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# HTML5 and CSS3 – Illustrated, 2<sup>nd</sup> Edition

# Unit A: Getting Started with HTML

### A Guide to this Instructor's Manual:

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same heading in <u>dark blue</u> that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section, if any, Teacher Tips, and Classroom Activities and/or Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

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# Unit Objectives

Students will have mastered the material in Unit A when they can:

- Define a project plan
- Create wireframes and a storyboard
- Create an HTML document
- Set up the document head and body
- Add web page text
- Add a comment to a web document
- Preview their web page on a desktop computer
- Configure a local web server
- Preview their web page on mobile devices

# <u>2: Define a Project Plan</u>

# LECTURE NOTES

- Define a project plan, also known as a design document, as a document that identifies various aspects of the website, such as goals, objectives and target audience, and explain the importance of preparing a project plan.
- Explain that in order to identify the goals and objectives of a website, the website designer must ask a variety of questions regarding the client's goals, objectives, expectations, and target audience. Give examples for such questions.
- Show students how websites that are directed to different audiences look different, and explain that this is the reason it is important to understand who the target audience is prior to planning the design of a website. Give examples of questions that can be asked in order to identify the target audience: questions identifying users, such as gender and age range; questions identifying user's needs, such as why they will be visiting the website; and questions identifying user's technological tools, such as the type of operating system they use or the screen resolution at which they will be viewing the website.
- Stress that it is important to ask questions in the design phase even if you know the client won't have ready answers to most of the questions, because even having some information can greatly assist in planning a user-friendly website.
- Explain to students that websites usually have one or two main functions, and give examples, such as serving as an online informational brochure, providing information for special interest groups, showcasing examples of different types of works and designs, providing multiple levels of information with templates, extracting information from databases or conducting business transactions through the Internet.
- Stress the importance of identifying the type of website a client wants as a method for identifying the scope of the project. Explain that it is important to define what the site will include, as well as what the site won't include.
- Note that based on the expected scope of the project and prior to doing any work, a website designer should develop a budget, which will be included in the project plan and will become part of the contract with the client.

• Point out the importance of presenting a client with a timeline identifying various milestones in the creation of the website, and a final delivery date. The timeline should also list who is responsible for the completion of each task.

### FIGURE: A-1

### BOXES:

1. **Quick Tip:** Listing exclusions in the project plan will help reduce the potential for scope creep, which is the expansion of a project beyond the original goals and objectives.

### 2. Clues to Use: Deciding how much to charge

Estimating the amount of time a project will take can be difficult, especially for new web designers. If you work for a web design agency, the budget will typically be developed by your supervisors. If you are a freelance web designer, you must place a value on your time that takes many things into consideration, such as the cost of computer equipment and software, supplying your own insurance, advertising, and other expenses. There really is no set hourly or project fee in this industry, as it varies dramatically depending upon the geographic market, competition, and experience level of the web designer. New web designers often barter, or trade, their skills for products or services offered by a website owner as a means of building a portfolio.

### CLASSROOM ACTIVITIES

1. **Critical thinking:** Ask students to look at FIGURE A-1 and have them list possible poor design decisions that would have been made if the project plan for Lakeland Reeds B&B omitted some of the information it includes.

2. **Classroom Discussion:** Have students brainstorm and list of all possible questions a web designer may want to ask a client during a project plan meeting. Divide the questions into topics, such as goals and objectives, target audience information, design preferences of the client, site type, and client expectations.

# 4: Create Wireframes and a Storyboard

### LECTURE NOTES:

- Explain to students that designers often use a wireframe, which is a sketch that outlines the components of each web page, as well as their place in the layout, in order to get a clear idea of what they are trying to build.
- Explain to students the concept of a storyboard for a website. Mention that a storyboard is used when there are multiple pages for a site. Tell students, that like a wireframe, it outlines the components of each page in the website and their layout, but that it also defines the links between the pages in the website.
- Note that often the creation of a wireframe and storyboard is done in cooperation with a person responsible for art or design, such as a graphic designer, and then is implemented by the website developer.
- Stress that the wireframe and storyboard should be based on the project plan.

- Explain that a first step to creating a wireframe and storyboard, which happens prior to any actual coding, is identifying the various components and elements that the website should include. Many of these are included in the project plan. Some elements may not be included in the project plan, such as elements that are common to specific types of websites. Give examples for each type of element.
- Explain that the next step is to place the elements of the website in a suitable layout. Point out that this is often a process, which involves creating multiple layouts and then selecting between them, or fine tuning a single layout in several stages.
- Point out that in simple websites, a single layout is generally sufficient, but in more intricate websites, different pages may require different or distinct layouts.

