

RIT

National Technical
Institute for the Deaf
**Department of
Liberal Studies**

STUDENT HANDBOOK

**NTID
English
Program
(NENG)**



www.rit.edu/ntid/liberalstudies
Edited March 2025

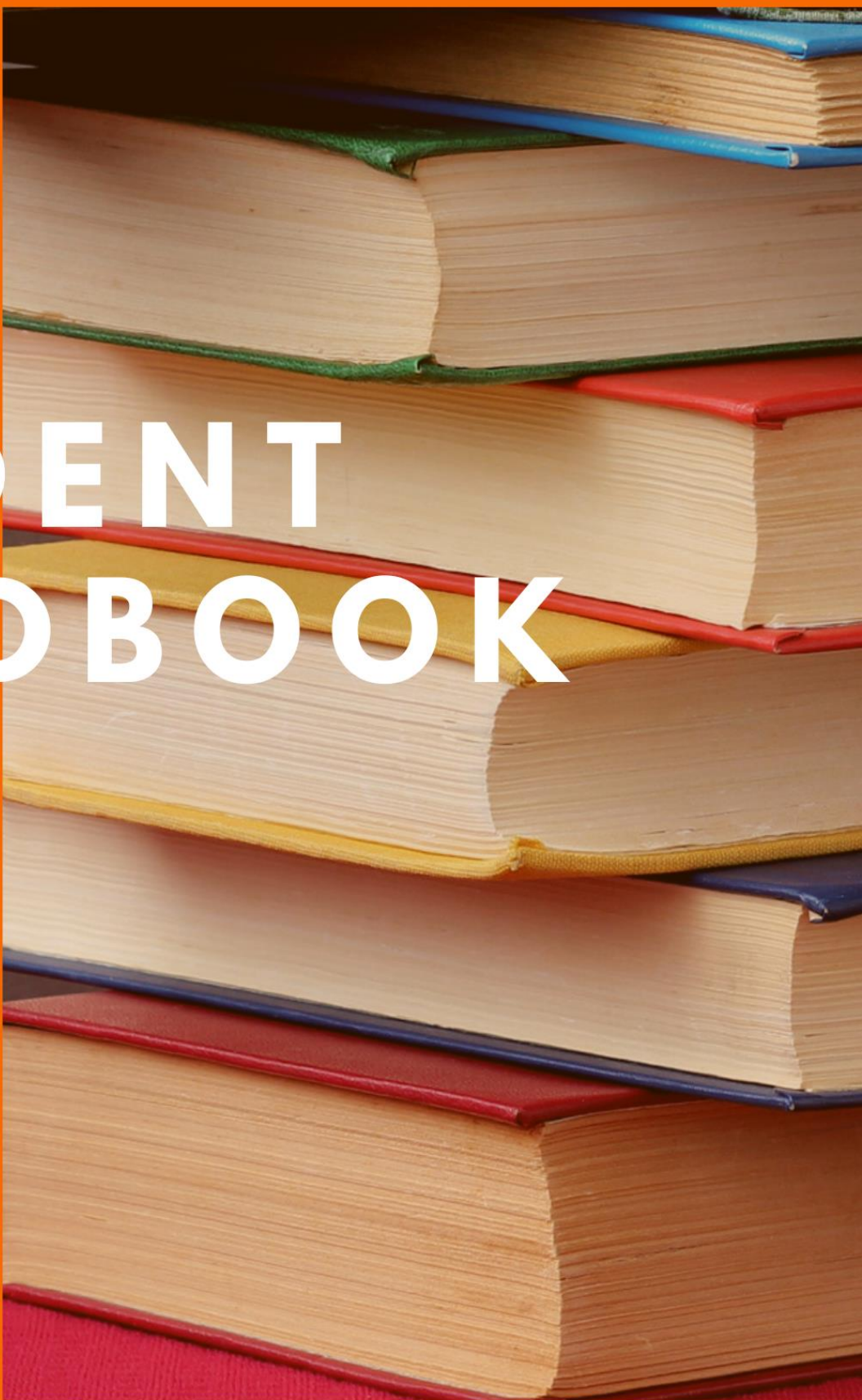


TABLE OF CONTENTS

INTRODUCTION: LIBERAL ARTS EDUCATION

| | |
|--|---|
| Introduction: Liberal Arts Education _____ | 4 |
|--|---|

SECTION ONE: ENGLISH PROGRAM AT NTID

| | |
|--|----|
| Curriculum Framework _____ | 4 |
| Initial Course Placement in the NTID English Program _____ | 5 |
| Placement into Developmental English _____ | 6 |
| Placement into College Preparatory English _____ | 6 |
| NTID English Course Chart _____ | 6 |
| Course Descriptions _____ | 7 |
| Independent Study _____ | 9 |
| Progress Through the Curriculum _____ | 10 |
| Course Grades and Academic Advising _____ | 10 |
| Progress Through the Developmental English Course Sequence _____ | 10 |
| Progress Through the College Preparatory English Course Sequence _____ | 11 |
| Re-testing _____ | 11 |

SECTION TWO: ENGLISH IN THE COLLEGE OF LIBERAL ARTS

| | |
|--|----|
| Curriculum Framework _____ | 17 |
| Requirements for Entry into UWP English Sequence _____ | 17 |
| Writing Placement Exam _____ | 18 |
| Registration Process for UWP Courses _____ | 18 |
| Course Descriptions _____ | 19 |

SECTION THREE: COLLEGE OF LIBERAL ARTS GENERAL EDUCATION COURSES

| | |
|---|----|
| College of Liberal Arts General Education Courses _____ | 20 |
| Registering for CLA General Education Courses _____ | 20 |
| Types of Access Support _____ | 22 |
| Discipline-based Tutoring _____ | 23 |
| Learning Centers _____ | 24 |
| Credit Transfer from Other Institutions _____ | 24 |

APPENDIX: NTID WRITING TEST

| | |
|---|----|
| Representative Writing Samples (by Level) _____ | 26 |
|---|----|

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: ENGLISH AT NTID

Curriculum Framework

The NTID English program curriculum provides courses at two levels: Developmental English and College Preparatory English. Each course in the curriculum carries either three or four credits and typically meets for three or four 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.)

The Developmental English courses focus on helping students improve their literacy skills related to personal responsibility, independence, education, community, culture, employment, and global citizenship. Students will focus on grammar (English and ASL), vocabulary, reading and writing strategies, and study

skills. These courses do not prepare students for college-level courses requiring academic English.

