

What is a Better Future? (Spring 2026)
MAS.S63 & STS.S92

Massachusetts Institute of Technology

Taught by: Instructors Prof. Rosalind W. Picard, Sc.D, Prof. Sherry Turkle, Ph.D., and Rev. Nathan Barczi, Ph.D.

Course Description:

MIT equips and encourages its students and researchers to develop technology, ideally to make a better future. But what is a better future? Especially with rapid changes in AI and other technologies - are the changes being made actually making a better future for humans? How do we know what sort of future we should be designing and developing? Who decides, and how?

This course will provide students the opportunity to step back and examine these important questions and also look at their research interests and what sort of future is worth building. Topics will include how technology can be reshaped and used to promote aims such as human dignity, rights, and justice, drawing from the perspectives of ethical, philosophical, and spiritual frameworks.

The class will engage subject leaders and experts representing technical fields that raise ethical questions, and ethical frameworks of both secular and religious varieties, to address the question: what does it mean to build a better future? Guest experts will be interviewed by the course instructors and students will engage in weekly discussions.

Time:

- Tuesdays, 10:30am-1pm (lunch provided), Feb 3 - May 12, 2026
- Class meets in person in the Media Lab, E15-341 (75 Amherst St; Cambridge, MA)

Units:

2-0-7: This means 2 hours in class, and 7 hours of work outside of class each week (= total 9 hours/week)

Contact:

- Course staff email: *betterfuture-staff at media dot mit dot edu*
- Put MAS.S63 or MAS.Future in the subject line to speed the reply

History:

This course was taught for the first time in 2024. It has roots in a course taught at Yale called "Life Worth Living" but at MIT is modified to apply to technological innovation.

Topics include:

- Frameworks for values and ethics (e.g. Utilitarianism, Virtue, etc.)
- Judeo-Christian and other religious approaches to "a better future"
- AI imitating, augmenting, and replacing people and their jobs
- Utopian and dystopian visions and what happened to them?
- Human thriving, eudaimonia, well-being
- Bio-ethics and engineering a better Human 2.0

Class Schedule (Subject to change - look for weekly updates)

- **Tues Feb 3 Introduction: What is a Better Future? Interactive conversation between Sherry Turkle, Rosalind Picard, and Nathan Barczi [this conversation stresses that we value talking to your colleagues about who you are and what you and your peers think]**

[The Techno-Optimist Manifesto](#) - Marc Andreessen

[Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task](#) - Nataliya Kosmyna, Eugene Hauptmann, Ye Tong Yuan, Jessica Situ, Xian-Hao Liao, Ashly Vivian Beresnitzky, Iris Braunstein, and Pattie Maes

- **Tues Feb 10 Defining and applying values - Imago Dei, Judeo-Christian teachings on human dignity, and wearables for health, Nathan Barczy and Rosalind Picard**

[What does "Image of God" mean?](#) - Pete Enns

["Human Dignity in the Jewish Tradition"](#) - Yair Lorberbaum.

[The Future of Artificial Intelligence and Human Dignity](#) - Rosalind Picard

[Wearables and Human Flourishing](#), Barczy & Picard

[Example of class final project](#), Caitlin Morris

- **Tues Feb 17 NO CLASS, Monday schedule of classes meets today**

[Second Treatise on Government, Excerpts](#), John Locke

[The Social Contract, Excerpts](#), John-Jacque Rousseau

[Groundwork of the Metaphysics of Morals, Excerpts](#), Immanuel Kant

[Second Inaugural Address](#), Abraham Lincoln

[Nicomachean Ethics, Excerpts](#), Aristotle

["What is Virtue Ethics For?"](#), Julia Annas, on the Philosophy Bites Podcast (note: if you are interested in Virtue Ethics, Annas' relatively short book *Intelligent Virtue* is a good introduction and modern account) Nick Bostrum, [Letter from Utopia](#)

- **Tues Feb 24 Students present project proposal ideas & Class discussion around student interests.**

- **Tues Mar 3 Generative AI, Prof. Pat Pataranutaporn**

Interact with the technology [FutureYou](#) and read some of the articles of people's experiences with the project [Future You](#), e.g. Wall Street Journal recent piece on ["AI Has Shown Me My Future. Here's What I've Learned"](#)

[We need to prepare for addictive intelligence](#) - Robert Mahari and Pat Pataranutaporn

