![MindLink Resources, LLC logo]

Transcription Instructions

Thanks for accepting this transcription project. The following instructions should help you provide a quality transcription for our client.

1. Review the style guide before you begin.
2. Log into WordBee and download the audio or video that you will be transcribing.
3. Install VLC http://www.videolan.org/vlc/ This program will play most file types.
   a. Here are some helpful hot keys that will help you while you're transcribing:

Command	Code	Hotkey
Fullscreen	key-toggle-fullscreen	f
Leave fullscreen	key-leave-fullscreen	Esc
Play/Pause	key-play-pause	Space
Pause only	key-pause	[
Play only	key-play	]
Faster	key-faster	+
Slower	key-slower	-
Normal rate	key-rate-normal	=
Faster (fine)	key-rate-faster-fine	Unset
Slower (fine)	key-rate-slower-fine	Unset
Next	key-next	n
Previous	key-prev	p
Stop	key-stop	s
Position	key-position	t
Very short backwards jump	key-jump-extrashort	Shift-Left
Very short forward jump	key-jump+extrashort	Shift-Right
Short backwards jump	key-jump-short	Alt-Left
Short forward jump	key-jump+short	Alt-Right
Medium backwards jump	key-jump-medium	Ctrl-Left
Medium forward jump	key-jump+medium	Ctrl-Right
Long backwards jump	key-jump-long	Alt-Ctrl-Left
Long forward jump	key-jump+long	Alt-Ctrl-Right

4. Create a MS Word file with the text from the transcription.
5. When you're done, upload the file into WordBee
6. Send an invoice (invoice@mindlinkresources.com)

General Transcription Style Guide

General quality

You are expected to produce a highly accurate transcription which is client ready.

If you are unsure of what a person said, take the time to play that section over again. Think about the context of what was said to help you decide between multiple possibilities.

Please look up all names and acronyms to make sure they are correct. You can find valuable information on the Internet.

Use tools to check spelling and grammar. Most browsers have a built-in spell checker.

In general, do not place a comma after the following words: and, but, or, then, that and words that end in -ly. There are exceptions to this rule. An example would be using a comma when an -ly adjective is used with other adjectives. Example: Felix was a lonely, young boy.

Text should be broken into readable paragraphs, unless otherwise requested in the instructions. There should be no more than 11 lines per paragraph.

Compound sentences should be punctuated with commas. Long, run-on sentences should be broken into readable sentences. Semicolons should not be used to join together short sentences. You can use a period.

SAVE YOUR WORK!!! Pressing the save button multiple times during work can save you from losing your work.

Filler words

The only filler words that should not be used are "like, you know, kind of, sort of, I mean" ONLY when they are used excessively and when they are not necessary to the meaning of the sentence.

Clean Verbatim transcriptions

Unless otherwise requested by the customer, transcripts should be clean verbatim; excluding the "umm"s, "ahh"s, false starts, and stutters.

Do not paraphrase or rewrite what is said.

Do not leave out conversations or other material unless requested by the customers.

Be sure to read the customer's directions. They may also want all instances of [coughs] and [laughs].

For interviews, slang terms can be transcribed as spoken, such as gonna, wanna, shoulda. However, care should be taken that the slang does not interfere with the readability or prevent the reader from being able to comprehend the transcript.

For formal presentations, lectures, webinars, etc. slang terms, such as gonna, wanna, shoulda, need to be cleaned up.

Speaker Identification

If there is only one speaker, do not use a speaker identification.

For two or more speakers, separate the speaker identification from transcription text with a colon (:) followed by a space.

Speaker tokens should not be all capital letters, unless requested in the customer instructions.

Always attempt to identify the speaker. (If you can't identify the speaker, see below.)

If the speaker's name is known, use the speaker's first name as the speaker identification. Exceptions: If a speaker is identified by a title throughout, then use the title and last name. Examples include Dr. Jones, Senator Smith.

For webinars, lectures, and formal presentations where there are several speakers giving formal presentations, a speaker's full name can be used as the speaker identification.

In Focus Group Transcripts identify the focus group leader as "Facilitator:" or "Moderator:". Participants can be identified by name if known. If participant names are not know, use "Man:" and "Woman:" to identify participants. If you can easily track the participants, then number the speakers as "Man 1:", "Man 2:" etc. For focus groups where it is difficult to track the individuals over the course of the file, use generic speaker tokens, "Man:", "Woman:", "Male:", or "Female:". Use only the following speaker identification formats, unless otherwise instructed to do so:

Interviewer: (You may number this if there is more than one interviewer)

Interviewee: (You may number this if there is more than one interviewee)

Man: or Woman: (You may number if there is more than one man or woman)

Male: or Female: (You may identify if there is more than one male or female)

Facilitator: or Moderator: (For focus groups)

Instructor: (For training, lectures, instructional courses, etc.)

