TRANSCRIPTION CONVENTIONS

Pause: (.)   Short pause (1-2 seconds)

                               (5s)   Timed pause (2+ seconds)

Filled pause: um, hmm

Overlap: Beginning shown by a right-facing bracket [placed vertically.

Overlaps between participant contributions are marked using brackets aligned directly above one another. Overlaps continue until one interlocutor completes his/her utterance.

Backchannel: uh-huh, yeah, o.k., (all) right

Contributions made by other participants <u>while</u> the first speaker maintains the floor. Backchannels are written in lower-case (o.k.) to distinguish them from minimal responses.

Minimal response: Uh-huh (= yes), Uh-uh (= no), Yeah, O.K., (All) Right

Brief responses made by participants when they have the floor.

Paralinguistic: Nonverbal features:

                               (( ))   Additional observation—laugh, cough, sigh, etc.

                               ^ ^   Finger snaps

                               > >   Hand striking a surface

Analytic: ***   Indecipherable or doubtful hearing

                               ⇒   Turns focused for analysis in left margin

Example of horizontal transcription:

Paige: You mean close together because you don't talk about the 19th century, or close together because you use that phrase?

Writer: No, because it's talking about...yeah, because it's like this is saying "it's needed," and this is saying, "it's not needed," and it's just such a quick...I mean does it make any difference?

Paige: Well, if you want because you're...

Writer: I mean I could make a separate sentence about it but...

Paige: You have made a separate sentence.

(Gillespie and Lerner 131)

Example of close vertical transcription:

M: See, I don't know if my conclusion really ***. I kind of like [messed up.

⇒ F: [I kind of like the essay.

⇒ A: I like, I like the whole thing.

F: Like the [essay was really good.

⇒ A: [It's really good.

J: It's really, [really good.

F: [The only thing that

M: I messed up, like

F: D-, I know, I like it, 'cause it

actually flows along with it [(.) but like

⇒ A: [Yeah, and you can picture every[thing.

F: [Yeah, [but like

M: [I left out the

winning. I forgot it.

The same text in horizontal transcription:

M: See, I don't know if my conclusion really, I kind of like messed up.

F: I kind of like the essay.

A: I like the whole thing.

F: Like the essay was really good.

A: It's really good.

J: It's really, really good.

F: The only thing that...

M: I messed up, like...

F: I like it because it actually flows along with it.

A: Yeah, and you can picture everything.

F: Yeah, but like...

M: I left out the winning. I forgot it.

MINIMAL RESPONSE

JS 3/16/00
(231)

T: Violent, descriptive, right?   **Short Pause**

⬇

S2: **Uh-huh.**

T: **O.K. Um good.** Um the transitions into (.) like every paragraph, did you feel

S2:   Every

paragraph connected.

T: Connected, you think?

S2: **Uh-huh**.

T: **O.K.**

BACKCHANNELS

JS 3/16/00
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Additional observation
⬇

T: O.K. ((to S1)) Yeah, from listening to it, you made the transition, I think before it was
different, it was kind of different, it was hard to understand,   but I think

S1:   **uh-huh**

T: you fixed it much better, and as a narrative kind of thing   it's extremely

S1:   **uh-huh**

T: believable, so that was kind cool. So what changes exactly did you, did you make to it?

S1: Like the transitions and   how I explain my examples more   and I

T: **uh-huh**   **yeah, yeah**

S1: switched some sentence that I would jump from one sentence to another   so I

T: **yeah**

S1: connected them all.   And that's it. And added some other things, like

T: **o.k.**

S1: details.

