

The 6033dp1 class*

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MIT's 6.033 (Computer Systems Engineering) demands fairly specific formatting for design project assignments. This class adheres to those formatting conventions, as described in [1].

This class will not by default make your document look precisely like [1]. There is a `strict` option which will approach that style – see section 1.5 – but allowing L^AT_EX to apply sensible defaults (rather than arbitrary ones, or even worse, those set by Microsoft Word) to your document will improve its design and readability significantly. Of course, the class's minimalism allows you great latitude in customizing the precise look and feel of your document.

1 Usage

1.1 Enabling the class

You should specify `\documentclass{6033dp1}` at the start of your preamble. The class is based on `article`, so you can specify most of the optional arguments `article` can take; however, you cannot specify the `10pt` or `twocolumn` options, as 10-point or two-column text is explicitly disallowed by [1]. Additionally, `titlepage` is enabled by default; you can use `notitlepage` to disable it.

1.2 Additional metadata

`\recitation` In addition to the standard `\author`, `\date`, and `\title` commands, 6033dp1 also provides the `\recitation` command. You should use it to specify information about your recitation, which will appear on the title page (or on the first page, if you have `notitlepage` set) after your name.

1.3 Tables

Tables are easily the most complicated case in this class. The class does a lot of styling to try to get them to look good, but it can't always get everything right. In particular, 6033dp1 is unable to automatically insert grid lines in the tables

*This document corresponds to 6033dp1 v1.0.1, dated 2012/04/14.

you create; if you want them, you need to insert them yourself by placing pipes (| characters) in `tabular` specifications and using the `\hline` command liberally throughout `tabular` bodies. For instance, you should set table 1 in [1] as

```
\begin{table}[!h]
\caption{Heading Levels and Styles}
\begin{fulltabular}{|X|X|X|}
\hline
\thead{Unnumbered Headings} & \thead{Numbered Headings}\\
\hline
{\bfseries\Large Main Heading} &
{\bfseries\Large 1.0 Main Heading}\\
\hline
{\bfseries\large Second-Level Heading} &
{\bfseries\large 1.1 Second-Level Heading}\\
\hline
{\bfseries Third-Level Heading} &
{\bfseries 1.1.1 Third-Level Heading}\\
\hline
{\bfseries Another Third-Level Heading} &
{\bfseries 1.1.2 Another Third-Level Heading}\\
\hline
\end{fulltabular}
\end{table}
```

`\thead` This example depends several other 6033dp1-specific features. For instance, 6033dp1 defines the `\thead` macro as `\textbf{\textsc{text}}`. You should use it to identify table headings as required by [1]. Additionally, this example uses the `fulltabular` environment, a simple wrapper around `tabularx` which is preset to the width of the text block. Thus, by specifying

```
\begin{fulltabular}{|X|X|X|}
```

this example defines a `tabularx` environment which will stretch to the width of the page and has three flexible left-aligned columns separated by vertical bars. (More information about `tabularx` specifications is provided in [2].)

1.4 Pseudocode

6033dp1 loads the `listings` package; you can thus place pseudocode in your document simply using the `lstlisting` environment:

```
\begin{lstlisting}
if(height > 60) {
    cout << "You may ride this rollercoaster";
} else {
    cout << "Maybe your older sibling will go with you";
}
\end{lstlisting}
```

1.5 Precise adherence to the style guide

If you really, really want your document to look as much like [1] as possible, you should specify the `strict` option. Furthermore, you should use `fulltabular` instead of any other table-making environment, and you should make sure to place lines in between all rows and columns. For example, table 2 in [1] is set as

```
\begin{table}[!h]
  \caption{Reported values for  $a^2 + b^2$ }
  \label{reportedvalues}
  \begin{fulltabular}{|X|X|X|}
    $a$ & $b$ &  $a^2 + b^2$  \\
    $1$ & $0$ & $1$ \\
    $2$ & $10$ & $103$ \footnotemark[1] \\
  \end{fulltabular}

  \small\footnotemark[1] This value is suspect
\end{table}
```

You should also examine the example document in section 2.

