham degree requirements must be approved for Rackham graduate credit. Be certain that any courses you plan to take--especially those numbered in the 400s--are approved for Rackham credit before you enroll in them. The Graduate School policy on courses is as follows: Courses at the 400 level and above are acceptable for graduate credit if they have been approved by the Graduate School.

If you are uncertain whether or not a course is approved for Rackham credit, check with the department offering the course or with the Rackham Course Approval Officer (764-8221).

If you elect a course that has not been approved for Rackham graduate credit, the course will appear on your university transcript with the notation "Not for Graduate Credit. The course grade will appear on the transcript, but it will not be averaged into your cumulative grade point average or your credit toward program (CTP) total.

Courses Not Approved for Graduate Credit. Courses at the 300 level and below are not acceptable for graduate credit, without exception. Undergraduate level foreign language courses may occasionally be used in fulfillment of some departmental foreign language requirements.

Under unusual circumstances you may petition to receive graduate credit for a course not normally approved for graduate credit (*e.g.*, such as an undergraduate course where you will be expected to perform more advanced work than the undergraduates). Because there is no guarantee of approval, you should submit your petition to the Graduate School's Office of Academic Records and Dissertations (OARD) before taking the course. Your petition must be endorsed by the course instructor and by the graduate chair of your department or program, and it must include an explanation for requesting the exception. You will be expected to perform graduate level work in the course, and the petition must show how this will be accomplished. You may obtain a petition form from your department, from OARD, or online.

English Language Institute

English Language Institute

English Language Institute ELI 363

LSA

English Language Institute

English Language Institute

<http://www.lsa.umich.edu/eli/>

Undergraduate Courses

120 **ELI 120.**

Academic Writing for International Undergraduates.

(2) : May not be repeated for credit.

(Excl).

A maximum of four ELI credits may be counted toward a degree.

Designed to instruct international undergraduates in the organization, style, form, and linguistic elements necessary for effective writing across the disciplines. Course includes peer and instructor critiquing and instruction in self-editing strategies.

300 **ELI 300.**

Writing and Grammar in Academic Contexts.

(2,2) : May not be repeated for credit.

(Excl).

Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.

Designed for non native graduate and undergraduate students. The course focuses on the organization and grammatical accuracy of academic prose. Grammatical emphasis is on article usage, appropriate tense choice, coherence and nominalization.

312 **ELI 312.**

Spoken and Written Grammar in Academic Contexts.

(1,1) : May not be repeated for credit.

(Excl).

Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.

Designed for non-native undergraduates and graduates. Course topics concentrate on accurate uses of English grammar in spoken and written contexts. One and half hours per week.

320 **ELI 320.**

Writing for Academic Purposes I.

(1,1) : May not be repeated for credit.

(Excl).

Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.

Designed for non-native undergraduates and graduates. The course offers training and practice in paragraph writing (process descriptions, data-commentaries, introductions, problem-solutions). One and a half hours per week.

321 **ELI 321.**

Writing for Academic Purposes II.

(1,1) : May not be repeated for credit.

(Excl).

Consent of instructor required (Prerequisites enforced at registration). Placement based upon performance in ELI 320 or the Academic English Evaluation (AEE). A maximum of four ELI credits may be counted toward a degree.

Designed for non-native undergraduates and graduates. A course designed to improve proficiency in a wider range of academic text-types and to introduce students to meta-discoursal considerations). One and a half hours per week.

330 **ELI 330.**

Language and Communication I.

(1,1) : May not be repeated for credit.

(Excl).

Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.

Designed for non-native undergraduates and graduates. This course introduces students to a range of interpersonal communication and academic language skills. Two hours per week for ten weeks.

