Recording Voice with Media Center Equipment

The Media Center also has one foot pedal for longer transcriptions. It can be used in the Media Center for four hours.

We recommend Audacity ([audacity.sourceforge.net/](http://audacity.sourceforge.net/)) in the Media Center for Mac and PC. It is a simple program to use and the user can slow down the recording for easier transcription. The “P” key can be used to start and pause the recording. We also recommend the program DSS Player which can be found in the Media Center on two editing stations. It works with the foot pedal and has a word processor and media player all in the same window.

Note: There is no quick and easy way to convert voice to text. The best way is to do the transcribing yourself. Making text to audio is much easier to do!

### Helpful tips!

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Things not to do</th>
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<tbody>
<tr>
<td>Speak clearly. Speak at good level volume.</td>
<td>Speak in a rushed or hurried voice or mumble. Speak quietly.</td>
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<td>Have people speak one at a time.</td>
<td>Have people talk at once and interrupt each other frequently.</td>
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<td>For digital or tape recorders, record on fast speed or high quality setting.</td>
<td>Record on slow speed or low quality, which uses less memory or tape but makes a “muddier” sounding recording which takes longer to transcribe. Possibly resulting in transcription errors.</td>
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<tr>
<td>This makes a clearer recording but uses more memory or tape.</td>
<td>Record in an environment with lots of background noise like a restaurant, subway, near fans and vents, or place where others are talking or making noise.</td>
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<tr>
<td>Record in a quiet environment. Be aware of background noise from others, air conditioning, fans, music, and other sources.</td>
<td>In groups of two or more, allow some people to be heard well while others are barely audible or not audible at all.</td>
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<td>In groups of two or more, make sure each person can be heard equally well.</td>
<td>Use a stationary microphone and let the speaker move around, creating hard to hear sections on the dictation.</td>
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<td>Use recording system with multiple microphones in large groups to ensure you can hear each individual.</td>
<td>Only have one microphone or recorder? If possible, have all persons speaking the same distance from the recorder. If that is not possible, place it nearest to the most important part of the conversation or point it in that direction.</td>
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<td>Use a microphone near the speaker. If the speaker will move around, use a wired or wireless lapel microphone.</td>
<td>Place the microphone or recorder near the interviewer so that the recording barely captures the most important part - the interviewer.</td>
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<td>During question/answer sessions, have people come to a house microphone or bring a wireless microphone to them before they ask their question. Alternatively, have the person answering questions repeat the question so it is captured on the recorded audio.</td>
<td>During question/answer sessions, take no measures to record the question. You'll only obtain transcribed answers but be uncertain about the question asked.</td>
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<td>Use good quality equipment made for the number of people you are recording.</td>
<td>Use poorly maintained, low-quality equipment. Use equipment that was designed for recording one person to record a group of people.</td>
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<td>Alternatively, if good equipment is not available, use multiple digital or tape recording devices around the room (we will have to listen to each to fill in gaps from the others).</td>
<td></td>
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</tbody>
</table>
Verbatim:

- Includes false starts, repeated words, stutters.
- Does not include "ums," "ahs."
- Does not correct grammar.

Edited:

- Conversion of spoken English to written English.
- Correction of grammar.
- Does not include false starts, repeated words, or stutters.
- Does not include "ums," "ahs."

General suggestions

- **READ, READ, READ your work.**
  - Does it make sense? If not, you need to go back and listen and figure out where something is wrong.

- **Proof your work!**

- **In most reports or dictation, correct obvious errors your speaker may produce. In literal transcripts you may be asked NOT to do this.**
  - Your dictator says "He is now divorced from his ex-wife." Since he couldn't have been married to an ex-wife--that is a result of the divorce. We expected this to be change to "He is now divorced from his wife."

- **Consistent template for your work.**
  - If you have a template for your work, stick to it! Provide consistency in your work product.
  - Provide consistent style to your work product. Have the same indentation, number of returns between paragraphs, etc.

Correct grammar

- "I'm going to the store; however, John will be home with the kids."
  - Correct - two sentences can stand on their own but are connected with a conjunction (however), set off with a semi-colon before "however" and comma after it.

- "I'm going to the store, however, Mike is not."
  - Correct, but NOTICE the difference with respect to the above example. Only one complete sentence with a phrase ("Mike is not" -- is not a complete sentence, it's a phrase). This type is set off with a comma before and after "however."
• "The doctor prescribed medication, i.e., generic drugs."
  o Use commas before and after "i.e."

• "Tammy is going shopping, and Tammy is going to school to learn punctuation."
  o Notice "and" is used a conjunction (conjunctions include and, that, however, therefore, just to name a few). Whenever you are using two complete sentences and are joining them with a conjunction, a comma goes before the conjunction (in this case "and"). If BOTH parts on either side of "and" rely on the other side (are NOT complete sentences on their own), no comma is used.

• "I like ham, eggs, and cheese for breakfast."
  o We prefer use of commas in series--including before the last "and."

• NEVER use a contraction in formal writing.
  o This is particularly true for letters and evaluations. For instance, "don't," "can't," and "won't," are examples. Spell them out, no matter what the person is dictating.

• Be careful with run-on sentences.
  o You can only use ONE conjunction in a sentence. After that you have run-ons. Use a period. DON'T listen to your dictator's punctuation if they are bad at punctuating!

In your word processor, go to your options (usually under tools) and turn on the grammar checker. It will help you with some of these problems. ALWAYS have it on.

Correct spelling

• In your word processor turn on the spell checker.

• Buy and use a dictionary. Try dictionary.com.

• Display a list of words that you misspell in your work area. Look at it, use it, learn.

• "Cannot," "a lot"
  o Cannot is ONE word, not two.
  o "A lot" is two words, not one.

• "high school"
  o If the name of the school isn't in the sentence, "high school" should not be capped.

• "Ph.D."
  o There is only one way to spell this, Ph.D.

The right equipment

• The right hardware
  o Use a transcription system with a foot pedal.
  o Use a headset, headphones, earphones while transcribing. Don't listen through speakers.

• The right software
Spelling software with domain-specific terms or drug names
Use an approach to expand short keystrokes into larger phrases or terms. There are multiple approaches to do this.

- The right references
  - Domain-specific references
  - Meeting notes
  - Appointment listing with names

The right environment

- Select a quiet location.

- Make sure your ergonomics are correct (search for details elsewhere)
  - Comfortable chair
  - Screen the right height
  - Keyboard of the proper type to avoid fatigue

Adapted from: http://type-thing.com/tips.html

Come see the Trible Library Media Center if you have any questions. You can email us at mediacenter@cnu.edu.

http://media.cnu.edu

Adapter – file converter program

www.zamzar.com – file converter website

www.wetransfer.com – send files up to 2 GB