[Addictive Intelligence: Understanding Psychological, Legal, and Technical Dimensions of AI Companionship](#) - Robert Mahari and Pat Pataranutaporn

[Grieving Mother: AI was the stranger in my home | Dear Tomorrow](#) (Youtube)

["Death" of a Chatbot: Investigating and Designing Toward Psychologically Safe Endings for Human-AI Relationships](#) - Rachel Poonsiriwong, Chayapatr Archiwaranguprok, Pat Pataranutaporn

■ **Tues Mar 10 Defining values - Reclaiming Conversation, Sherry Turkle**

[Reclaiming Conversation in the Age of AI](#) - Haidt's substack After Babel on Sherry Turkle's book

[Do Artifacts have Politics?](#) - Langdon Winner

[Silicon Valley Fairy Dust](#) - Sherry Turkle

■ **Tues Mar 17 Greg Epstein, Humanist Chaplain**

[Utilitarianism](#) (excerpt), John Stuart Mill

[An Introduction to the Principles of Morals and Legislation](#) (excerpts), Jeremy Bentham

[The Reluctant Prophet of Effective Altruism](#), Gideon Lewis-Kraus

[The Rise of Silicon Valley's Techno-Religion](#), Cade Metz

[It Makes Sense That People See A.I. as God](#), Joseph Bernstein

[Is our obsession with innovation causing a humanity deficit?](#), Margarita Louis-Dreyfus

■ **Tues Mar 24 NO CLASS, Spring break**

[no readings]

■ **Tues Mar 31 Future Techno-Utopias with Guest: Prof. Kevin Esvelt**

[When Are We Obligated to Edit Wild Creatures?](#), Kevin Esvelt

[The Tails Coming Apart as Metaphor for Life](#), Scott Alexander

[The Character of Computation](#), Kevin Esvelt

The Inheritance (sent by email link), Kevin Esvelt

- **Tues Apr 7 First part of class = In class written midterm.**

Second part of class: Biomechatronics, Access, and Mobility with Guest: Prof. Hugh Herr

[Brave New World \(Summary\)](#), Aldous Huxley

[Cyborgs and Space](#), Clynes and Kline

[The Cyborg as Warp-Speed Evolution](#), Ashley Dunn

[The World as I see It: The Meaning of Life](#), Albert Einstein

- **Tues Apr 14 Project Progress Presentations**

Prepare slides for a 8-minute presentation to the class overviewing your project progress.

This should include a clear description of your framework.

Summarize your interviews/conversations related to your project.

Provide a list of the best readings related to your project. There should be about a dozen or more, and these can span both the framework you are using and related technology. For each reading, include a pdf of the reading, or of the key pages of a book/chapter, and give us a link to the drive that has all the pdfs. Digitally highlight the sections in the pdf of key ideas informing your personal thinking for the class to learn from. We will share these with the whole class.

You might find that printing the readings and reading them is better for your focus and comprehension.

Alongside each reading in the list you give us, provide for each pdf citation at least one of the highlighted regions and why it was relevant. For example "Pdf filename/citation, page 3 has key highlights, and here is why those informed my thinking most from this citation."

In your presentation, include at least a few of the highlights from your references, especially to emphasize the framework you are using. Teach the class so we all can learn from what you've been reading and learning.

- **Tues Apr 21 Three Frameworks: Utilitarianism, deontology and virtue ethics, Dr. Nathan Barczi**

Review readings from February 17 to be discussed today

- **Tues Apr 28 Media Lab Members Event and "Raised by AI" event today - you're invited to watch our panel on the latter and to attend a discussion afterwards**
- **Tues May 5 Final Project Presentations**
- **Tues May 12 Final Project Presentations**

Assignments:

Weekly assignments will (generally) be due by 4pm the DAY BEFORE class.

Homework will consist of weekly readings and a discussion. Students will meet in groups of three or four each week to discuss and debate points from the readings, and will turn in a brief report writing up the key takeaways from the meeting. Were there agreements and disagreements? What seemed most important to your group? We invite "intellectual hospitality" to hear and try to understand different points of view.

If you anticipate having to hand in your assignment late, please mail the staff in advance to request it and extensions are available.

The one lowest homework grade will be dropped during the semester, for computing the final grade.