The College Preparatory English courses focus on academic-level literacy and language usage skills. These courses help prepare students for college-level courses requiring academic English. More information about each course in the NTID English program can be found below in this handbook.

Placement in the NTID 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 Introduction to Academic Writing course take 3 credits before they are able to access the College of Liberal Arts (CLA) curriculum, including the UWP writing courses. Students who place at the Bridge to Academic Literacies course take 6 credits before accessing the CLA curriculum. 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 the Developmental English level initially take from 6 to 14 course credits. The actual number of credits depends a) on placement test performance and b) on performance in the actual courses.

Initial Course Placement in the NTID English Curriculum

Initial course placement in the NTID English curriculum depends on student performance on two tests*: the NTID Writing Test and the Degrees of Reading Power Test (DRP). The NTID Writing Test measures students' writing ability. Students are given 60 minutes to write a short essay on an assigned topic. Each essay is read by three faculty members, and evaluated for its organization, content, and language. Scores range from 0-100 points. (Some representative samples are provided in the Appendix.). The DRP measures students' reading ability. Students are given two hours to read through a number of short readings, and they answer vocabulary-based multiple-choice questions that gauge their reading comprehension skills.

* Many students also take a third English test, the Woodcock Johnson. The Woodcock Johnson test is a vocabulary-based test where students fill in the missing word that best fits the context of the sentence. Students are given 30 minutes to complete the test. Scores on this test are used to resolve discrepancies in

student scores on the DRP and NTID writing test. Scores also are applied in the “Two out of Three Rule” in "Requirements for Entry into CLA English Sequence".

Placement into Developmental English

If you have a DRP score of ≤ 43 AND a Writing score of ≤ 49 , you will be placed in Literacies I (NENG-104).

If you have a DRP score of 44-47 AND a Writing score of ≤ 49 , you will be placed in Literacies II (NENG-114).

If you have a DRP score of 48-53 AND a Writing score of ≤ 49 , you will be placed in Literacies III (NENG-115).

Placement into College Preparatory English

If you have a DRP score of 54-57 AND a Writing score of ≥ 45 , you will be placed in Bridge to Academic Literacies (NENG-121).

