Once you have conducted your interview, the hard part begins. You will need to summarize and transcribe the recording. Summaries are brief, chronological lists of key topics, stories, and themes told by the interviewee.

When transcribing the interview, you are doing much more than just typing out what was said. In essence, you are translating and editing the interview, something a lot easier said than done.

In this guide, you will find a template and sample for what your summary should look like, as well as a style guideline for transcribing and editing your interview. A sample template for what your transcription should look like can also be found.

### Summaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:30</td>
<td>Introduction</td>
</tr>
<tr>
<td>01:00</td>
<td>Enlisted and family military history</td>
</tr>
<tr>
<td>05:30</td>
<td>Boot camp and first impressions</td>
</tr>
<tr>
<td>08:00</td>
<td>First experience on front lines and combat in Baghdad</td>
</tr>
</tbody>
</table>

You should work on the summary as soon after the interview as possible, while it is fresh in your mind. As you listen to the recording, note down the key themes, stories, and topics stated by interview. Also take note of when certain questions are asked. Make sure your list is in order and make a note of the time or counter number the stories, themes, and topics begin at.

You will be given a template for your summary, which can be found in your Google folder.

To the left is a sample of what your summary should look like. Notice, font should be 12 point and Times New Roman.

### Transcribing Style Guide

Below are style guidelines for when you are transcribing your recorded interview. Remember, you are not just typing out every single word, you are translating and editing, so that reading your interview is easy and clear. Not only should your transcript be easy and clear to ready, it should be as accurate a representation of the interview as possible.

- **Spelling**, always type into a document that can be spell-checked. Since some words may have varied spelling, use the same dictionary throughout your transcript.

- **False starts** are when the interviewee begins with several words and then reorganizes his or her thoughts and resumes (i.e. Interviewee: *She didn’t– she wasn’t– well– I mean– I’ll tell you what she was really like.*). False starts can be reflective of a person’s speaking pattern and personality or they can cause the transcript to be difficult or tedious to read, so deciding to include or remove it can be tricky. If it makes reading difficult, then you can delete it (i.e. Interviewee: *I’ll tell you what she was really like.*)
- **Crutch, feedback, and/or filler words** are words such as “um,” “yeah,” “um-hm,” “uh,” “like,” etc. Like false starts, including these types of words are a judgment call. You want to make sure your interviewee sounds intelligent, but you also want to make sure their personality and speech patterns are reflected accurately. If a strong use of these words makes your transcript difficult or tedious to read, you may want to remove them. Use the following spelling for crutch words: *uh, uh-huh, um-hm, unh-uh*.

- Use **parentheses** to explain certain recorded activities (i.e. (laughs), (phone rings), (coughs), etc.)

- If there are **unintelligible or unclear parts** of the recording, listen to the part carefully several times. Then, ask somebody else to listen. If you can make an educated guess, type your closest approximation and add two question marks in parentheses (i.e. *I remember feeling like I couldn’t breathe (?) or believe (?) it anymore.*). If you and the other person still cannot make an educated guess, leave a blank line of the approximate length of the unknown portion and two question marks with parentheses (i.e. *I remember feeling like I couldn’t ___________ (?) it anymore.*). If the narrator lowers his or her voice, turns away, or speaks over another person, you may need to declare that portion of the recording unintelligible (i.e. *I remember feeling like I – like I (laughs; unintelligible).*).

- For **pauses, interruptions, or incomplete sentences** use **dashes** (i.e. *He often screamed– screamed for the most ridiculous reasons. I remember-*)

- As far as **abbreviations**, do not abbreviate months, days, “et cetera,” “okay,” names of countries/cities/states, “doctor” when used without a name, terms of measurements, words in addresses (i.e. “avenue”), parts of company names. You may abbreviate titles when accompanied by a name (i.e. Ms. Jones).

- **Brackets** may be used when editing for notes and words not present in the recording and added to the transcript for clarification (i.e. *They [drones] were what scared them the most. People [ran] inside every time they saw them.*).

- Do not use **ellipses (…)**, this implies to the reader that information has been withheld.

- For **numbers**, spell out the number if it is the first word in a sentence, if it is the name of a street, decades, and numbers under a hundred. Do not spell out statistics, percentages, angles, street numbers, sums of money, dates, or time.

- For **recording transitions** such as pauses or the end of an interview, use *pause in recording or end of interview*.

Always proofread your transcripts! If you have any questions about what to do or the above guidelines do not answer a question you have, ask Jones!

**SAMPLE TRANSCRIPT TEMPLATE**

Below are the requirements for your transcript:

- Margins set at 1 inch
- 12 point Times New Roman font
- Page numbers at bottom center
- Follow template on next page
HJ: This is Heidi Jones, a teacher representing Da Vinci Design High School, interviewing Abraham Lincoln. Today is Monday, February 1, 2016. This interview is being conducted in Hawthorne, California. Mr. Lincoln, would you mind telling us a little bit about yourself? Where were you born and where did you grow up?

AL: Sure. I was born in Hodgenville, Kentucky in 1809. I grew up in Kentucky, then moved to Indiana, and eventually ended up in Illinois.

HJ: What was it like moving around so much?

AL: Well– it was rough. We moved to Indiana because my father grew, uh, frustrated with people trying to poach his land. [The land in Indiana] was difficult to farm, so my father had to rely on hunting. Eventually a school opened up and my mother made sure me and my sister, Sally, attended. When I was nine my mother died. This just put more stress on my father.

HJ: How did your mother die?

AL: She became ill with what we called milk sickness (Lincoln coughs). A few of our neighbors had died from it too. Our cow had eaten snakeroot, which then caused my mother to get sick.

FS: How did life change after your mother’s death?