### TEACHER TIP

Point out that even if the website includes multiple pages having different layouts, it is recommended that there be some common aspects to the various layouts. For example, even though one page may include information and another page may be a picture gallery, both should provide the same portion of the page for a page header and footer. This way, when a user navigates between web pages in the website, certain aspects of the page seem fixed, which makes the transition between pages easier for the user.

• Show that the next step is to map or storyboard the relationship between the web pages. The storyboard can include pages that the web developer is creating as well as external websites. Explain the importance of the relationship map in creating navigation tools for and within the website.

### TEACHER TIP

Students may worry about their sketching abilities and think their sketch is aesthetically displeasing. Point out that the storyboard is created for the web developer's convenience and efficiency of work, and does not need to be a work of art.

FIGURES: A-2, A-3

### BOXES:

1. **Quick Tip:** Many common web page designs use columns that are about one third the width of the page to approximate traditional aesthetic proportions.

### 2. Clues to Use: Creating a website from a template

An alternative to creating a layout for your website is to download a template, which is a generic layout that includes a color scheme and element positions, but which uses placeholder images and text. Some templates are available to download and use for free, while others must be purchased from the designer. A web developer can simply replace the placeholder items with elements specific to the website being developed. While a template is not as specifically tailored to the companies or topics of the websites where it is used, it can save time in the web development process and can be an invaluable tool when a site needs to be up right away.

### CLASSROOM ACTIVITIES

### 1. Quick Quiz:

a. T/F A wireframe and a storyboard are the same thing and server the same purpose. (F)

- b. T/F A website storyboard includes only information that is included in the project plan. (F)
- c. T/F All pages in a website must have the same layout (F)
- d. T/F It is often necessary for different pages within a website to have different layouts that best serve the requirements of the pages. (T)

2. **Group Activity:** Divide the classroom into small groups. Give each group a "project plan" for a fictitious website, and ask them to design a wireframe and a storyboard for their assigned site.

# LAB ACTIVITY

1. Ask students to go to a website of their choice and look at all the pages to identify the various layouts. Do all the pages in the selected website have the same layout? If not, how do the different layouts serve the purposes of the pages?

# 6: Create an HTML Document

# LECTURE NOTES

- Explain that an HTML document consists solely of text, and that HTML code does not include any images. As a result, an HTML document or web page can be written in any text editor.
- Illustrate that to create a web page students enter text that they want to display on the page, along with tags which specify how a user agent should treat each item in the document.
- Explain that a tag pair assigns meaning to a web page element, which is a specific component of the page. The opening tag is placed at the start of the element and the closing tag at the end. HTML tags always start with an opening angle bracket (<) and end with a closing angle bracket (>). A closing tag is the same as its corresponding opening tag except that the opening angle bracket is followed by a slash (/). The text between the angle brackets specifies the HTML element type being applied to the selection.
- Show that most tags occur in pairs and include an opening tag, such as <tag>, and a closing tag, such as </tag>, but some tags, which are called one-sided tags, are used by themselves. An example of such a tag is the line break tag: <br/>
- Explain that to create a web page, one must define the document as being written in HTML by using the DOCTYPE declaration <!DOCTYPE html>.

### TEACHER TIP

In order for a web page to be rendered correctly in some web browsers, the DOCTYPE declaration must be the first thing to appear on the web page.

- Point out that in order to write an html page, the contents of the page must be surrounded by <html> tags. Therefore, advise students to always write these tags as a first step to creating their document.
- Recommend to your students that for the clarity of their code, they should leave two lines of space between the opening and closing html tags.

FIGURES: A-4, A-5

## BOXES

1. **Quick Tip**: To write HTML in TextEdit on a Mac, you need to change two program preferences. Press [command][,] to open the Preferences dialog box. On the New Document tab, click Plain text. On the Open and Save tab, uncheck Add ".txt" extension to plain text files.

2. **Trouble**: If you don't have the empty folder structure for storing this unit's files, create a Lessons folder within the drive and folder where you store your Date Files for Unit A, then save your file to the Lessons folder.