If you have a DRP score of 58-61 AND a Writing score of ≥ 50 , you will be placed in Introduction to Academic Writing: Humanities and Social Sciences/STEM (NENG-233 OR NENG-234). (Note: many of these students will test into CLA English based on the 2/3 rule.)

NTID English Course Chart

| DEVELOPMENTAL ENGLISH COURSES | | |
|--|---------------------------|----------------------------|
| | NENG-104 Literacies I | |
| DRP** TEST SCORE | 43 or lower | |
| NTID WRITING TEST SCORE | 0-49 | |
| Independent reading level at less than 2 nd grade | | |
| | NENG-114 Literacies II | NENG-115 Literacies III |
| DRP** TEST SCORE | 44-47 | 48-53 |
| NTID WRITING TEST SCORE | 0-49 | |
| COLLEGE PREPARATORY ENGLISH COURSES | | |
| | | |

| | |
|----------------------------|---|
| | NENG-121 Bridge to Academic Literacies |
| DRP** TEST SCORE | 54-57 |
| | NENG 233-234 Introduction to Academic Writing (STEM or Humanities or Social Sciences) |
| DRP** TEST SCORE | 58-61# |
| NTID WRITING TEST SCORE | 50 or higher# |

* See department chair for possible retesting.

Some students in this category may test into UWP English based on the 2/3 rule.

** Degrees of Reading Power.

Course Descriptions

NENG-104

Literacies I

This is the first course in the developmental English language sequence at the AOS level offered at NTID. It is designed to increase students' abilities to comprehend and use written English for practical usage on campus, in the workplace, and in society at large. Through a semester-long scaffolding approach, students develop basic reading and writing strategies to explore and to apply English-language communication skills in a variety of school, workplace, and life areas. Topics will be presented in various forms of media and contexts in which students learn to comprehend and use the basic constituents of English sentences; develop a content word vocabulary of about 3000 words; and practice strategies for improving reading comprehension and written expression. Upon successful completion of this course, students will continue their reading and writing skill development in NENG-114 Literacies II.

NENG-114

Literacies II

This is the second course in the developmental English language sequence at the AOS level offered at NTID. Students will continue their journey toward becoming more proficient in the literacy skills that are necessary for success in a career-focused associate degree program at NTID. Topics in this course provide the context in which students review the basic components 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 at a functional level of communication. Upon successful completion of this course, students will continue their reading and writing skill development in NENG-115 Literacies III.

NENG-115

Literacies III

This is the third course in the developmental English language sequence at the AOS level offered at NTID. Students will continue to develop their reading and writing skills to become more proficient in the literacy skills necessary for success in a career-focused associate degree program at NTID. Topics in this course provide the context in which students comprehend and use additional complex English sentence elements, increase their content word vocabulary to about 6000 words, evaluate reading tasks to select appropriate reading strategies, and expand their skills for writing paragraphs and longer compositions at a functional level of written communication.

NENG-121

Bridge to Academic Literacies

Bridge to Academic Literacies introduces students to the basic conventions of academic literacies and composition in preparation for further study. This course provides students with activities to generate thoughts and ideas in their language repertoire, including ASL and English, for composing texts needed for academic success. Through translanguaging work, students will demonstrate their understanding of learned materials, create a thesis on an issue, develop support, and practice the composing process: prewriting, drafting, revising, and editing. Students will understand the composing process as a means of producing a final product with a well-planned structure and well-informed content. Topics for course assignments include historical, social, and cultural context.

Prerequisites: This class is restricted to NTID supported students who have an NTID English placement test score equal to 40 or who have completed NENG-115 or equivalent course with a B- or better.

NENG-233**Introduction to Academic Writing:**
Humanities and Social Sciences

This course introduces students to genres of writing in the humanities and social sciences (HSS). Students will explore various multimodal materials from a wide range of HSS texts. They will develop a range of academic discourse skills necessary for undertaking coursework in RIT's University Writing Program. Course assignments and discussions will also address bias in language. Students will compose a variety of texts to strengthen their knowledge of HSS genres and contexts. Assignments include summaries, reaction papers, journal entries, presentations, and formal essays.

