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INTRODUCTION: LIBERAL ARTS EDUCATION

All students working toward an associate or bachelor’s degree need to successfully complete liberal arts courses. These courses will help you learn about the world and the many ways you can live in the world. A college education does not mean learning only technical skills. If you want to earn a living, have an opportunity for promotion, and enjoy life, you need to participate in liberal arts experiences. Liberal arts courses will help you: 1) learn how to study; 2) make good decisions about your life and personal goals; 3) live in a community of people from many different cultural backgrounds; 4) understand your own values and beliefs and how your values affect your behavior; 5) understand the variety of cultures within the United States and throughout the world; and, 6) develop an appreciation of the creative arts. Liberal arts experiences are acquired not only in liberal arts courses, but also through the performing arts, special events, and community work. The purpose of liberal arts courses is to help a student become an independent, effective person with an understanding of the world as it is, and has been, and to help gain a mastery of skills necessary for adapting to new situations and demands.

The NTID Department of Liberal Studies offers a program of coursework designed to enable students to develop English literacy skills and to prepare for further studies in the liberal arts. The program provides access to the RIT College of Liberal Arts curriculum required for 2+2 transfer associate degrees and baccalaureate degrees and also provides the English literacy skills required for career-focused associate programs in the College of NTID.

SECTION ONE: DEVELOPMENTAL ENGLISH AT NTID

Curriculum Framework

The Developmental English program curriculum provides courses at four levels: Introductory, Intermediate, Analytical, and Bridge. Each course in the curriculum carries three credits and typically meets for three class hours a week. (By the RIT policy that governs credit assignment, students are expected to do two hours of outside class work for every one credit offered.)

Placement in the Developmental English program curriculum is determined by student performance on English placement tests taken prior to the start of the Fall Semester of the freshman year (see below for information about these tests). Students who place at the Bridge level take from 4-8 credits before they are able to access the College of Liberal Arts (CLA) curriculum, including the CLA English
sequence. Students who place at the Analytical level enter a four-semester long
course sequence comprising a total of 12 credits. For most students, this sequence
begins in the Fall Semester of the Freshman Year. This sequence provides a
gateway to the College of Liberal Arts curriculum.

Students who place at either the Introductory level or the Intermediate level
initially take from 6 to 15 course credits. The actual number of credits depends a)
on their placement test performance and b) on their performance in the actual
courses. In order to graduate with a career-focused associate degree, most of these
students then move into a 6-credit Career English sequence.

**Initial Course Placement in the Developmental English Curriculum**

Initial course placement in the developmental English curriculum depends on
student performance on two tests*: the NTID Writing Test and the NTID Reading
Test. The NTID Writing Test measures students' writing ability. Students are
given 30 minutes to write a short essay on an assigned topic. Each essay is read by
three faculty members, and evaluated for its organization, content, language use,
and vocabulary. Scores range from 0-100 points. (Some representative samples are
provided in the Appendix.). The NTID Reading Test measures students' reading
ability. Students take a two-hour reading and vocabulary test to demonstrate their
skills in English reading comprehension and vocabulary.

* Many students also take a third English test, the Michigan Test of English
Language Proficiency. Scores on this test do not influence placement in the
English curriculum—with one exception (see below under the “Two out of Three
Rule” in "Requirements for Entry into CLA English Sequence").

**Placement into Introductory Level**

If you have a Reading score of ≤79 AND a Writing score of ≤39, you will be
placed in Introductory Reading & Writing I (NENG-102).

If you have a Reading score of ≤79 AND a Writing score of 40-49, you will be
placed in Introductory Reading & Writing II (NENG-103).

If you have a Reading score of 80-97 AND a Writing score of ≤39, you will be
placed in Introductory Reading & Writing II (NENG-103).
Placement into Intermediate Level

If you have a Reading score of $\leq 79$ AND a Writing score of $\geq 50$, you may re-take the reading test. If your re-test gives a similar score, you will be placed in Intermediate Reading & Writing I (NENG-212).

If you have a Reading score of 80-97 AND a Writing score of 40-49, you will be placed in Intermediate Reading & Writing II (NENG-213).

If you have a Reading score of 80-97 AND a Writing score of 50-59, student may re-take the reading test or be placed in Intermediate Reading & Writing II (NENG-213).

If you have a Reading score of 98-124 AND a Writing score of $\leq 39$, you may re-take the writing test. If your re-test gives a similar score, you will be placed in Intermediate Reading & Writing II (NENG-213).

If you have a Reading score of 98-124 AND a Writing score of 40-45, you may re-take the writing test. If your re-test gives a similar score, you will be placed in Intermediate Reading & Writing II (NENG-213).

Placement into Analytical Level

If you have a Reading score of 80-97 AND a Writing score of $\geq 60$, you may re-take the reading test or be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

If you have a Reading score of 98-114 AND a Writing score of 45-49, you may re-take the reading test. If the re-test gives a similar score, you will be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

If you have a Reading score of 98-114 AND a Writing score of $\geq 60$, you may re-take the reading test or be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

If you have a Reading score of 98-124 AND a Writing score of 50-59, you will be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

If you have a Reading score of 115-124 AND a Writing score of 45-49, you will be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).
If you have a Reading score of 115-124 AND a Writing score of ≥60, you may retake the reading test or be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

If you have a Reading score of 125-135 AND a Writing score of 50-59, you may retake the writing test. If your re-test gives a similar score, you will be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222). (Note: some students in this category may test into CLA English based on the 2/3 rule – see below.)

If you have a Reading score of 125-144 AND a Writing score of ≤49, you may retake the writing test. If the re-test gives a similar score, you will be placed in Analytical Reading & Writing I and II (NENG-221 and NENG-222).

Placement into Bridging Level

If you have a Reading score of 125-144 AND a Writing score of ≥60, you will be placed in Bridge to College English (NENG-231 and NENG-232). (Note: many of these students will test into CLA English based on the 2/3 rule.)

If you have a Reading score of 136-144 AND a Writing score of 50-59, you will be placed in Bridge to College English (NENG-231 and NENG-232). (Note: many of these students will test into CLA English based on the 2/3 rule.)

NTID English Course Chart

<table>
<thead>
<tr>
<th>NTID English Course Chart</th>
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</thead>
<tbody>
<tr>
<td><strong>INTRODUCTORY LEVEL</strong></td>
</tr>
<tr>
<td>NENG-102 Introductory Reading &amp; Writing I</td>
</tr>
<tr>
<td>NTID READING TEST SCORE</td>
</tr>
<tr>
<td>NTID WRITING TEST SCORE</td>
</tr>
<tr>
<td><strong>INTERMEDIATE LEVEL</strong></td>
</tr>
<tr>
<td>NTID READING TEST SCORE</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>79 or below</td>
</tr>
<tr>
<td>80-97</td>
</tr>
<tr>
<td>NTID WRITING TEST SCORE</td>
</tr>
<tr>
<td>50-59</td>
</tr>
</tbody>
</table>

**ANALYTICAL LEVEL**

<table>
<thead>
<tr>
<th>NTID READING TEST SCORE</th>
<th>NENG-221 Analytical Reading &amp; Writing I</th>
<th>NENG-222 Analytical Reading &amp; Writing II</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-97</td>
<td>98-114*</td>
<td>98-114*</td>
</tr>
<tr>
<td>98-124</td>
<td>115-124*</td>
<td>115-124*</td>
</tr>
<tr>
<td>NTID WRITING TEST SCORE</td>
<td>60 or higher</td>
<td>45-49</td>
</tr>
<tr>
<td>60 or higher</td>
<td>50-59*</td>
<td>49 or below*</td>
</tr>
<tr>
<td>50-59</td>
<td>50-59*#</td>
<td>50-59*#</td>
</tr>
</tbody>
</table>

**BRIDGING LEVEL**

<table>
<thead>
<tr>
<th>NTID READING TEST SCORE</th>
<th>NENG-231 Bridge to College English I</th>
<th>NENG-232 Bridge to College English II</th>
</tr>
</thead>
<tbody>
<tr>
<td>125-144#</td>
<td></td>
<td>136-144</td>
</tr>
<tr>
<td>NTID WRITING TEST SCORE</td>
<td>59 or below</td>
<td>50-59*#</td>
</tr>
</tbody>
</table>

* See department chair for possible retesting.
# Some students in this category may test into CLA English based on the 2/3 rule.
NENG-102  Introductory Reading & Writing I

This is a developmental English language course at the first level offered at NTID in which students begin developing the skills necessary for understanding and using written English in AOS degree programs at NTID. World knowledge topics are presented in various media and provide the context in which students learn to comprehend and use the basic constituents of English sentences, develop a content word vocabulary of about 4000 words, and practice strategies for improving reading comprehension and written expression. Upon completion of this course, students continue their reading and writing skill development in Intermediate Reading & Writing I. (NTID Reading Test score below 80 and NTID Writing Test score below 50) Class 6, Credit 6 (F)

NENG-103  Introductory Reading & Writing II

This is a developmental English language course at the first level offered at NTID for students who begin with reading skills higher than those in NENG-102 or have received an E grade in NENG-102. Students continue developing the skills necessary for understanding and using written English in AOS degree programs at NTID. World knowledge topics are presented in various media and provide the context in which students learn to comprehend and use more of the basic constituents of English sentences, develop a content word vocabulary of about 4000 words, and practice strategies for improving reading comprehension and written expression. Upon successful completion of this course, students continue their reading and writing skill development in Intermediate Reading & Writing courses. (NTID Writing Test score below 40 and NTID Reading Test score 80 to 97) Class 3, Credit 3 (F, S)

NENG-112  Intermediate Reading & Writing I

This is the first course in a two-course developmental English language sequence at the second level offered at NTID in which students work on reading and writing skills necessary for AOS programs at NTID. General topics in science and humanities provide the context in which students review the basic constituents of English sentences, begin to develop skills for comprehending and using complex sentence elements, increase their English content word vocabulary to about 5000 words, learn to use independent reading strategies, and develop skills for writing
paragraphs and longer compositions. Upon successful completion of this course, students will continue their reading and writing skill development in Intermediate Reading & Writing II (NENG-113). (NENG-102 or NENG-103 or NTID Reading Test score from 80 to 97 and NTID Writing Test score from 40 to 59) Class 3, Credit 3 (F, S)

NENG-113 Intermediate Reading & Writing II

This is the second course in a two-course developmental English language sequence at the second level offered at NTID for students who have completed Intermediate Reading & Writing I. Students continue to work on reading and writing skills necessary for AOS programs at NTID. General topics in science and humanities provide the context in which students use the skills included in Intermediate Reading & Writing I, develop skills for comprehending and using additional complex English sentence elements, increase their content word vocabulary to about 6000 words, begin to evaluate reading tasks to select appropriate reading strategies, and expand their skills for writing paragraphs and longer compositions. Upon successful completion of this course, AOS students will continue their reading and writing skill development in Career English courses. (NENG-112 or NTID Writing Test score from 40 to 49 and NTID Reading Test score from 98 to 124) Class 3, Credit 3 (F, S)

NENG-199 Independent Study: English

The description for each Independent Study request will be specified in each course proposal. Credits 1-6 (F, S)