# 3. Clues to Use: Using other web page creation software

Many other programs are available that allow you to create web pages visually by clicking buttons and using drag-and-drop to place items on a page. However, creating your first web pages by entering HTML directly—sometimes referred to as hand-coding—is one of the best ways to become familiar with HTML and the underlying structure of a web page. Many professional developers use a code editor, which is a text editor that is optimized for writing code in a programming language. FIGURE A-5 shows the web page in Notepad++, a free code editor available for Windows, and points out some features common to code editors. Other popular free code editors include Aptana Studio 3 (Win and Mac), Komodo Edit (Win and Mac), and TextWrangler (Mac).

# 4. Clues to Use: Understanding the difference between HTML and XHTML

Extensible Hypertext Markup Language (XHTML) is a version of HTML that conforms to the rules of Extensible Markup Language (XML). Although most modern web documents are written in HTML, some organizations require XML-compatible code, and therefore use XHTML instead of HTML. HTML and XHTML have only a handful of differences, and utilities are available that can automatically convert code from one to the other. In general, HTML syntax is less strict than XHTML code, and some aspects of code that you can omit in HTML are required in XHTML code. Except where otherwise stated, all the code you write in this book will conform to the rules of HTML.

# CLASSROOM ACTIVITIES

1. **Critical Thinking**: Ask students to consider what would happen if someone wrote a web page including an opening <html> tag, but forgot to add the corresponding closing tag. How would a user agent treat the student's web page?

2. **Critical Thinking**: Based on students' knowledge of the format for creating an HTML document, ask how they expect to create an XHTML document?

# 8: Set Up the Document Head and Body

# LECTURE NOTES

- Explain that each web page is divided into a head section, which contains elements that are not part of the main web page, and a body section, the contents of which are visible in the main window of the web browser.
- Explain the concept of nesting elements some elements in an HTML page are included within other elements. For example, both head and body tag pairs are located within the html tag pair.

- Explain to students that adding spaces before a nested tag makes it appear indented, making complex code easier to read and elements easier to identify.
- Introduce students to the meta element, which enables a web page author to pass information about a web page to the user agent that opens it.
- Note that some HTML elements may include attributes, which specify details about a given element's properties. For example, the charset attribute specifies the character encoding, which is the system the user agent should employ to translate the electronic information into human recognizable symbols, such as letters and numbers.
- Show that in FIGURES A-6 and A-7, the <head> and <body> tag pairs are nested within the <html> tag pair, and are indented with respect to the <html> tag pair but not with respect to each other.

### TEACHER TIP

In order to make sure that all opening tags have corresponding closing tags, recommend that whenever students write an opening tag they immediately write the closing tag, and only then add the contents of the tag pair between the opening and closing tags.

FIGURES: A-6, A-7

### BOXES

1. Quick Tip: To read more about any HTML tag used in this book, see Appendix A.

2. Quick Tip: To save your work without using the menus, you can press [Ctrl]+[S] (Windows) or [command]+[S] (Mac).

### 3. Clues to Use: Describing nesting relationships

An element nested within another element is called a child element of the enclosing element, and the enclosing element is known as the parent element. In the code shown in FIGURE A-6, the head element is both a child of the html element and the parent of the title element. In addition, the html element is the grandparent element of the title element, which can be referred to as a grandchild element of the html element. Two elements that are both children of the same parent element are known as sibling elements. The head element and the body element are sibling elements, because they are both children of the html element.

### CLASSROOM ACTIVITIES

1. **Classroom Activity**: Using FIGURE A-6, have students point out opening and closing tags in the figure. Discuss what information is enclosed by each pair of tags. Have students predict what each tag stands for, some are obvious such as <head> but others may not be as obvious to students, such as 
 for table row. Point out how 
 is nested in the tag and how the provides a clue as to the meaning of the 
 tag. Discuss how the indenting of code is similar in structure to a document outline.

2. **Critical Thinking**: Based on their personal experience with other languages/systems, ask students to think about the advantages of splitting a web page into head and body sections.

# 10: Add Text to a Web Page

### LECTURE NOTES

• Explain that because an HTML document is a simple text document that includes HTML codes, adding text to a web page is as simple as typing it and adding the appropriate HTML tags to specify the relevant element type for each text item.

### TEACHER TIP

Explain to students that sketching the layout of their website, using a piece of paper and a pen or a word processing application, often helps determine how the various elements should be included in a web page. Use this hands-on technique can also help find errors in the resulting web page.

