

# THE GUARDIAN

ISSUE 7

JULY 2015

## PASSING THE TEST AN INTERVIEW WITH DENYCE SANDERS BY: THE JCR

### QUOTE OF THE MONTH

*“If you can dream it, you can do it.”*  
-Walt Disney

### INSIDE THIS ISSUE:

|                            |   |
|----------------------------|---|
| PASSING THE TEST CONTINUED | 2 |
| STUDENTS OF THE MONTH      | 2 |
| WORD TRIPPER               | 3 |
| MAY EVALUATIONS PASSED     | 3 |
| JOB OPENINGS               | 4 |
| NEW STUDENT SPOTLIGHT      | 5 |
| JULY CALENDAR              | 6 |

Denyce Sanders, RMR, CRR, of Houston, Texas, recently agreed to be interviewed about passing NCRA’s Registered Merit Reporter exam in her first try. She has been freelance reporting for about 25 years and had also earned Texas’s CRR. She is also certified as a Realtime Systems Administrator through NCRA. Her next challenge is the Texas RMR - and she said she’s taking it “just for fun in June.”

JCR: You recently passed all three legs of the RMR exam - all on the first try - with four errors on the literary leg (out of 50 allowed), eight errors on the Jury Charge leg (out of 60 allowed), and 10 errors on the Testimony leg (out of 65 allowed). Does that sound right to you?

DS: Yes.

JCR: I’ve heard that the RMR is not the first test you passed on the first try. Can you tell me about your other experiences?

DS: Well, I had forgotten that I took the CRR more than 10 years ago. I had just updated my software, and it froze in the middle of the exam and that was all she wrote. I did pass the RPR the first time. I took the CRR in April of 2013 and passed that and then took the Texas CRR and passed that on the first try.

JCR: Before I jump into asking the tough questions, I know that participating in this

for you - getting showcased like this - so I want readers out there to know that we reached out to you to spotlight you on your accomplishments, and that you didn’t approach us with the idea. Our purpose in spotlighting you is to help other reporters achieve similar results. You’ve mentioned that reporters don’t really ask you how you’re able to accomplish what you do. That seems odd to me, given your great achievements. Is that really how it is?

DS: Yes. While I try to support others in the profession as I have been helped by many others, reporters can be defensive and feel as if they are being judged if help is offered. It is an unfortunate condition for the trade. That’s very sad to me. I have always helped anyone I can, and I, in turn, have been helped myself, so I try to pass it on.

JCR: My purpose is to ask the questions that no one is asking you - to dive deeply into what you practice and how you practice that brings you such fantastic success. The future of the reporting industry is realtime, so let’s start there. Could you please explain what you did to prepare for your state and NCRA realtime certification exams, what you practiced, and how you practiced - including your daily practice routine?



## STUDENTS OF THE MONTH

### Katie Jaraczewski

Katie transferred to CCR last semester and has remained a positive and dedicated student since then. She is very determined to finish school in the near future.

You're doing awesome!

### Kirstie Anderson

Kirstie also transferred to CCR last semester and has advanced quickly to high speed classes. She is always open to new ideas and ways of learning. She is very dedicated to school.

We are so proud of you!

### Heidi Masters

Heidi transferred to CCR this past February. She has been doing a great job in her commitment to speedbuilding. She was nominated because her instructors see how hard she works.

Great job, Heidi!



DS: Well, first off, I have to say that I started working on my writing first. I knew that I wanted to take the CRR, but I knew it was the easiest test you'll ever fail. My writing needed work. I wasn't really serious about it. I had used Realtime Coach off and on but didn't get serious until 2012. I had broken my thumb in 2008, and I broke my wrist in two places in September of 2012. I had surgery and am now the proud owner of two screws, a plate, and a nice scar! That delayed my plans a little.

So, I started out by honing my basic writing. I practiced slower takes and worked on each one until I got it perfect. Then I moved on. I focused solely on perfect writing for the CRR. I had been a reporter for a long time, so I had to work harder to work out some bad habits. I used mainly Realtime Coach for the CRR. I practiced every day if I could and a lot on weekends. If I couldn't get a take right, I would break it down until I could. The month leading up to the CRR, I think I logged 36 hours of practice. I'm not a good test taker, and I wanted to be ready.