NENG-212 Career English I

This is the first course in a two-course sequence. It is designed to develop reading, writing, grammar, and vocabulary skills that students need for AOS course work and for the work environment. The reading and writing components are thoroughly integrated with approximately equal time being devoted to each. Grammar and vocabulary are thoroughly integrated into the reading and writing components. Course content includes general and technical articles, memorandums, letters, electronic communication, directions, work-related forms, and short reports. (NENG-113 or permission of Department) Class 3, Credit 3 (F, S)
Career English II

This is the second course in a two-course sequence. It is designed to advance and refine reading, writing, grammar, and vocabulary skills that students need for AOS course work and for the work environment. The reading and writing components are thoroughly integrated with approximately equal time being devoted to each. Grammar and vocabulary are thoroughly integrated into the reading and writing components. Course content includes general and technical articles, memorandums, letters, electronic communication, directions, work-related forms, and short reports. (NENG 212) Class 3, Credit 3 (F, S)

Analytical Reading & Writing I

This is the first course in a four-course intensive English sequence. In this course, selected shorter readings give students the opportunity to strengthen their reading comprehension skills and world knowledge. Readings will include nonfiction, fiction, and theme-based articles from library databases. The readings also serve as prompts for writing at both the paragraph and essay levels. While developing their expository writing skills, students learn to recognize and apply the traditional rhetorical modes used in writing. Students also will develop skills in summary writing. Other components of the course include grammar and vocabulary instruction, along with editing and proofreading strategies. Vocabulary is taught both incidentally as it appears in readings and formally using a vocabulary text. The readings follow a specific theme and also will serve as models for examining style, organization and grammar. (NTID Reading Test score 98-124 and NTID Writing Test score 50-59; Co-requisite: NENG-222) Class 3, Credit 3 (F, S)

Analytical Reading & Writing II

This second course in the four-course intensive English sequence continues to strengthen students’ reading comprehension skills and world knowledge, with an added emphasis on critical reading, thinking, and writing. Readings will include nonfiction, fiction, and theme-based articles from library databases. Students identify and examine an author’s purpose and tone, bias, assumptions, opinions, facts, examples, evidence, patterns of organization, and audience. Students also develop inference and deduction skills while learning to recognize and avoid overgeneralization and oversimplification in their writing. This course, which follows a specific theme, includes a short novel or novelette—fiction or non-
fiction—as part of the required reading. (NTID Reading Test score 98-124 and NTID Writing Test score 50-59; Co-requisite: NENG-221) Class 3, Credit 3 (F,S)

NENG-231 Bridge to College English I

This is the first of two Bridge to College courses that also serve as the final two courses in the four-course intensive English sequence. This course exposes students to a variety of reading material, including nonfiction, fiction, and theme-based articles from library databases. It includes a reading of a full-length novel, either fiction or non-fiction, and it offers strategies for reading comprehension and interpretation beyond prior courses where applicable. Students will engage in a variety of writing activities related to the readings. Vocabulary is taught both incidentally as it appears in readings and formally using a vocabulary text. (NENG-221 and NENG-222 with grades of C or better or NTID Reading Test score 125-144 and NTID Writing Test score 50 or greater; Co-requisite: NENG-232) Class 3, Credit 3 (F,S)

NENG-232 Bridge to College English II

This is the second of two designated Bridge to College English courses that also serve as the final two courses in the four-course intensive English sequence: This course provides advanced instruction on expository writing with a focus on refining writing skills introduced in earlier courses where applicable. This course also provides instruction on responding to multiple-part writing prompts. Students taking this as a stand-alone course will use readings from textbooks and online and database sources as the basis for their writing. The course provides further instruction in integrating sources into writing. Some writing assignments may be managed through journal entries. (NENG-221 and NENG-222 with grades if C or better or NTID Reading Test score 136-144 and NTID Writing Test score 50 or greater) Class 3, Credit 3 (F,S)

NENG-289 Special Topics: English

The description for each Special Topics request will be specified in each course proposal. Class 1-6, Credits 1-6 (F, S)
**Independent Study**

In general, the Department of Liberal Studies does not offer independent studies in English, though occasionally, a faculty member may make an exception. To register, interested students should see the department chairperson.

**Progress through the Curriculum**

A student's scores on the two placement tests will determine initial course placement in the curriculum. Once a student begins to take courses, the student's movement through the curriculum will be determined by course performance. (Note that it is not expected that placement tests will be re-administered as a means to progress through the curriculum.)

A student must complete all courses at a given level by achieving the required grades, before taking courses at the next higher level.

**Course Grades and Academic Advising**

The Developmental English Program at NTID uses a standardized interpretation of letter grades for the purpose of academic advising. In general, course grades are to be interpreted as follows:

- "A" means that there is a strong reason to believe that the student will perform satisfactorily in the next course in the strand.
- "B" means that there is fairly good reason to believe that the student will perform satisfactorily in the next course in the strand.
- "C" means that there is some question that the student will perform satisfactorily in the next course in the strand.
- "D" means that it is doubtful that the student will perform satisfactorily in the next course in the strand.
- "F" means that the student has failed the course and must repeat it to progress further in the curriculum at the Introductory or Intermediate Levels. Continued progress in the Analytical or Bridge course sequence is not guaranteed.
- **Students who earn a "D" grade in any Introductory or Intermediate course are STRONGLY ADVISED to repeat the course.**
Progress Through the Analytical and Bridge Course Sequences

Students who place into the Analytical and Bridge course sequences are required to earn grades of “C” or better to continue in the curriculum, which leads to the College of Liberal Arts writing sequence, required for AAS, AS, and BS degrees.

Students who earn a "D" grade or withdraw from any of the Analytical or Bridge courses may repeat the course ONCE and earn a “C” grade before they can enroll in the next sequential courses in the curriculum. Students who earn an “D” grade or withdraw from any of the repeated courses have no guarantee of continuing in the course sequence. Students who earn an “F” grade in any of these courses also have no guarantee of continuing in the course sequence.

