HTML, XHTML, and CSS, 7th Edition

Chapter Two: Creating and Editing a Web Page Using Inline Styles

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 red 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, Classroom Activities, and 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.

For your students:

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to http://coursecasts.course.com, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

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Chapter Objectives

Students will have mastered the material in Chapter Two when they can:

- Identify elements of a Web page
- Start Notepad++ and describe the Notepad++ window
- Enable word wrap in Notepad++
- Enter HTML tags
- Enter a centered heading and a paragraph of text
- Create an unordered, ordered, or definition list
- Save an HTML file
- Use a browser to view a Web page
- Activate Notepad++
- Identify Web page image types and attributes
- Add an image, change the color of headings on a Web page, change a bulleted list style, and add a horizontal rule using inline style
- View the HTML source code in a browser
- Print a Web page and an HTML file
- Quit Notepad++ and a browser

HTML 34: Introduction

LECTURE NOTES

- Reintroduce HTML as a set of special tags used to define the structure, layout, and appearance of a Web page

HTML 34: Project — Rock Climbing Fun Web Page

LECTURE NOTES

- Review the steps to be taken in the project, from the creation of a Web page using HTML through the enhancement of the Web page's appearance, to its printing from the browser
- Discuss the elements of the Web page in Figure 2-1a
- Explain what Notepad++ is and discuss its use in creating Web pages using HTML
- Review Figure 2-1a in conjunction with the source code in Figure 2-1b

FIGURES: 2-1a, 2-1b

CLASSROOM ACTIVITIES
1. Class Discussion: Survey students about the enhancements made to the appearance of the Web page in Figure 2-1a. What overall effect do these changes have on the page? What other enhancements do students recommend based on Web pages they have visited?

2. Quick Quiz:
   1) What is Notepad++? (Answer: A basic text editor that you can use for simple documents or for creating Web pages using HTML)

LAB ACTIVITIES
1. Ask students to experiment with using Notepad++ (or another text editor of their choosing).

HTML 36: Plan Ahead Box (Critical Thinking): General Project Guidelines

LECTURE NOTES

- Review the general guidelines for students to keep in mind as they create a Web page

- Define save, and describe format (or appearance) of the Web page

HTML 37: Elements of a Web Page

LECTURE NOTES
- Use Figure 2-2 to review several of the basic features (elements) of a Web page
- Define title
- Define favorites or bookmarks, and body and background
- Use Figure 2-2 to point out the title, body, and background of the Web page
- Define normal text, list, and headings
- Define inline image, image map, and hotspot
- Explain what it means for an image to be animated
- Define horizontal rules and discuss their use on a Web page
- Define link and discuss the use of links to navigate between Web pages and among Web sites

FIGURE: 2-2

BOXES
1. BTW: *Favorites and Bookmarks.* Compare bookmarks in Firefox to favorites in Internet Explorer, and discuss the connection between a descriptive Web page title and an effective bookmark/favorite.

2. BTW: *HTML Resources.* Refer students to the HTML Goodies Web site for primers and tutorials on a variety of HTML topics.

TEACHER TIPS
Explain that normal text in the context of a Web page can be compared to the Normal text style in Microsoft Word, for students who are familiar with that application. Mention that headings in HTML can be compared to the different sizes and styles of headings available in Microsoft Word, for students familiar with those.

Explain that an image map is a graphic image defined so that a user can click on different areas of the image and be linked to different destinations. You make an image map by defining each of the sensitive areas in terms of their X and Y coordinates (that is, a certain horizontal distance and a certain vertical distance from the left-hand corner of the image). You specify a URL for each set of coordinates that will be linked to when the user clicks on that area. The X and Y coordinates are expressed in pixels either in a separate file called a map file or in the same HTML file that contains the link to the image map. At the outset of the Web, the map file had to be sent to the server but now the creator can place the map information either at the server or at the client.