- 332 **ELI 332.**
Lecture Comprehension.
 (1,1) : May not be repeated for credit.
 (Excl).
A maximum of four ELI credits may be counted toward a degree.
 Designed for non-native undergraduates and graduates. The course focuses on listening skills within an academic context. (1) Subject matter lecture comprehension, (2) para-linguistic cues in academic interactions, and (3) cross-cultural differences.
- 333 **ELI 333.**
Interactive Listening and Communication.
 (1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.
 Designed for non-native undergraduates and graduates. The course emphasizes the development of effective listening strategies. It features communicative exchanges in classroom, seminar, discussion and lab situations. Two hours per week for ten weeks.
- 334 **ELI 334.**
Speaking in Academic Contexts.
 (2,2) : May not be repeated for credit.
 (Excl).
A maximum of four ELI credits may be counted toward a degree.
 Designed for non-native students, this course focuses on speaking skills within an academic context with an emphasis on the organization, style, and language of oral presentations relevant to the context of the classroom, seminar, and professional conference. It provides practice in producing effective and clear presentations; discussion and seminar strategies; and developing peer self critiquing techniques.
- 336 **ELI 336.**
Pronunciation I.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree. Laboratory fee (\$11) required.
 A basic course; the first in a sequence of two courses of detailed focus on pronunciation; designed to enable non-native speakers of English to improve intelligibility through modification of articulation and voice qualities and to develop self-learning skills of speech monitoring and speech modification. May be followed by Pronunciation II.
- 337 **ELI 337.**
Pronunciation II.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.
 An low-intermediate course; instruction in the use of English vocal prosodics, mechanics of speech articulation, and speech stylistics; designed to enable students to increase fluency, accuracy, and communicability in spoken English.
- 338 **ELI 338.**
Pronunciation in Context.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.
 A high-intermediate speech/pronunciation course designed to enable non-native speakers of English to enhance their accuracy and fluency through instruction and aspects of voice control and articulatory phonetics. Includes a focus on general elements of oral communication and communicability.

- 351 **ELI 351 / LING 351 / PSYCH 344.**
Second Language Acquisition.
 (3,3) : May not be repeated for credit.
 (Excl). (BS).
LING 210 or 111.
 An introductory course in second language acquisition (SLA).
- 380 **ELI 380.**
Introduction to Graduate Student Instructor Work.
 (2,2) : May not be repeated for credit.
 (Excl).
A maximum of four ELI credits may be counted toward a degree. Offered mandatory credit/no credit.
 Designed for potential GSIs; consists of classroom, workshop, and intensive critiquing elements to provide background in American classroom culture and pedagogical techniques, and to provide practice and awareness in comprehension and production of classroom, lab and office hour discourse and communicative acts necessary for effective instruction.
- 381 **ELI 381.**
GSI Communication Skills.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). GSI screening. A maximum of four ELI credits may be counted toward a degree. Offered mandatory credit/no credit.
 Designed for potential IGSIs; Course provides an opportunity to develop a range of communication strategies, appropriate for the context of the classroom, lab and office hour.
- 390 **ELI 390 / LING 386 / EDUC 390.**
Community Service and Language, Education, and Culture.
 (1-3,1-3) : May be elected up to three times for credit.
 (Excl). (EXPERIENTIAL).
 Offers a service learning experience for undergraduates in the multilingual, multicultural context of the migrant population. The course varies in terms of the content and target population.
- 391 **ELI 391.**
English as a Second Language Topics.
 (3-4) : May be elected twice for credit.
 (Excl).
A maximum of four ELI credits may be counted toward a degree.
 Special courses arranged for undergraduates preparing to teach English as a second language. Course focuses on cultural and educational aspects of teaching ESL that may be problematic for the international community.
- 392 **ELI 392.**
Topics in English for Non-native Speakers.
 (1-2,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). A maximum of four ELI credits may be counted toward a degree.
 Special courses arranged for selected non-native speakers in particular classes, departments, schools or colleges. These courses concentrate on aspects of an educational culture problematic for non-native speakers. Variable format.
- 399 **ELI 399.**
Individual Research and Study.
 (1-4,1-4) : May be repeated for credit for a maximum of 4 credits.
 (Excl). (INDEPENDENT).
Permission of Instructor. A maximum of four ELI credits may be counted toward a degree.
 Students pursue individual research on a wide variety of topics related to second language acquisition, teaching or learning. Research projects would be completed done under the supervision of ELI faculty, who should be consulted as to possible topics or ongoing projects in which students could participate.