Re-testing

Because progress through the English curriculum is based on course performance rather than on standardized test results, there should be little need for students to re-test on the NTID Writing Test and NTID Reading Test. Occasionally, circumstances may arise that justify a re-test. In such cases, all requests must be made through the Department of Liberal Studies chairperson.
SECTION TWO: ENGLISH IN THE COLLEGE OF LIBERAL ARTS

Curriculum Framework

The Department of Liberal Studies Liberal Arts writing sequence is designed to allow students to acquire the necessary reading, writing and critical thinking skills that will be required to pass College of Liberal Arts courses. The writing sequence includes Critical Reading and Writing and First Year Writing: Writing Seminar. These must be completed in a sequential manner. However, a student may enter the sequence at any stage based on this student’s current reading and writing skills. Several tests are given to help determine a student’s skills upon entry to RIT/NTID.

Requirements for Entry into CLA English Sequence

All AAS, AS and baccalaureate students are required to complete coursework in the College of Liberal Arts. In order to access this curriculum, most students* begin by taking the Writing Placement Exam (WPE - see below).

There are four routes that a student may take to gain access to the WPE:

1. Students admitted as "Pre-Bacc" students: upon acceptance, the great majority of Pre-Bacc students are waived the NTID English requirement and take the WPE. A small number of Pre-Bacc students who obtain low scores on the NTID Reading Test will be required to take the Bridge to College English courses. It is also possible that some Pre-Bacc students will be recommended to take courses in the Developmental English program at NTID.

2. The “Two out of Three Rule:” Students admitted as NTID students who, upon entry, score 130 or above on the Reading test AND 67 or above on the Writing test, are able to take the WPE. In addition, if a student scores 130 or above on the Reading test AND 50 or above on the Writing test, he or she may gain admission to the WPE by scoring 75 or above on a third test, the Michigan Test of English Language Proficiency. (The "Michigan" is a 100-point test that was designed for English as a Second Language speakers who wish to study at U.S. colleges.)

3. Students admitted as NTID students who, upon entry, do not achieve the threshold scores described above can gain access to the WPE by successfully completing the Bridge to College English courses in the Developmental English
program at NTID. A student who completes the Bridge to College English courses with a grade of "C" or better is qualified to take the WPE.

4. Students admitted as NTID students who are placed in the Analytical Level can gain access to the WPE by successfully completing the sequence of four courses (Analytical Reading & Writing I and II, Bridge to College English I and II).

* All students who enter with an ACT composite score of 23 or above (or an SAT score of 560 or above) are automatically placed in the Writing Seminar course (unless they have transfer credit for the course). Students who are directly admitted to an RIT baccalaureate program and who have an ACT score of below 23 take the Writing Placement Exam. Performance on this test determines placement in the CLA writing sequence.

**Writing Placement Exam (WPE)**

This is a two-hour essay test on an assigned topic. The student is expected to write a thoughtful, well-organized and well-developed essay in the time allotted. At least two DLS writing teachers will read and evaluate the exam based on the following criteria:

- development of ideas, organization, unity and focus of ideas, thesis
- supporting ideas and reasons
- sense of audience and purpose
- complexity of thought and structure
- variation in sentence structure
- grammatical and mechanical accuracy

Based on a student’s WPE rating, a student is placed in one of the two courses in the Liberal Arts writing sequence, Critical Reading and Writing and First Year Writing: Writing Seminar.

The WPE is typically given in the 12th week of the semester. Students who are taking Bridge to College English I and II will be considered for admission to the test during the same semester if they are in good standing, that is, if they are performing at a level of "C" or better in the course. Students who subsequently fail Bridge to College English I and II, however, will be required to re-take and pass the courses before entering the Liberal Arts writing sequence.

**Registration Process for CLA Writing Courses**
Students who have completed the WPE will learn of their course placement by contacting their counselor approximately four days after the test is administered. After learning their results, students should see Ms. Sinclair, DLS staff assistant. Her office is located in 60-2240. She will provide the course registration forms and help students enroll in the appropriate writing course. Students are urged to complete this process as soon as possible; the registration process is on a first-come, first-served basis.

Students who are currently enrolled in the CLA writing sequence will receive a registration form in their writing class from their instructor during the pre-registration period of each quarter. The course instructor is responsible for distributing the forms, assisting with students’ choice of next course and section, and collecting and returning completed forms to Ms. Sinclair, who will register students.

Students will be registered based on the following order of priority:
- Students who were put on a waiting list the previous quarter.
- Students currently taking a course in the sequence who are advancing to the next course.
- Students who are entering the sequence for the first time.
- Students returning to the writing course sequence after a period of time.
- Students who are repeating a course in the sequence.

In the event that a student’s registration cannot be processed (scheduling conflicts, inappropriate registration, or administrative holds on accounts), students will be notified by e-mail. Registration problems are the student’s responsibility to correct.