Explain that when using hypertext, a link is a clickable connection from one word, picture, or information object to another. In a multimedia environment such as the Web, such objects can include sound and motion video sequences. The most common form of link is the highlighted word or picture that can be selected by the user (with a mouse or in some other fashion), resulting in the immediate delivery and view of another file. The highlighted object is referred to as an anchor. The anchor reference and the object referred to constitute a hypertext link.

CLASSROOM ACTIVITIES
1. Class Discussion: What categories of sites are students most likely to bookmark. Reference? News? Why?

2. Assign a Project: Ask students to find three Web sites using inline images, image maps with hotspots, animations, and horizontal rules. Ask them to analyze the instances of these image elements. Are they being used effectively or not?

3. Assign a Project: Ask students to use a search engine to find the HTML Goodies site and report back on three interesting features they find on the site.

4. Critical Thinking: Which types of content lend themselves to display in a list format? Taking this one step further, what content is typically formatted in a bulleted list? What is formatted in a numbered list?

5. Critical Thinking: What types of content lends itself to presentation as an image map?

LAB ACTIVITIES
1. Ask students to print out two or three other home pages of Web sites and identify on each the elements that have been identified in Figure 2-2 (e.g., title, heading, background).

2. Ask students to experiment with setting favorites/bookmarks in a browser.

3. Ask students to find three Web sites using formatted normal text, bulleted or numbered lists, and headings. Ask them to analyze the instances of these text elements. Are they being used effectively or not?

4. Ask students to find three Web sites using both text and images as links. Ask them to analyze the instances of these hyperlink elements. Are they being used effectively or not? What are the advantages and disadvantages of using each kind of hyperlink element?

HTML 39: Defining Web Page Structure

LECTURE NOTES
- Define the <!DOCTYPE> tag, and define the three document types for HTML or XHTML: strict, transitional, and frameset
- Explain what deprecated tags are, and define Document Type Definition (DTD)
- Define the function of each of these four sets of tags: <html> and </html>, <head> and </head>, <title> and </title>, and <body> and </body>
- Introduce the <meta> tag and explain what the Unicode Transformation Format (UTF) is
- Use Table 2-1 to review some standard HTML tags and their functions
- Use Figures 2-3 and 2-4 to illustrate starting Notepad++
- Point out the Notepad++ command on the All Programs list in Figure 2-3
- Review the elements of the Notepad++ window in Figure 2-4
- Define word wrap, and use Figure 2-5 to illustrate enabling word wrap in Notepad++
- Use Table 2-2 to introduce the tags used to define the overall structure of a Web page and divide the HTML file into its basic sections

- Use Figures 2-6 and 2-7 to illustrate defining the Web page structure using HTML tags
- Use Figures 2-8a and 2-8b to compare the structural elements of a Web page with the HTML 4.01 tags and the HTML5 tags
- Explain why the new tags are semantic
- Discuss the use of the <aside> tag to add tangential content
- Use Table 2-3 to review the HTML5 structural elements

FIGURES: 2-3, 2-4, 2-5, 2-6, 2-7, 2-8a, 2-8b

TABLES: 2-1, 2-2, 2-3

BOXES
1. BTW: *The DOCTYPE Tag.* Refer students to the W3C Web site to learn more about the DOCTYPE tag.

2. BTW: *WordPad.* Introduce WordPad as a text editor to use as an alternative to Notepad++.

3. BTW: *Notepad++ Help.* Discuss the availability of Help resources for Notepad++, including what is available within the program and what is available online.

4. Other Ways: Encourage your students to explore other ways of starting Notepad++.

CLASSROOM ACTIVITIES
1. Group Activity: Brainstorm other Windows applications that have some of the same elements as shown in the Notepad++ window in Figure 2-4.

2. Group Activity: Survey students about their personal preferences on the subject of the use of menus, toolbars, or shortcut keys. Walk students through each of the menus on the menu bar in Figure 2-4 and outline the types of options available under each. A possible exercise is to make a list of all those options (e.g., Print, Paste, Find, About Notepad, and so on) and challenge students to match the menu option with its menu; this assignment demonstrates to students the similarities between Notepad++ and other Windows applications.