Restricted to NTID-supported students in 3DGT-AAS, ACCTEC-AAS, ADMSUP-AAS, APPLA-AS, ARTIMG-AAS, ARTIMG-AOS, BUSN-AS, BUSADN-AAS, BUSTEC-AOS, PBLIBL-UND, or PBCOM-UND; NENG-121 with a grade of C or better or NTID English placement score equal to 50.

NENG-234**Introduction to Academic Writing: *STEM***

This course introduces students to the genres of writing in STEM fields. Students will explore various multimodal materials from a wide range of STEM texts. They will develop a range of academic discourse skills necessary for undertaking coursework in RIT's University Writing Program. Students will compose a variety of texts to strengthen their knowledge of STEM genres and contexts. Assignments include summaries, reaction papers, journal entries, presentations, and formal essays.

Restricted to NTID-supported students in APLCMP-AS/-AAS/-AOS, AMECHT-AAS, CADTEC-AAS/-AOS, CIMT-AOS, CVTC-AAS, GENSCI-AS, LABSCI-AAS/-AOS, MAPDD-AAS, PBENG-UND, or PBSCI-UND; NENG-121 with C or better or NTID English placement score equal to 50.

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. Placement tests will be re-administered for students who desire to access and progress through the College Preparatory English curriculum, explained further below.

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 sequence.
- "B" means that there is fairly good reason to believe that the student will perform satisfactorily in the next course in the sequence.
- "C" means that there is some question that the student will perform satisfactorily in the next course in the sequence.
- "D" means that it is doubtful that the student will perform satisfactorily in the next course in the sequence.
- "F" means that the student has failed the course and must repeat it to progress further in the English curriculum. Continued progress in the College Preparatory English course sequence is not guaranteed.
- **Students who earn a "D" grade in any Developmental English course are STRONGLY ADVISED to repeat the course.**

Progress Through the Developmental English Course Sequence

Students who place into the Developmental English course sequences may retake these courses as many times as they wish. However, these courses do not prepare students for the College Preparatory English course sequence. To enter the College Preparatory English course sequence, students must earn course grades of A or B in their Developmental English courses to earn the opportunity to retake the DRP and the NTID Writing Test. Students also must score 54 or higher on the DRP and 50 or higher on the NTID Writing Test to qualify for NENG-121 Bridge to Academic Literacies.

Progress Through the College Preparatory English Course Sequence

Students who place into the College Preparatory English 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 College Preparatory English 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.

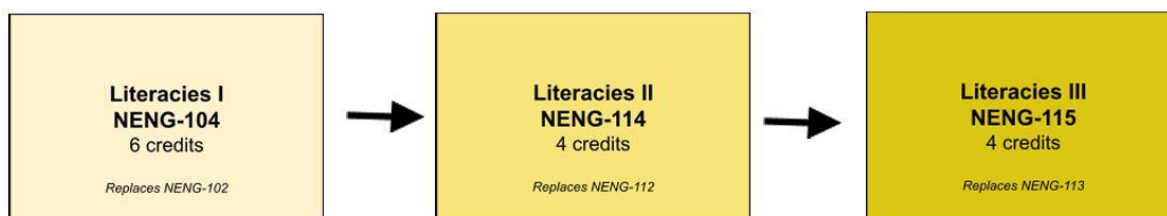
Re-testing

Progress through the English curriculum is based on both course performance and standardized test results. Occasionally, circumstances may arise that justify a re-test. In such cases, all requests must be made through the Department of Liberal Studies chairperson, who will decide whether to grant retaking either the NTID Writing Test or DRP Test.

Students should discuss their developmental English course performance and progress with their instructors, academic advisors, and academic department chair. A grade of A or B in the Developmental English courses **does not** guarantee advancement to the College Preparatory English courses.