Readings before Week One (optional to read before first day of class; we will return to these later in class)

[The Techno-Optimist Manifesto](#) - Marc Andreessen

[Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay](#)

[Writing Task](#) - Nataliya Kosmyna, Eugene Hauptmann, Ye Tong Yuan, Jessica Situ, Xian-Hao

Liao, Ashly Vivian Beresnitzky, Iris Braunstein, and Pattie Maes

Readings for Week Two (Written homework due Monday, February 9, at 4pm)

[What does "Image of God" mean?](#) - Pete Enns

["Human Dignity in the Jewish Tradition"](#) - Yair Lorberbaum.

[The Future of Artificial Intelligence and Human Dignity](#) - Rosalind Picard

[Wearables and Human Flourishing](#), Barczi & Picard

[Example of class final project](#), Caitlin Morris

Your homework for week two will require you to read these papers and meet with a group from the class, outside of classtime, for ~1.5 hours to discuss these readings. We will email you group assignments for the discussion. You might find it useful to structure the conversation by asking the following conversations:

- What did you like about the ideas presented in the readings?
- How did the author support their points? Were the ideas useful? Interesting? How? Or if not, why not?
- Did you come upon ideas that might inform your own work? Which and how?
- How do the ideas move forward the notion of what it means to be human or the basis of human dignity?
- What do you think it means to be human, and to have human dignity?

Remember to honor the class policy on Confidentiality.

Your written assignment is to submit (1) a confirmation that your group meeting took place; and (2) a less than one page description of your project ideas. (Two or three ideas, very rough, are fine). If you have a question or two that you'd like to continue exploring related to the intersection of the readings and science/technology advances, then feel free to add that as well.

Email your half-page report by 4pm Monday Feb 9 to better future-staff (at) media.mit.edu.

Readings for Week Three (Written homework due Monday, February 23, at 4pm).

NOTE: No class on February 17, when MIT observes a Monday schedule. You have two weeks to do this work: Please book to meet w/your discussion group (we'll email assignments).

1. Read the readings below, which cover three kinds of ethical frameworks before your group meeting. While we'll go deeper into these topics later in the class (we will discuss them on April 21), we want you to read them and start discussing them with your classmates while you're also thinking about frameworks for your project area.

John Locke, [Second Treatise on Government, Excerpts](#)

John-Jacque Rousseau, [The Social Contract, Excerpts](#)

Immanuel Kant, [Groundwork of the Metaphysics of Morals, Excerpts](#)

Abraham Lincoln, [Second Inaugural Address](#)

Aristotle, [Nicomachean Ethics, Excerpts](#)

Julia Annas, ["What is Virtue Ethics For?"](#) on the Philosophy Bites Podcast (note: if you are interested in Virtue Ethics, Annas' relatively short book *Intelligent Virtue* is a good introduction and modern account)

You are encouraged to use these questions to shape your group discussions:

- a) The readings above represent some of the foundational ethical theories in the west, covering the Enlightenment project and (in Aristotle) a branch of ethical thought called virtue ethics. What are some of the common threads connecting them?
 - b) Where does Lincoln's address seem to fit among the other readings? What sets it apart on its own, if anything?
 - c) Which of these models (if any) do you find personally compelling, and why (or, if none - why not)? How might they help with a project topic that you're thinking of?
2. Search online for more readings related to your project interests. Make a one page document citing these with a couple lines describing each (and a link to it if possible online).
 3. Prepare 3-4 slides that describe two ideas you have for your class project. Consider: What is the area of science, technology, architecture/environment or "building" of a better future that you are interested in addressing? What ethical-philosophical-religious frameworks interest you most in digging deeper to explore how they apply to your area? What are two questions you are most interested in trying to answer through your project ideas? You will have ten minutes in class to present. Our class will discuss the topic in an effort to help you with shaping your project plan.

Send your slides, 1 page bibliography of things you've been reading, and the time when your group met to [betterfuture-staff \(at\) media.mit.edu](mailto:betterfuture-staff@media.mit.edu) by the deadline above.

Readings for Week Four (Written homework due Monday, March 2, at 4pm).