- Show students that when adding text to a web page, they can also add surrounding elements, such as the web page title that will appear in the user-agent title bar. Stress that these elements, such as the title element, are part of the document's head section because this element does not appear in the main browser window.
- Point out the meaning of various basic HTML tags, such as <h1> for a top level heading and for a paragraph of text.

**FIGURES**: A-8, A-9 **TABLE A-1**: HTML heading elements

## BOXES

- 1. **Quick Tip**: If your code editor indents automatically, you will not need to add spaces, just be sure that your insertion point is indented six spaces before entering the title element.
- 2. **Trouble:** If you're using Notepad and can't see all the text in the window at once, click Format on the Menu bar, then click Word Wrap.

# 3. Clues to Use: Understanding the complementary roles of HTML and CSS

Browsers generally display the content of HTML elements such as h1 and p in ways that visually distinguish the content. However, at its core, HTML is intended to indicate only the meanings of elements such as headings and paragraphs in a web page, but not to tell web browsers how the elements should appear. Instead, HTML has a companion language, Cascading Style Sheets (CSS), which is designed for describing the appearance of items. As you write HTML, you should keep in mind that your only goal in marking content with HTML elements is to describe to browsers and to user agents the type of content a page includes. When you learn to write CSS code, you'll use that language to specify visual display properties such as fonts, colors, borders, and placement within a browser window.

# CLASSROOM ACTIVITIES

1. **Critical Thinking**: Assume that you are looking at a web page that includes a heading, then a paragraph of text, and then another heading. You want to change this web page to include only plain paragraphs of text, with no headings. How many tags will you need to change in order to achieve this?

# 2. Quick Quiz:

a. T/F In order to write a web page, you need to first write all the text and then add all the tags. (F)

b. T/F Nested elements must be indented with respect to parent elements in order for the HTML code to be properly displayed in a browser. (F)

c. T/F An HTML document is designed to indicate the meaning of the web page elements. (T)

d. T/F A Cascading Style Sheet is designed to describe the appearance of web page elements. (T)

# 12: Add a Comment to a Web Page

# LECTURE NOTES

- Explain to students that they can create text elements in their web page code that user agents ignore.
- Tell students these elements, known as comments, are not rendered by user agents and are viewable only by people who examine the HTML code of their web pages.
- Explain that comments can be especially helpful when they are creating or adding on to a large, complex web document or website, or when other web developers will be working with their code—now or in the future.
- Point out that common uses for comments include explaining what a particular section of HTML does or pointing out the beginning and end of parts of a web page containing numerous HTML elements.
- Mention to students that comments are enclosed in a comment tag pair that begins with <!-- and ends with -->.

# TEACHER TIP

Explain to students that it is considered best practice to include a comment in the head section of an HTML document that includes the name of website, the filename, the author of the web page, the date the web page was created, and another identifying information that other developers will find useful when reviewing the document.

FIGURES: A-10, A-11 TABLE A-2: Basic web page elements

# BOXES

1. **Quick Tip**: Adding extra spaces after the colon lines up your name with the filename in the previous line of text, making the information easier to read.

# 2. Clues to Use: Understanding single-line and multi-line comments

An HTML comment can be either single-line or multi-line. A single-line comment includes the opening tag, comment text, and closing tag on a single line. For instance, the following comment is a single-line comment: <!-- This page last updated 5/26/2018 --> By contrast, a multi-line comment occupies multiple lines. In a multi-line comment, the opening and closing tags are often on their own lines, and the content may occupy one or more additional lines, like the comment you created in the steps in this lesson. The choice to use a single-line comment or a multi-line comment is generally based on the amount of comment text you want to add to your document. A single-line comment makes sense for a word or phrase, while using a multi-line comment can make it easier to read a longer comment by breaking it up over multiple lines.

# CLASSROOM ACTIVITIES

1. **Critical Thinking**: In addition to the identifying information you might include in the head section of your document, what other types of comments might you include in your document? Give some examples.