3. Assign a Project: Based on the function of the <head> and </head> and <body> and </body> tag sets listed on page HTML 40, describe for students a series of different Web page elements (e.g., <meta> tags, page content), and ask them to make their best guess about within which set of tags these elements will appear.

4. Class Discussion: Survey students about their experience with word wrap in other applications (e.g., Microsoft Word).

5. Quick Quiz:
   1) What does word wrap do? (Answer: Word wrap causes text lines to break at the right edge of the window and appear on a new line, so all entered text is visible in the window.)
   2) What is the function of the <!DOCTYPE> tag? (Answer: The <!DOCTYPE> tag is used to tell the browser which HTML or XHTML version and type the document uses.)

HTML 44: Plan Ahead Box (Critical Thinking): Identify How to Format Various Elements of the Text

LECTURE NOTES
- Review the formatting suggestions for improving the appearance — and readability — of text on the Web page
- Define bullet and review what bulleted lists are

HTML 46: Entering Web Page Content

LECTURE NOTES
- Review the options offered by HTML in terms of heading sizes
- Use Figure 2-9a to show examples of six heading sizes and use Figure 2-9b to show a consistent use of headings to organize Web page content
- Use Table 2-4 to discuss the <p> tag to start a new line and insert a blank line above the new paragraph, and use Figure 2-10 to illustrate entering a paragraph of text
- Use Figure 2-11 to illustrate entering a heading
- Explain that lists are designed to structure your text in an outline format, so as to itemize information
- Define unordered list (bulleted list) and define ordered list (numbered list)
- Explain the function of the <ul> and tags in creating an unordered list, and the function of the <ol> and tags in creating an ordered list
- Explain the function of the <li> and tags to define a list item
- Use Figure 2-12 to show an example of an unordered list, use Figure 2-13 to show an example of an ordered list, and use Table 2-5 and Figure 2-14 to illustrate creating an unordered list
- Discuss the use of the list-style-type property to change the default bullet or number style for a list
- Define definition list, and explain the function of the <dl> and </dl> tags, as well as the <dt> and <dd> tags, to create a definition list
- Use Figures 2-15a and 2-15b to review an example of a definition list and the HTML code used to create a definition list
- Use Table 2-6 to discuss the purposes of each of the definition list elements
- Use Table 2-7 and Figure 2-16 to illustrate adding a footer

FIGURES: 2-9a, 2-9b, 2-10, 2-11, 2-12, 2-13, 2-14, 2-15a, 2-15b, 2-16

TABLES: 2-4, 2-5, 2-6, 2-7

BOXES
1. BTW: *Headings for Organization.* Discuss the use of headings to organize content on a Web page.

2. BTW: *List Styles.* Refer students to Appendix D for style options that can be used with lists.

TEACHER TIPS
Explain that when a tag is deprecated, it means that other means of accomplishing the task are preferred; deprecated features may become obsolete in future versions of HTML, though browsers that support the features may continue to support them.

Explain that a DTD is a specific document defining and constraining the definition or set of statements that follow SGML or XML rules. A DTD is a specification that accompanies a document and identifies what the markup is that, in the case of a text document, separates paragraphs, identifies topic headings, and so forth and how each is to be processed. By mailing a DTD with a document, any location that has a DTD "reader" (or "SGML compiler") will be able to process the document and display or print it as intended. This means that a single standard SGML compiler can serve many different kinds of documents that use a range of different markup codes and related meanings. The compiler looks at the DTD and then prints or displays the document accordingly.

CLASSROOM ACTIVITIES
1. Assign a Project: Assign students the task of finding an example of a Web page that makes effective and consistent use of headings to organize Web page content. Alternatively, have students find an example of a Web page that does not make consistent use of headings. Another exercise is to give students a prewritten outline that lends itself to this kind of hierarchical presentation, and ask them to sketch it using the available headers as shown in Figure 2-9.

