

## Section 5

### Typeforms

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#### 5.1 Fundamentals

- 5.1.1 Font attributes are unique characteristics of a print font, e.g., *italics*, **bold**, red, highlighting, etc.

A variety of visual techniques are used to attract a reader's attention, including the use of font attributes. Teachers may reference these; consequently it is becoming more important to follow print for educational content.

- 5.1.2 Retain all font attributes that add meaning to the text and may be referenced by the teacher, another reader, or elsewhere in the book or corresponding workbook/handbook. If it is determined that the emphasis should be retained, follow print.

- 5.1.3 Omitting attributes entirely may limit the ability of the reader to find necessary information. For example, if a statement is made that all prefixes and suffixes are bold and then the bold is omitted, the student will not be able to identify independently what is or is not a prefix or suffix.

#### 5.1.4 Print Font Attributes

UEB defines symbols for italics, bold, underlining, and script. There are also five transcriber-defined typeform indicators to be used for other print font attributes. Each typeform indicator requires the addition of a symbol, word, or passage indicator. Passage indicators require the use of a typeform terminator. (See *Formats*, Appendix G, for a list of these symbols and *UEB*, §9, Typeforms.)

See [Sample 5-1: Underlined Text](#), page 5-14.

5.1.5 It is not always necessary to indicate a “double” font attribute, such as bold italics or bold highlighting. The primary attribute, such as italics or highlighting, is often sufficient. The transcriber needs to decide if the double attribute is necessary while structuring the braille edition.

5.1.6 **A Braille Reader’s Perspective.** Typeform indicators in braille do not emphasize, i.e., they do not draw our attention to material. They simply indicate that the print shows emphasis. That is why we do not emphasize material in braille that is emphasized for decorative purposes. We also do not emphasize material such as a heading, when format serves the purpose of emphasis to the braille reader.

We use braille typeform indicators for two main reasons:

- a. To show the braille reader a situation in which emphasis is used in print. Foreign words are sometimes emphasized for this reason, as well as paragraph headings.
- b. To give the braille reader an accurate rendition of the print text in situations where the type of print emphasis (e.g., color, italics, bold, underlining, script, etc.) might be mentioned by the print reader. For example, a teacher might mention a blue box or a word in bold.

## 5.2 **Distinctive Typefaces and Font Attributes**

5.2.1 Distinctive typefaces include facsimiles of handwriting and hand printing, or any font other than the primary one used in the text. Some font attributes seen frequently in educational material are italics, boldface, small capitals (print capitals the height of lowercase letters), underlining (single and multiple), color, highlighting, etc.

- a. If the use of small capitals is determined to be a required print font, use a transcriber-defined typeform indicator to indicate the small capitals (Example: HORSE). If the small capitals do not need to be distinguished in some way, the word(s) may be fully capitalized in braille. **Note:** Use a capital indicator before the first letter of a word printed in

small capitals when the initial letter of the word is shown in larger font (Example: HORSE).

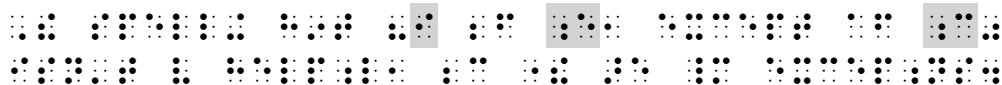
- b. Roman numerals and similar material in small capitals should be transcribed using an initial capital or the capitalized word indicator (fully capitalized).
- c. Uppercase is *not* a font attribute. Follow print for capitalization.

### 5.3 When Print Font Attributes May Be Ignored

- 5.3.1 Print font attributes may be ignored when they are used for decorative purposes and do not add information for the reader. In general, font attributes in tables of contents, headings (centered, cell-5, cell-7), dedications, titles, lists, etc., do not reinforce learning or have any additional value for the reader. When these items are *partially* emphasized, however, font attributes must be retained.
- 5.3.2 Ignore font attributes used for letters that mean letters and are shown standing alone, with or without punctuation. Note this change on the Transcriber's Notes page.