The RMR is a different animal. That's about speed. I warm up first with easy stuff, and then I would work my way up in speed. I would try and practice before work each day using the Daily Warmup with RTC. I would also warm up my fingers by writing the alphabet and the numbers. I took it slow and built up my speed gradually. I didn't really decide on when I would take it until I could write 240 easily. Then I decided I would take the RMR in November.

Setting a goal is important. It's too easy to let work get in your way. There were a lot of times I would get a job scoped or proofed so I could practice. I made it my second job. I practiced every weekend without fail first thing in the morning, so nothing got in my way. To get ready, I practiced only hard

material. On RTC, I would speed up and slow down the material. Pushing for the 260 was the hardest. My wrist was very unhappy with me. I had to take that part really slow. That was frustrating. I had to break it down into one-minute segments and vary the speed up and down. Quite honestly, I think that actually helped, looking back on it.

The last month before the exam, I did a Literary, Jury, and Q&A every practice session. The last two weeks, I would grade myself by training the job against what I had edited in RTC. The week before the RMR, I took the practice exam and I passed all three. So I knew I was ready! You just know when you are ready. If you think the 260 is fast, you are not ready. Practice until you can consistently write it. That's the best advice I can give. I had all three legs of the RMR done and turned it in a little more than an hour.

Now those fast attorneys and witnesses - I consider them a challenge. There have been several times since I passed the RMR that I have said to myself "so glad I can write fast" because they were flying. But I still remember the first time I wrote a depo with zero untranslates - that was an awesome feeling! That doesn't mean I wrote it perfect, but it was pretty darn clean! My record for zero untranslates is 250 pages.

Even now, my goal is zero untranslates every job. The one thing I can say is I wish that I had done this years ago. Every job is so much easier now!

*Excerpt from the JCR*

### Word Tripper for July 2, 2015

**Hawk, hock** – As verbs, “hawk” and “hock” are primarily associated with sales transactions. “Hawk” means to sell goods, especially aggressively on the street. “Hock” means to pawn something—that is, to exchange something you own for money. If you don’t repay the lender (e.g., a pawnbroker), you forfeit that belonging. In addition, the phrase “in hock” means to be in debt, while the phrase “to hawk” means to clear one’s throat of phlegm.

“I went to the nearby pawn shop to *hock* my television for extra money.”

“Sidewalk vendors *hawk* their products to passing pedestrians hoping to make a sale.”

### M A Y E V A L U A T I O N S P A S S E D

*These students have all passed one or more SAP evaluations during the month of May.*

|   |  |  |   |   |
|---|--|--|---|---|
| <p><b><u>14 SAPs</u></b><br/>Sara Czartolomna</p> <p><b><u>12 SAPs</u></b><br/>Ashley Wilson</p> <p><b><u>10 SAPs</u></b><br/>Christine VanDam</p> <p><b><u>8 SAPs</u></b><br/>Brionca Tate<br/>Jessica Frizzell</p> <p><b><u>7 SAPs</u></b><br/>Kelsey Palmer<br/>Kirstie Anderson<br/>Shivone Latortue</p> <p><b><u>6 SAPs</u></b><br/>Angela Viray<br/>Monica Robinson<br/>Robin Willey</p> <p><b><u>5 SAPs</u></b><br/>Erin Claybrook<br/>Katelyn Berch<br/>Katie Jaraczewski<br/>Kimberly Murphy<br/>Sherrona Williams</p> <p><b><u>4 SAPs</u></b><br/>Ashley Kramer</p> | <p>Camille<br/>Montgomery<br/>Carol Casstevens<br/>Christine Angel<br/>Denise Hoisington<br/>Jessica Vanatta<br/>Jessica Wills<br/>Kirstine Mowery<br/>Megan Reeves<br/>Stephanie<br/>McGinnis<br/>Summer Vaughan<br/>Tami Taylor<br/>Victoria Huntley</p> <p><b><u>3 SAPs</u></b><br/>Alisa Church<br/>Allison Allen<br/>Amy Krueger<br/>Cassidy Johnson<br/>John Boutsis<br/>Kayde Rieken<br/>Lisa Major<br/>Maria Raichle<br/>Melanie Segalla<br/>Melissa Claborn</p> | <p>Rebecca Wasser<br/>Season Young<br/>Veronica Stewart</p> <p><b><u>2 SAPs</u></b><br/>Abby Crouse<br/>Carmen Salas<br/>Carolyn Collins<br/>Christil McAllister<br/>Claire Baldi<br/>Daniella Savidge<br/>Debrina Jones<br/>Elise Townes<br/>Gaylynn Smith<br/>Holly Goodwin<br/>James McAllister<br/>Joelle Maxfield<br/>Kathy Stempeck<br/>Kelly Garland<br/>Kelsey Michael<br/>Kimberly<br/>Wilkerson<br/>Kristin Gertz<br/>Carol VanHorn<br/>Michelle Dziubla<br/>Nadine Golden</p> | <p>Sindee Baum<br/>Suleika Olivo<br/>Susanne Gorman<br/>Tracie Blocker<br/>Tyler Adkins<br/>Valerie Melkus<br/>Yolanda Pena</p> <p><b><u>1 SAP</u></b><br/>Amanda Olivares<br/>Ashley Guillermo<br/>Brandi Smith<br/>Brett Schatzle<br/>Christine<br/>Obermeyer<br/>Denise Kurdziel<br/>Haley Both<br/>Holly McKay<br/>Jamie Dorgan<br/>Jennifer Berman<br/>Jennifer Wesner<br/>Joan Yeatts<br/>Juliane Petersen<br/>Kelly Custard<br/>Kristen Stegeman<br/>Kristine Edland</p> | <p>Lisa Jay<br/>Lucetta Robertson<br/>Michelle Kowalsky<br/>Nicole Simchak<br/>Paulina Alanis<br/>Rachel Groves<br/>Rob Leifer<br/>Sarah Fitzgibbon<br/>Sarah Hamilton<br/>Shari Conrad<br/>Shelley Duhon<br/>Taisha Herr<br/>Timothea Brewer</p> |
|---|--|--|---|---|