You may be able to identify the interviewee's name from the file name. In an interview situation "Interviewee" is always better than the generic tokens. Most of our audios are question and answer interviews so Interviewer and Interviewee are going to be the normal format.

Contractions

Please be sure to use the following contractions correctly when transcribing or reviewing:

"Your" (possessive)

"You're" (short for you are)

"Its" (possessive)

"It's" (short for it is)

"There" (directional)

"Their" (possessive)

"They're" (short for they are)

Examples:

You're welcome

You're a smart person

Your arm is broken

Your dress is pretty

It's cold outside

It's my house

Its coat was soft

Its leaves were red

There is the mailman

There are people there

Their money was stolen

Their house is red

They're in trouble

They're not here yet

Language Mechanics

Language mechanics incorporate the proper use of spelling, grammar, punctuation, capitalization, and other factors deemed necessary for high-quality transcriptions. Many of the rules in this guideline are unique to transcribing the spoken word.

Case

Transcriptions should be in mixed case. Nothing should be transcribed in all caps unless it is an acronym.

Spelling and Capitalization

Be consistent in the spelling of words throughout the transcript.

Use dictionaries, style guides, glossaries, customer instructions, and the Internet to verify the spelling words, places, technical terms.

Please use your word processing spell check program, but be aware that it will not catch all mistakes, such as homophones or the misuse of words.

[SP] should be used after word, places, and names that you are not sure how to spell. Use [SP] only after the first occurrence of the word, name, or place in the transcript. Punctuation should follow [SP] in the text of the transcript.

Do not emphasize a word using all capital letters except to indicate screaming.

Please do not use "alright" or other variations. The correct spelling is all right.

Use okay instead of OK. Exceptions: OK should be used for the Oklahoma state postal code. Use OK when the speaker is referring to a computer command or button, i.e. "Click OK."

Punctuation and Grammar

Always follow conventional rules of Standard English to the greatest extent possible, utilizing style guides to reach sound decisions.

Semicolons should only be used to separate items in a series when the items contain clauses.

Spontaneous Speech

Transcribing spontaneous speech can be very difficult, as real conversations often contain improper grammar or run-on sentences, dialect, and slang. As punctuation cannot correct non-grammatical speech, its role in transcription is to facilitate clarity and ease of reading.

As a general rule, written English language depends largely on word order to make the relationships between words clear. When word order alone is not sufficient to establish these relationships, there is little choice but to resort to punctuation that is sometimes unique to the transcription process.

Inaudible Speech

Use [inaudible hh:mm:ss] to indicate words or phrases you cannot hear or understand. Replace the "hh:mm:ss" with the timestamp of where the inaudible speech begins.

If people are speaking simultaneously, transcribe what each person is saying. If you cannot understand what is being said, use an inaudible timestamp [inaudible hh:mm:ss]. Do not use [SS] for simultaneous speaking.

Spell-outs

When someone spells a word, use capital letters, separated by dashes. Separate the complete word from the spell-out with a comma and transcribe the letters in uppercase. For example:

Joe: His name was Bobby, B-O-B-B-Y.

When names or words are given after a letter to ensure that the letter is heard correctly, transcribe this way: "A," as in "APPLE," "B," as in "BOY," etc.

When a hyphenated name is the subject of a spell out, the words "dash," or "hyphen," should be typed out for clarity. For example:

S-M-I-T-H-dash-J-O-N-E-S

Standard Responses

Standard responses such as "Yes," "Yeah," or "No," must be followed by commas when they are at the start of a sentence.

Run-On Sentences

Use punctuation to break up run-on sentences. Do not leave fragments unless necessary.

Titles

When designating that someone has the same name as another, the "junior" or "senior" portion of their name is typed out.

Names of States

Do not abbreviate state names. Write them in full. Exception: If the speaker says, "Philadelphia 'P' 'A,'" type Philadelphia, PA, just like a spell out. People from Massachusetts commonly say, "MASS," as part of their address. Typing Boston, Mass, is correct.

Spelling Out

Please abbreviate etc. There is no need to type out "et cetera."

Unless otherwise specified below, spell out all numbers from one to ten, but use numerals for all numbers over ten.

Spell out any number that begins a sentence as well as any related numbers. Example: Two hundred guests and 23 guides entered.

Spell out casual, nonemphatic numbers. Example: He gave me hundreds of reasons.

