# Overview of Emphasis Options

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Purpose** | **When to Use** | **Examples** |
| <em> | Vocal emphasis; italic appearance | Use <em> when a certain word needs to be stressed for the text to make sense | * I *never* said she stole the money.
* *Now* do you believe me?
 |
| <i> | Semantic/idiomatic emphasis; italic appearance | Use <i> when text needs to stand out – when the purpose of the emphasis is semantic (similar to <b>) | * Technical terms: The *calathea musaica* has a mosaic-like pattern on the leaf.
* Books/magazines/newspapers/movies: It was in the *New York Times*.
* Ships/vessels: The *Titanic* sank in 1912.
* Words in another language: This was his *pièce de resistance.*
* Dream sequences, thoughts, memories.
 |
| <strong> | Vocal emphasis; bold appearance | Use <strong> to indicate importance/urgency | * Imperative statements, warnings:
	+ The sign on the door said **Do not enter**.
 |
| <b> | Semantic/idiomatic emphasis; bold appearance | Use <b> when text needs to stand out – when the purpose of the emphasis is semantic (similar to <i>) | * Keywords:
	+ The Roman **centurions** carried a **gladius** and a **pugio.**
 |
| <cite> | Semantic/idiomatic emphasis; italic appearance | This is similar to <i>, but used in the specific context of citations like in bibliographies and footnotes | * **Direct citations**, like:“Sing, goddess, the anger of Peleus’ son Achilleus...Book1, Line 1, of Richmond Lattimore’s *Iliad of Homer.*
* **Bibliography/note citations**, like:“Doe, J. (1997). This is the title of the article. *Journal of Articles, (84)*3, 100-120.”
 |
| font-style: italicfont-weight: bold | No semantic or vocal emphasis; affects appearance alone | Use CSS properties for bolding and italicization when it is simply visual. CSS does not have any semantic meaning, so assistive technologies won’t pick up on it | * Headings:
	+ **Chapter One**
	+ ***Impact of the First Mithridatic War***
* Chapter/sentence beginnings:
	+ *Once upon a time****,*** there was a …
* Markers:
	+ **Figure 1**. A graph…
 |