## JOB OPENINGS



### Dallas County Community College District

**Position Title:** Real-Time Captioners-CART Provider-Level 1 (4 Positions) (Mountain View)

**Position Number:** 061506062

**Position Type:** Professional Support Staff

**Exempt or Non-Exempt:** Non-Exempt

**Appointment Type:** Part Time

**Is Grant Funded?** No

**Salary:** \$20.00/Hourly, Range H80

**Work Days/Hours:** Varies

**Posting Number:** 04266

#### Job Description Summary/Essential Duties

Interpret in real-time captioning through the use of a steno machine, notebook computer and real-time software to render instant speech to text translation on a computer monitor. Captions all communication that occurs in the classroom for students who are deaf and hard of hearing or who have other communication barriers. Provides real-time captioning for hearing-impaired students and/or prospective students including lectures or other classroom instruction, meetings, registration, testing, tutoring, counseling, etc. Facilitates communication between the student, the faculty member and other students in the classroom. Works closely with student, faculty member or other appropriate individual to obtain all terminology inherent to the assignment (curricula, syllabi, synopses, scripts and texts) to create a dictionary and enhance the master dictionary. Provides the student with a copy of the lecture or meeting text from the real-time translation either on diskette or a printed copy of the edited text. Troubleshoots and solves hardware/software or other technical problems with the captioning equipment. Performs other duties as assigned.

#### Minimum Qualifications

Graduation from high school or equivalent plus currently enrolled in an accredited court reporting program and have less than one year of experience in providing real-time captioning services. Excellent oral and written communication skills to work effectively with a wide variety of individuals from diverse backgrounds. The ability to provide quality customer service. Evidence of current enrollment in a

court reporting program will be required with application for employment. \*Will be subject to a criminal background check.\*

#### Position Specific Qualifications

#### Physical Demands

Work performed causes light fatigue because of fairly continuous mental/physical effort; prolonged use of computer and/or steno machine and repetitive hand motions.

#### Posting Specific Questions

**Required fields are indicated with an asterisk (\*).**

- \* How much experience do you have in providing real-time captioning services?
  - Less than 1 year
  - 1 year plus
- \* Do you have excellent oral and written communication skills to work effectively with a wide variety of individuals from diverse backgrounds and the ability to provide quality customer service? if yes, please elaborate and tell us about previous experience

#### **(Open Ended Question)**

- \* Do you have a high school diploma or equivalent and are currently enrolled in an accredited court reporting program and have less than one year of experience in providing real-time captioning services?
  - Yes
  - No

#### Applicant Documents

#### **Required Documents**

- \* Cover Letter
- \* Resume
- \* Letter of Recommendation 1
- \* Letter of Recommendation 2
- \* Additional Unofficial Transcripts (Transcripts from foreign institutions must be evaluated to U.S. standards prior to submission.)