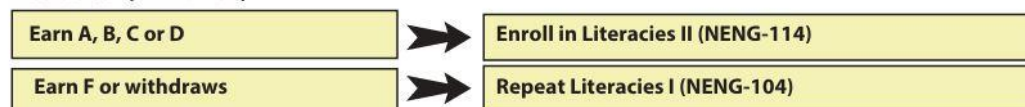
NTID Department of Liberal Studies

AOS English Course Sequence

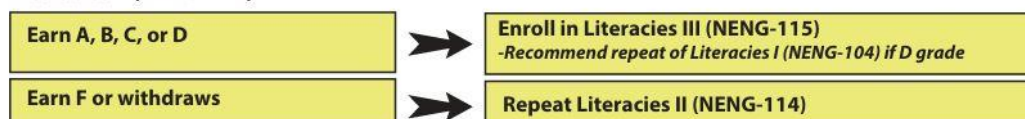


Department of Liberal Studies English “Next Steps” AOS

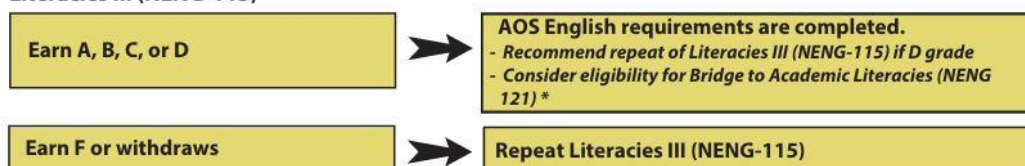
Literacies I (NENG-104)



Literacies II (NENG-114)



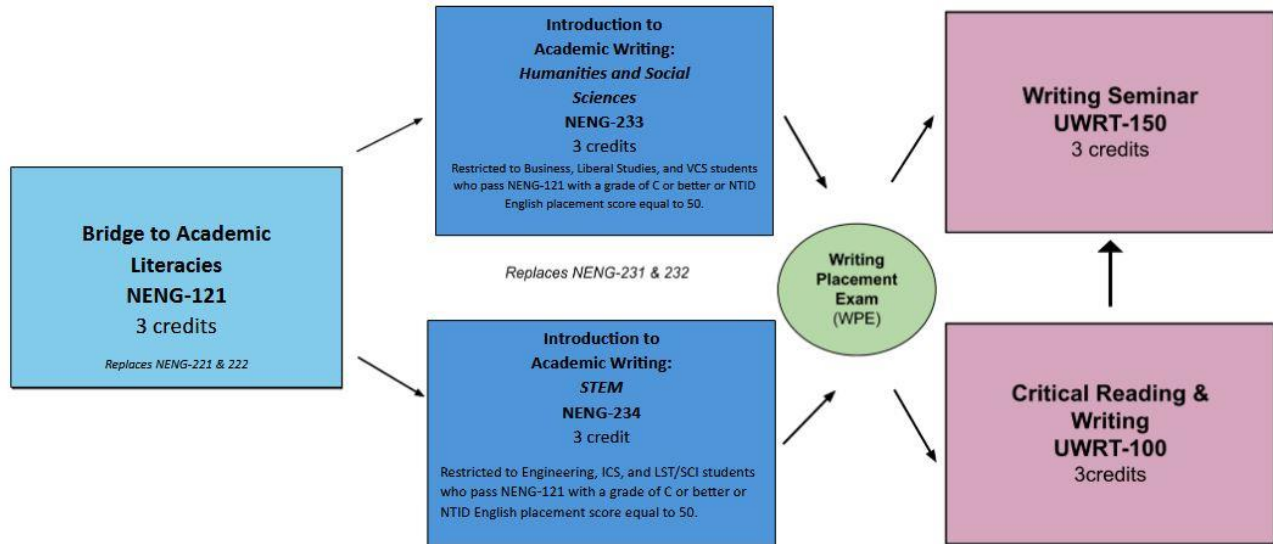
Literacies III (NENG-115)



*A student who earns “A” or “B” grades in Literacies I (NENG-104), Literacies II (NENG-114), and Literacies III (NENG-115) may be eligible to take the English Placement Tests to move into AAS-level Bridge to Academic Literacies (NENG 121) upon the DLS chair’s review of the student’s course history and recommendation from the student’s Literacies III (NENG-115) faculty member. The DLS chair may consider extenuating circumstances and/or eligibility for retesting, if a student earns a “C” in their first NTID English course. If students have any questions, they are encouraged to meet with their academic advisor and/or the DLS chair.

