
CONCENTRATION OPTIONS

Any three subjects in the ELS program satisfies the concentration requirement.

Concentration Proposal approval must be obtained by the first week of classes second term junior year.

Concentration Advisor:

Jane Dunphy, Sr. Lecturer
dunphy@mit.edu; 14N-312, 3-3069

English Evaluation Test (EET)

- Required for international graduate students whose primary language of instruction is not English
- Administered by the ELS program before the start of the Fall and Spring semesters
- Determines placement in specific ELS subjects

TEACHING STAFF

Jane Dunphy, Sr. Lecturer

ELS Program Director
dunphy@mit.edu; 14N-312, 3-3069

Eric Grunwald, Lecturer

ELS Language Coordinator
egrunwal@mit.edu; 14N-236, 3-2647

A.C. Kemp, Lecturer

ackemp@mit.edu; 14N-228, 3-4747

Assessing your level:

Contact any member of the ELS group to assess your level and advise on course placement.

Most GSL classes are held in Bldg 14N or the 6th floor of Bldg 16. Check the online catalog for up-to-date room assignments and schedule information.

For more information:

www.mitgsl.com/language/english
email: mitgsl@mit.edu
student.mit.edu/catalog/m21Gc.html
[facebook/MITGlobalStudies](https://facebook.com/MITGlobalStudies)
Visit GSL Headquarters in 14N-305

MIT Global Studies and Languages

ENGLISH LANGUAGE STUDIES (ELS)



2019–2020

About the English Language Studies (ELS) Program at MIT

The **ELS program** is a regular academic program open only to MIT students.

The curriculum is designed for **non-native English speakers** to foster effective communication in a variety of academic and professional contexts. Any bilingual/ESL undergraduate or graduate student earning a degree at MIT can register for an ELS subject.

The grade- and credit-bearing classes meet according to the MIT academic calendar and involve homework and exams.

FALL 2019 ELS Schedule

21G.219/220 Foundations of Academic and Professional Writing

Writing module for high intermediate ELS students who wish to review and practice accurate grammar, effective sentence and paragraph structure, punctuation, and word choice. Short weekly writing assignments with extensive editing required. HASS-H

MW, 5-6:30, Staff (grad students only)

MW, 7-8:30, Staff

21G.222 Expository Writing for Bilingual Students

Formulating, organizing, and presenting ideas clearly in writing. Reviews basic principles of rhetoric. Focuses on development of a topic, thesis, choice of appropriate vocabulary, and sentence structure to achieve purpose. Develops idiomatic prose style. Gives attention to grammar and vocabulary usage. Special focus on strengthening skills of bilingual students. Intended to be taken during the student's first year at MIT, undergraduates only. HASS-H. CI-HW

MW, 1-2:30, A. Kemp

TR, 2-3:30, E. Grunwald

TR, 3:30-5, A. Kemp

21G.223/224 Listening, Speaking and Pronunciation

Designed for high intermediate ELS students who need to develop better listening comprehension and oral skills. Involves short speaking and listening assignments with extensive exercises in accurate comprehension, pronunciation, stress and intonation, and expression of ideas. Includes frequent video- and audio-recording for analysis and feedback. HASS-H

MW, 12:30-2, E. Grunwald

TR, 5-6:30, E. Grunwald (grad students only)

21G.225/226 Advanced Workshop in Writing for Science and Engineering

Analysis and practice of various forms of scientific and technical writing, from memos to journal articles. Strategies for conveying technical information to specialist and non-specialist audiences. Comparable to 21W.780, but methods designed to deal with special problems of advanced ELS or bilingual students. The goal of the workshop is to develop effective writing skills for academic and professional contexts. Models, materials, topics and assignments vary from term to term. HASS-H

TR, 11:30-1, J. Dunphy

21G.232 Advanced Speaking and Critical Listening Skills

For advanced students who wish to build confidence and skills in spoken English. Focuses on the appropriate oral presentation of material in a variety of professional contexts: group discussions, classroom explanations and interactions, and theses/research proposals. Valuable for those who intend to teach or lecture in English. Includes frequent video- and audio-recording for analysis and feedback. Develops effective speaking and listening skills for academic and professional contexts. HASS-H

TR, 4-5:30, J. Dunphy (grad students only)

21G.237 MIT Out Loud: Public Speaking for Bilingual Students (NEW)

Develops oral communication skills for bilingual students through the lens of the MIT experience. Speaking assignments in informative and persuasive speech forms draw on examples of popular culture and MIT touchstones such as "alternative" campus tours, interviews, MIT 100K pitches and TED talks. Focuses on spoken accuracy and vocabulary through oral exercises designed for bilingual students. HASS-H

MW, 9:30-11, A. Kemp

Looking ahead

IAP 2020

21G.217/218 Workshop in Strategies for Effective Teaching

SPRING 2020

21G.219/220 Foundations of Academic and Professional Writing, HASS-H

21G.221 Communicating in American Culture, HASS-H, CI-H

21G.223/224 Listening, Speaking, and Pronunciation, HASS-H

21G.225/226 Advanced Workshop for Writing in Science and Engineering, HASS-H

21G.227/228 Advanced Workshop in Writing for Social Sciences and Architecture, HASS-H

21G.232/233 Advanced Speaking and Critical Listening Skills, HASS-H

21G.240 Imagining English: Creative Writing for Bilingual Students, HASS-A, CI-H (NEW)