

TypeWell Times

Quarterly Newsletter for TypeWell Transcribers

Improve your vocabulary; learn a new word each week.

Evince: to show in a clear manner, to make evident

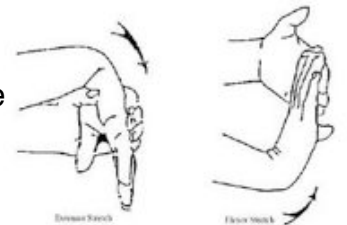
Desultory: jumping or passing from one thing or subject to another without order, rational connection



A new semester about to begin...

As we gear up for a new semester it is important to get ourselves prepared for our upcoming contracts. Some of the ways we can get ready for a new semester are:

- Clean out your PAL from last semester
- Ensure your equipment is functioning properly
- Exercise and stretch your hands and forearms
- Start listening to podcasts and lectures online and imagine you are transcribing them. This will not only help build stamina and focus, it will get your brain tuned back in to main points and factual information
- Review the policy and guidelines on the PCAS website
http://www.bcit.ca/files/pcas/pdf/transcribing_guidelines_mar_2012.pdf
- Familiarize yourself with the policy and guidelines of the institution where you will be working
- Start building a vocabulary list of anticipated terms for the courses you will be transcribing
- Connect with teamers to discuss the upcoming semester and how you will work as a team
- Make contact with the instructor prior to the first class to introduce yourself. Following the first class offer to send a transcript to the instructor so that he/she can better understand what you are doing and to show them what you are capturing in their lectures.



To succeed, jump as quickly at opportunities as you do at conclusions. Benjamin Franklin

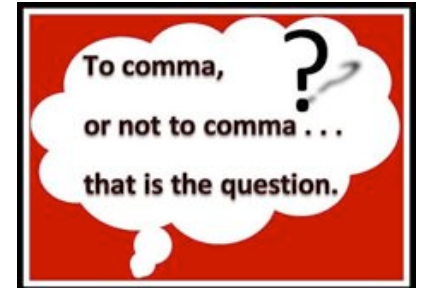
All labour that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence. Martin Luther King Jr.

Comma Splices

Comma splices are a type of run-on sentence, formed by joining two independent clauses with a comma instead of using a period, conjunction, or semicolon. This type of English grammar error has become very common in less formal writing, such as blogs, emails, and advertising copy. Transcribers should avoid making these types of errors, because reading research has shown that comma splices slow down readers and often lead to misinterpretations. For more information about when a comma is and is not appropriate, review the information at this link and practice with the interactive quizzes:

<http://grammar.ccc.commnet.edu/grammar/runons.htm>

<http://kypstips.typewell.com/search/label/grammar>



Classroom Note Sharing Protocol

When transcribing in college or university classrooms, hearing students often ask transcribers if they may receive a copy of the notes. According to the PCAS Transcribing Guidelines, most sites do not allow transcribers to share notes with anyone other than the student who is receiving TypeWell service, Disability Services, and the instructor, if requested. However, it is important to note that these guidelines can vary from institution to institution, and transcribers should familiarize themselves with their sites' note sharing protocol prior to commencing work. For more information, please refer to the PCAS Transcriber Guidelines PDF document:

<http://www.bcit.ca/pcas/students/resources.shtm>



Student Testimonial



Growing up profoundly deaf, I navigated the public school and university system quite well despite unreliable technology and, at the time, fledging volunteer note-taking programs. Towards the end of my Master's studies, I began to see what is possible when universities hire trained and well-paid transcribers to facilitate access and participation in the classroom. My experience with TypeWell technologies and transcribers has been so positive that when I have had this service in place, I no longer had to think about the light, the way another person was talking, or whether there was a 'right' moment to jump into the conversation. For hours at a time, I was just a student, no more and no less.

Meghan Jezewski, MA in Studies in Policy and Practice, UVic

Tips on Identifying and Eliminating Error Patterns

Many transcribers, whether they are new to the work or have many years of experience, tend to reach a point where the transcribing process becomes almost second nature. While this can indicate an intuitive sense of the work, which is positive, it can also lead to “transcribing on autopilot”. When we mentally switch off while working, we tend to fall into error patterns that result in verbatim-type transcribing as opposed to meaning-based work. Over time, these patterns become habits that are ingrained into our transcribing process, and we may not notice the effect they have on our work.

Some commonly seen error patterns that can be attributed to “autopilot syndrome” are run-on sentences, comma splices, and sentence fragments. It is important to remember that student readers vary in terms of how much information they receive auditorily, so we need to produce transcripts that are clear, easy to read, and fully comprehensible. For many students, our transcripts are the only way they access their course lecture so need to be free of these error patterns.

The following three tips will help you assess your work to determine if your transcripts contain some of these error patterns:

1. Check your transcripts:

When transcribing with a teamer, mark your turns with some kind of symbol (like an asterisk or dash) so you can identify which work is yours when it's time to edit. While editing the notes, make note of your error patterns, such as run-on sentences, comma splices, or sentence fragments and do a frequency count. Choose one pattern to work on the next time you work.

2. Ask your teamer for help:

Before your next assignment begins, ask your teamer to watch for your chosen error pattern. If you feel you can handle the distraction while transcribing, ask him/her to point out the errors as you produce them and correct them immediately. If not, have him/her give you some kind of signal (like writing a tick on a piece of paper) so that you are aware of when the error occurred, and keep transcribing. Make note of what you were doing and thinking at the time each error. Were you typing verbatim? Did you give yourself enough time to listen, understand the speaker, and type, or were you following the speaker too closely? Paying attention to your process and interrupting your errors as you produce them will help eliminate patterns and break habits.

3. Repeat the process:

After you have successfully eliminated one type of error pattern from your work, try working on another area that needs improvement by following the same steps described above. It's a good idea to check your transcripts for various error patterns every few months to ensure that you are producing clear, meaning-based work.

NOTE: Remember to visit the TypeWell Continuing Education link at <http://typewell.com/continued.html>

Pro-D Corner

Sept 27th Webinar has been postponed until further notice.



Conference proceedings will soon be available from the TypeWell Symposium June 8-10th 2012, in New York City

Transcriber Profile #3: Allison Sands

Allison is a TypeWell transcriber and a freelance sign language interpreter. She has been interpreting in post-secondary and community settings since 2001 and transcribing in a variety of post-secondary institutions across the Lower Mainland since 2006. Two years ago she decided to go back to school part-time to complete an undergraduate degree in Community Rehabilitation and Disability Studies at the University of Calgary via distance education. While taking online courses is a challenge, she is enjoying the coursework and is very much looking forward to completing her degree in December 2015 (hopefully).

Allison is an animal lover and recently added a one year-old Border Collie/Golden Retriever named Lucy to her family, which consists of her partner, Nathan, and their ginger cat, Earl. She also enjoys spending as much time as possible with friends and family, traveling (road trips in particular), vegetable gardening, cooking, and eating good food – either home cooked or at whatever newly opened and amazing restaurant Vancouver has to offer.

Post-Secondary Communication Access Services

Ministry of Advanced Education
British Columbia Institute of Technology
3700 Willingdon Ave, Burnaby BC V5G 3H2

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Email: shirley_coomber@bcit.ca

Jobline Employment Registry
Sign up at pcas@bcit.ca

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