### Example 5-1: Italicized Single Letters

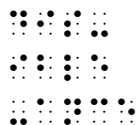
The spelling hint “*i* before *e*, except after *c*” isn’t very helpful, because there are many exceptions.



- 5.3.3 Ignore font attributes used with word parts standing alone, e.g., prefixes, suffixes, and identified root words. Note this change on the Transcriber's Notes page.

### Example 5-2: Prefix and Suffix with Font Attributes

**dis-**  
*ible*  
**-ance**



- 5.3.4 Ignore font attributes used with parts-of-speech abbreviations (with or without punctuation), e.g., v. or v for verb, n. or n for noun, m. or m for masculine, f. or f for feminine in dictionaries and glossaries. Note this change on the Transcriber's Notes page.

**Example 5-3: Part-of-Speech Abbreviation**

**accuse** (uh-KUZ) v. blame

accuse (uh-KUZ) v. blame

- 5.3.5 Ignore font attributes for titles of books, poems, plays, etc., that appear as a complete heading. **Note:** Font attributes are retained when titles of books, poems, plays, etc., are mentioned in the text.

**Example 5-4: Ignore Font Attribute for Title**

*Eyes and Tears*

ANDREW MARVELL

How wisely Nature did decree,

How wisely Nature did decree,  
How wisely Nature did decree,  
How wisely Nature did decree,  
How wisely Nature did decree,  
How wisely Nature did decree,  
How wisely Nature did decree,

- 5.3.6 Ignore font attributes when they are used as a simple visual enhancement for print layout, e.g., a heavier font used for instructions, italics used for a dedication, etc.

### Example 5-5: Bold Ignored (Print Only)



For additional reading, go to InfoTrac  
College Edition, your online research  
library at <http://web1.infotrac-college.com>

Enter the search terms *William Pitt* using Key Terms.

Enter the search terms *Frederick II* or *Frederick the Great* using  
Key Terms.

Enter the search terms *Joseph II* using Key Terms.

Enter the search terms *Catherine the Great* using Key Terms.

### Example 5-6: Italics Ignored (Print Only)

#### CONCLUSION



The foundation stones for the building of Western civilization were laid by the Mesopotamians and the Egyptians. They developed cities and struggled with the problems of organized states. They developed writing to keep records and created literature. They constructed monumental architecture to please their gods, symbolize their power, and preserve their culture for all time. They developed new political, military, social, and religious structures to deal with the basic problems of human existence and organization. These first literate civilizations left detailed records that allow us to view how they grappled with three of the fundamental problems that humans have pondered: the nature of human

relationships, the nature of the universe, and the role of divine forces in that cosmos. Although later peoples in Western civilization would provide different answers from those of the Mesopotamians and Egyptians, it was they who first posed the questions, gave answers, and wrote them down. Human memory begins with these two civilizations.

By the middle of the second millennium B.C., much of the creative impulse of the Mesopotamian and Egyptian civilizations was beginning to wane. The invasion of the Sea Peoples around 1200 B.C. ushered in a whole new pattern of petty states and new kingdoms that would lead to the largest empires the ancient Near East had seen.

- 5.3.7 Ignore font attributes when an entire vocabulary or spelling words list is emphasized.

### Example 5-7: Italics Ignored for Spelling Words

#### SPELLING WORDS

1. friend
2. very
3. people
4. busy



- 5.3.8 Ignore font attributes for scene settings and stage directions in plays or dialogue.

**Katie** (*amused*). Bill, that machine was made by Japanese technicians who think of near everything. It'll run on its own.

**Bill.** Yeah, but it's been a long time since I've seen this one, and . . .

**Katie.** Okay. Enjoy. I think I'll be awake for a little while. . . .

(*She starts out, . . . then turns in the doorway as something else strikes her.*)

- ### Example 5-9: Font Attribute Ignored for Bold Numbers

## What You Will Discover

1. Did your spider weave a web?
2. What time of day did your spider start to weave its web?
3. Did your spider build just one web?