LAB ACTIVITIES
1. Assign students the task of finding examples of unordered, ordered, and definition lists on the Web.

HTML 54: Saving and Organizing HTML Files

LECTURE NOTES
- Discuss the connection between saving an HTML file and viewing the resulting Web page in a browser
- Explain the significance of the .htm and .html extensions on an HTML file
- Use Figures 2-17 through 2-21 to illustrate saving an HTML file

FIGURES: 2-17, 2-18, 2-19, 2-20, 2-21

BOXES
1. BTW: *HTML File Names.* Emphasize to students the need to check with the service provider for information about the default name for a Web site's home page as hosted by an ISP.

2. BTW: *Saving Your Work.* Caution students about the need to save their HTML files periodically to avoid losing their work in the event of a loss of power, for example.

3. BTW: *Storing Your Files.* Discuss with students the need to decide where to save their files, and whether or not the computer on which they are doing the work for this course is an option.

4. Other Ways: Encourage students to explore other ways of saving an HTML file.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1) What are the extensions with which HTML files must end? (Answer: .html or .htm)

HTML 54: Plan Ahead Box (Critical Thinking): Determine Where to Save the Web Page

LECTURE NOTES
- Weigh the various storage media (hard drive, CDs, USB flash drive) for their appropriateness in general and in your students' particular situation

HTML 58: Using a Browser to View a Web Page

LECTURE NOTES
- Define home page (or start page)
- Discuss the use of a browser to view a Web page
- Use Figures 2-22 and 2-23 to illustrate starting a browser
- Define multitasking
- Use Figures 2-24 and 2-25 to illustrate viewing a Web page in a browser
- Point out the URL of the Web page in the Address bar in Figure 2-24, and contrast the location of the file that this URL represents with one for Google, Yahoo!, or the Shelly Cashman series, to illustrate that the former is on the local computer but the other Web sites are all on Web servers
- Discuss each of the Web page elements displayed in Figure 2-25
- Use Figure 2-26 to illustrate activating Notepad++

FIGURES: 2-22, 2-23, 2-24, 2-25, 2-26

BOXES
1. BTW: *Developing Web Pages for Multiple Browsers.* Emphasize to students the need for thorough testing of Web pages across a range of browsers and browser versions.

2. Other Ways: Encourage students to explore other ways of starting a browser.

3. Other Ways: Encourage students to explore other ways of viewing a Web page in a browser.

TEACHER TIPS
Distinguish the definition of home (or start) page as a Web page that appears each time the browser starts from the definition of the term as the top-level page on a Web site.

Explain that while the ideal way to view a Web page through a browser is for the Web page to be hosted on a Web server, it is technically possible to view the Web page even if it is only on the client computer and not posted on a Web server. To give a preliminary sense of how the development of a Web page is proceeding, this can be a good intermediate step.

Explain that multitasking enables the user of an operating system to perform more than one computer task (such as the operation of an application) at a time. The operating system is able to keep track of where you are in these tasks and go from one to the other without losing information. Almost all of today's operating systems can do multitasking. When you open your Web browser and then open Word at the same time, you are causing the operating system to do multitasking. Being able to do multitasking doesn't mean that an unlimited number of tasks can be juggled at the same time, because each task consumes system storage and other resources and as more tasks are started, the system may need to slow down or begin to run out of shared storage.

CLASSROOM ACTIVITIES
1. Quick Quiz:
1) What is the term for the Web page that appears each time Internet Explorer (or another browser) starts? (Answer: home page, or start page)