**Course Descriptions**

**UWRT-100** Critical Reading & Writing

Critical Reading and Writing is a one semester, three-credit course limited to 15 students per section. This course is designed to help students develop the literacy practices they will need to be successful in their First-Year Writing course. Students will read, understand, interpret, and synthesize a variety of texts. Assignments are designed to challenge students intellectually, culturally and rhetorically. Through inquiry-based assignment sequences, students will improve their writing by developing academic research and literacy practices that will be
Writing Seminar is a three-credit course limited to 19 students per section. The course is designed to develop first-year students’ proficiency in analytical and rhetorical reading and writing, and critical thinking. Students will read, understand, and interpret a variety of non-fiction texts representing different cultural perspectives and/or academic disciplines. These texts are designed to challenge students intellectually and to stimulate their writing for a variety of contexts and purposes. Through inquiry-based assignment sequences, students will develop academic research and literacy practices that will be further strengthened throughout their academic careers. Particular attention will be given to the writing process, including an emphasis on teacher-student conferencing, critical self-assessment, class discussion, peer review, formal and informal writing, research, and revision. Small class size promotes frequent student-instructor and student-student interaction. The course also emphasizes the principles of intellectual property and academic integrity for both current academic and future professional writing.
SECTION THREE: COLLEGE OF LIBERAL ARTS GENERAL EDUCATION COURSES

College of Liberal Arts General Education Courses

The College of Liberal Arts (CLA) offers a large number of general education courses that fulfill elective, perspective and immersion requirements for students seeking associate or bachelor’s degrees. Requirements are different for each degree. Specific course offerings can be found in the RIT course schedule each semester.

Faculty from the Department of Liberal Studies teach some CLA courses using Simultaneous Communication or ASL. These courses include the following:

- Critical Reading & Writing (UWRT-100)
- Writing Seminar (UWRT-150)
- Science, Technology & Values (STSO-140)
- Introduction to Visual Arts (FNRT-100)
- U.S. History since 1945 (HIST-275)
- Introduction to Psychology (PSYC-101)
- Foundations of Sociology (SOCI-102)
- Introduction to Criminal Justice (CRIM-110)

Occasionally, other courses, primarily in psychology, may be offered by DLS faculty, such as Biopsychology and Abnormal Psychology.

Registering for CLA Courses

Students have two choices when registering for a College of Liberal Arts general education course. They may choose an NTID “direct instruction” section or an NTID “supported section.” NTID sections are taught by DLS faculty. NTID-supported sections are taught by CLA faculty and students must request the appropriate support services: real-time captioning services, interpreting or notetaking. (For help in requesting access, see the website myAccess.rit.edu.) In addition, for most of these courses, DLS faculty provide individual or group tutoring.

Direct Instruction Sections

Direct instruction sections are taught by DLS faculty and do not require support services. Instructors use sign language, spoken language, fingerspelling,
printed/visual aids and web-based instructional materials. Direct instruction sections are numbered from xxxx-xxx-60 to xxxx-xxx-65. Students who would like to take one of these sections must come to the DLS office (60-2240) to be registered.

**Supported Sections**
These are sections with deaf, hard-of-hearing and hearing students in the same class taught by CLA faculty. Academic advising and tutoring for NTID-supported students in these sections may be provided by faculty from DLS. Interpreting, real-time captioning and notetaking can be requested from the NTID Department of Access Services.

In the RIT Schedule of Courses booklet, some sections of Liberal Arts courses are designated to receive support. Students will see a note under these designated sections saying “NTID Support Provided.” Also, a star will appear next to designated courses in the listings on the Student Information System (SIS). Courses marked “S” for supported and “R” for requested are designated for support. Please be aware that not every support service (interpreting, real-time captioning and notetaking) may be available for each course. Students should check to see which support services will be provided by using the link on SIS. In every case, students are responsible themselves for requesting access services when they register.

Students are also able to register for course sections that are not designated for support services; services in these sections are not guaranteed, so students are encouraged to register for courses/sections in which other students requiring services have already registered. Once students have registered for one of these sections, they MUST complete a request on-line to receive support services. Requests for access services made during the early registration period are given highest priority. Requests received after the early registration period have a lower priority. Requests received after the drop/add period may not be filled.

Students are encouraged to register early for Liberal Arts courses in order to take advantage of sections planned for support services. Each semester a deadline for early requests is published in the RIT Schedule of Courses and in an e-mail sent to your RIT e-mail address and on the myAccess.rit.edu website. You should register as soon as you are eligible. NOTE: NTID-supported students are able to register one day earlier than their year status indicates. Please take advantage of this opportunity.
If students know they will be absent from a Liberal Arts class with support services, they should call the access services manager (5-6463 v/tty). This will allow access service staff to be reassigned for that day to sections that would otherwise not have service. If students are absent for the equivalent of a week’s worth of classes and they do not inform the office of a legitimate reason, all access services will be dropped from that class.

**Types of Access Support**

**Interpreting**
The Department of Access Services (DAS) attempts to provide interpreters whenever they are requested for class and class-related needs including field trips, student study sessions, special lectures, etc. Interpreters will transliterate/interpret into sign language what is being verbally communicated and voice what is being communicated by sign language. Students should communicate their communication preferences to interpreters working in their classes and can also indicate communication preferences when they request services through myAccess.rit.edu.

Any questions regarding interpreting services for College of Liberal Arts courses should be addressed to:
Ms. Jessica Swallow, interpreting coordinator for CLA, jlsdis@rit.edu.

**Real-time Captioning**
A trained operator, called a C-Print captionist, produces text of spoken information. The captionist is skilled in text-condensing strategies and the text can be displayed simultaneously to one or more students in different ways, including additional computers (laptops) or display monitors. Real-time captioning is interactive; students can type questions to the captionists to have them “voice” questions or comments.

Any questions regarding real-time captioning in College of Liberal Arts (CLA) courses should be addressed to:
Ms. Ann Marie Kuntz, real-time captioning coordinator for CLA, at amknes@rit.edu.

**Notetaking**
The Department of Access Services attempts to provide notetakers in all classes attended by NID-supported students. Hearing students are hired and trained to take
notes and are responsible to provide the notes to the office in a timely manner. These notetakers may be taking the class themselves. Students should introduce themselves to the notetaker and offer feedback on the notes both to the notetaker and the notetaker coordinator.

For classes with real-time captioning a transcript of the captioned information will be used to provide notes. When formulas, diagrams, or other drawings are regularly included in the classroom, a student notetaker will be assigned to capture this visual information along with real-time captioning transcripts.