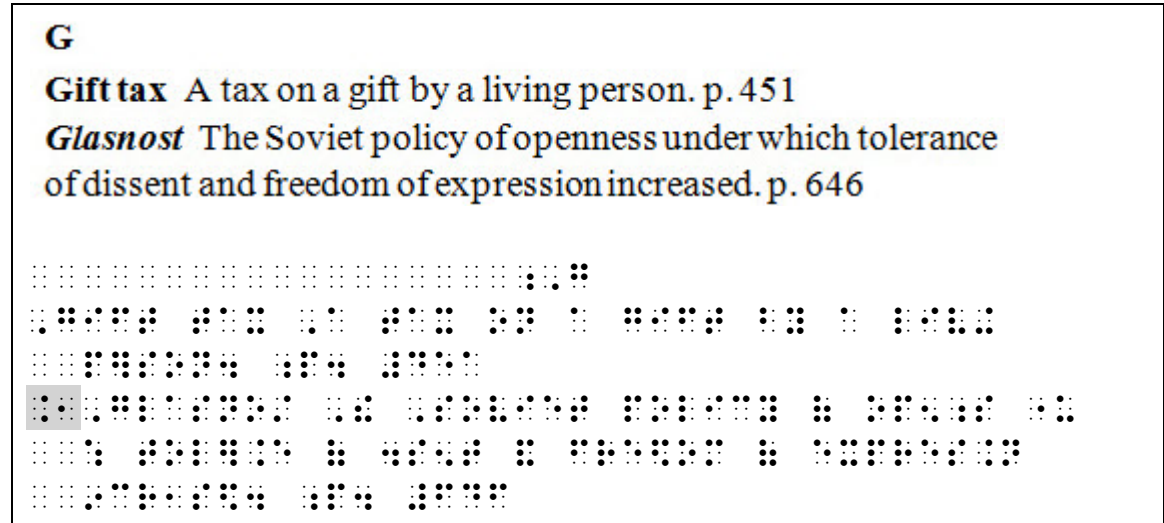
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for readability and clarity. (See [Sample 5-2: Ignoring Font Attributes in Quoted Matter](#) on page 5-15.)

- 5.3.11 Ignore font attributes for entry words in alphabetic references, unless required for distinction, e.g., book titles, foreign words, etc.