OVERLAPS

T: O.K., so what's the paper going to be about, [basically?
S1:   [I have no idea. ((laugh))
S2:   No, it didn't sound like it was going to be about cars.
S3:   Now [I see.
S1:   [I thought it was going to be like more like (.)
S2:   It didn't. I think that's what threw them off because [see the reason why it was easier
S1:   [yeah
S2:   for us to understand and [to enjoy, yeah, 'cause we already knew that
S1:   ['Cause we knew what she was talking about.
S2:   oh, [it was racers, and this and that.
S3:   [((laugh))
        You see?
S2:   But they [didn't know.
S1:   [And see like I'm familiar with like that, too, [so, "Oh, yeah, it's kind of
S3:   [yeah
S1:   like that," and that's, that's what made it sound cool,[because I like never had someone
S3:   [yeah
S1:   describe it like that ((laugh)). I was like what?
S3:   [((laugh))
S2:   [((laugh)) But yeah.

SAMPLE TRANSCRIPT

430
J: ((to M)) Do you feel these guys are good guys or bad guys?
M: Um well (.) [both because
F: [From my experience, they're like, they've been like pretty nice. I mean,
        they're pretty cool about it.
A: They're good people, but it's just that they're racing illegally.
M: And running away from the law is bad. ((laugh))
A: When the cops come, they all vroom out
                                    yeah
J: O.K. ((to M)) So what's your opinion about these people as people?
F: As human beings?
M: Like, at first I really label racing as like a bad, bad thing because it's like I'm not into it.
        And I'm like just hearing about it, it's like, no you're not racing. You know, like
                                                                                    It's
A:
        dangerous [and that's the whole thing that
M: [It's dangerous and there's like the accidents and all that stuff, and then
        [like
F: [It's 'cause they're crazy.
M: As I got deeper to this, I mean I was like you know, it's, it's kind of cool because like
        (.) [it's a, it's a hobby, you know and
F: [So much excitement, goes in
M: [you know like there's a lot of (.) [excitement
F: [yeah
A: [Yeah, it's cool, but then again it's (.)
M: And it keeps them away from doing things like robbing like things like in gangs and all
        that stuff.
A: But are there some that would steal things [or whatever, you know (.) you know,
F: [But they're not gangs, they're car clubs!
A: [just to get their car fixed up?
F: [They're two different things!
J: ((to M)) Well, I mean you've had some experience with these racers now,
                                                                    uh-huh
M:
J: interviewing and talking to your brother about it. I mean, what do you think, are they
        out there stealing and doing drugs also?
M: Um no. (.)
J: No? So they a, they're avoiding maybe some of the other evils by doing this?
M: Yes, O.K.
J: Um still you think it's [***
F: [*** contrast on this paper, too?
M: Did I?
F: No ((laugh)). You can like compare (3s) No, don't do that. That's too hard.

J: I, I would like your honesty about, hey, there are some bad things about this. But there's also something good about it, and what do you think is good

M: uh-huh

J: about it?

F: | That what's should go into um your final thing, not [about your brother, yeah, your

M: [What's good about it?

F: conclusion. That should, you should say, "You know, I view this, well," well, you know you can go, "Blah, blah, blah illegal racing has been going on for many years or whatever. Um I believe that this is a very bad thing, but" [you know (.) you can say

A: [It is a bad thing.

F: [(.) Yeah, it's good and it's bad, this way.

A: ["In this way, da, da, da, da, it's good because da, da, da, da."

J: uh-huh, uh-huh

F: One way it's because it helps these illegal racers stay out of trouble from stealing and doing drugs and stuff like that. But another thing is that they're putting their lives and endangering other civilians.

J: ((to A)) Well, [do you think that (.) so if Mai Kia tells us some good things and some

M: [((laugh))

A: [((laugh))

J: bad things about this, do you think she has a responsibility to do anything else after that? Or should she just leave it

F: She should, she should talk about that in the body, talk about the good and the bad things, too.

J: O.K. So when she talks about the good and bad things, does she do anything with that?

F: She closes it up by like giving her opinion on it at the end.

J: O.K.

F: Is that what you're trying to say?

J: Yeah, I think so. Um. (3s) Is it a solution to, would she offer a solution? (3s)

F: Yeah, build a track for them.