2 Example document

Here is a copy of [1], reset using this package.

```
1 \documentclass[strict]{6033dp1}
2
3 \title{Style Specification: A Guide to Formatting \\\
4   Conventions for the DP1 Report}
5 \author{Writing Across the Curriculum Staff}
6 \date{March 13, 2009}
7
8 \usepackage{graphicx}
9
10 \begin{document}
11 \maketitle
12
13 \section{Introduction and Overview}
14 Technical documents are judged by how completely, clearly, and quickly
15 they deliver information to a reader. Skillful use of paragraphing,
16 sentence structure, and the proper use and definition of technical
17 terminology will help you create an informative document. Careful
18 attention to the formatting of the report will improve its readability
19 and make information easier to find.
20
21 Most organizations that produce professional documents have a style
22 specification, style sheet, or other document that determines the
23 overall look of reports and other written material. Although specific
24 conventions vary, guidelines help to ensure consistent format within a
25 particular community of writers. The guidelines we use are based on
```

26 The Mayfield Handbook of Technical and Scientific Writing
27
28 \url{https://web.mit.edu/course/21/21.guide/www/home.htm}
29
30 For a complete discussion of any topic mentioned in this document,
31 follow the link to refer to the Mayfield Handbook.
32
33 \subsection{Global Document Format}
34 The following conventions allow you to give your report a professional
35 look and make information easy for the reader to find. Writers can
36 achieve a clear, legible page layout using most generally available
37 text editing, word processing, or document production programs.
38
39 \begin{itemize}
40 \item Text should be single-spaced, left-justified (ragged right
41 margin). Leave one extra line space between paragraphs.
42 \item Use a single-column layout.
43 \item Font should be standard, 11- or 12-point. You may use a second
44 typeface or type style for headings, captions, and other special
45 text. Use these special effects sparingly.
46 \end{itemize}
47
48 \subsubsection{Headings}
49 Headings should stand out clearly from the running text of your
50 report. \uline{Levels} of headings should be easy to identify; the
51 reader should easily distinguish high-level information from details
52 and examples.
53
54 You may indicate levels of headings through the use of type size and
55 style. For a short document such as the DP1 report, which is limited
56 to 2500 words, too many levels of headings can be confusing. Use just
57 \uline{three levels}.
58
59 Table~\ref{headingstyles} gives examples of the formatting styles for
60 three levels of section headings.
61
62 \begin{table}[!h]
63 \caption{Heading Levels and Styles}
64 \label{headingstyles}
65 \begin{fulltabular}{|X|X|X|}
66 \hline
67 \thead{Unnumbered Headings} & \thead{Numbered Headings} \\ \hline
68 \hline
69 {\bfseries\Large Main Heading} & %
70 {\bfseries\Large 1.0 Main Heading} \\ \hline
71 \hline
72 {\bfseries\large Second-Level Heading} & %
73 {\bfseries\large 1.1 Second-Level Heading} \\ \hline
74 \hline
75 {\bfseries Third-Level Heading} & %

```

76          {\bfseries 1.1.1 Third-Level Heading}\\
77      \hline
78      {\bfseries Another Third-Level Heading} &%
79          {\bfseries 1.1.2 Another Third-Level Heading}\\
80      \hline
81  \end{fulltabular}
82 \end{table}
83
84 For more information on headings, see:\\
85 \url{https://web.mit.edu/course/21/21.guide/www/headxsh.htm}
86
87 \subsection{Paragraphs and Logical Units of Information}
88 Readers of technical writing tend to skim documents, read them out of
89 order, and refer to sections that contain information they
90 particularly need. Because readers have such a variety of styles of
91 using a document, they rely on writers to arrange information by topic
92 and to establish a clear progression of ideas.
93
94 If you craft a paragraph's first sentence carefully, that sentence can
95 establish context for the rest of the information in the paragraph and
96 announce the structure for presenting that information. These first
97 sentences may be referred to as \uline{topic sentences},
98 contextualizing statements, or point sentences. Spend extra time on
99 first sentences, and make sure that paragraphs are unified, focused,
100 and coherent.
101
102 Use \uline{bulleted and numbered lists} sparingly, and do not use them
103 to substitute for full discussions or explanations. Lists should be
104 introduced with a short paragraph that explains and supplies context
105 for the items in the list. Make sure that the items in the list
106 belong together and that they are grammatically parallel.
107
108 For example, you might begin each item with a boldface term and one or
109 more sentences explaining the term. You might also list a series of
110 complete sentences or phrases that fit together logically.
111
112 For a complete discussion of topic sentences:\\
113 \url{https://web.mit.edu/course/21/21.guide/www/topic-s.htm}
114
115 For more information on the role of paragraphs and sentences, see:\\
116 \url{https://web.mit.edu/course/21/21.guide/www/paragraf.htm}\\
117 \url{https://web.mit.edu/course/21/21.guide/www/sentence.htm}
118
119 For more information on bulleted lists and other units of information,
120 see:\\
121 \url{https://web.mit.edu/course/21/21.guide/www/layout.htm}
122
123 \subsection{Guidelines for Graphics}
124 If you are not accustomed to using graphics to explain concepts, spend
125 some time looking at the illustrations in your course readings. Which

