

## **COURSE OUTLINE**

### **Realtime Captioning Technology**

#### **Course Description**

RC 102. Realtime Captioning Technology. 3 hours credit. Prerequisites: RR 201 or VR 101 with a B or better. This course will enable the student to perform the basic setup and maintenance of broadcast captioning equipment. The student will build and maintain a realtime dictionary, as well as manage job dictionaries. The student will gain an understanding of broadcast captioning history and terminology, news production functions, and Deaf culture. The student will also apply professional ethics, including *Guidelines for Professional Practice for Captioners*.

#### **Course Relevance**

All realtime reporting professionals today use computer-aided transcription in delivering their product—a record of the spoken word. Realtime reporters can now pursue alternative careers as broadcast captioners, scopists, cyber-conference reporters, legal and medical transcriptionists, rapid data operators, or working with individuals or groups representing persons with hearing or vision loss.

#### **Required Materials**

High-speed internet access, 128 MB flash drive, red felt tip pen, personal dictionary, steno machine or voice writing equipment, and highlighters.

Laptop (See Instructor/Coordinator for specification sheet for laptop.)

#### **Learning Outcomes**

The intention is for the student to be able to:

1. Perform the basic setup and maintenance of broadcast captioning equipment.
2. Build and maintain a realtime dictionary.
3. Manage job dictionaries.
4. Understand broadcast captioning history, Deaf culture, captioning terminology, and broadcast news production functions.
5. Demonstrate knowledge and understanding of professional ethics and “Guidelines for Professional Practice for Captioners.”
6. Research and prepare for captioning job.

#### **Learning PACT Skills that will be developed and documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

##### **Technology Skills**

1. Discipline-specific technology

- Through the use of the steno writer or voice recognition equipment and the computer-assisted translation (CAT) system, the student will broadcast caption with a minimum of error.

### **Major Summative Assessment Task(s)**

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Preparing and setting-up a broadcast captioning job.
2. Captioning a 15-minute literary broadcast, transcribing a random five-minute selection at 160 wpm with 96% accuracy.

### **Course Content**

(The following skills and competencies are taken from the NCRA's *General Requirements and Minimum Standards* and incorporated into each specific course.)

- I. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Setting up and maintaining captioning equipment
  - B. Building and maintaining a realtime dictionary
  - C. Managing job dictionaries
  - D. Understanding broadcast captioning history, Deaf culture, captioning terminology, and broadcast news production functions
  - E. Demonstrating knowledge and understanding of professional ethics and “Guidelines for Professional Practice for Captioners”

### **Learning Units**

- I. Captioning equipment
  - A. Basic care/maintenance of steno or voice writing equipment
  - B. Basic setup/maintenance of broadcast equipment
  - C. Obtaining system support
  - D. Operation of online captioning translation system (phonetic translator)
  - E. Broadcast news production preparation
  - F. Prescripting to include text preparation, format, and software functions
  - G. On-air captioning and finger-spelling
  - H. Troubleshooting
- II. History of captioning and related regulations
  - A. Decoder Circuitry Act
  - B. FCC requirements
  - C. Deaf culture/awareness
  - D. Quality control/evaluation

### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lectures, instructor-led class discussion, guest speakers, group activities, drills/skill practice, and others at the discretion of the instructor.

**Grade Determination**

The student will be graded on learning activities and assessment tasks, primarily focused on speed and accuracy. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, comprehensive examinations, student projects, student presentations, class participation, and other methods of evaluation employed at the discretion of the instructor.