



Foundations of Court Reporting

PEIMS Code: N1303017

Abbreviation: FDCRTREP

Grade Level(s): 10–12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

This course will enable the student to identify the parts of a computer-compatible steno machine and demonstrate proficiency in creating reports using the specialized chorded steno machine keyboard functions and computer software. The students will evaluate the workings of real-time reporting information systems and communications technology. The student will acquire the ability to write conflict-free real-time translation theory on a computer-compatible steno machine, using proper punctuation and grammar. The student will be able to create and organize a personal dictionary for brief form writing the most common words and phrases and a phonetic-based system for writing all words. The student will build reading and writing skills on literary material, jury charge material, and question/answer testimony to navigate the inner workings of the court system. These materials include but are not limited to courtroom filings, subpoenas, affidavits, and all other documents needing transcription. Additionally, students will demonstrate proper dictation practices required for cognitive theory translation and speed-accuracy development.

The central focus of the proposed course to provide students the opportunity to gain thorough knowledge and expertise in the field of legal court reporting. By completing the course, students would be able to build upon their foundation of learning to become licensed court reporters and obtain meaningful work in a high-demand area. The recommended participants for this course are students in grades 10, 11, and 12 that have shown a keen interest in the legal professions.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 10-12. Recommended prerequisites: English I and Principles of Government and Public Administration. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

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- (2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Foundations of Court Reporting will enable the student to gain a greater understanding of real-time reporting information systems and communications technology. The student will develop the ability to write conflict-free real-time translation theory on a computer compatible steno machine, utilizing proper punctuation and grammar. The student will develop reading and writing skills on literary material focused on medical and legal terminology to include vocabulary in the courtroom setting. The course provides students with an overview of the skills necessary for a career in court reporting.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) exhibit business and industry employability skills such as attendance, punctuality, deadlines, personal/team goals, and ethical use of technology;
- (B) explain and practice confidentiality and professional responsibilities in adherence to Texas Court Reporting standards; and
- (C) demonstrate ethical decision-making and problem-solving skills.
- (2) The student demonstrates academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:
- (A) apply English language arts and reading knowledge and skills required for career and postsecondary education opportunities; and
- (B) use vocabulary to establish proficient court reporting vernacular.
- (3) The student recognizes the rights and responsibilities of all citizens and participants in the courtroom. The student is expected to:
- (A) identify how human values and perceptions affect and are affected by social diversity in the court of law;
- (B) distinguish and interpret artistic expression in reference to cultural arrangements of forms, sounds, or words that can be used in various regional courtrooms; and
- (C) interpret and analyze evidence and findings to develop accurate and unbiased opinions in the courtroom.
- (4) The student exhibits technical skills used in court reporting technology. The student is expected to:

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- (A) operate a steno machine for courtroom purposes; and
- (B) demonstrate the steps necessary for the care of a steno machine.
- (5) The student communicates effectively and responsibly in a variety of ways. The student is expected to:
 - (A) write a real-time translation theory;
 - (B) read real-time translation theory involving medical/technical dictation;
 - (C) transcribe thought into words in a timely manner;
 - (D) use two voices, distinctly from steno notes or from real-time screen, including portions read, with precise accuracy to record verbatim transcripts of courtroom proceedings;
 - (E) transcribe a minimum of three five-minute, two-voice testimony tests dictated at a minimum speed of 225 words per minute (wpm) with a minimum of 95 percent accuracy dictated at a minimum speed of 225 wpm; and
 - (F) create and organize a personal dictionary for brief form writing the most common words and phrases and a phonetic-based system for writing all words.
- (6) The student self-advocates by being able to explain the importance of the profession and the importance of professional growth in the career field. The student is expected to:
 - (A) document nine weekly hours of steno time for professional development;
 - (B) document interactions with professional court reporter, broadcast captioner, Communication Access Real-time Translation (CART) captioner, as well as peer review experiences;
 - (C) describe and apply the National Court Reporting Association (NCRA) Code of Professional Ethics;
 - (D) participate in job shadowing and/or internships with local court systems;
 - (E) identify career and professional opportunities in court reporting; and
 - (F) prepare for the court reporting job search process.
- (7) The student uses critical-thinking skills to perform effectively and efficiently in the workplace. The student is expected to:
 - (A) determine the importance and relevance of arguments and ideas as they pertain to the court;
 - (B) identify inconsistencies and errors in reasoning;
 - (C) analyze various information resources, including technology, for research and data collection;
 - (D) exhibit proficiency in marking and properly handling exhibits with professional responsibility;
 - (E) analyze how the court reporting professional works in alignment with the judicial process; and
 - (F) index and archive job files for legal record keeping.

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Recommended Resources and Materials:

Knapp, M.H. & McCormick, R.W. (2010). *The Complete Court Reporter's Handbook and Guide for Realtime Writers* (5th Edition). Lewiston, NY: Prentice-Hall, Inc.

Ritter, B.L. (2009) *StenEd Realtime Theory*. Melrose, Florida: Stenotype Educational Products, Inc.

Ritter, B.L. & Rhyne, P.P. (2005). *StenEd Realtime Professional Dictionary: For Reporting, Captioning, & Other Stenotype Professions*. Melrose, Florida: Stenotype Educational Products, Inc.

- Realtime Court Reporting Software
- Eclipse CAT Software
- Stentura 400 SRT
- Protégé, or better; realtime cables
- Desktop computer and/or Laptops
- Headphones
- Transcript pages
- Highlighter
- Note cards with binder (ring or rubber bands)
- Paper
- Pen (Writing Utensil)

Recommended Course Activities:

The recommended activities should include:

- writing the spoken word with punctuation by means of a real-time translation theory;
- theory instruction using electronic media and/or real-time technology and teacher interaction;
- speed and accuracy practice and development on steno machine;
- dictation of live, online, or by electronic media, including, but not limited to, two-voice, and multi-voice testimony (including medical and technical material), literacy, jury charge, and current events;
- practice at incremental speeds on unfamiliar material;
- readback and analysis of steno outlines;
- transcription from students' individual steno outlines on a weekly basis, including homework notes, projects, and other machine-related assignments;
- learning the role of the reporter in trials, depositions, administrative hearings, and other judicial proceedings.

Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- testing at incremental speeds on unfamiliar materials,
- testing at incremental speeds on multiple languages,
- transcription of speed tests, which shall be monitored and timed,
- demonstration of skill through a simulated state certification test and/or a simulated Registered Professional Reporter (RPR) skills test,
- daily Surveys/Exit tickets,
- weekly Reflection/Journal entries.

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Teacher qualifications:

An assignment for Foundations of Court Reporting is allowed with one of the following certificates.

- Grades 6-12 or Grades 9-12--Government.
- Grades 6-12 or Grades 9-12--Social Studies.
- Junior High School (Grades 9-10 only) or High School--Government-Political Science.
- Junior High School (Grades 9-10 only) or High School--Social Science, Composite.
- Secondary Government (Grades 6-12).
- Secondary Political Science (Grades 6-12).
- Secondary Social Science, Composite (Grades 6-12).
- Secondary Social Studies, Composite (Grades 6-12).
- Social Studies: Grades 7-12.
- Social Studies: Grades 8-12.
- Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.

Additional information: