

COLUMBIA UNIVERSITY  
CENTER FOR ORAL HISTORY RESEARCH

# ORAL HISTORY TRANSCRIPTION STYLE GUIDE

Columbia University Center for Oral History Research  
2018

Written by  
Liz H. Strong

Edited by  
Mary Marshall Clark, Caitlin Bertin-Mahieux

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# INTRODUCTION

## **Columbia Center for Oral History Research Transcription Style Guide**

The Columbia Center for Oral History Research (CCOHR) transcription style guide has evolved over time. This edition is our first attempt to gather together the breadth of knowledge and experience CCOHR has gained over the years for the benefit of outside institutions and individuals. Within this guide we describe not only our methods, but our core philosophy that informs each detail of oral history transcription.

This edition of the CCOHR style guide relies on the *Chicago Manual of Style, 17<sup>th</sup> Edition*. Refer to it for any style questions not addressed in this document. We have consolidated information that is especially relevant for oral history transcription, coupled with guiding principles of the field and of our office. In the few places where this style guide departs from the *Chicago Manual of Style* we have noted clearly how it departs and the reason for doing so.

## **The Transcript's Role in an Oral History Record**

Transcribing oral history is an act of translation between spoken and written language, and there are many hands involved. An oral history record is co-created during the oral history interview through the exchange of the interviewer(s) and narrator(s). That co-creation continues as the transcriptionists, audit-editors, project investigator, interviewers, and narrators work together to craft the final document. The resulting transcript is an intersection between spoken word and text that represents the way narrators think as well as how they speak.

The final transcript plays a central role in the oral history record. The recording of the interview preserves details from the moment in time when the interview took place, and the aural and visual information embodied in the spoken word that a transcript cannot capture. The relationship between the recording and the transcript gives readers access to myriad facets of meaning. However, the process of transcription and review produces a record that has been fully considered and passed forward to future generations with intention. Most importantly, the narrator has approved both the style and content of the transcription as the basis for public use. For this reason, we encourage readers to draw citations and text quotations of the oral history from the transcription over the recording.

## Guiding Principles

The goal of this style guide is to lay out a road map for creating transcripts that are as versatile and as broadly accessible as possible. We recognize that we cannot foresee the breadth and diversity of readers who will access these transcripts in the future, what their needs and expectations will be, and how they will make use of the oral history. It is impossible to make one transcription that is ideal for all uses. The solution is to have a consistent and transparent process. Therefore, this style guide is designed to provide readers with the tools they need to fully interrogate the oral history record, and to understand the reasoning and methods behind its construction.

CCOHR's mission is to contribute to and to broaden sources of historical evidence and inference. We treat the veracity of individual memories with the same attention as we do the collective narratives of history, politics, and culture often contained in the recordings. Each person or institution taking on oral history research and transcription will be guided by their own methods and goals. Decisions about how to transcribe interviews will stem from careful consideration of research objectives and available resources for the project. At CCOHR, we offer our internal priorities as an example to help others get started. For example, as of 2018, we have the resources to record and archive high quality audio and video, but not to edit those recordings. Accordingly, audio and video sources may be closed for a period of time if needed. Oral history records we produce are viewed either online or on-site via the Columbia University Libraries, INCITE and our partners who often build their own websites. Therefore, our transcripts are built with consideration for how they may be used by readers, with or without access to the recordings, over time.

The role of the transcript is to represent, first and foremost, what a speaker intended to say, as clearly as possible, in the text. This style guide prioritizes tools geared toward preserving that meaning in a context of written rather than spoken language. This places literary content and spirit of speech at the center of transcription work. Where possible, some qualities of the spoken word can be represented in text through syntax and punctuation. However, we do not transcribe speech phonetically. Future readers seeking aural details of communication are encouraged to reference interview recordings. The characteristics of *how* individual speakers communicate—in terms of syntax, grammar, and word usage—are welcome in the transcript so long as they do not interfere with the written clarity of *what* speakers meant to communicate.

The transcript is presented to readers as primary source material. CCOHR provides metadata and some contextual information with the transcript and finding aids, available via Columbia University Libraries, to enhance access, use, and interpretation. The text does not include any analysis of what

was said during the interview. Some light fact-checking is provided with regard to names and dates, and is clearly marked as editorial insertions in the transcript. Fact-checking is conducted with a light touch, and in collaboration with narrators, with respect for myriad points of view and interpretations. Statements made during an oral history interview that are false in one way may offer valuable evidence in another. To preserve the general versatility of the source, CCOHR does not attempt to foresee which types of evidence will or will not be valuable and meaningful for readers.

Oral history transcripts are considered co-created documents. When Columbia's oral history archive was founded in 1948, the practice was to eliminate questions and have the transcript read as a book. As the oral history field developed, greater attention was given to the dialogic relationship between the interviewer and narrator and the revealing qualities of oral language itself. For that reason, the interviewer's questions and comments are now faithfully transcribed, and rarely edited. In order to transcribe the questions and statements of interviewers, CCOHR requires that oral history recordings capture the words of interviewers and narrators with equal clarity and quality.

The style guide that follows will describe transparent methods, provide transcription tools for others in the oral history field, and train CCOHR staff to create quality transcripts. In service of CCOHR's overall mission, our transcripts must clearly communicate a speaker's intended meaning in text, serve as useful and accessible primary source material, and represent the co-creation inherent in the oral history interview and transcription process.

# PROCESS

## Transcription

Transcribe the interview recording in accordance with this CCOHR style guide.

[See](#) Formatting; Editing & Review; Style

Each time a speaker names a person, an organization, an acronym, a title of a publication, or other key terms, include the full name or term the first time it appears in the interview transcript. If the speaker says only a portion of the name, complete it in brackets.

[See](#) Complete Names & Terms

Any portions of the recording that are unclear or too difficult to verify should be marked as “unclear,” or “phonetic,” in brackets, for the audit-editor to double check. If a statement in the recording appears to be incorrect, mark it as “sic” and the audit-editor will review it as well.

[See](#) Sic; Phonetic; Unclear & Crosstalk

## Audit-Edit

Create a new digital copy of the transcript in Microsoft Word. Turn on “Track Changes” before entering any edits. Listen to the recording and compare it to the written transcription for fidelity to the recording and for clarity of the speaker’s intended meaning. As often as possible, the same person should act as audit-editor for all sessions in the interview.

Ensure that the transcript is in keeping with the CCOHR style guide. Also, check the transcription for typos and for errors, such as homophone swaps and misheard passages, which often result from low recording quality, hurried speech, or challenging accents.

[See](#) Formatting; Style

Statements that are clearly communicated orally may become distorted or convoluted in text. In such cases, it is all right for the transcribed text to differ slightly from the recording as necessary. Audit-editors should mark their editorial insertions, clarifications, and significant departures from the recording in brackets. Consult with the project investigator and interviewer when unsure how best to proceed, especially in cases where a narrator was not interviewed in their native language. The narrator will come to a final decision during their review of the transcript.

[See](#) Editing & Review

Review the transcript and provide light fact-checks. Names and terms should be spelled correctly, and should be written completely in brackets the first time they appear in the transcript. Dates or other misstated facts may be corrected or clarified using brackets and annotations as needed.

See [Fact-checking](#)

In preparation for the narrator's review of the transcript, highlight any passages in need of special attention:

- 1) Portions of the interview recording that were unclear or difficult to verify, marked as "unclear" or "phonetic" in the transcript.
- 2) Moments where the speaker seemed reluctant to share information, or where they clearly intended or expected their statements to be off the record.
- 3) Passages that could require verification, redaction, or other further consideration. In the event that content on the record could lead to legal or ethical risks for the narrator, or those they discuss, the project investigator must be notified. The project investigator will then review the issue with the narrator and with legal counsel if necessary.

Audit-editors and transcriptionists should not remove information in the above categories from the transcript. The narrator, project investigator, and leadership of the institution responsible for the project will make the final decisions about omissions or redactions.

## **Narrator Review**

Narrators have the opportunity to review their interview transcript after the audit-edit, and before it is finalized for the archive or any public use. Create a new digital copy of the transcript in Microsoft Word. Turn on "Track Changes" before entering any edits. Review the transcript for fidelity to what was said during the interview and for clarity of the speaker's intended meaning.

Check the transcription for typos and for errors, such as homophone swaps and misheard passages. Edits to the text to clarify or correct information provided are also welcome. Comments, annotations, and citations can be added to the transcript if needed.

Confirm, correct, omit, or redact areas highlighted for special review by audit-editor and project investigator.

## Finalize

Create a new digital copy of the transcript, with the narrator's edits, in Microsoft Word. Turn on "Track Changes" before making any adjustments. Review the narrator's edits and requested changes. Ensure that they are in keeping with the CCOHR style guide. Double check their formatting, punctuation, and spelling. All other changes made by the narrator to the content of the transcript should be incorporated, without notation in brackets when they depart from the recording. Do not conduct any further edits for grammar, word use, or clarity within the narrator's requested edits. Check with the project investigator when unsure.

See [Formatting; Style](#)

Commentary on the transcript, annotations, and citations provided by the narrator can be included in footnotes.

See [Annotations; Citations](#)

Narrators have the final say about edits. Requested omissions from the transcript are made without notation. However, the transcript does include notation if portions of it are closed for limited period of time. Any requests for redaction from the recording should be brought to the project investigator's attention.

# FORMATTING

## Document

The transcript document has one-inch margins on all sides. Font is set in twelve-point “Times New Roman.” Lines are double-spaced.

## Title Page

Text on the title page of the transcript is aligned center. At the top of the page, the name of the oral history project is set in all caps. The title of the transcript document falls just below the title of the project. Transcript titles consist of “The Reminiscences of,” followed by the narrator’s name, including their given name, middle initial, and surname.

At the bottom of the page, write the name of the organization conducting the oral history project, followed underneath by year the interview was completed.

See Appendix -1

## Preface

At the top of the page, aligned center, the word “PREFACE” is set in all caps. Text in the body of the preface is left aligned with a double carriage return between paragraphs.

The purpose of the preface is to give readers valuable information about the document before they begin. Specify that the document is a nearly verbatim transcript of an oral history interview. Credit the narrator(s) and the interviewer(s) by their full names. Also include the dates of all the interview sessions, and the name of the oral history project.

EX The following oral history is the result of a recorded interview with Alfred G. Smith conducted by Terrance L. D'Emilio on May 1, 2015. This interview is part of the Columbia University Oral History Project.

Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose. The following transcript has been reviewed, edited, and approved by the narrator.

See Appendix - 2

## Metadata Header

Each interview session begins with a table, two columns and three rows, at the top of the page that contains the following metadata:

Transcriptionist:	– Name of the person or organization responsible for transcription
Narrator:	– Narrator’s full name
Interviewer:	– Interviewer’s full name
Session Number:	– Which of the interview sessions is represented
Locations:	– Location of the interview session. Include the names of the city and the state or country
Date:	– Date of the interview session

In the event that there are multiple interviewers, label each interviewer as “Q1,” “Q2,” etc., in parentheses, next to the corresponding interviewer’s name.

See Appendix - 3

## Transcript Body

Each paragraph in the body of the transcript is flush left, with no indentations. Between each paragraph break there is a double carriage return.

As each person speaks in turn, denote who is speaking in-line and to the immediate left of their words. Narrators are labeled with their surname followed by a colon. Interviewers are labeled with a capital letter Q followed by a colon. When there are multiple interviewers, label them “Q1:,” “Q2:,” etc., and note in the metadata header, next to each of their names, in parentheses, which name they correspond with.

See Appendix - 3

## Session Breaks

- Interruptions:

Indicate a break in an interview session with two carriage returns before and after the word “interruption” set in all caps and enclosed in brackets. Breaks in the interview include moments when the recording stops, as well as any moments off the record that may have been captured on tape, such as pauses to adjust equipment, breaks for refreshments, and other side conversations.

- Closed Portions of the Transcript:

In some cases, portions of a transcript may be closed to the public for a limited period of time.

Indicate where text has been closed with two carriage returns before and after the words “these pages closed” set in all caps and enclosed in brackets.

- Session Breaks:

At the close of each interview session, mark the ending with two carriage returns and the words

“end of session” set in all caps and enclosed in brackets.

- Interview End:

At the close of the final interview session, mark the ending with two carriage returns and the words

“end of interview” set in all caps and enclosed in brackets.

See Appendix – 3

## Headers

Each page of the transcript body, except for the first page of each session, has a header. Headers list the narrator’s surname, the session number, and the page number. Page numbers are continuous across all sessions of the interview, beginning with the first page of the transcript body, and not including the title page or preface. The text is right aligned, and each field is separated by an en-dash.

See Appendix – 3

# FACT-CHECKING

## **Word List**

Create a word list that contains full proper names and spellings for common terms used in the oral history project. This list may be added to and updated over the course of the project, and shared among transcriptionists and audit-editors, in order to save time during fact-checking and to ensure consistent spelling throughout the project's transcripts.

Names of people on the list should include their given name, middle initial, and surname. Names of people on the list should not include their titles or honorifics. Full titles of organizations, publications, and court cases are important to enter, as well as the complete names of commonly used acronyms.

## **Complete Names & Terms**

Review the interview transcript to ensure that names and other proper nouns have all been spelled correctly, and are written out fully. Partial names and terms are completed, in brackets, the first time they appear in the interview.

Complete names and terms are extremely helpful to future readers of the transcript. Remember that, while a partial name may seem intuitive in the current context, readers from other contexts—such as international readers or readers fifty years in the future—may have difficulty recognizing it. For example, “Clinton” in the US in the 1990s may have clearly meant William J. Clinton, but by the 2010s Hillary R. Clinton was far more prominent and the abbreviated name would commonly be used to refer to either one of them.

Rely on the word list for help, and add to it any words that have not already been included. When the proper spelling or complete name cannot be verified, mark the word as “phonetic.”

[See](#) [Word List](#); [Phonetic](#); [Brackets](#)

## Clarifications & Corrections

Clarifications and corrections may be added to the transcript as editorial insertions in brackets.

Clarifications are inserted where the speaker's words, or intended meaning, would otherwise be unclear in the text or outside the context of the original interview discussion. Such moments may include confusing use of pronouns, regional turns of phrase, abbreviated reference to complex concepts, and many others.

Clarifications that require only a few short words are entered in-line with text, to the immediate right of the phrase they modify. Longer clarifications can be inserted as annotations.

Corrections are entered when a speaker clearly misspoke but did not correct themselves, and when an incorrect statement is especially significant to the purpose of the interview, misleading to readers, or otherwise detrimental to the speaker's intent. Corrections should be used sparingly. Bear in mind that statements that are false in one way may offer valuable evidence in another.

In some cases, where only a single word needs to be added or altered, corrections may be inserted in-line where the word would fit in the sentence, or in place of where the corrected word was. When a correction would require significant alterations to the transcript, consult with the project investigator on how best to proceed, and highlight the selected passages for the narrator to review. In many cases, both the original incorrect statement and the correction may be preserved using a combination of "sic" and annotation.

[See](#) Introduction; Sic; Annotations; Vernacular; Brackets

## Sic

Sic is short for *sic erat scriptum* [thus it was written], and commonly indicates when a quoted statement is shown exactly as it was in the original document, even if it seems incorrect or out of place when quoted. In oral history transcription it signifies when a phrase or term is transcribed as it was spoken during the interview, regardless of whether it is an incorrect statement or a non-standard word.

If a speaker makes an incorrect statement, but the correct information is not known, place the word "sic" in brackets directly to the right of the statement it modifies. If the correct information is

known, but requires more than one or two short words in-line with the text, mark the passage using “sic” and include an annotation with the full correction.

Situations may arise when a speaker’s false statement must be preserved in the transcript. It may be relevant to the oral history project, the narrator may have requested it remain, or any number of other reasons. In such situations, place the word “sic” in brackets directly to the right of the statement it modifies. An annotation can also be added, if necessary, to clarify or correct the statement.

[See](#) Introduction; Clarifications & Corrections; Annotations; Vernacular; Brackets

### **Annotations**

Annotations to the transcript are included as footnotes on the same page as the content they are associated with. Annotations are used to include a narrator’s commentary on the transcript, contributed during the review process after the interview was completed. They are also used for editorial notes such as clarifications and corrections.

Any annotations that require more than five lines of text can be inserted after the body of the transcript as endnotes. Place brief instructions, in a footnote on the content’s page, to see supplemental information in the endnotes. Other supplemental materials—such as copies of pictures and documents referred to during the interview—may also be appended to the transcript and referenced in the content as other endnotes are.

[See](#) Finalize; Clarifications & Corrections; Sic; Footnotes & Endnotes

### **Citations**

Citations may be specifically requested by speakers during the interview, or by the narrator during their review of the transcript. Include citations as footnotes on the same page as the content they are associated with.

[See](#) Finalize; Footnotes & Endnotes

# EDITING & REVIEW

## Paragraphing

Where to place paragraph breaks in a transcript is not entirely intuitive. Listen for changes of subject and for transitions in the speaker's train of thought. Try to avoid overly long paragraphs, as they become difficult for readers to clearly understand. When a speaker's words span multiple pages, at least two paragraph breaks per page is a good place to start.

## Vernacular

In most cases, spoken language does not strictly adhere to formal written standards of grammar, usage, or syntax. Faithful translation of the spoken word to text requires a certain amount of artful compromise. How, and whether, to apply rules of standard written English will depend on the specific goals of each project, and the preferences of each narrator.

The diversity of English vernacular is only growing, and the challenge of oral history transcription is to portray this diversity without imposing biases on the text. Here are two important tools that will help:

- 1) Maintain a consistent approach. Be as transparent as possible about the methods of that approach so that future readers may clearly interpret the source.
- 2) Do not resort to phonetic spellings of any dialect's characteristic pronunciations. While a fluent American English speaker from the Midwest might pronounce a word "pärk," that a person from New England pronounces "p<sup>h</sup>a:k," they would both spell the word as "park." Use standard spellings of words available in the English dictionary.

In CCOHR's approach, a transcript's first priority is to clearly communicate what speakers intended to say. The second priority is fidelity to the recording, and portraying key characteristics of each individual's speech and thought.

Departure from the recording is necessary when a statement becomes especially unclear, misleading, or detrimental to the speaker's intended meaning (e.g. if the speaker clearly misspoke, or if the meaning is lost or distorted outside of its original spoken context).

Transcriptionists and audit-editors should rely on their experience and best judgment when deciding how to depart from the recording for clarity. Any significant departures from the recording, or editorial insertions, are marked in brackets and must adhere to rules of standard written English described in *Chicago Manual of Style*. When unsure of how to proceed, consult with interviewers and project investigators. Narrators will make the final decision when they review the transcript.

There are a few common ways for spoken words to become unclear in text, which should be given special scrutiny by audit-editors:

- 1) Singular / plural, tense, or subject / verb disagreements.
- 2) Omitted definite or indefinite articles, such as “a,” “an,” and “the.”

In most cases, the surest way to consistently make decisions, without imposing biases on the text, is to adhere to grammatical rules described in the *Chicago Manual of Style*. Consult with project investigators when unsure how to proceed.

- **Contractions:**

Spoken words often run together, and some letters may go un-pronounced. Non-standard contractions (goin', would've) should always be transcribed as their full analogous words in standard written English (going, would have). Contractions found in the dictionary (isn't, wouldn't) may be transcribed as they are.

- **Slang & Regionalisms:**

Slang and Regionalisms are words or phrases commonly used within socially or geographically bounded groups of people. Slang words may enter into and out of common use more rapidly than regionalisms.

Both slang and regionalisms may be unclear to people outside their common social or geographical groups. Provide clarification, if necessary, in brackets the first time each word appears in the interview's transcript.

Spell slang and regionalisms as they appear in the dictionary. Words outside the dictionary are spelled as they commonly would be in their place of origin. When no standard or common spelling exists, or one cannot be found, spell the word as it sounds and mark it as phonetic in brackets the first time it appears in the transcript. Use one consistent spelling for all interview transcriptions in the oral history project, and rely on the word list as needed.

Some non-standard slang are compound words that result when words, often spoken in pairs, merge into one (kinda, gotta). Transcribe such slang as their full distinct words in standard written English (kind of, got to).

Slang words of agreement and disagreement (yeah, yep, nope, nah) should be transcribed as “yes” and “no”.

- Neologisms:

Neologisms are non-standard words, in many cases invented by the speaker. They are not commonly shared among a collective group. Neologisms will fall outside the dictionary, although their spelling is often easily intuited, and their meaning clear and intentional in context. Mark a neologism with a “sic” the first time it appears in the interview’s transcript.

**EX** I think my dad was more of a Republocrat [sic].

**See** Introduction; Word List; Clarifications & Corrections; Sic; Annotations; Phonetic; Brackets

### **Foreign Language Words & Phrases**

This style guide is designed for oral histories conducted in English. However, speakers recording an oral history in English may also utilize words and phrases in other languages for any number of reasons. Spell and capitalize foreign language words as they would commonly be spelled and capitalized in their place of origin, and set them in italics. Proper nouns, however, are the exception. Do not italicize foreign language proper nouns, such as places, institutions, companies, and brand names. Provide a translation of the word or phrase, in brackets, the first time it appears in the interview.

In the event that the language does not use a Latin alphabet, rely on standard phonetic spellings. When no standard phonetic spelling exists, or one cannot be found, spell the word as it sounds and mark it as phonetic in brackets the first time it appears in the transcript. Use one consistent spelling for all interview transcriptions in the oral history project, and rely on the word list as needed.

**See** Word List; Clarifications & Corrections; Phonetic; Brackets

## Spelled Words

Words spelled out by speakers are set in capital letters and joined with hyphens.

**EX** That's why he spelled it A-M-E-R-I-K-A.

When a speaker spells out a word as an aside to their statement, omit the act of spelling from the transcription. ("Her name was Tanya, T-A-N-Y-A," is transcribed as, "Her name was Tanya.")

**See** Hyphens

## False Starts

False starts include both sentences and words that are cut short before completion.

False starts most frequently occur when a person has misspoken, in which case they will often stop and correct themselves. False starts followed by a correction can be omitted in the transcript, leaving only the correction. ("That was before the—after the mass," is transcribed as, "That was after the mass.")

False starts may also occur when one thought is interrupted by another as the person is speaking. In such cases, once the interrupting thought is expressed, the speaker will often repeat and complete the initial thought. If repeated after the interrupting thought, the initial false start can be omitted.

**EX** "Mom made the best—dad couldn't stand them, but mom made the best pancakes," is transcribed as, Dad couldn't stand them, but mom made the best pancakes.

If the speaker does not return to the initial thought, the false start should be transcribed in the text.

**EX** Mom made the best—dad couldn't stand them, though.

However, there are exceptions to these guidelines. If a false start, regardless of whether it is subsequently corrected or completed, contributes valuable meaning to the text, it should not be omitted from the transcript. Instead, punctuate the break in the sentence with an em-dash. Also, intentional repetition of phrases for emphasis should be preserved.

When a word is cut short before being fully pronounced, do not transcribe a partially spelled word. Either complete the word in the text or, if it cannot be deciphered in the recording, omit the word from the transcript.

**See** Unfinished Sentences; Em-dash

## Reflexive Phrases

Some words and short phrases are uttered habitually, and do not contribute to the overall function of the sentence (well, so, I guess). At times they may even detract from the sentence's intended meaning (kind of, sort of). While they are distinctive aspects of a person's manner of speaking, they are likely to clutter a transcript and to become barriers to clarity in the text.

The general rule is to omit such utterances. However, when they are necessary to represent the unique characteristics of a person's speech, a small number can be transcribed at key points in the interview.

## Non-lexical Sounds

Speech may be peppered with a variety of non-lexical sounds. These are short utterances that are associated with thoughts, or that signal abbreviated exchanges between speakers, without being clearly or consistently tied to intentional communication. In most cases, any meaning they carry is better expressed in the recording of the interview than in the transcript, and they do not need to be transcribed.

- **Pause Fillers:**

Pause fillers are commonly vocalized as a speaker thinks of what to say next, but they do not communicate specific meaning. They may be sounds (uh, um, hmm), and sometimes words (like, you know). The general rule is to omit pause fillers from the transcript.

- **Agreement & Disagreement:**

Vocalizations expressing agreement (uh-huh) and disagreement (unh-uh) often act as reflexive sounds of engaged participation in a conversation. An interviewer, for example, might interject these sounds frequently, as a narrator speaks, as a means of encouraging them to continue. These sounds are likely to clutter a transcript and become barriers to clarity in text, and should be omitted in most cases. However, vocalizations of agreement and disagreement that are used as direct responses analogous to "yes" and "no" should be transcribed as "yes" and "no".

- **Questions & Consideration:**

These sounds convey a need for clarification (hmm?) or are associated with thoughtful pauses (hmm). In many cases they are not necessary to transcribe. If needed, however, a question sound can be transcribed as an analogous word in brackets (What?), and consideration may be indicated with non-verbal communication notation.

See [Reflexive Phrases; Non-verbal Communication](#)

## Non-verbal Communication

Non-verbal communication may include actions and gestures, affect, and other expressive sounds, as well as notations of modified speech, such as singing. This does not include environmental sounds, such as sirens or ringing phones, or other incidental noises made by the speakers, such as coughs or sneezes, unless such occurrences explicitly become part of the conversation.

Notation of non-verbal communication must be clear, consistent, and must avoid editorializing or over-interpreting. For example, write “laughs” and not “giggles” or “smirks,” and write “shows emotion” and not “gets choked up” or “begins to weep.” Notation is written in present tense, third-person verbs, not gerunds. Insert notation in-line, as with any other word in a speaker’s sentence.

Enclose notation in brackets. Both the words and brackets are set in roman.

**Note** This is a departure from *Chicago Manual of Style* 13.48 for the sake of simplicity.

Use notation of non-verbal communication sparingly, and omit any that may be equivalent to reflexive phrases, such as nervous laughter, or pause filler, such as sighs.

Examples of common notations and their use:

[Laughs]	– The speaker laughs.
[Laughter]	– Multiple speakers laugh together.
[Sighs], [Gasps]	– Breath as intentional communication by the speaker.
[Makes sound]	– The speaker makes a sound to illustrate a point.
[Makes sound of birdsong]	
[Makes sound of gunfire]	– The speaker imitates a specific sound.
[Pause]	– Notable pauses in dialogue. Use sparingly.
[Snaps]	
[Indicates size]	
[Imitates gesture]	
[Refers to picture]	– Actions.
[Sings]	
[Imitates accent]	– Modified speech. Place notation of modified speech to the immediate left of the words or phrases they modify.

**See** Reflexive Phrases; Non-lexical Sounds; Unfinished Sentences; Brackets

## Unfinished Sentences

As opposed to false starts, unfinished sentences are neither misspoken nor interrupted thought. While they are incomplete written clauses, they may represent complete spoken thoughts or expressions.

**EX** It was just [snaps]—he was always that quick about it.  
Well, I’m afraid of heights, so—

Punctuate the end of an unfinished sentence with an em-dash. Do not use ellipses.

**See** False Starts; Em-dashes; Ellipses

## Parenthetical Statements & Asides

Slight breaks in a sentence, such as interjections, parenthetical statements, and nonrestrictive clauses, can be enclosed in commas. Stronger breaks, such as asides for explanation or comment, can be enclosed in em-dashes.

**EX** He screamed as loud as he could, which wasn’t that loud, but they got the point.  
I had a teacher—I think her name was Alexis—who really taught me about this.

**See** Commas; Em-dashes

## Phonetic

Words and phrases spelled phonetically in the transcript must be noted as such for the benefit of future readers. Phonetic notation may also be used when a complete name or proper spelling could not be verified in the transcript review process.

Insert the word “phonetic” in brackets to the immediate right of the word or phrase it refers to.

**EX** Alvin [phonetic] was a neighbor when I was a kid.

## Unclear & Crosstalk

When a speaker’s words cannot be deciphered in the recording, even after multiple reviews, mark such moment as “unclear,” in brackets, in-line with the text.

**EX** She’d call sometimes [unclear] if I couldn’t [unclear].

When multiple speakers talk over each other to the point where the recording is unclear, mark such moments as “crosstalk,” in brackets, in-line with the text.

EX Q: That couldn't [crosstalk]—  
Smith: —[crosstalk] back then.

When multiple speakers talk over each other, but their words are not unclear, represent their simultaneous speech as a series of sequential interjections using em-dashes.

EX Q: That couldn't have been—  
Smith: Well, it was Adam—  
Q: —it was Adam?  
Smith: —because I wasn't working back then.

See Brackets; Em-dashes

## Conjunctions

Conjunctions are typically used more frequently in spoken language than they are in text. While speakers often use conjunctions to connect independent clauses, this may cause challenges in the text that are similar to reflexive phrases and pause fillers.

Some helpful guidelines to address conjunctions:

- 1) When the length of a sentence becomes burdensome or confusing in text, replacing conjunctions with punctuation may improve clarity.
- 2) If a conjunction begins a sentence, consider whether it is a reflexive phrase, or whether it contributes valuable meaning. Omit conjunctions that serve no specific purpose in such cases.

See Reflexive Phrases; Non-lexical Sounds

## Titles

- Publications:

Titles of books, newspapers, journals, films, and other long form works or collections are set in *Italics*. Titles of articles, chapters, essays, and other short works, such as poetry, are set in roman type and enclosed by quotation marks. Provide the full title in brackets the first time it appears in the transcript.

- Legal Cases:

Titles are set in italics. Use the abbreviation for versus (*v.*). Provide the full title in brackets the first time it appears in the transcript.

EX *United States v. Windsor*

See Complete Names & Terms; Brackets; Italics; Quotation Marks

## Spelling & Homophones

Words that are frequently shortened in informal writing (alright, OK, alot) should always be spelled fully in transcripts (all right, okay, a lot).

Common sources of error in transcription are words that sound the same but mean different things.

The following is an abbreviated list of words often mistakenly swapped.

Ail	—	Ale	
Berth	—	Birth	
Chased	—	Chaste	
Chute	—	Shoot	
Council	—	Counsel	
Decent	—	Dissent	
Effect	—	Affect	
It's	—	Its	
Rye	—	Wry	
Tied	—	Tide	
Who's	—	Whose	
Pallet	—	Palate	— Palette
Poor	—	Pour	— Pore
Rein	—	Rain	— Reign
Their	—	They're	— There

# STYLE

## Abbreviations

The general rule for abbreviations is to use periods for those that end in lower case letters, and not to use periods for those that end in upper case letters.

**EX** e.g., a.m., p.m., etc., a.k.a  
PhD, US, DC, MA

Degrees that end in lowercase letters ( BLib, MDiv, DSc) are the exception. Do not use periods for academic degrees.

Initials in place of given names use periods (W. E. B. Du Bois), however initials in place of full names do not (JFK, MLK Jr.).

If the abbreviation is uncommon, or unclear out of context, insert the full unabbreviated term in brackets the first time it appears in the interview.

**See** Complete Names & Terms; Clarifications & Corrections; Time of Day; Brackets

## Acronyms

Acronyms do not use periods.

Insert the full term in brackets the first time it appears in the interview. If the full term appears first in the transcript, then insert the acronym in brackets adjacent to the term.

**See** Complete Names & Terms; Brackets

## Brackets

Use brackets for editorial insertions made by audit-editors or transcriptionists.

Brackets enclose expanded abbreviations and acronyms, translations of foreign language phrases, and complete names and terms the first time they appear in the interview.

Brackets enclose corrections and clarifications, instances of non-verbal communication, notations of phonetic spellings and modified speech, moments of unclear recordings, as well as session breaks, interruptions, and interview end points.

**- Punctuation & Format -**

Expanded abbreviations and acronyms, translations, clarifications, and notations of phonetic spellings are inserted to the right of the terms they modify. Any necessary punctuation falls to the right of the closing bracket.

EX He just said, “*Addio* [goodbye].”

She [Anne Miller] wasn’t that mad at her [Sara Miller], but she [Sara] didn’t want to find out.

**Notations of modified speech are inserted to the left of the terms they modify.**

EX The song goes—[sings] “lavender’s blue dilly, dilly—” slowly, like that.

She talked [imitates accent] like this.

**Complete names and terms are inserted where they would naturally fall in the term.**

EX [Angela Y.] Davis was at Brandeis [University] back then.

**Notations of corrections, editorial insertions, non-verbal communication, and unclear recordings are inserted wherever they occur in their clause, and are punctuated as any other word in the sentence would be.**

EX It sounded like [imitates sound of airplane] right over our heads.

She never—[pause] she never called me after that.

He was born in [1984], you know, like the title of the book.

**When beginning a sentence with a bracketed term, capitalize the first letter of the first word in brackets. When the bracketed term stands outside the bounds of a sentence, capitalize the first letter, but do not punctuate.**

EX Smith: Do you know what I mean?  
Q: [Laughs]  
Smith: I’ll take that as a yes [laughs].

See Sessions Breaks; Complete Names & Terms; Clarifications & Corrections; Sic; Vernacular; Foreign Language Words & Phrases; Non-verbal Communication; Phonetic; Unclear & Crosstalk; Abbreviations; Acronyms

## Capitalization

- **Titles and Offices:**

The general rule is to capitalize a title that is used as part of a name, but not when it is used in place of a name.

**EX** He talked to Captain Díaz about the complaint, and said, “But, captain, I wasn’t even there.”

- **Ethnic, Socioeconomic, & Other Groups:**

Names of groups by class, generation, ability and other physical characteristics are not capitalized.

In general, names of ethnic and national groups (Hispanic, Chinese) are capitalized, but common designations of ethnic groups by color (black people and white people) are not capitalized, unless otherwise requested by the narrator.

Compound nationalities and ethnicities (African American, American Indian) are capitalized, but not hyphenated.

## Commas

Use commas to clearly organize elements of a sentence. Do not use them to indicate breaths, short pauses, or rhythms of a speaker’s cadence.

Commas enclose interjections, parenthetical statements, nonrestrictive clauses, and other slight breaks in a sentence. Significant breaks in a sentence may be enclosed by em-dashes instead.

Commas do not enclose suffixes of names (Cassius M. Clay Jr., Queen Elizabeth II).

Commas are used to set off names of places (Chicago, Illinois) as well as dates that include the month, day, and year (December 2, 1987).

When a question occurs within a larger sentence, a comma precedes the question.

**EX** You had to ask, “Why would anyone do this?” even if it made you unpopular.

**Note** This is an abbreviated list. See *Chicago Manual of Style* 6.16 – 6.55 for further details on commas.

**See** Introduction; Parenthetical Statements & Asides; Em-dashes; Dates

## Ellipses

Ellipses are only used to represent omissions and redactions from a transcript. To indicate suspension points, unfinished sentences, or false starts use em-dashes. To indicate notable pauses in speech use non-verbal communication notations in brackets.

**Note** CCOHR does not indicate in transcripts or recordings when omissions or redactions have taken place. Omissions would only be made from transcripts upon narrator request, and edits or redactions from recordings are only provided in extremely rare circumstances.

**See** Introduction; Process; False Starts; Non-verbal Communication; Unfinished Sentences; Em-dashes; Brackets

## Em-dashes

Em-dashes help to preserve the flow of thoughts in a paragraph, allowing the reader to clearly understand transitions that often take place in reflective and analytical interviews.

Use em-dashes to punctuate the break at the end of an unfinished sentence or false start.

Em-dashes may also be used to enclose interjections, parenthetical statements, and asides mid-sentence. Short parenthetical statements and other slight breaks in a sentence may be indicated with commas. Stronger breaks—such as breaks for contextual information or comment—are indicated with em-dashes.

**EX** This was—or so she thought at the time—a good idea.  
This seemed, at the time, to be a good idea.

### - Punctuation & Format -

There are no spaces on either side of an em-dash. The sole exception is at the start of a speaker's statement, between the name and colon that indicate who is speaking and an em-dash.

**EX** Q: I thought that was—it could have been in—  
Smith: Maybe it was later.  
Q: —the 2000s.

Do not capitalize the first letter of a new sentence directly following an em-dash. However, if there is a paragraph break between the em-dash and the new sentence, then the first letter is capitalized. Proper nouns and other titles following an em-dash are capitalized as they usually are.

**EX** That was all very [gestures thumbs down]—  
Anyway, let's change the subject to something—oh, I can't remember the name of the—Gerald.  
That was it. That's a great story.

Do not use additional punctuation marks, such as commas and periods, immediately following or preceding em-dashes. Quotation marks, exclamation points, and question marks are the only exceptions.

**EX** He said, “We only have enough—” meaning just his family “—only enough for us.”

Do you remember the—? when was that? Twenty years ago?

This was well before—can you believe it?—anyone had imagined the internet.

**Note** These punctuation guidelines for em-dashes are similar to, but different from *Chicago Manual of Style* 6.89 and 13.54, because em-dashes serve a slightly different purpose in oral history transcripts than they do in other written works.

**See** False Starts; Unfinished Sentences; Parenthetical Statements & Asides; Crosstalk; Commas; Ellipses; Parentheses

## Footnotes & Endnotes

- **Footnotes:**

Use footnotes for clarifications or corrections that require more than a few short words in-line with the text of the transcript, for annotations to the transcript, and for citations of external sources or references to supplemental materials included with the transcript, such as photographs and other documents.

Mark footnotes with sequential superscript numerals in-line, and include the full content of the note at the bottom of the same page. Source citations should be formatted as full notes according to *Chicago Manual of Style*.

- **Endnotes & Supplemental Materials:**

In the event that any clarifications, corrections, or annotations require more the five lines of text, place brief instructions in the footnote to see supplemental information in endnotes following the body of the transcript. Endnotes and supplemental materials may also include copies of photographs and documents referred to during the interview. Each of the notes and materials should be labeled with the numeral of the corresponding footnote in the transcript body.

**See** Clarifications & Corrections; Sic; Annotations; Citations

## Hyphens

Use hyphens for modifiers and compound words as needed. Do not use hyphens to join compound nationalities or ethnicities.

**Note** *Chicago Manual of Style*, 7.81 – 7.89, provides a detailed hyphenation guide.

**See** Spelled Words; Capitalization; Numbers

## Italics

Italics are used to indicate words and phrases in foreign languages, letters as letters, and titles of publications such as books, newspapers, journals, films, and other long form works or collections.

Do not use italics to indicate emphasis in speech. Underlines are used instead.

**See** Foreign Language Words & Phrases; Titles; Letters; Underlines

## Letters

- Letter Grades:

Capitalize and set in roman type. When they are plural do not use apostrophes.

**EX** I got the one A in math, but the rest were all Cs.

- Letters as Letters:

Set in lower-case and italicize. Use apostrophes when plural.

**EX** Well, *a*, he didn't remember, and *b*, it wasn't in his notes.

She won't say the *f*-word.

There are two *p*'s in Mississippi.

## Numbers

Spell whole numbers from zero through one hundred. Whole numbers, above one hundred, that have dictionary words are also spelled out (three hundred, twelve thousand, five million). Use numerals for all other numbers above one hundred (313, 1,520).

Spell any number that begins a sentence, regardless of whether it would typically be represented in numerals.

**EX** Nineteen forty-nine is when I was born.

I was born in 1949.

- **Roman Numerals:**

Used in proper nouns, such as names of people and events (Robert Irving III, World War II).

- **Dates:**

Specific dates that include the month followed by the day and year are written with the full name of the month, the numeral of the day, and the year is offset by a comma (November 12, 1998). Dates that are uncoupled from a month and year are spelled (twelfth of November, the twelfth).

**Note** This is a departure from *Chicago Manual of Style* 9.31 for the sake of simplicity.

Decades and Years are written in numerals (1912, '96). Do not use an apostrophe s for decades (1980s, '80s).

Centuries are spelled out and lower case (twenty-first century).

Dates used as titles for historical events are written with the full title of the event in brackets the first time they appear in the interview.

**EX** Policing changed in this city after nine-eleven [September 11, 2001 attacks].

December fourth [assassination of Fred Hampton, December 4, 1969] was a turning point.

- **Addresses:**

Numbered streets between zero and one hundred are spelled out as numbers usually are. Ordinals for numbered streets above one hundred, set in numerals, are not superscript.

Building and apartment numbers are always set in numerals.

**EX** We rode down from 116th and Broadway to get to 45 Fifth Avenue.

- **Percents, Fractions, & Decimals**

Percents are spelled out zero through one hundred as numbers usually are. Spell out the word “percent” rather than using the symbol “%” (fifty percent, 110 percent).

**Note** This is a departure from *Chicago Manual of Style* 9.18 for the sake of simplicity.

Spell out and hyphenate simple fractions (five-eighths, two-thirds).

Use numerals for decimals (“two point five” is transcribed as 2.5). For decimals smaller than one, place a zero to the left of the decimal point (“point five” is transcribed as 0.5).

- **Times of Day:**

Spell out times of day in even, half, and quarter hours (four thirty, six o'clock, noon, midnight, quarter to two, half past three, six fifteen). Use numerals when exact times of day are emphasized, such as times followed by a.m. and p.m. and times that are specific to the minute.

**EX** We woke up at 8:23 a.m. and had to run to catch a 10:00 a.m. train.  
So, it's ten in the morning and we're going to get started.

- **Currency:**

Currencies in themselves are spelled out. Do not use symbols.

**EX** She exchanged her dollars for euro.

Spell out amounts of money zero through one hundred, as numbers usually are.

**EX** There were \$125 left out of three hundred in the budget.  
Latina women made fifty-four cents for every dollar a white man made.

Large amounts of money, one million or greater, are represented by a combination of the spelled out dictionary words (million, billion, trillion) along with numerals and currency symbols. This is true even for whole numbers. Amounts between one hundred and one million are set in numerals, with their associated currency symbols, as they would usually be.

**EX** The national debt is something like \$15 trillion now.  
He'd bought a home for \$150,000 before 2008, but had to sell it at \$90,000.

**See** Complete Names & Terms; Clarifications & Corrections; Abbreviations; Brackets; Commas

## **Parentheses**

CCOHR does not use parentheses in transcripts. For parenthetical statements and asides, use em-dashes or commas instead of parentheses.

**See** Parenthetical Statements & Asides; Commas; Em-dashes

## Quotation Marks

Use quotation marks to enclose direct quotations made by a speaker. Quotation marks can also be used sparingly—only as necessary for clarity in text—to indicate unspoken discourse or internal voice. Unspoken discourse that occurs within a sentence begins with a capital letter, whether or not it is enclosed in quotation marks.

**EX** Well, Chavez said, “You’re never strong enough that you don’t need help.”  
I had to keep thinking, “She’s wrong. I know that.”  
I just felt like, What the hell? You know? I can’t believe they did this.

Scare quotes should only be used sparingly, as necessary for clarity, as specifically requested by the narrator, or as specifically stated by a speaker. When a speaker says, “quote, unquote,” place the modified word or phrase in quotation marks rather than spelling out “quote, unquote.” (“We were quote, unquote, friends,” is transcribed as, We were “friends”.)

Quotation marks are also used for titles of articles, chapters, essays, and other short works.

**See** Titles

## Slashes

Slashes are used when explicitly stated by the speaker (“He was a teacher slash mentor,” is transcribed as, He was a teacher/mentor).

## Underlines

Use underlines sparingly to indicate special emphasis in speech. Do not use italics for this purpose.

**EX** But, he was there. He didn’t tell you that?

**See** Italics

# APPENDIX - 1

**Title Page Template**

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**[PROJECT TITLE]**

ORAL HISTORY PROJECT

The Reminiscences of

**[Narrator Full Name]**

Columbia Center for Oral History

Columbia University

**[Year of Interview]**

**Title Page Example**

COLUMBIA UNIVERSITY  
ORAL HISTORY PROJECT

The Reminiscences of  
Alfred G. Smith

Columbia Center for Oral History

Columbia University

2015

# APPENDIX – 2

## Preface Template

---

### PREFACE

The following oral history is the result of a recorded interview with **[Narrator Name]** conducted by **[Interviewer Name]** on **[Date of Interview Session 1]**, and on **[Date of Interview Session 2]**. This interview is part of the **[Name of Oral History Project]**.

Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose. The following transcript has been reviewed, edited, and approved by the narrator.

## Preface Example

### PREFACE

The following oral history is the result of a recorded interview with Alfred G. Smith conducted by Terrance L. D'Emilio on May 1, 2015. This interview is part of the Columbia University Oral History Project.

Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose. The following transcript has been reviewed, edited, and approved by the narrator.

# APPENDIX – 3

## Transcript Example

Transcription Service

Session: 1

Interviewee: Alfred G. Smith

Location: New York, NY

Interviewer: Terrance L. D'Emilio

Date: May 1, 2015

Q: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean cursus volutpat dolor, id molestie odio ultricies at. Morbi molestie malesuada sem ut pellentesque. Suspendisse euismod nisl vel augue ultricies, quis luctus magna tincidunt. Aenean euismod id augue eu ornare. Donec in tortor ut diam pretium rhoncus id ut purus.

Smith: Aliquam nec turpis congue, tristique augue non, vehicula mi.

Q: Mauris vel neque turpis. Nunc dignissim vel ligula in porta. Sed vehicula, nibh ac scelerisque aliquam, urna tellus ultricies turpis, quis fermentum mi lectus eu velit?