#### **Optional Documents**

- \* Certifications

## NEW STUDENT SPOTLIGHT

### *Kirstie Anderson*

#### What/who made you want to transfer to CCR?

I was having a very difficult time at my old school. A friend of mine, who was also attending my same school, was going to transfer schools. She told me to look into CCR. I decided to do my research on CCR. I loved everything I heard about CCR. I decided to give myself one more semester at my old school. If I didn't make any improvements, I would transfer schools. The semester started, and I put in all my efforts to improve or pass. By the end of the semester, I didn't make any improvements, so I decided to register at CCR.



#### In what ways does College of Court Reporting differ from your previous school?

CCR definitely has more hands-on help. The fact that I am able to have teachers look at my writing and let me know not only what my weaknesses are, but also how to improve is amazing. In the past, when I used to take a test, I was just shown my errors. I never knew what I could do to improve. The one time tests are also a big huge difference. My old school would only test at 5 minutes. Because CCR offers tests at each minute, I am able to track my progress and work on weaknesses at each minute. Finally, the fact I can test whenever I feel ready is another huge difference. In the past, I was only able to test once a week. If I didn't pass, I would have to wait for another test the following week.

#### What has your experience here been like this past semester?

It has definitely been a learning experience. There are a lot of procedures that are done differently from my old school. So it was a little difficult trying to get over the learning curve. By the end of the semester, I was able to get a good understanding of things. It has also been an amazing journey. Everybody is so helpful. Everyone wants you to succeed. I love all my classes. I love all my teachers. I have learned so much more than I have learned my whole six years of going to school. My self-confidence has been restored, and I am in love with court reporting all over again. Best decision I ever made. No regrets.

#### What field of court reporting do you want to go into upon completion of the program?

I really want to do officialship, but I will probably start as a freelancer.

COLLEGE OF COURT REPORTING

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“Work for yourself...Work for the world!”

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*Birthdays are in bold print! Happy birthday, CCR students and faculty!*



**ANY SUGGESTIONS?**

*Your CCR newsletter is always changing.  
 Contact Jen at [jen.lewis@ccr.edu](mailto:jen.lewis@ccr.edu) with  
 any ideas that you may have for the next  
 one. It is much appreciated!*

| Sunday                    | Monday   | Tuesday                       | Wednesday   | Thursday  | Friday  | Saturday  |
|---------------------------|--|-------------------------------|---|---|---|---|
|                           |  |                               | 1   | 2   | 3<br>No Classes   | 4<br><i>Independence Day</i><br> |
| 5                         | 6<br>Mock Trial<br><b>Rachel Groves</b>  | 7<br><i>Chocolate Day</i>     | 8<br><b>Ashleigh Huston</b><br><b>Claire Baldi</b>          | 9<br><b>Stephanie McGinnis</b>  | 10<br><b>Daniella Savidge</b>   | 11  |
| 12<br><b>Holly Harris</b> | 13<br>180-200<br>Multivoice<br><b>Kiana Lake</b>   | 14<br><b>Deborah Pascal</b>   | 15  | 16<br>Faculty Meeting<br><b>Eileen Beltz</b><br><br><b>Katherine Harker</b><br><br><b>Kirstine Mowery</b> | 17<br><b>Stephanie Faulkner</b><br><br><b>Sherrona Williams</b><br><br><b>Elva Bembenek</b> | 18  |
| 19                        | 20<br>I-Class<br>Evaluations<br>Midterms - D&E<br><i>Moon Day</i><br> | 21                            | 22  | 23<br>I-Class<br>Evaluations<br>Midterms - D&E<br><b>Margaret Abernathy</b><br><b>Erica Jenkins</b>       | 24<br><b>Kay Moody</b>  | 25<br><b>Suzanne Molloy</b><br><br><b>Amanda Vernon</b><br><i>Summer Break Begins</i>                               |
| 26                        | 27<br><i>Summer Break</i><br>   | 28<br><b>Sarah Fitzgibbon</b> | 29<br><b>Susan Steeves</b><br><br><b>Camille Montgomery</b> | 30  | 31  |   |