NTID Department of Liberal Studies

AAS/AS English Course Sequence



Department of Liberal Studies
English “Next Steps”
AAS/AS

Bridge to Academic Literacies (NENG-121)

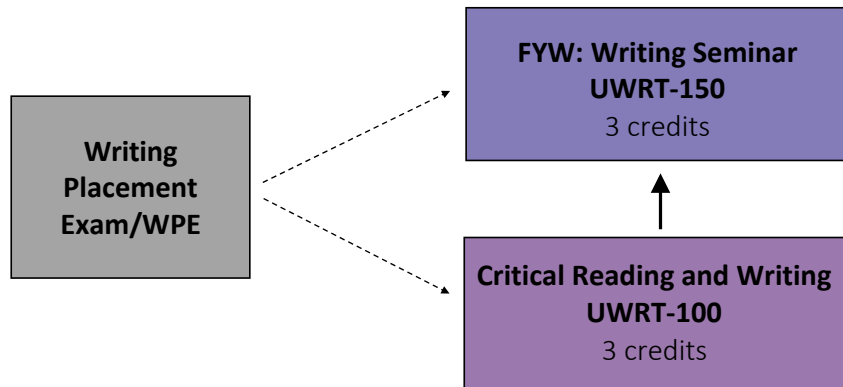
| | | |
|---|---|---|
| Earn A, B, or C | ➔ | Enroll in Introduction to Academic Writing: Humanities and Social Sciences (NENG-233) or in Introduction to Academic Writing: STEM (NENG-234) |
| Earn C- or lower or withdraws from course | ➔ | Repeat of the course(s) ONCE (with a “C” grade) is required before enrolling in next sequential course. Team meeting* is recommended. |
| Earn F in course | ➔ | Team meeting* is required. Continued progress in the English course sequence is not guaranteed. |
| Earn C- lower or withdraws from repeated course | ➔ | Team meeting* is required. Continued progress in the English course sequence is not guaranteed. |

Introduction to Academic Writing (NENG-233 or NENG-234)

| | | |
|---|---|---|
| Earn A, B, or C | ➔ | Take Writing Placement Exam (WPE). Course placement will be Critical Reading & Writing (URWT-100) or Writing Seminar (URWT-150) |
| Earn C- or lower or withdraws from course | ➔ | Repeat of the course(s) ONCE (with a “C” grade) is required before enrolling in the next sequential course. Team meeting* is recommended. |
| Earn F in course | ➔ | Team meeting* is required. Continued progress in the English course sequence is not guaranteed. |
| Earn C- lower or withdraws from 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.

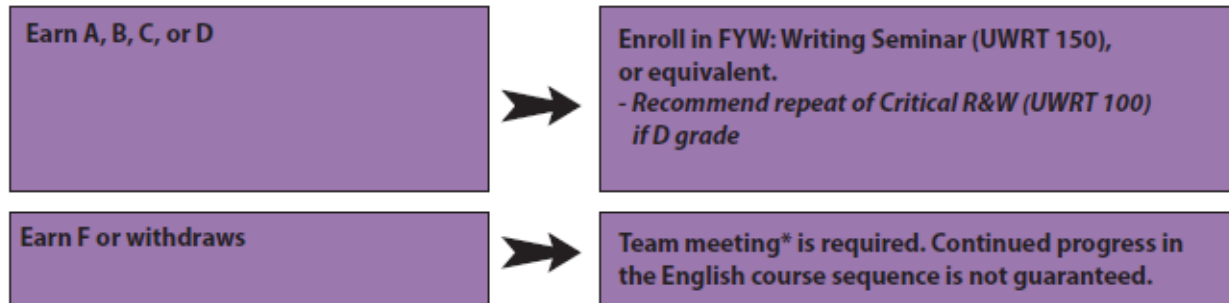
NTID Department of Liberal Studies AAS/AS/BS English Course Sequence



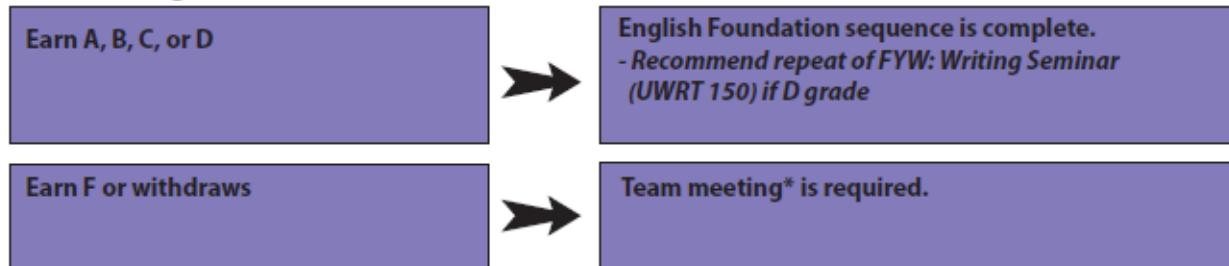
Refer to NTID Department of Liberal Studies “Next Steps” policy for course progression requirements.