Interact with the technology [FutureYou](#) and read some of the articles of people's experiences with the project [Future You](#), e.g. Wall Street Journal recent piece on ["AI Has Shown Me My Future. Here's What I've Learned"](#)

[We need to prepare for addictive intelligence](#) - Robert Mahari and Pat Pataranutaporn

[Addictive Intelligence: Understanding Psychological, Legal, and Technical Dimensions of AI](#)

[Companionship](#) - Robert Mahari and Pat Pataranutaporn

[Grieving Mother: AI was the stranger in my home | Dear Tomorrow](#) (Youtube)

JUST SKIM: [How AI and Human Behaviors Shape Psychosocial Effects of Extended Chatbot](#)

[Use: A Longitudinal Randomized Controlled Study](#) - Cathy Mengying Fang, Auren R. Liu,

Valdemar Danry, Eunhae Lee, Samantha W.T. Chan, Pat Pataranutaporn, Pattie Maes, Jason

Phang, Michael Lampe, Lama Ahmad, Sandhini Agarwal

[SB-243 Companion chatbots legislation](#)

["Death" of a Chatbot: Investigating and Designing Toward Psychologically Safe Endings for](#)

[Human-AI Relationships](#) - Rachel Poonsiriwong, Chayapatr Archiwaranguprok, Pat

Pataranutaporn

We will email you a new group assignment. Your primary assignment this week is to decide which of your two project ideas you will work on this semester. For this reason, this week we encourage your groups to discuss your project ideas. In this discussion, imagine you have completed a paper on your final project. What 1 or 2 well-defined questions do you wish to have dug deeply into and answered? Which ethical-philosophical-religious framework would you like to explore applied to this area?

Send the time when your group met to [betterfuture-staff \(at\) media.mit.edu](mailto:betterfuture-staff@media.mit.edu) by the deadline above. Include also a paragraph, related to your project, telling us which project you have

chosen, and describing what you think you most need help with to further focus it and frame it. Continue to search online for readings and work related to your project ideas. **You are encouraged to also schedule time with Roz, Sherry, or Nathan to discuss your project ideas during the week.**

Please put "BetterFuture" in the subject of the email (no space between the words - it helps us with email filtering). Also put your name inside the file you attach, and also name the file with your name: Lastname-firstname.{pdf,docx}

Remember to honor the class policy on Confidentiality.

Readings for Week Five (Written homework due Monday, March 9, at 4pm).

[Reclaiming Conversation in the Age of AI](#) - Haidt's substack After Babel on Sherry Turkle's book

[Do Artifacts have Politics?](#) - Langdon Winner

[Silicon Valley Fairy Dust](#) - Sherry Turkle

1. Meet with the group you were assigned last week, in person (if at all possible) and "reclaim conversation". Tell us when you met.
2. Work with the group to prepare a couple questions for the time with Sherry this week -- it can build on the three readings this week, or build on the conversation she led with Pat last class. Gather at least one question per group member. Write the one you will ask here.
3. Jot a few sentences about something you learned from one of your group members during this discussion (you do not need to name them.)
4. When it comes to social interaction with people: What is a better future with AI to you? Write a short paragraph that expresses your feelings on this topic.

5. Please put "BetterFuture" in the subject of the email (no space between the words - it helps us with email filtering). Also put your name inside the file you attach, and also name the file with your name: Lastname-firstname.{pdf,docx}
6. Be sure to schedule time with the course staff to meet and discuss your project.

Readings for Week Six (Written homework due Monday, March 16, at 4pm).

[Utilitarianism](#) (excerpt), John Stuart Mill

[An Introduction to the Principles of Morals and Legislation](#) (excerpts), Jeremy Bentham

[The Reluctant Prophet of Effective Altruism](#), Gideon Lewis-Kraus

[The Rise of Silicon Valley's Techno-Religion](#), Cade Metz

[It Makes Sense That People See A.I. as God](#), Joseph Bernstein

[Is our obsession with innovation causing a humanity deficit?](#), Margarita Louis-Dreyfus

1. Meet with the group you were assigned last week, in person (if at all possible). Tell us when you met.
2. Jot a few sentences about something you learned from one of your group members during this discussion (you do not need to name them.)
3. Discuss: do you have any initial reactions to the readings on utilitarianism (just briefly!)?
4. What are your hopes for how AI may be of benefit to society? How do you find these hopes enhancing your expectations for humanity itself. How, on the other hand, do you find them mitigating pessimism about humanity? Write a short paragraph that expresses your feelings on this topic.
5. Please put "BetterFuture" in the subject of the email (no space between the words - it helps us with email filtering). Also put your name inside the file you attach, and also name the file with your name: Lastname-firstname.{pdf,docx}
6. Be sure to schedule time with the course staff to meet and discuss your project.

Readings for Week Seven (Written homework due Monday, March 30, at 4pm).