HTML 60: Improving the Appearance of Your Web Page

LECTURE NOTES
- Compare and contrast Figures 2-27a and 2-27b in terms of the enhancements made to improve the appearance of the page
- Discuss the uses of style sheets on Web pages
- Define style and Cascading Style Sheet (CSS), and differentiate among the three types of style sheets supported by CSS: inline, embedded (or internal), and external (or linked)
- Use Table 2-8 to review the levels of style sheet precedence
- Explain what a style statement is and review its format, including the selector, declaration, property, and value
- Discuss the uses of images on Web pages, and the use of division tags as containers in which to insert images, for example
- Use Table 2-9 to review each of the following image formats used on Web pages: Graphics Interchange Format (GIF), Joint Photographic Experts Group (JPEG), and Portable Network Graphics (PNG)
- Mention the other image file types (e.g., BMP, TIFF) and the paint programs (e.g., Corel Paint Shop Pro, Adobe Photoshop) used to convert these images to Web images
- Define attributes and discuss the src and alt attributes of the <img> tag
- Discuss the use of the alt tag as a resource for disabled individuals or others who cannot see the image
- Review the image attributes listed in Table 2-10
- Use Table 2-11 and Figure 2-28 to illustrate adding an image to a Web page
- Discuss the use of the color property to change the background color of a Web page
- Use Figure 2-29 to review a sampling of the colors available for use on Web pages, with their corresponding hexadecimal number code
- Review the examples of horizontal rules in Figure 2-30 along with their corresponding HTML code
- Discuss the use of an inline image or the <hr /> tag to add a horizontal rule
- Use Figure 2-31 to illustrate adding color to Web page headings, introducing the color property
- Introduce the list-style-type property and use Figure 2-32 to illustrate changing the bulleted list style
- Use Figure 2-33 to illustrate adding a horizontal rule
- Use Figure 2-34 to illustrate changing the footer style
- Discuss the function of refreshing the view in a browser after changes have been made to a Web page
- Use Figure 2-35 to illustrate refreshing the view in a browser

FIGURES: 2-27a, 2-27b, 2-28, 2-29, 2-30, 2-31, 2-32, 2-33, 2-34, 2-35

TABLES: 2-8, 2-9, 2-10, 2-11

BOXES

1. BTW: *Inline Styles.* Explain when it is appropriate to use an inline style, and refer students to Appendix D for the CSS properties and values supported by most browsers.

2. BTW: *Images.* Explain what it means to optimize an image for the Web and discuss the impact of optimizing images on download times.

3. BTW: *Overusing Images.* Caution students about balancing the use of images on a Web page so as not to distract the visitor from the purpose of the page.

4. BTW: *Colors.* Refer students to Appendix B or to the Web for more information about colors and their hexadecimal equivalents.

5. BTW: *Browser-safe Colors.* Discuss the (increasingly outdated) term browser-safe color and explain its historical significance — now on the wane.

6. Other Ways: Encourage students to explore other ways of refreshing the view in a browser.

TEACHER TIPS

When they came onto the scene, style sheets signaled a significant breakthrough for Web design professionals in terms of their ability to enhance the look of their Web sites. In the earliest days of the Web, the scientists who first used this medium were much more interested in the content of their documents than with the appearance thereof. As the Web grew in popularity and scope, the major limitations of HTML with regard to styles and formatting were a source of frustration for designers. Some of the techniques employed at various times to empower designers to improve the look of Web sites included converting text into images, using images for controlling white space, using tables for page layout, and use proprietary extensions. These had unintended—and negative—effects as well, including increasing the complexity of Web pages, reducing flexibility, and creating difficulties for disabled individuals.

Explain that the LZW compression algorithm used in the GIF format is owned by Unisys, and companies that make products that exploit the algorithm (including the GIF format) need to license its use from Unisys. Unisys has not required users of GIF images to obtain a license in practice, but their licensing statement does indicate that it is a requirement. JPEG files are created by choosing from one of a suite of compression algorithms; when creating a JPEG or converting an image from another format to a JPEG, you must specify the quality of image you want. Because the highest quality results in the largest file, you can make a trade-off between image quality and file size. The progressive JPEG format is similar to an interlaced GIF.