Graduate Courses

- 420 **ELI 420.**
Research Paper Writing.
 (2) : May not be repeated for credit.
 (Excl).
Permission of instructor. This course has a grading basis of "S" or "U."
 An advanced writing course for master and Ph.D. students who are required to write research papers or need to develop their Master thesis. The course is designed especially for those students who need to develop their academic skills within the context of the university, particularly the ability to organize a paper, express hypotheses and arguments in an academic style. The course will meet on a weekly basis as well as provide tutorial help according to discipline in a level of ability and awareness in terms of academic skill in research writing and argument.
- 434 **ELI 434.**
Discussion and Oral Argumentation.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). Non-native English speaker; advanced graduate standing. Permission of instructor required. This course has a grading basis of "S" or "U."
 An advanced oral communication course. This course provides instruction and practice opportunities in an academic seminar-style format. The focus is "listener-oriented" that is, how effectively the speaker guides the listener in facilitating an understanding of the information. Two skill-areas are stressed 1) effective organization of information and 2) effective speech presentation skills.
- 450 **ELI 450 / LING 450.**
Perspectives on Second Language Learning and Instruction.
 (3,3) : May not be repeated for credit.
 (Excl).
Graduate standing. No credit granted to those who have completed or are enrolled in LING 350.
 The purpose of this course is to explore past and current directions in both theoretical and practical aspects of second/foreign language learning and teaching. The course examines a number of language learning/teaching paradigms and focus on the changing forms and functions of methodology, technique, and approach as the emphasis of language pedagogy has shifted from teacher directed, drill and pattern practice to learner focused, task based instruction.
- 510 **ELI 510.**
Academic Reading and Academic Vocabulary Acquisition.
 (2) : May not be repeated for credit.
 (Excl).
 Students improve their reading and vocabulary for general academic use and for proficiency in specialist disciplines by using articles, readings and various computer resources to identify, learn, and use relevant vocabulary, and to improve reading skills appropriate for different purposes, e.g., summarizing, critically assessing, and stylistically evaluating texts.
- 530 **ELI 530.**
Academic Speaking and Writing for Architecture Students.
 (2) : May not be repeated for credit.
 (Excl).
Restricted to students in the Masters of Architecture, Urban Planning, or Urban Design Programs.
 Students learn effective presentation and discussion skills in the context of their discipline. Through a series of observation and interviewing assignments, students also develop awareness of their own academic and professional community. In addition, writing extended definitions and problem/solution texts, citing sources, plagiarism, reading strategies and vocabulary development are covered.
- 550 **ELI 550.**
Teaching Second Language Learners in the K-12 Context.
 (3) : May not be repeated for credit.
 (Excl).
Permission of instructor.
 This course examines theory and practice relevant to teaching and learning of ELLs in the context of the K-12 classroom. Students examine teaching techniques that support diverse learning styles and impact learner development. The course is designed to prepare students to assume an active teaching role in the ESL classroom.