**Example 5-10: Italics Retained for Distinctive Entry Words**

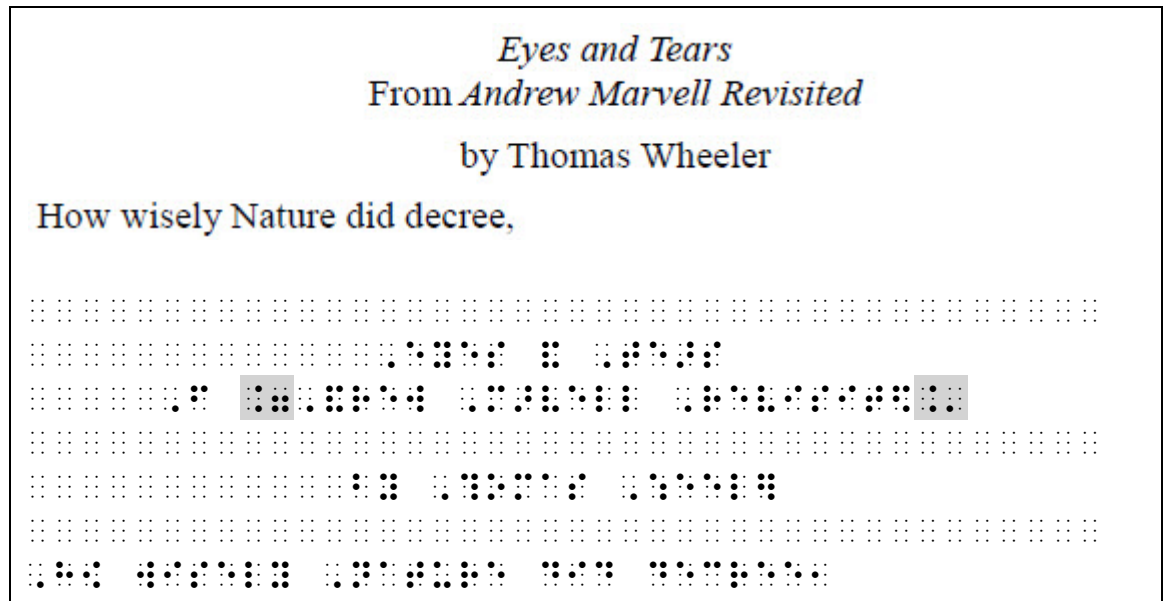


**5.4 Retaining Font Attributes**

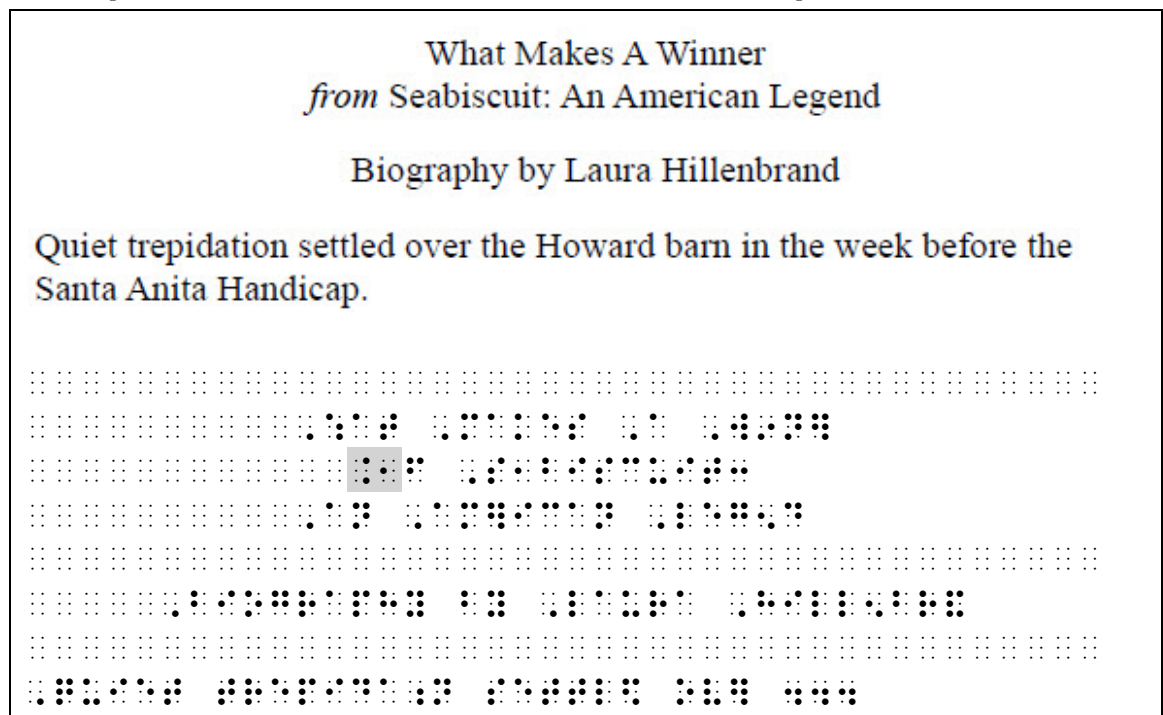
- 5.4.1 Follow print for the meaningful use of italics, bold, color, etc., as they may be part of classroom discussion. For example, a teacher may tell students that all blue words will be on a test. Indicating color in braille lets the student study independently.
- 5.4.2 Follow print when a title is printed in italics or other emphasizing typeface and follows a preposition that is in a different typeface, or when the preposition is in a typeface different from the title.



### Example 5-11: Retain Font Attribute for Title



### Example 5-12: Retain Font Attribute for Preposition






- 5.4.3 Follow print for font attributes used to identify glossary words throughout the text.



Sociologists refer to this trend as the **feminization of poverty** (*The State of America's Children*, 1998).