Any questions regarding note-taking services for College of Liberal Arts courses should be addressed to:
Ms. Sheila Ryan, notetaking coordinator for CLA, at smrdisa@rit.edu.

**Discipline-based Tutoring**

Faculty from the Department of Liberal Studies offer tutoring for many CLA courses. Tutors use simultaneous communication or ASL. Students are asked to meet with the assigned tutor at the beginning of the semester to set up a tutoring schedule.

DLS faculty provide tutoring for courses in the following disciplines:

Anthropology: Kenny Lerner (kdlnge@rit.edu), Jeanne Yamonaco (jynyge@rit.edu)

Communication: Jeanne Yamonaco (jynyge@rit.edu)

Criminal Justice: Aimee Whyte (akwnce@rit.edu)

History: Kenny Lerner (kdlnge@rit.edu)

Philosophy: Kenny Lerner (kdlnge@rit.edu)

Political Science & Public Policy: Kenny Lerner (kdlnge@rit.edu)

Psychology: Rain Bosworth (rgbdls@rit.edu), Aimee Whyte (akwnce@rit.edu)

Science, Technology & Values: Kenny Lerner (kdlnge@rit.edu)
Learning Centers

RIT- Writing Commons

Deaf and hard-of-hearing students who are taking courses in RIT colleges other than NTID can access English tutoring at the Writing Commons in the University Writing Program. Hours are posted on the website.
Website: https://www.rit.edu/academicaffairs/writing/about-us

Location: First floor, Wallace Library
Contact: Mr. Phil Shaw, Wallace 05-2422, pxsldc@rit.edu

The NTID Learning Center (NLC)

The Department of Liberal Studies provides faculty and peer tutors in the NTID Learning Center (NLC) to provide tutoring to deaf and hard-of-hearing students who are working on English course assignments as well as their writing assignments in other NTID and RIT courses. Hours are posted on the website.
Location: Johnson 60-2450
Contact (for faculty tutors): Jeanne Yamonaco, jynge@rit.edu
Contact (for peer tutors): Patricia Kenney,
Website: www.ntid.rit.edu/nlc

Credit Transfer from Other Institutions

English Composition or its Equivalent
Students transferring into NTID degree programs who have taken English Composition or an equivalent course at another college, should follow these steps:

1. Take the Michigan and NTID Reading tests.
2. Ask your career counselor or major department chairperson to send your transcript to the College of Liberal Arts Academic Advising Office, attention: Coordinator of Academic Advising and Transcript Evaluation. If you earned a “C” grade or higher in an English Composition course approved by the College of
Liberal Arts, you will be notified that you will “receive transfer credit pending passing the English Composition Transfer Credit Test (ECTC).”

3. Contact the Coordinator for the Department of Liberal Studies Liberal Arts Program, Ms. Pamela Conley (06-2240), to arrange a time to take the ECTC.

4. Take the ECTC. The ECTC is a two-hour exam. You will write a well-organized, well-developed essay in standard, written English on one topic (from a choice of 2-3 topics).

If you pass the ECTC, you will receive transfer credit for Writing Seminar.
If you do not pass the ECTC, you will not receive transfer credit for Writing Seminar, but will be placed in the CLA Writing sequence.

Students transferring into RIT programs who have taken English Composition at another college, should follow these steps:

1. Have the transfer credit evaluated by the Coordinator of the Academic Advising and Transcript Evaluation for the College of Liberal Arts.
2. Check with your academic advisor about your college’s writing requirements. Each college has its own requirements.

**Other Liberal Arts Courses**

Some students take liberal arts courses at other colleges, usually during the summer. Before courses are taken, the student should have the course approved for transfer. Students receive approval from the Coordinator of the Academic Advising and Transcript Evaluation for the College of Liberal Arts. Students are required to present a college catalog with a description of the course(s). If the courses are acceptable, the student will be given a Transfer Credit Approval Form. After completion of the course(s), have the college send a transcript of your grades to RIT. Students must receive a grade of C- or better in a course for transfer credit.
APPENDIX A:
REPRESENTATIVE WRITING SAMPLES (BY LEVEL)

The student writing samples on the following pages are provided to give an indication of the way the Writing Test is used to place students in the four levels, Intermediate through Bridge.

The students were responding to a prompt, which asked them to write about their first impressions of NTID.

The first sample was scored as a 34, thus placing the student in the Introduction to Reading & Writing course. The next three samples were scored as 41, 52 and 61, placing the students in Intermediate, Analytical, and Bridge courses respectively. The final paper, which scored a 71, is representative of a skill level more appropriate for the Liberal Arts writing sequence.

Writing Test Score = 34

I have since last year, I went to E.Y.F. last year. I am very enjoyed last year at NTID (E.Y.F) so far. Now, I just arrived last night and I am very nervous about being New Life and Responsibility. I am very excited about being to make New friend and meet New people at NTID. I am started new expense thing at NTID for education. I am very happy for begin here and education. I am looking forward to see around at NTID and meet My major as Education. Also I want to being New Learn thing at being NTID.

Well, I am New freshman this year but I am not used this at NTID. Also I don’t like this dorm because it is very small for me and my Roomate and I don’t like to share with other people in bathroom. The NTID is okay for me but not bad. When I was arrived last night and I am feel more stress because I am not know what I do and where get my infor. When I see this NTID and I hate this different buliding and make me confuse thing. Also wrong this place in any many of buliding. I am not used this which going to somewhere in buliding.