# 2. Quick Quiz:

a. If the opening and closing tag for a comment are on the same line, this is considered a(n) \_\_\_\_\_ comment. (Answer: single-line)

b. T/F Comments are visible in the web page if the user sets the user agent to show comments. (F)

c. T/F Comments are only needed for complex documents. (F)

# 14: Preview Your Web Page on a Desktop Computer

# LECTURE NOTES:

- Explain the importance of previewing a web page as an aid in finding errors in the code before publishing the page.
- In order to understand how code will be rendered in different web browsers, stress that it is advisable to preview a web page in multiple user agents, since the interpretation of the code may vary.
- Show students that in order to preview a web page in their default web browser, they have to use their file manager to find the web page they wish to preview, and double click the name of the relevant .html file.
- Show students that in order to preview a web page in a non-primary web browser they need to return to the file manager, and right-click (Windows) or control-click (Mac) the name of the relevant .html file, point to "Open with" and then click the selected browser name. Alternatively, they can open the user agent they want to use, and then use the File/Open command or [Ctrl][O] shortcut command to open the Open dialog box, browser to the file they want to view, and then select the file to open in the non-primary browser.
- Explain that if the web page being previewed is not rendered correctly, it can be edited in their text editor, saved, and previewed again, until it looks correct.

# TEACHER TIP

Stress to students that in order for changes made to the source HTML to take effect, the web page must be refreshed or re-opened in the web browser.

# **FIGURES**: A-12, A-13

# BOXES:

1. **Trouble**: If your web page does not match FIGURE A-12, return to your editor, compare your code to FIGURE A-11, edit as necessary, and save the file, then repeat Step 1 to preview your edited web page.

### 2. Clues to Use: Understanding the effect of browser extensions on page rendering

Modern browsers are highly customizable, allowing users to install new features and modify default settings. One common way of customizing a browser is to install an extension, which is a small application that changes the way web pages are rendered or integrates features with the content of a web page. Some of the most common extensions stop video or audio from loading and playing automatically on a web page, or enable web developers to examine or change the code of a web document. Some extensions may highlight or underline text or add icons to web page text rendered in the browser window. It's important to understand that these changes are not part of the web page code you're opening, but they are added by extensions. For instance, if you have an extension installed for an Internet calling service such as Skype, you may see formatting changes to any phone number displayed on a web page you open. Extensions can be disabled, which stops them from functioning but keeps them installed on your system. As you're testing web documents that you create, you should disable any extensions installed on each browser you're using. You can find instructions to disable extensions on each major browser by using a search engine to perform a search on the words "disable extensions" and the name of the browser.

### 3. Clues to Use: Why browsers display web pages differently

The display of web pages in HTML5 starts with the specifications maintained by groups such as the World Wide Web Consortium (W3C), an organization that helps build consensus around changes and additions to the language, and publishes descriptions of the current standards. The standards list and describe all the available elements, along with parameters for how browsers should handle them. Browsers are built around software known as rendering engines that translate web page elements into visual, auditory, or tactile representations based on these standards. Because the standards require some interpretation, no two engines render the same HTML code in exactly the same way. In addition, the creators of rendering engines do not always implement all of the current standards in their software. Because the audience for your web pages will almost always be using a number of different browsers, it's important to test your code in a variety of popular desktop browsers and on multiple desktop operating systems (such as Windows 8, Windows 7, and Mac OS X).

# CLASSROOM ACTIVITIES

### 1. Quick Quiz:

- a. T/F All web browsers render a given web page in the same way. (F)
- b. T/F To preview a web page, you should open it in one or more web browsers. (T)

2. **Class Discussion**: Look at FIGURE A-13, and discuss why certain elements of the Illustrated web page are rendered identically in the different browsers, while other elements are portrayed differently in the different browsers.

# LAB ACTIVITY

1. Select a web page of your choice, and open it in two different web browsers. Identify the elements of the web page that are different between the different web browsers.

# 16: Configure Web Server Software

### LECTURE NOTES:

- Define a web server: a computer optimized to store and share web documents with an extremely high speed Internet connection.
- Explain to students a web server is needed to open web documents from their computer on another device.
- Explain that many applications, such as Dreamweaver, include their own web server software.
- Mention that web server software, such as that built into Aptana Studio 3, is available, some for free and some for a fee.

#### TEACHER TIP

Stress to students that they will need to research web server software to determine which meets their needs but that for the purposes of this book the free web server software available with Aptana Studio 3 will meet their needs.

### **FIGURES**: A-14, A-15

### BOXES:

1. **Quick Tip**: The IP address 127.0.0.1 is a special value that's accessible only on the current computer. Any other value in the list will also be accessible to other devices on the same network.