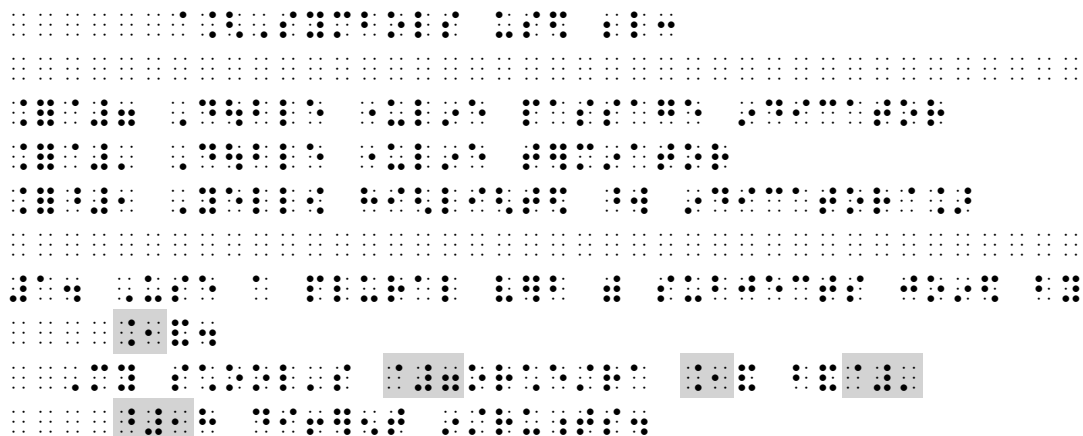
- 5.5.1 The print font for italics, bold type, underlining, and script are represented by specific braille symbols. Other print fonts (e.g., color, double underlining, etc.) are represented in braille using transcriber-defined font indicators. See *Formats*, Appendix G, for a list of these symbols and *UEB* §9.5: Transcriber-Defined Typeform Indicators.
- 5.5.2 Transcriber-defined indicators are used in order: use the first transcriber-defined symbol for the first undefined print font, then the second transcriber-defined symbol, and so on. Be consistent within a transcription regarding the usage of these indicators. If all transcriber-defined indicators are used, other typeform indicators may be used for color or highlighting (if they are not already used within the volume).
- 5.5.3 The transcriber-defined indicator(s) and termination indicator(s) are listed on the Special Symbols page, or in a transcriber's note before the text. Sample:

 Double underline passage indicator  
 Double underline terminator  
 Yellow highlighted word indicator

### Example 5-14: Use of Transcriber-Defined Indicators

1. Use a plural verb with subjects joined by *and*.

My school's orchestra and band have different instruments.



(See [Sample 5-3: Use of Color as Emphasis](#) on page 5-16.)

## 5.6 Font Emphasis for One or More Paragraphs

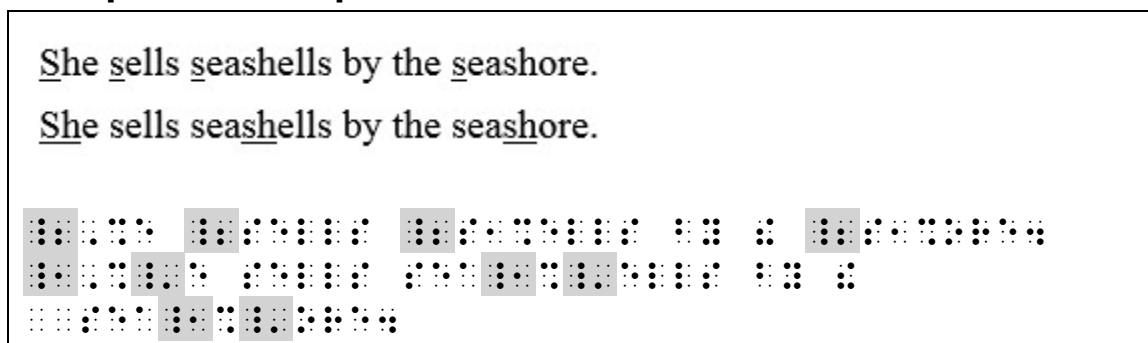
- 5.6.1 Insert the appropriate font passage indicator at the beginning of each paragraph.
- 5.6.2 Insert the passage terminator at the end of the final paragraph. (See *UEB* §9.9.1, Typeform Passages Extending Across Consecutive Same Text Elements.)