- 552 **ELI 552.**
ESL Practicum and Seminar.
 (3,3) : May not be repeated for credit.
 (Excl).
ELI 550. This course has a grading basis of "S" or "U."
 The practicum provides an opportunity to prepare lessons and teach in an ESL context with a cooperating teacher (CT) and a field instructor (FI). The seminar will provide an opportunity for reflection, self-assessment and on-going feedback through observations and videotaping on lesson preparation, teaching effectiveness and growth as a teacher.
- 554 **ELI 554.**
Second Language Learning.
 (3,3) : May not be repeated for credit.
 (Excl).
 This course offers students a general overview of second language learning. The approach incorporates perspectives from linguistics, education and psychology in analyzing and understanding the social context of second language learning. Students will learn about the major theories of second language acquisition with emphasis on children and the K-12 classroom setting.
- 584 **ELI 584.**
Graduate Student Instructors Seminar and Practicum.
 (1,1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). Graduate standing and permission of instructor. Participants must have an IGSI appointment to register for this course.
 IGSI Seminar and Practicum is designed to provide language support instruction to IGSI's who have shown considerable ability (4 on the screening) in using academic English, but who need additional feedback, evaluation, and suggestions for improvement in their language and communicative skills in the laboratory, classroom or office hour assignments. Emphasis will be on improving presentation skills, *i.e.*, effective use of body language, gestures, stress intonation, *etc.*, listening and responding skills in the classroom, eliciting and negotiation techniques in the office hours and lab, and general interaction skills needed in the GSI situation.
- 590 **ELI 590.**
The Sociocultural Context of ESL Teaching.
 (3,3) : May not be repeated for credit.
 (Excl).
Permission of instructor.
 This course examines the role of social structure in interaction, language use, and educational practice in K-12 ESL settings. Students will engage in a reflective process that draws on teaching practice and field experiences, culminating in the design of a mini-action research project focusing on critical cultural and language awareness.
- 593 **ELI 593 / EDUC 593.**
Educational Linguistics.
 (3) : May not be repeated for credit.
 (Excl).
Graduate standing. Permission of instructor required.
 This course deals with training and research in linguistics as it related to educational theory and practice, specifically the teaching and learning of English as a Second Language student. Topics include English structures and analysis, identification of ESL student's learning challenges, and pedagogical strategies to promote language acquisition.
- 594 **ELI 594.**
Second Language Assessment.
 (3,3) : May not be repeated for credit.
 (Excl).
Permission of instructor.
 Students gain a working knowledge of different types of tests, test purposes and items, as well as a systematic way to analyze and critique them. Students create guidelines to develop materials for classroom assessment. The final project consists of the development and critique of a K-12 ELL test.

- 599 **ELI 599.**
Individual Research and Study.
 (1-3,1-3) : May be elected twice for credit.
 (Excl). (INDEPENDENT).
 Graduate students can pursue individual research on aspects of language acquisition learning or teaching individual students will need and consult with faculty about ongoing projects.
- 620 **ELI 620.**
Dissertation Writing and Writing for Publication I.
 (2) : May not be repeated for credit.
 (Excl).
Graduate standing and permission of instructor.
 Focuses on the rhetorical nature of academic writing, the research paper itself, conference abstracts, conference posters, and literature reviews. Grammatical and lexical issues are discussed as and when appropriate, and individual consultations are a regular part of this course.
- 621 **ELI 621.**
Dissertation Writing and Writing for Publication II.
 (2) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). Non-native English speaker. Graduate standing and permission of instructor.
 This more advanced course is designed for those scholars with research projects underway and who are aiming to publish and/or present their work in English. The course provides a multi-disciplinary forum in which participants exchange experiences, share drafts of written work and trouble shoot on editing, practice informal and formal presentations, and prepare posters for a final ELI mini-conference at the end of the term.
- 630 **ELI 630.**
Exploring Your Own Discourse World: Writing and Speaking in the Academy.
 (2) : May not be repeated for credit.
 (Excl).
Doctoral standing. This course has a grading basis of "S" or "U."
 You will be given the tools and techniques to explore what it means to speak and write effectively in academic contexts through comparing your own writing with published texts, and comparing texts across disciplines. You will also analyze some recorded academic speech events (including lectures, student presentations, and dissertation defenses).
- 993 **ELI 993.**
Graduate Student Instructor Training Program.
 (1) : May not be repeated for credit.
 (Excl).
Consent of instructor required (Prerequisites enforced at registration). Graduate standing. Permission of instructor required. This course has a grading basis of "S" or "U."
 A seminar for all beginning graduate student instructors, consisting of a two day orientation before the term starts and periodic workshops/meetings during the Fall Term. Beginning graduate student instructors are required to register for this class.
- 994 **ELI 994.**
College Teaching in the U.S.: Pedagogy, Culture and Language.
 (1-2) : May be elected twice for credit.
 (Excl).
Graduate standing and permission of instructor. Must be nominated by department. This course has a grading basis of "S" or "U."
 This course is designed for foreign-born graduate students who hope to become teaching assistants at the University of Michigan. Workshop is required for all foreign-born Literature, Science and the Arts graduate students before they can teach. The course is a practicum for teaching in a United States setting. The contents includes a focus on the language, pedagogy and culture of the instructional contexts in an American university.