#### 2. Clues to Use: Understanding Web Servers

Creating and saving a web page on your computer is not sufficient to make it available to all web users. Every web page accessible on the web is located on a web server, which is a computer that is running web server software and that is always connected to the Internet. Although someone who's technologically proficient can configure a personal web server in their home or business, most public websites are made available on dedicated web servers that are maintained by teams of professionals and connected to the Internet with high capacity connections. Many companies run web servers and sell space on them for a monthly fee. When you create a web page that you want to make publicly available on the web, you must first secure space on a web server and upload your files to that web server.

### CLASSROOM ACTIVITIES

#### 1. Quick Quiz:

- a. In order to make web documents accessible to anyone who has access to the web, the documents must be copied to a(n) \_\_\_\_\_. (web server)
- b. A web Server is needed in order to view a web document stored on your computer on a(n)
  \_\_\_\_\_\_. (mobile device, another device)

2. **Critical Thinking:** Why are most websites available on dedicated web servers that are monitored and maintained by professionals?

# 18: Preview Your Web Page on Mobile Devices

### LECTURE NOTES:

- Remind students that earlier they learned how important it is to test their web page using multiple user agents.
- Explain that it is also important to test their web pages using multiple devices, including mobile devices, especially because so many web users today are accessing the web via their mobile devices such as smartphones and tablets.
- Explain that how a page is displayed on these mobile devices will be very different from how it is displayed on a desktop computer.
- Mention that in future units they will learn how to design their web page so that it looks great on a multitude of devices, from smartphone to wide-screen monitors.

### TEACHER TIP

Explain to students that this lesson will help them set up web server software so that as they continue through the units, they can use this web server software to test their web pages on other devices they connect to their computer. Point out that they may want to tag this lesson so that they can easily refer back to it as needed when working through future lessons.

• Emphasize that that these steps are for the web server software that comes with Aptana Studio 3, and that, if they are using different web server software, they will need to use the instructions that came with that software to configure it for use with these steps .

FIGURES: A-16, A-17, A-18

### BOXES:

- 1. **Quick Tip**: All files and folders within the folder you specify as a project are accessible using the web server.
- 2. **Quick Tip:** You can copy the address from the Address bar, paste it in an email, and email yourself the address. Next, access your email on your mobile device, then click the address to open it in the browser on your mobile device.
- 3. Clues to Use: Testing web documents on mobile devices
- 4. As people increasingly access the web using mobile devices, it's important to test your content on the mobile devices used by your audience. Most users accessing the web on a mobile device use either Safari (on Apple iOS devices such as the iPhone and iPad) or Chrome (on Google Android devices such as Nexus and Galaxy series phones and tablets). Although it's unlikely that you'll physically own every device that your audience may use to access your content, you can start by testing on any mobile devices you have. In addition, by sharing devices with fellow students and colleagues, you may be able to access many of the most common devices.

### CLASSROOM ACTIVITY

### 1. Quick Quiz:

a. T/F It is important to test your web pages on mobile devices. (T)

b. T/F You can test your web page on your mobile device simply by typing in the filename of the .html document you want to test. (F)

2. Quick Quiz: In addition to previewing your web page on a desktop computer, it is important to also preview it on a(n) \_\_\_\_\_\_ device. (mobile)

# End of Unit Material

- **Concepts Review** Includes screen identification, multiple choice, and matching questions.
- **Skills Review** Provides additional hands-on exercises that mirror the progressive style of the lesson material.
- Independent Challenges 1, 2 and 3 Case projects that require critical thinking and application of the unit skills. The Independent Challenges increase in difficulty, with the first being the easiest (with the most step-by-step detailed instructions). Independent Challenges 2 and 3 become increasingly more open-ended.
- Independent Challenges 4: Explore Often using a real world focus, students perform tasks or create documents that will apply and extend the unit skills.
- Visual Workshop a practical, self-graded capstone project that requires independent problem solving.

# **Glossary of Key Terms**

body section (8) cascading style sheet (CSS) (10) child element (9) clients (16) code editor (6) comment (12) design document (2) DOCTYPE declaration (6) Extensible Hypertext Markup Language (XHTML) (7) Extension (14) grandchild element (9) grandparent element (9) hand-coding (6) head section (8) Hypertext Markup Language (HTML) (6) multi-line comment (12) Nested (8) one-sided tag (6) parent element (9) preview (14) project plan (2) rendering engine (15)

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sibling element (9) single-line comment (12) storyboard (4) tag (6) template (5) web (2) web page (2) web server (16) web server software (16) website (2) wireframe (4) World Wide Web (2) World Wide Web Consortium (W3C) (14)

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