## 5.7 Emphasized Letters within a Word

- 5.7.1 Letters within words are emphasized for a variety of reasons, e.g., to show changes in spelling, additions of prefixes or suffixes, and alliteration. When letters are emphasized with any font attribute (e.g., italics, bold, colored type, underlined letters, etc.):
  - a. Follow print for the emphasis used.
  - b. Use contracted braille for all words with emphasized letters. If the emphasis applies to the initial letter of a contraction, the contraction can still be used.
  - c. Use the typeform word indicator when the emphasis applies to more than one symbol. If the emphasis occurs

within a word and a return to regular type is required, use a terminator to show the return to regular print font.

**Example 5-15: Emphasized Letters within a Word**



## 5.8

### Multiple Emphasis in Exercise Material

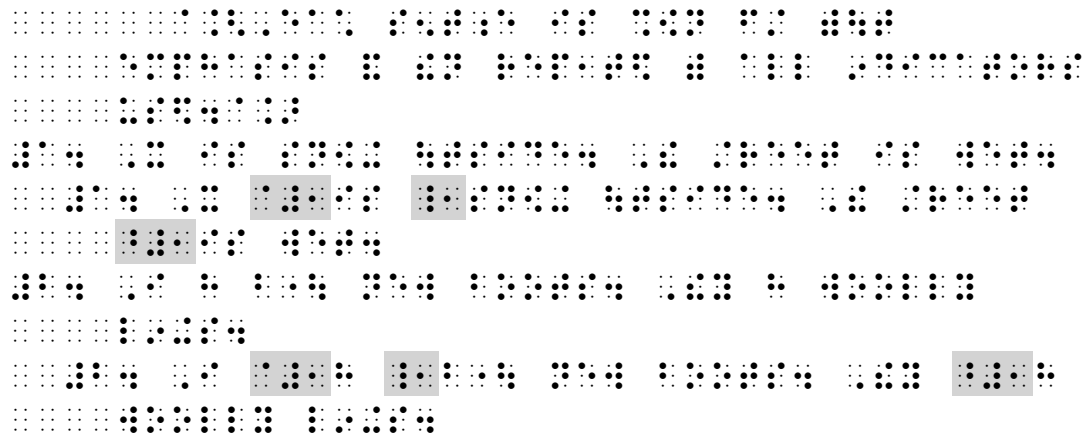
#### 5.8.1

**Exercise Material.** The use of multiple font attributes in quick succession may hinder readability for some students. Transcribers must use their best judgment when opting to show the attributes used in text. It may be beneficial to transcribe a sentence first without the typeform indicators, then repeat the sentence with all the indicators. Explain this technique on the Transcriber's Notes page or in a transcriber's note before the exercise. Symbols used should be listed on the Special Symbols page or in a transcriber's note at the site. Sample:

Each sentence is shown first without emphasis and then repeated with all indicators used.