Numerals with four digits can have a comma. Numerals containing five or more digits must have a comma. Example: I started with 1,000 tickets and somehow ended up with 20,000!

Use numerals in a listing of numbers if one or more is above ten and these occur in one sentence. Example: She has 21 books, 11 oranges, and 3 cats.

Use numerals when referring to technical and athletic terms. Example: He scored 3 goals in today's game!

When indicating sequence, capitalize the noun and use numerals. Exceptions are the indication of line, note, page, paragraph, size, step, or verse. For example:

Building 2, floor 31

Channel 5, channel 12

Chapter 1, page 3

Room 438, building 2

Dates

Use the numeral plus the lowercase "th," "st," or "nd" when a day of the month is mentioned by itself (no month is referred to). Example: Bob went fishing on the 9th.

When the day precedes the month, use the numeral plus the lowercase "th," "st," or "nd" if the ending is spoken. Example: My birthday is on the 17th of June.

Use the numeral alone when the day follows the month. Example: I will meet you on May 9.

When the month, day, and year are spoken, use the numeral alone for the day, even if an ending ("th," "st," or "nd") is spoken. Example: Paul will marry on July 6, 1996.

Time

Indicate time of day with numerals only.

For example:

I awoke at 5:00.

If you wish to attend, you must arrive by 6:25 p.m.

We were expected to report no later than 1400 hours.

Always use numerals when the abbreviation "a.m." or "p.m." is present. Double zeros are not necessary to indicate minutes of the hour when a whole number is used with a.m. or p.m.

Example:

She leaves at 3:20 p.m. for the airport.

Our hours are from 9 a.m. to 5 p.m.

We're leaving at 6 in the morning.

Periods of Time

A decade should be written as "the 1980s" (not "the 1980's") and "the '50s" (not "the 50's").

If a decade or century is in noun form, do not use hyphens. Example: This vase is from the 17th century.

If a period of time is used as an adjective, use a hyphen. Example: This 19th-century painting was done by Van Gogh.

Fractions

Spell out fractions. Example: Do you plan to eat one and one-half pizzas?

Do not mix numerals and spelled-out words within the same sentence. Example: She is thirteen and a half years old.

If a fraction is used with "million," "billion," "trillion," etc., spell out the fraction. Example: The population was over one-half million.

Percentages

Use numerals and the percent sign to indicate all percentages except at the beginning of a sentence. Example: Fifty-one percent of the people voted, but only 6% of the votes were counted.

Currency

Use the dollar sign plus the numeral for dollar amounts under one million. For whole-dollar amounts of one million and greater, spell out "million," "billion," etc. For example:

John brought only $11.

Bob brought $6.12.

The budget of $13,000 will be sufficient.

Taxes will be reduced by a total of $13 million.

He owes $13,656,000.

Use the word "dollar" only once for a range up to ten. Example: I hope I find three or four dollars.

Use the dollar sign and numerals when transcribing a range of currency over ten dollars. Example: Alice expected a raise of $6,000 to $7000.

For amounts under one dollar, ordinarily use the numeral and the word "cents". Examples: I need 15 cents. You can also use a style with a dollar sign. Example: He paid $0.15.

For foreign currencies, spell out the name of the foreign currency. Examples are euro, yen, and pound. You can go to this link to find the appropriate sign. Eg. Pound = £ and Euro = €

Quotations

When a speaker is quoting something that was or is being said, use quotes.

For example:

Speaker: I was going to go to the store, but my mother stopped me and said, "Please get some bread, too."

When a speaker is quoting a phrase.

For example:

Speaker: I love eating a sandwich with a Coke because as they say, "Things go better with Coke."

Interruptions, Incomplete Sentences, and Skips for verbatim transcripts ONLY

Use commas and/or periods plus spaces when there is an interruption in the sentence or if a speaker trails off and doesn't complete a sentence.

For example:

I think his name was Fre-, no, his name was Frank.

Then we decided to go see Harry and that was . . .

Use periods and spaces (. . .) when there is a change of thought in mid sentence.

For example:

He was going to . . . well, maybe not.

Use periods and spaces when there is an interruption.

For example:

Interviewer: A car pulled in front of me, making a left-hand turn . . .

Respondent: Um-hum.

Interviewer: . . . into my lane.

Skips in the Audio

Use ellipses and a notation tag, not the inaudible tag, when there are skips or blanks in the audio.

For example:

He came out . . . street in front . . . I stopped [audio skips].

Stuttering

Use dashes when someone stutters. This applies to verbatim transcription only.

For example:

The The road was w-, wet.

In the case of severe stuttering, type a maximum of three stuttered sounds.

For example:

It was a gr-, gr-, gr-, great day.