Department of Liberal Studies
English “Next Steps”
AAS/AS/BS

Critical Reading & Writing (UWRT 100)



FYW: Writing Seminar (UWRT 150)



* 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

SECTION TWO: ENGLISH IN THE COLLEGE OF LIBERAL ARTS

Curriculum Framework

The Department of Liberal Studies College Preparatory English writing sequence is designed to enable 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 the 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 UWP English Sequence

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

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 DRP Test will be required to take the College Preparatory 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 62 or above on the DRP test AND 60 or above on the Writing test, are able to take the WPE. In addition, if a student scores high enough on one of the two tests for entry into CLA courses, they may gain admission to the WPE by scoring at a 9th-grade grade reading level or above on a third test, the Woodcock Johnson Test.

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 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 Introduction to Academic Writing courses 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 Introduction to Academic Writing, however, will be required to re-take and pass the courses before entering the Liberal Arts writing sequence.

Registration Process for UWP 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.

Students will be registered based on the following order of priority:

- Students who were put on a waiting list the previous semester.
- 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 further strengthened in First-Year Writing. Particular attention will be given to critical DRP, academic writing conventions, 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 in academic writing. This course fulfills a Gen Ed free elective.

UWRT-150

Writing Seminar

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 DRP 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:

| Liberal Arts Courses | Subject |
|-----------------------------------|----------------|
| Critical Reading & Writing | UWRT-100 |
| Writing Seminar | UWRT-150 |
| Introduction to Criminal Justice | CRIM-110 |
| Global Deaf Literature | ENGL-343 |
| Deaf Literature | ENGL-417 |
| Introduction to Visual Arts | VISL-100 |
| American Deaf History | HIST-230 |
| Deaf People in Global Perspective | HIST-231 |
| Deafness and Technology | HIST-330 |
| Diversity in the Deaf Community | HIST-333 |
| Women and the Deaf Community | HIST-335 |
| Introduction to Psychology | PSYC-101 |
| Foundations of Sociology | SOCI-102 |
| Deaf Culture in America | SOCI-140 |
| Science, Technology & Values | STSO-140 |

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

Registering for CLA General Education Courses

Students have two choices when registering for a College of Liberal Arts core 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-20 to xxxx-xxx-29. 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 contact the access services manager (475-6281). 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. Valerie Burgio**, interpreting coordinator for CLA, vjbdis@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:

Communication: **Jeanne Yamonaco**, jnynge@rit.edu

Criminal Justice: **Dara Doane**, dbddl@rit.edu

Deaf Studies: **Deirdre Schlehofer**, dxsnss@rit.edu

History: **Corinna Hill**, cshcss@rit.edu

Philosophy: **Frances Cooley**, fgcdls@rit.edu

Psychology: **Rain Bosworth**, rgbdl@rit.edu; **Frances Cooley**, fgcdls@rit.edu;
Clifton Langdon, Clifton.langdon@rit.edu

Science, Technology & Values: **Janine Butler**, jmbdl@rit.edu

Sociology: **Dara Doane**, dbddl@rit.edu

Research methods, statistics, senior projects: **Rain Bosworth**, rgbdl@rit.edu;
Frances Cooley, fgcdls@rit.edu; **Clifton Langdon**, Clifton.langdon@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/writing/writing-commons-overview>

Location: First floor, Wallace Library

Contact: **Dr. Ruth Book**, rabuwp@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: Peterson A121

Contact: **Jeanne Yamonaco**, jnynge@rit.edu

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 NTID Writing and DRP 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: **Matthew Annis**, mhadls@rit.edu 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 UWP Course 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

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 DRP & 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 sicne 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 Responsbility. 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 was 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 interested to talk with everyone and also about the experiences. I would like to receive 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 interested 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 security 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 priority 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 a lot and making many new friends. They also show me how to be a leader as a college. We can socialize a lot 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 automatically 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.



NTID English Program

NENG Handbook

www.rit.edu/ntid/liberalstudies

RIT | National Technical Institute for the Deaf
Department of Liberal Studies

Revised March 2025