## Example 5-16: Repeated Sentences

1. It **is** snowing outside. The street **is** wet.
2. I **have** bought new boots. They **have** woolly linings.



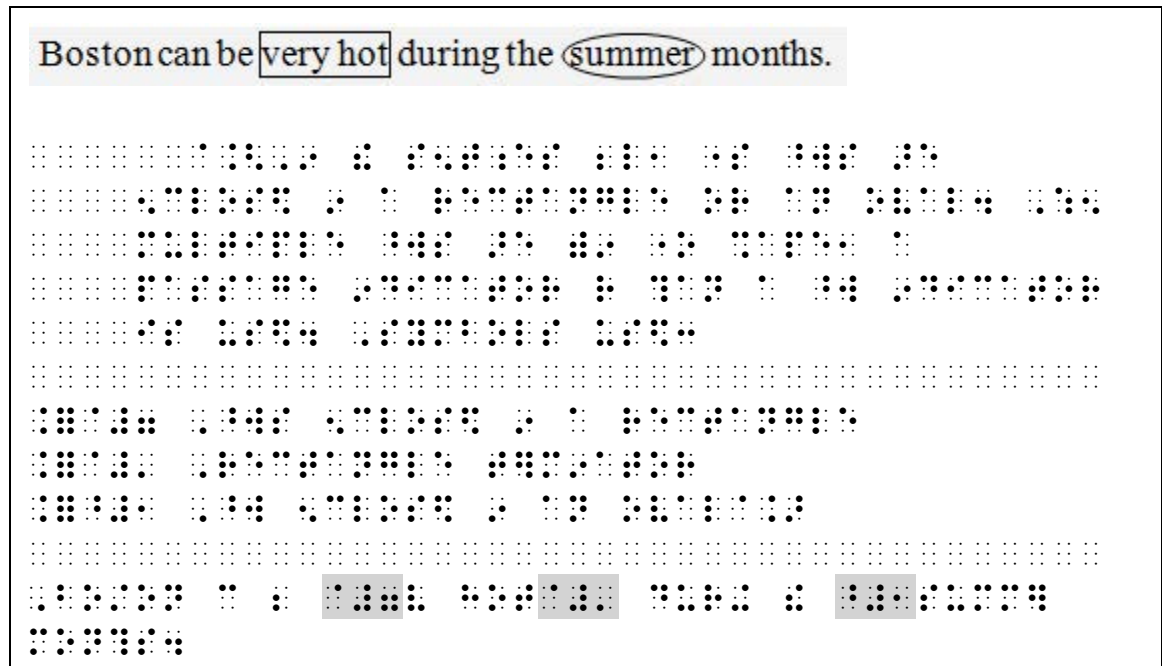
## 5.9 Words Enclosed in Shapes

- 5.9.1 Words may be enclosed in a variety of shapes. Use a transcriber-defined typeform indicator to represent this in braille. (See *UEB* §9.5, Transcriber-Defined Typeform Indicators.)
- 5.9.2 A transcriber's note and/or a list of special symbols explains this usage. Sample:

In the sentences below, some words are enclosed in a rectangle or an oval. When multiple words are within one shape, a passage indicator rather than a word indicator is used.  
Symbols used:

- ⠠⠠⠠⠠⠠⠠ Words enclosed in a rectangle
- ⠠⠠⠠⠠⠠⠠ Rectangle terminator
- ⠠⠠⠠⠠⠠⠠ Word enclosed in an oval

### Example 5-17: Use of Typeform Indicators to Show Words in Shapes



## 5.10 Samples

[Sample 5-1: Underlined Text](#), page 5-14

[Sample 5-2: Ignoring Font Attribute in Quoted Matter](#), page 5-15

[Sample 5-3: Use of Color as Emphasis](#), page 5-16

## Sample 5-1: Underlined Text

### On Your Own

**15–40.** Write the twenty-six prepositional phrases in this part of an encyclopedia entry. Underline each preposition once and its object twice.

Example: Cultured pearls can be found in a variety of colors.

in a variety of colors

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

[\(Return to Text\)](#)

### Sample 5-2: Ignoring Font Attribute in Quoted Matter

Columbus sailed from Spain on August 3, 1492. On October 12 he sighted land, an island in what is now called the **West Indies**. About two weeks later he sighted what he thought was Japan, also called Zipangu at that time.

*“All my globes and world maps seem to indicate that the island of Japan is in this vicinity and I am sure that Cuba and Zipangu are one.”*

By 1504 Columbus had completed three more expeditions.

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[\(Return to Text\)](#)



### Sample 5-3: Use of Color as Emphasis



Match the colors for facts, reasons, examples, and explanations to see how details are arranged in the paragraph below.

Yesterday our class had a special visitor. His name is Charles Hoover. He was born in 1925, and he is 85 years old. He came to explain what life was like here in Montgomery, Alabama, more than 80 years ago. He talked about old-time cars, Negro baseball leagues, and games he played as a boy. He could tell us a lot about the history of our state. That's what we have been studying this month. Mr. Hoover was part of the Selma-to-Montgomery civil rights march in 1965.