```

126 graphics are helpful? Which ones are confusing? When students
127 critique the graphics they find in textbooks, manuals, and published
128 articles, they often complain that these illustrations are cluttered,
129 inaccurate, or difficult to relate to the concepts explained in
130 running text. Give some thought to the specific point being made in
131 your graphic. Adding captions, annotations, and figure numbers helps
132 readers to understand the point being made.

133
134 \subsubsection{Integrate graphics and text:}
135 \begin{itemize}
136 \item Summarize the intention of the graphic in the body text of your
137 report.
138 \item Place the graphic as close as possible to a description of what
139 it illustrates.
140 \item Use figure numbers and captions so that readers can switch
141 attention between text and graphics easily. Captions do count
142 against your word limit, but readers often pay more attention to
143 captions than to body text.
144 \end{itemize}

145
146 \begin{itemize}
147 \item The figure number and title belong under the figure. You may
148 put explanatory text after the figure title.
149
150 For example, see the caption of Figure~\ref{samplefigure}.

151
152 \begin{figure}[!h]
153 \includegraphics[width=4in]{figure1}
154 \caption{A generic illustration. Note that two unrelated place
155 names are featured, and the cylinder on the left appears to be
156 sulking.}
157 \label{samplefigure}
158 \end{figure}

159
160 \item In contrast, the table number and title belong \emph{on top of}
161 the table, and explanatory text does \emph{not} follow the table
162 title. If necessary, concise explanatory notes may go in small type
163 flush under the bottom of the table, as shown in
164 Table~\ref{reportedvalues}.

165
166 \item Refer to visuals by number only, not position. For example,
167 write “See Table \ref{reportedvalues}” not “See Table
168 \ref{reportedvalues} \emph{below}.”

169
170 \begin{table}[!h]
171 \caption{Reported values for $a^2 + b^2$ }
172 \label{reportedvalues}
173 \begin{fulltabular}{|X|X|X|}
174 \hline
175 a & b & $a^2 + b^2$ \\

```

176      \hline
177      $1$ & $0$ & $1$\\
178      \hline
179      $2$ & $10$ & $103$\footnotemark[1]\\
180      \hline
181      \end{fulltabular}
182
183      \small\footnotemark[1] This value is suspect
184      \end{table}
185
186      \item Use a separate numbering scheme for tables and figures, as
187      illustrated by Figure~\ref{samplefigure} and
188      Table~\ref{reportedvalues}. The next figure would be Figure~2, and
189      the next table would be Table~III
190      \end{itemize}
191
192      \subsubsection{Emphasize the important detail:}
193      \begin{itemize}
194      \item Structure diagrams so important features are emphasized (e.g.,
195      by position, labels, bold). Avoid distracting lines, pictures, or
196      special effects.
197      \item Label the axes of graphs, and specify the units of measurement
198      you are using.
199      \end{itemize}
200
201      \subsubsection{Using Pseudocode}
202      You may use pseudocode examples, if they are kept brief and not used
203      as a substitute for prose explanations. Remember that readers want to
204      see pseudocode as an illustration, but they will not want to decipher
205      a page of code to understand how your design works. Pseudocode should
206      be formatted as a graphic and explained in the text of the report.
207      For example, the pseudocode in Figure~\ref{rollercoaster} illustrates
208      the use of 11-point Courier typeface to set it off from the rest of
209      the report's text, which is 12-point Times Roman.
210
211      \begin{figure}[!h]
212      \begin{lstlisting}
213      if(height > 60) {
214          cout << "You may ride this rollercoaster";
215      } else {
216          cout << "Maybe your older sibling will go with you";
217      }
218      \end{lstlisting}
219      \caption{Pseudocode for rollercoaster riders.}
220      \label{rollercoaster}
221      \end{figure}
222
223      The example in Figure~\ref{emperors} shows additional hypothetical
224      code. It provides a second illustration of 11-point Courier bold as
225      contrast with the report's running text:

```

```

226
227 \begin{figure}[!h]
228   \begin{lstlisting}
229 while(ROME_BURNS) {
230   fiddle;
231 }
232 \end{lstlisting}
233 \caption{Pseudocode for emperors.}
234 \label{emperors}
235 \end{figure}
236
237 For more information on graphics, see:\\
238 \url{https://web.mit.edu/course/21/21.guide/www/grfxfig.htm}
239
240 \subsection{Footnotes}
241 \uline{Do not use footnotes} in the DP1 Report. Consider the word
242 limit, and then weigh the value of any information you plan to include
243 against the space you have available. If the information is
244 important, find a way to incorporate it into the report's running
245 text. Bear in mind that any text included in footnotes counts against
246 the 2500-word limit.
247
248 To document your sources, use the IEEE style of in-text citation. For
249 more information on IEEE citation, see:
250
251 \url{https://web.mit.edu/course/21/21.guide/www/doc-ie3.htm}
252 \end{document}

```

3 License

3.1 Class

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<http://www.latex-project.org/lppl.txt>

and version 1.2 or later is part of all distributions of L^AT_EX version 1999/12/01 or later.

3.2 Example document

[1] is copyright © 2009 by the Writing Across the Curriculum staff. All rights are reserved.

4 References

- [1] Writing Across the Curriculum Staff, “Style specifications: A guide to formatting conventions for the DP1 report,” [Online document], 2009 Mar. 13, [cited 2012 Feb. 25], Available HTTP: <http://web.mit.edu/6.033/2012/wwwdocs/dp1/DP1StyleGuide10.pdf>.
- [2] D. Carlisle, “The `tabularx` package,” [Online document], 1999 Jan. 7, [cited 2012 Feb. 25], Available HTTP: <http://mirror.ctan.org/macros/latex/required/tools/tabularx.pdf>.
- [3] L. Lamport, F. Mittelbach, J. Braams, “Standard document classes for L^AT_EX version 2_ε,” 2007 Oct. 19, Available as part of every L^AT_EX distribution as `classes.pdf`.
- [4] R. McDonnell, “The `sectsty` package v2.0.2,” [Online document], 2002 Feb. 25, [cited 2012 Feb. 25], Available HTTP: <http://mirror.ctan.org/macros/latex/contrib/sectsty/sectsty.pdf>.

5 Implementation

5.1 Options and base class

The `6033dp1` class, being a technical document without part or chapter breaks, is based on the `article` class. I first define my options, and then I load the base class.

5.1.1 The title page

Design projects can have a title page, or it can be disabled (as for a project proposal).

```
1 \newif\ifdp@titlepage
2 \DeclareOption{titlepage}{\dp@titlepagetrue}
3 \DeclareOption{notitlepage}{\dp@titlepagefalse}
```

5.1.2 Columns

Only one column is permitted, so trap attempts to use `twocolumn`.

```
4 \DeclareOption{twocolumn}{\ClassError{6033dp1}%
5 {Two-column layout is not permitted}{}}
```

5.1.3 Font

Only 11- or 12-point font is acceptable, so trap attempts to use 10pt.

```
6 \DeclareOption{10pt}{\ClassError{6033dp1}%  
7 {10-point font is not permitted}{}}
```

5.1.4 Precise adherence to [1]

If you really, really want your document to look as much as [1] as possible, you can specify the strict option.

```
8 \newif\ifdp@strict  
9 \DeclareOption{strict}{\dp@stricttrue}  
10 \DeclareOption{nostrict}{\dp@strictfalse}
```

5.1.5 Other options

Any options that aren't explicitly defined for 6033dp1 get passed on to article.

```
11 \DeclareOption*{\PassOptionsToClass{\CurrentOption}{article}}
```

5.1.6 Default options

By default, the title page is turned on, precise adherence to [1] is disabled, and 11-point font is the default.

```
12 \ExecuteOptions{titlepage,nostrict}  
13 \ProcessOptions\relax  
14 \PassOptionsToClass{11pt}{article}
```

5.1.7 Base class

Having defined and executed options, I can now load the base class.

```
15 \LoadClass{article}
```

5.2 Metadata

`\recitation` In addition to the standard author, title, and date metadata, design projects also may include a recitation section.

```
16 \newcommand*{\recitation}[1]{\gdef\@recitation{#1}}
```

The recitation section, if defined, is included on the title page.

5.3 The title page

If a title page is used, it contains the title and author-recitation-date block spaced evenly down the page. This code is modified from [3], section 7.1.

```
17 \ifdp@titlepage  
18 \renewcommand{\maketitle}{\begin{titlepage}%  
19 \let\footnotesize\small  
20 \let\footnoterule\relax
```

```

21      \let \footnote \thanks
22      \null\vfil

```

The title is centered and set in 14-point bold.

```

23      \begin{center}%
24          {\bfseries\large\@title}%
25      \end{center}
26      \vfil

```

The author-recitation-date block is set in normal body type and heavily indented down the page.

```

27      \null\hspace{0.67\textwidth}%
28      \parbox{0.33\textwidth}{\raggedright%
29          \@author\\
30          \ifx\@recitation\undefined\else{\@recitation\\}\fi
31          \@date}
32      \vfil
33      \@thanks
34      \end{titlepage}%
35      \setcounter{footnote}{0}%
36      \global\let\thanks\relax
37      \global\let\maketitle\relax
38      \global\let\@thanks\@empty
39      \global\let\@author\@empty
40      \global\let\@recitation\@empty
41      \global\let\@date\@empty
42      \global\let\@title\@empty
43      \global\let\title\relax
44      \global\let\author\relax
45      \global\let\recitation\relax
46      \global\let\date\relax
47      \global\let\and\relax}

```

If no title page is used, the first page contains the title and author-recitation-date block.

```

48 \else
49 \renewcommand{\maketitle}{\par
50 \begin{group
51 \renewcommand\thefootnote{\@fnsymbol\c@footnote}%
52 \def\@makefnmark{\rlap{\@textsuperscript{\normalfont\@thefnmark}}}%
53 \long\def\@makefntext##1{\parindent 1em\noindent
54     \hb@xt@1.8em{%
55         \hss\@textsuperscript{\normalfont\@thefnmark}}##1}%
56 \newpage
57 \global\@topnum\z@    % Prevents figures from going at top of page.
58 \null
59 \vskip 2em
60 \begin{center}
61     {\LARGE\bfseries\@title}
62     \vskip 1.5em
63     {\Large\lineskip .5em%

```

```

64      \begin{tabular}[t]{c}%
65      \@author
66      \ifx\@recitation\undefined
67      \else
68      \\ \@recitation
69      \fi
70      \end{tabular}\par}%
71      \vskip 1em%
72      {\large \@date}%
73      \end{center}
74      \thispagestyle{plain}\@thanks
75      \endgroup
76      \setcounter{footnote}{0}%
77      \global\let\thanks\relax
78      \global\let\maketitle\relax
79      \global\let\@maketitle\relax
80      \global\let\@thanks\@empty
81      \global\let\@author\@empty
82      \global\let\@date\@empty
83      \global\let\@title\@empty
84      \global\let\title\relax
85      \global\let\author\relax
86      \global\let\date\relax
87      \global\let\and\relax
88      }
89 \fi

```

5.4 Global document format

Text is single-spaced and ragged-right. One extra line space goes between paragraphs.

```

90 \raggedright
91 \RequirePackage{parskip}
    Pages have no heading, but they do have a running foot with the page number.
92 \RequirePackage{fancyhdr}
93 \pagestyle{fancy}
94 \fancyhf{}
95 \rfoot{\thepage}
96 \renewcommand{\headrulewidth}{0pt}
97 \renewcommand{\footrulewidth}{0pt}

```

5.5 Section headers

Section headers are slightly different than those provided by the default article class. I'll use the titlesec package to style them correctly.

```

98 \RequirePackage{titlesec}

```

All section headings should have one em of space above them and no space between them and the body text.

```
99 \titlespacing*{\section}{0pt}{0.5em}{-0.5em}
100 \titlespacing*{\subsection}{0pt}{0.5em}{-0.5em}
101 \titlespacing*{\subsubsection}{0pt}{0.5em}{-0.5em}
```

5.5.1 Top-level sections

Main headings (set with the `\section` macro) are set in 16-point bold. This is the default for the `article` class, so no adjustment is required. However, numbered sections are numbered as “1.0”, not just “1”.