Writing Test Score = 41

NTID is a new and different place from where I grew up. I would like to experience NTID with the people, education and the environment. I born in Ontario, Canada and grew up there in my whole life. I moved here to get higher education, new lifestyle and friends.
The different place is not the same in Canada. I came to NTID to meet different people, different cultures, and experiences. I was interesting to talk with everyone and also about the experiences. I would like to recive higher education to learn and study all subjects and the major. It's different from Canada because in Ontario, don't have deaf college for me to attend. There have deaf programs in colleges, however, I'm not interesting to take courses there. The problem is money, Canadian and American Dollars are different, as it is very expensive for me to come and study.

The environment is good place to stay, play sports and the people. As I can be comfortable to study, hang out with friends and the nature. I don't want to be in City or a place have higher secuerity like Gallaudet. The place have nice view where I can look at and I was told that I will see some animals such as deers. I can play sports in the gym or outside on the field. In NTID, many people are attending as I hope to meet all of them and possible with few hearing.

The three things are very important for me, where I can be independent, learn new things and I hope it is a right place for me. The most reason is money, but I think the education is the first properity on my list as I can take courses and understand them. To get more knowledge and have a good job in the future due to NTID/RIT. I want to be comfortable in new lifestyle.

NTID have these on the campus, where I can get good experience, probably the best and hope to be successful. Few things are different from Canada, but I could be one of them who are successful and enjoy the experiences. One thing, I will always miss Canada awhile I'm studying here.

Writing Test Score = 52

This is my first year in N.T.I.D. The reason for me to come here is because I want to study on computer in an office for the future. I need take more classes to get more credits. I have to work very hard and do my best.

The people around N.T.I.D. were very nice because we can communicate alot and making many new friends. They also show me how to be a leader as a college. We can socialize alot of times and being together to have fun.

I do like my roommate. She is very nice person. We chatted and enjoyed ourselves together. We can help each other with everything and share anything we want.

N.T.I.D. is really a very big building on the campus. There are many different buildings. I was confused where are the places that I supposed to go. It was hard for me to know because it is my first time here so I had to asked someone for help. That person showed me where. I do understand and remember
where are each places. It is important for me to remember so I don’t have to ask for help.

I am from Philadelphia so I have to stay at the dorm. My room is on eleventh floor. I don’t like to stay on eleventh floor because it is too far to go up and down if I have a lot of things to carry. I have to accept it. The one thing I don’t like is the elevator because it took me to wait very long. It went up and down and passed my floor. So, I have to walk down the stairs. It is good for me to exercising.

All of the RAs were cool and very nice. They are here to help me with problems or emergencies, Just depend on the situation.

The most important for me is to be my own responsibilities myself what I am doing. I have to take care of myself. This is my own life.

If I get much homework, I have to do all of my work without joining for fun. I have to finish all my work so I can get credits. If someone ask me or pull me to involve with them for fun, I will say, "NO". I prefer to wait until I feel satisfy or feel ready then I can involve with them.

I will enjoy myself during my first year and get a lot of experiences. I will be very happy to be here with a lot of friends.

Writing Test Score = 61

I am very pleased that I entered NTID as a student, because I am very satisfied with the programs and people, too. When I entered yesterday, I automically became comfortable with the people. There are a lot more deaf people for me to associate with. I feels just like entering into a world full of deaf people. It is wonderful to me.

I like NTID over other reasons. I chose NTID over Galluadet because of the combination with deaf and hearing people on one college campus. I want to take advantage of it, because it will gradually help me to interact with hearing people much better. It is good in that way. I know that I will have to work with millions of hearing people surrounding me in the future.

I like NTID because of their main concern on technologies. We will always have to depend on technologies for different communication modes and to survive much easier. My goal is to work with technologies while I'm studying my major.

I do not know what I dislike about NTID and the people yet. I have not discover any negative aspects about NTID. That is a great news to me.

This is only my second day here at NTID. Maybe, the negative aspects will arise in the future. I personally do not believe anything serious will show up.

I have been putting my observation skills on NTID over the last few years. I know this place is for me, because it fits with my personality and school style. I
am already comfortable as I just mentioned before and I hope that will continue throughout my stay here at this place!

Writing Test Score = 71

So far, from what I have seen, the people at NTID have been wonderfully supportive. As soon as I put my first step on the ground of this university everyone has been coming to help me get settled here. It made me feel good because I am in a totally new world where I don’t know anyone, and they don’t know me. However the workers here don’t hesitate to make sure I feel comfortable.

One of the most important people here without a question would be my resident adviser. They were very helpful and friendly. After I unpacked my car, there was a huge pile on the sidewalk and it was impossible for me to carry them all way up to the 12th floor!! One gentleman helped me with my heavy loads and I was grateful. I just realized something just now about my RA, I don’t see them as a "boss". I see them as my friends. They were there for me from the beginning and I know they always will.

Moreover, the new students that have come to this program were a lot different than I expected. I have watched my older sister go off to college and she tells me how hard it is to meet people and make friends. I was kind of nervous after she told me because I didn’t want to be alone. However, it turns out that I knew a lot of people here. Well I suppose I could say that the deaf world is so small that you often see them again in your lifetime. I saw some students whom I knew from childhood. It’s amazing! Who would have thought that I’d see my best friend from age 2! That’s one of the things that I like most about NTID so far.

Finally, I’d like to bring up the old saying, "It looks so good that there has to be a fault in it." I do agree with that saying. So far the people at NTID make this place look like a perfect school for me. There has to be a fault somewhere. I know this is too early for me to say this but, I kind of wished the RIT colleges were closer to NTID so we could interact better. It just seems to me that deaf students stay around deaf students and the hearing students stay with the hearing students. I guess that is just fact of life. Oh well, I am new and should not worry about it. I’m sure I will get a lot of opportunity to discover more about NTID and it's people.
APPENDIX B:  
CURRICULUM CHARTS

NTID Department of Liberal Studies  
AOS English Course Sequence

Refer to NTID Department of Liberal Studies “Next Steps” policy for course progression requirements.
Department of Liberal Studies
English "Next Steps"
AOS

Introduction to Reading & Writing I (NENG 102)
- Earn A, B, C or D
- Earn F or withdraws
  Enroll in Intermediate R&W I (NENG 112)
  Enroll in Introduction to R&W II (NENG 103)

Introduction to Reading & Writing II (NENG 103)
- Earn A, B, C, or D
- Earn F or withdraws
  Enroll in Intermediate R&W I (NENG 112)
  - Recommend repeat of intro to R&W II (NENG 103) if D grade
  Repeat R&W II (NENG 103)

Intermediate Reading & Writing I (NENG 112)
- Earn A, B, C, or D
- Earn F or withdraws
  Enroll in Intermediate R&W II (NENG 113)
  - Recommend repeat of Intermediate R&W I (NENG 112) if D grade
  - Consider eligibility for ARW I & II (NENG 221, 222) *
  Repeat Intermediate R&W I (NENG 112)

Intermediate Reading & Writing II (NENG 113)
- Earn A, B, C, or D
- Earn F or withdraws
  Enroll in Career English I (NENG 212)
  - Recommend repeat of Intermediate R&W II (NENG 113) if D grade
  Repeat Intermediate R&W II (NENG 113)

Career English I (NENG 212)
- Earn A, B, C, or D
- Earn F or withdraws
  Enroll in Career English II (NENG 213)
  - Recommend repeat of Career English I (NENG 212) if D grade
  Repeat Career English I (NENG 212)

Career English II (NENG 213)
- Earn A, B, C, D
- Earn F or withdraws
  AOS English requirements are completed.
  - Recommend repeat of Career English II (NENG 213) if D grade
  - Consider re-testing for entry into Analytical R&W I and II (NENG 221 and NENG 222) *
  Repeat Career English II (NENG 213)

* A student who earns "A" or "B" grades in Introduction to R&W I and II (NENG 102 and 103) and Intermediate R&W I and II (NENG 112 and 113) will be enrolled in Analytical R&W I and II (NENG 221 and 222) upon the DLS chair's review of the student's course history and recommendation from the student's Intermediate Reading & Writing II (NENG 113) faculty member. The DLS chair may consider extenuating circumstances and/or eligibility for retesting, if a student earns a "C" in his/her first NTID English course. If students have any questions, they are encouraged to meet with their academic advisor and/or the DLS chair.

Updated June 29, 2020
Analytical Reading & Writing I  
NENG-221  
3 credits  
Students must take both courses in the same semester and earn Cs or higher to continue

Bridge to College English I  
NENG-231  
3 credits  
Students may place in 232 and must earn a C or higher to take the WPE. Those who place in 231 must take both courses in the same semester and earn Cs or higher to take the WPE

Writing Placement Exam/WPE

Analytical Reading & Writing II  
NENG-222  
3 credits  
Students must take both courses in the same semester and earn Cs or higher to continue

Bridge to College English II  
NENG-232  
3 credits  
Students may place in 232 and must earn a C or higher to take the WPE. Those who place in 231 must take both courses in the same semester and earn Cs or higher to take the WPE

Refer to NTID Department of Liberal Studies “Next Steps” policy for course progression requirements.
Department of Liberal Studies
English “Next Steps”
AAS/AS

Analytical Reading & Writing I & II (NENG 221 & 222)

- Earn A, B, or C in both courses
  - Enroll in Bridge to College English I and II (NENG 231 and 232)
- Earn D or withdraws in one or both courses
  - Repeat of the course(s) ONCE (with a “C” grade) is required before enrolling in next sequential course. Team meeting* is strongly recommended.
- Earn F or withdraws in one or both courses
  - Team meeting* is required. Continued progress in the English course sequence is not guaranteed.
- Earn D or F or withdraws in one or both repeated courses
  - Team meeting* is required. Continued progress in the English course sequence is not guaranteed.

Bridge to College English I & II (NENG 231 and 232)

- Earn A, B, or C in both courses
  - Take Writing Placement Exam (WPE). Course placement will be Critical R&W (URWT 100) or FYW: Writing Seminar (URWT 150)
- Earn D or withdraws in one or both courses
  - Repeat of the course(s) ONCE (with a “C” grade) is required before enrolling in the next sequential course. Team meeting* is strongly recommended.
- Earn F or withdraws in one or both courses
  - Team meeting* is required. Continued progress in the English course sequence is not guaranteed.
- Earn D or F or withdraws in repeated course
  - Team meeting* is required. Continued progress in the English course sequence is not guaranteed.

* Team meetings include the student, his/her program chair, counselor, and DLS chair. The student’s next English Course, if any, will be determined at the conclusion of the team meeting.

Updated June 29, 2020
Refer to NTID Department of Liberal Studies “Next Steps” policy for course progression requirements.
Department of Liberal Studies
English “Next Steps”
AAS/AS/BS

Critical Reading & Writing (UWRT 100)
Earn A, B, C, or D
Enroll in FYW: Writing Seminar (UWRT 150), or equivalent.
- Recommend repeat of Critical R&W (UWRT 100) if D grade
Earn F or withdraws
Team meeting* is required. Continued progress in the English course sequence is not guaranteed.

FYW: Writing Seminar (UWRT 150)
Earn A, B, C, or D
English Foundation sequence is complete.
- Recommend repeat of FYW: Writing Seminar (UWRT 150) if D grade
Earn F or withdraws
Team meeting* is required.

* Team meetings include the student, his/her program chair, counselor, and DLS chair. The student’s next English Course, if any, will be determined at the conclusion of the team meeting.

Updated June 29, 2020