[When Are We Obligated to Edit Wild Creatures?](#), Kevin Esvelt

[The Tails Coming Apart as Metaphor for Life](#), Scott Alexander

[The Character of Computation](#), Kevin Esvelt

[The Inheritance](#), Kevin Esvelt

1. **Please send us a one-page (or less) plan for your project. Please send this to us by Monday, March 23. Please include:**
 1. **Your project topic;**
 2. **A brief description of your methodology;**
 3. **Your next steps and a brief timeline;**
 4. **Any unanswered questions you have about ideas you should be exploring, methods to pursue, etc. (and please schedule time with at least one instructor to get advice!);**
 5. **Your bibliography as it currently stands.**
2. Meet with the group you were assigned last week, in person (if at all possible). Tell us when you met.
3. Jot a few sentences about something you learned from one of your group members during this discussion (you do not need to name them.)
4. This week's readings take a very different perspective than many we have looked at so far. Discuss: what is one idea or insight from the readings that either challenges or amplifies most compellingly your convictions about what would make for a better future?
5. Please put "BetterFuture" in the subject of the email (no space between the words - it helps us with email filtering). Also put your name inside the file you attach, and also name the file with your name: Lastname-firstname.{pdf,docx}

Readings for Week Eight (Written homework due Monday, April 6, at 4pm).

Aldous Huxley, [Brave New World \(Summary\)](#)

Clynes and Kline, [Cyborgs and Space](#)

Ashley Dunn, [The Cyborg as Warp-Speed Evolution](#)

Albert Einstein, [The World as I see It: The Meaning of Life](#)

1. Meet with your same group as last week. Discuss: What in these writings sounds like a better future for you? Share two of the thoughts discussed by your group about what is "better" in the future with these ideas.
2. If you could elect to have your legs amputated and replaced by superior bionic legs, would you do it? Why or why not?
3. Jot notes sharing your personal reflection: How do the ideas move forward the notion of what it means to be human or the basis of human dignity?
4. Give us an update on your project progress and where you are on your timeline to complete it.
5. For Mon April 13: We've been asking for roughly weekly reflections on the course. At the end of the course when you hand in your project you'll also hand in a set of your course reflections with your main take-aways. Please be prepared to hand in your current draft of this (less than 2 pages) with your project progress presentation on Mon April 13.

Homework for Week Nine (Written homework due Monday, April 13, at 4pm).

1. Prepare slides for a 8-minute presentation to the class overviewing your project progress. This should include a clear description of your framework.
2. Provide a list of the best readings related to your project. There should be about a dozen or more, and these can span both the framework you are using and related

technology. For each reading, include a pdf of the reading, or of the key pages of a book/chapter, and give us a link to the drive that has all the pdfs. Digitally highlight the sections in the pdf of key ideas informing your personal thinking for the class to learn from. We will share these with the whole class.

You might find that printing the readings and reading them is better for your focus and comprehension.

Alongside each reading in the list you give us, provide for each pdf citation at least one of the highlighted regions and why it was relevant. For example "Pdf filename/citation, page 3 has key highlights, and here is why those informed my thinking most from this citation."

In your presentation, include at least a few of the highlights from your references, especially to emphasize the framework you are using. Teach the class so we all can learn from what you've been reading and learning.

3. We've been asking for roughly weekly reflections on the course. At the end of the course when you hand in your project you'll also hand in a set of your course reflections with your main take-aways. Please hand in your current **draft** of this (less than 2 pages) with your project progress presentation on Mon, April 13.

Homework for Week Ten (Written homework due Monday, April 20, at 4pm).

[Here are the slides that we began on April 14, and will continue on April 21.](#)

1. Review the readings from week 3, which we will be covering in lecture on April 21:
John Locke, [Second Treatise on Government, Excerpts](#)
John-Jacque Rousseau, [The Social Contract, Excerpts](#)
Immanuel Kant, [Groundwork of the Metaphysics of Morals, Excerpts](#)
Abraham Lincoln, [Second Inaugural Address](#)
Aristotle, [Nicomachean Ethics, Excerpts](#)

Julia Annas, ["What is Virtue Ethics For?"](#) on the Philosophy Bites Podcast (note: if you are interested in Virtue Ethics, Annas' relatively short book *Intelligent Virtue* is a good introduction and modern account)