This hack appears in [4], section 8.4.2.

```
102 \def\@secntformat#1{\@ifundefined{#1@cntformat}%
103   {\csname the#1\endcsname\quad}
104   {\csname #1@cntformat\endcsname}
105 }
106 \def\section@cntformat{\thesection.0\quad}
```

5.5.2 Subsections

Second-level headings (set with the `\subsection` macro) are set in 14-point bold. This is the default for the `article` class, so no adjustment is required.

5.5.3 Third-level sections

Third-level headings (set with the `\subsubsection` macro) are set in 12-point bold. This is the default for the `article` class, so no adjustment is required.

5.5.4 Other structure commands

Paragraph headings are not permitted.

```
107 \global\let\paragraph\undefined
108 \global\let\subparagraph\undefined
109 \global\let\subsubparagraph\undefined
```

5.6 Tables

Table captions are set in 11-point bold. A period goes between the table number and the caption, and the caption is left-justified.

```
110 \RequirePackage[font={small,bf},labelsep=period,%
111   justification=RaggedRight,%
112   singlelinecheck=false]{caption}
```

Table numbers are set in Roman numerals.

```
113 \usepackage[T1]{fontenc}
114 \renewcommand{\thetable}{\Roman{table}}
```

`\thead` Column headings are set in bold small caps.

```
115 \newcommand{\thead}[1]{\textbf{\textsc{#1}}}
```

Footnotes in `table` environments should be ordered as *, †, etc.

```
116 \let\Table\table
117 \renewcommand{\table}[1][1]{\Table[#1]%
118 \renewcommand\thefootnote{\fnsymbol{footnote}}}
```

`fulltabular` It's occasionally useful – especially if you're trying to emulate the style in [1] as closely as possible – to have a table span the entire page width, so I define a second `tabularx` wrapper which does just this.

```
119 \RequirePackage{tabularx}
120 \newenvironment{fulltabular}[1]{%
121 \tabularx{\textwidth}{#1}}{%
122 \endtabularx}
```

5.7 Code

Code is typeset in bold teletype text.

```
123 \RequirePackage{listings}
124 \lstset{basicstyle=\bfseries\ttfamily\small}
```

5.8 Footnotes

[1] forbids the use of footnotes.

```
125 \renewcommand{\footnote}{\ClassError{6033dp1}%
126 {Footnotes are not permitted}{}}
```

5.9 Strict adherence to [1]

If `strict` was set, then a whole bunch of things happen.

```
127 \ifdp@strict
```

5.9.1 Fonts

The font scheme gets set to Times, Helvetica, and Courier.

```
128 \RequirePackage{txfonts}
129 \RequirePackage[scaled]{helvet}
130 \RequirePackage{courier}
```

5.9.2 Section headers

All section headers have numbering disabled.

```
131 \setcounter{secnumdepth}{0}
```

5.9.3 Lists

Spacing within itemized lists is severely reduced.

```
132 \let\Itemize\itemize
133 \renewcommand{\itemize}{\Itemize\setlength{\itemsep}{-0.67em}}
```

5.9.4 Hyperlinks

Hyperlinks within the document are not distinguished in any special way; hyperlinks outside the document are blue.

```
134 \RequirePackage[normalem]{ulem}
135 \RequirePackage[dvipdfm]{hyperref}
136 \hypersetup{colorlinks,linkcolor=black,urlcolor=blue}
```

Additionally, all hyperlinks are set in roman (not teletype) font.

```
137 \def\UrlFont{\rmfamily}
138 \def\UrlLeft{\uuline\bgroup}
139 \def\UrlRight{\egroup}
140 \fi
```