Smith: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer laoreet placerat erat, ac auctor felis rhoncus non. Pellentesque feugiat nunc non gravida tincidunt. Curabitur semper rhoncus nisi at rhoncus. Sed eleifend, ipsum vel condimentum ullamcorper, dui diam finibus magna, eget sodales quam nibh at tortor. Nam congue, orci vitae bibendum aliquam, augue lectus egestas orci, at dapibus ligula massa in augue. Nam tincidunt, lacus non condimentum vulputate, enim elit porta odio, ut varius sapien nisl sed metus. Nunc convallis posuere elit eget iaculis. Nulla in lectus vehicula, tristique est sed, pellentesque sapien. Aliquam ante velit, sodales sed sapien quis, euismod euismod enim. Donec nec ipsum non justo lobortis pharetra at sed dolor. Mauris mollis sem at dolor vehicula faucibus. Quisque elit nisi, eleifend sed diam nec, ultricies

viverra libero. Aliquam non fringilla lectus. Quisque ac suscipit sem. Aliquam maximus pellentesque pulvinar. Pellentesque diam ipsum, consequat in metus sed, malesuada aliquam ipsum. Ut ac auctor magna. Praesent sodales, arcu non pharetra iaculis, ex ante semper eros, eget sollicitudin quam quam ut erat. In ultricies tincidunt euismod. Nunc mollis euismod odio, sed semper justo aliquet a. Vivamus accumsan dapibus nisi, sed mattis massa scelerisque quis. Nulla posuere sollicitudin nisl sit amet bibendum. Nam sagittis, ex accumsan tempus aliquet, est massa auctor massa, eget fringilla risus diam quis eros.

[INTERRUPTION]

Smith: Phasellus a leo nec diam elementum dapibus sed rutrum lectus. Mauris efficitur, ipsum sit amet iaculis molestie, orci ligula porttitor libero, vel tincidunt mauris arcu at sem. Fusce viverra pellentesque libero eget pharetra. Maecenas id aliquet diam, nec tempus nibh. Sed id nisl sem. Proin convallis arcu semper, rhoncus felis et, semper arcu. Donec venenatis, nulla ornare consequat finibus, sapien diam lobortis nisl, nec sollicitudin nisi neque et massa. Praesent nec sem tellus. Nunc commodo nisi eu neque fermentum, nec commodo nibh congue. Fusce finibus, erat sed bibendum commodo, mi arcu eleifend metus, vitae mattis ex ante ut eros. In nec est est. Fusce iaculis venenatis porta. Aliquam erat volutpat. Sed quis dignissim magna. In congue arcu quam, vitae suscipit mauris dapibus nec.

Vivamus nec nulla ut felis sodales tincidunt vel eget velit. Aenean vel molestie odio. Phasellus pellentesque interdum interdum. Donec dignissim aliquam finibus. Cras a luctus eros, at tempor ipsum. Etiam scelerisque ullamcorper varius. Quisque neque quam, aliquam nec placerat eget,

ligula. Nulla eu commodo dolor. In pharetra leo ac mollis vestibulum. In tempus molestie erat in pellentesque. Praesent volutpat turpis sed felis iaculis, ac eleifend quam dignissim. Etiam iaculis sollicitudin dapibus. Aenean sed elementum nisi. Quisque ac purus at turpis placerat finibus. Phasellus quis accumsan nulla. Etiam at mollis purus, sed lobortis sem. Pellentesque consectetur felis imperdiet, tristique ex ac, auctor justo. Suspendisse convallis sapien at nisi maximus ullamcorper. Fusce fringilla lacus a lorem convallis, at pellentesque mi maximus. Aenean sit amet tortor vitae elit euismod molestie at at urna. Fusce est elit, fringilla quis tempus eu, sodales sed libero. Fusce ex enim, cursus eu euismod non, tincidunt ac augue. Aliquam erat volutpat. Nulla dignissim risus ac sem imperdiet, vitae accumsan purus euismod. Ut at vestibulum tellus. Vivamus nec condimentum tortor. Praesent vitae metus et velit ultrices pharetra. Aliquam vitae velit at elit bibendum maximus. Morbi elementum ligula imperdiet, mattis ipsum vitae, volutpat ex. Nullam vel metus eleifend, feugiat purus ut, lobortis nisl. Cras sit amet nibh sed leo rhoncus imperdiet. Proin erat ante, euismod vestibulum sollicitudin ac, semper et quam. Donec ac elit eget metus sodales pellentesque vitae in nulla.

Q: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus non.

[END OF SESSION]

Transcription Service

Session: 2

Interviewee: Alfred G. Smith

Location: New York, NY

Interviewer: Terrance L. D'Emilio

Date: May 1, 2015

Q: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id enim rhoncus, mattis ex eget, dictum mauris. Fusce iaculis, velit vitae vehicula iaculis, erat turpis aliquam lectus, quis lacinia urna odio at justo.

Smith: Maecenas et libero non leo vehicula ultricies.

Q: Fusce porta sit amet massa quis commodo?

Smith: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin mollis, mi eget fringilla blandit, ligula nisl tincidunt justo, sit amet mollis magna ligula quis nulla. Curabitur ut nibh vel sapien maximus aliquam. Aenean mollis sed magna ut pretium. Cras suscipit eleifend eros, in pretium tellus varius at. Aliquam nec erat at lacus tempus ornare vel porttitor metus. Phasellus dolor magna, consectetur eu viverra ut, gravida condimentum felis. Donec et ex ac tortor porta pretium id sit amet nisl. Donec vestibulum tempor nunc, sed tincidunt ex volutpat in. Maecenas accumsan lorem id diam malesuada, sed rhoncus lectus vulputate. Praesent consequat sit amet quam tempor maximus. Sed vel ipsum diam. Etiam vehicula, ex at tristique sagittis, eros metus dictum nunc, et condimentum felis leo eget urna. In suscipit est sit amet suscipit tempus. In erat ipsum, consectetur volutpat quam eget, sodales ultricies lectus. Praesent tempus pharetra finibus. Vestibulum non justo quam. Suspendisse mattis ipsum quis libero iaculis, eget gravida lacus

volutpat. Fusce placerat dignissim tincidunt. Sed ultricies vehicula nulla, eu volutpat libero gravida at. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Sed dapibus metus molestie, fermentum ante a, gravida nibh. Quisque tincidunt ut magna eget consectetur. Nulla vitae urna arcu. Aliquam id mauris placerat, laoreet quam eget, ornare nibh. Sed porta lorem neque. Vivamus posuere ex lectus, non interdum ex pellentesque nec. Maecenas egestas quam nec lorem laoreet, non eleifend ipsum venenatis. Donec iaculis felis nisi, a mollis nisi dictum venenatis. Vestibulum accumsan purus in sapien fermentum, id congue ligula consequat. Fusce efficitur fermentum risus, fringilla semper sem sodales at. Sed vitae dictum purus. Integer ac nisi congue, auctor nisi interdum, ultrices felis. Ut aliquam ultrices orci pretium tincidunt. Praesent ac mollis libero. Ut semper leo vel scelerisque lacinia. Sed in tempor nunc, sed mollis quam. Donec mattis varius massa.

Q: Lorem ipsum.

[END OF INTERVIEW]

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