2. Additionally, read [The Questions Concerning Technology](#), by L.M. Sacasas.
3. Optional but strongly recommended: listen to [Sacasas' conversation with Ezra Klein on the Ezra Klein Show](#)
4. Meet in the same discussion groups from two weeks ago and discuss:
 1. What is your vision of a better world? Does it align with one of the frameworks we have discussed in class?
 2. What is one question you have about one of the frameworks we have discussed? You might be able to gain some insights from your discussion, but you are also encouraged to follow up with one of the instructors to talk about it further!
 3. What is (at least) one question from Sacasas' list that stood out to you as particularly novel, provocative, insightful, helpful, etc.? How would you answer it in the context of the technology you are exploring for your project? If time allows, feel free to discuss more than one!
5. Please send the usual email report to betterfuture-staff@media.mit.edu, telling us when you met and giving us a couple paragraphs about important takeaways from your discussion. Please put "BetterFuture" in the subject of the email (no space between the words - it helps us with email filtering).

[Remember to honor the class policy on Confidentiality.](#)

[There is no final exam in this class.](#)

Projects:

You will be required to complete a project for the course that includes a final paper and presentation. It will address the intersection between a technological area of research at MIT that is of interest to you, with at least one of the frameworks for values and ethics presented in the class, while thinking critically about how to shape a better future via that research.

We look forward to interacting with you to help you shape your project into something successful. Some class time will be devoted to student presentation and discussion of project proposals and there will be interim deadlines to help you get a draft done early. Projects may be done solo or in a team of 2. If you work in a team, all members of the team will be required to sign a joint statement of who contributed what to the project.

*** REMINDER: Attendance on the two final project presentation days is REQUIRED ***

Policies:

Integrity

All students in this course are expected to adhere to the MIT policy on academic integrity.

<https://integrity.mit.edu/handbook/academic-integrity-mit/what-academic-integrity>

Participation

All students are expected to attend all classes and ALL PROJECT AND PROPOSAL PRESENTATIONS. The last two days of class are mandatory.

Please contact *betterfuture-staff* at media.mit.edu in *advance* if you have an emergency and have to miss class or be late on an assignment.

Absence from class, especially on project and proposal presentation days, will reduce your learning experience, and will be reflected in a lower class participation grade.

In case of snowstorms/school closings, we will try to meet on Zoom. Watch for email from the course staff instructing us in such cases.

Confidentiality

CONVERSATIONS among students and listeners in the class or as part of the homework for the class are CONFIDENTIAL to the class. Please do not identify the speaker and what they said outside of this class.

If you want to quote somebody's classroom conversation or ideas outside the class, you must ask and obtain their permission first. Confirming in writing is best, e.g. with a quick E-mail or slack message.

Evaluation:

25% Class attendance and participation

20% Weekly assignments (includes readings, meeting w/classmates to discuss them, and short written reports on weekly topics or project progress)

15% In-class written midterm exam

40% Final project: oral presentation + written reflection of your personal take-aways from this course and the project

No final exam

If you have a medical, family, or other emergency that threatens timely completion of your work, let course staff know before the deadline and we will give an extension.

Generative AI and Writing tools:

You may use spell checkers and Grammarly for grammar. (Both are free for students).

You are allowed to use Gen AI for assistive search; however, it can have detrimental effects on your brain and experience if you use it to draft your assignment, even a first draft. Also, know that it often generates things that are not factual. You are responsible for fact-checking. Gen-AI should not be the author of your work. What you hand in should develop YOUR brain and YOU, and should reflect your own thought processes. You are fully responsible for any facts and

references you cite, making sure they are accurate and you are able to discuss the content of what you write and what you reference.

If caught submitting work by an AI as your own work, you will get a zero on the assignment and the grade will be given to the AI when it can successfully enroll at MIT.

Get help to learn to write well:

You are expected to write and speak in clear English, even if it is not your first language. Grades in this class are affected by communication style as well as by the ideas being communicated.

The Writing and Communication Center at MIT offers free professional advice from published writers about oral presentations and about all types of academic, creative, and professional writing. To schedule an appointment online, click on the [MIT Writing and Communications Center website](#). If you are at all uncertain about your English, whether or not you are a native English speaker, you are recommended to go ahead and book an appointment before your assignment due dates so they can help you tune up your communication.

In the past they have often had cancellations on the day of the appointment and have offered a wait list with email notification that day if a spot opens up, but it's still best to book early.