Explain that the PNG format was developed by an Internet committee to be patent-free, and to offer a number of improvements over the GIF format. Like a GIF, a PNG file is compressed in lossless fashion (meaning all image information is restored when the file is decompressed when viewed). A PNG file is not intended to replace the JPEG format, which is "lossy" but lets the creator make a trade-off between file size and image quality when the image is compressed. Typically, an image in a PNG file can be 10% to 30% more compressed than in a GIF format. The PNG format also includes these features: (1) in addition to making one color transparent, you can also determine the degree of the opacity of that

transparent color; (2) interlacing of PNG images is faster in developing than in the GIF format; (3) PNG images can be saved using true color as well as in the palette and gray-scale formats provided by the GIF format; and (4) gamma correction allows you to "tune" the image in terms of color brightness.

Explain that all graphics file formats can be categorized broadly as either bitmapped formats or vector formats. Define a bitmapped/raster image file format as one defined by rows and columns of dots, in which the value of each dot (whether it is filled in or not) is stored in one or more bits of data; this sometimes is known as raster graphics. Vector graphics formats, on the other hand, use geometrical formulae to represent images. As a result, vector graphics images are more flexible than bitmaps because they can be resized and stretched without distortion. In addition, images stored as vectors look better on monitors and printers with higher resolution, while bitmapped images always display the same regardless of a device's resolution. Also, vector graphics often require less memory than bitmapped images do.

Explain that each color on the Web is identified as a combination of values, where the six elements give the red, green, and blue values that blend to make the color; this blending equation always takes the form #RRGGBB. Background colors offer a way to alter the page without adding graphics and more download time. Background colors also allow you to increase the legibility of your pages, and to match the background with any images you may have in the foreground. Students should take care to select backgrounds that maximize the legibility of the Web page and should thoroughly test their backgrounds before publishing a page. White and gray often are identified as the best background colors in terms of maximum contrast and legibility; other possibilities include muted tones, pastels, and light grays.

CLASSROOM ACTIVITIES
1. Class Discussion: If possible, demonstrate for students the use of the alt attribute in action on a Web page.

2. Class Discussion: Ask students to discuss particularly creative or unusual uses of styles or images they have seen implemented on the Web.

3. Critical Thinking: Locate an unadorned Web page like the one in Figure 2-27a. What enhancements would students make to it in order to improve its appearance?

4. Critical Thinking: When can styles be problematic? (Answers include when their overuse distracts users' attention from the content of the page, or when they compromise the legibility of the text on the page.)

LAB ACTIVITIES
1. Assign students the task of finding examples of images that serve each of the functions discussed on page HTML 64: adding background color, helping to organize a Web page, clarifying a point being made in the text, serving as links to other Web pages, breaking up a Web page into sections, and functioning as directional elements that allow a visitor to navigate through a Web site.

2. Assign students the task of locating examples of each of the three image formats on the Web.

3. Encourage students to browse the Web for images they might be interested in inserting into a Web page of their own, making sure to draw their attention to the important copyright issues surrounding images.

4. Ask students to locate two or three Web pages that use unique styles.

HTML 63: Plan Ahead Box (Critical Thinking): Find Appropriate Graphical Images

LECTURE NOTES
- Review the available sources for downloading graphical images
- Define public domain
- Define download, and virus
- Review issues of formatting images, the dimensions of images, and alternate text

HTML 66: Plan Ahead Box (Critical Thinking): Make Other Visual Enhancements

LECTURE NOTES
- Review some other suggested ways for adding visual interest to the Web page (in addition to adding images)

HTML 72: Validating and Viewing HTML Code

LECTURE NOTES
- Explain how to use a validation service like validator.w3.org to ensure that HTML code follows standards, and use Figures 2-36a and 2-36b to show a validation service in use
- Use Figures 2-37 through 2-39b to illustrate validating HTML code
- Define source code
- Use Figures 2-40 and 2-41 to illustrate viewing HTML source code for a Web page
- Discuss the function of a hard copy or printout of HTML code and the resulting Web page
- Use Figures 2-42 and 2-43 to illustrate printing a Web page and an HTML file
- Review how to quit Notepad++ and a browser

FIGURES: 2-36a, 2-36b, 2-37, 2-38, 2-39a, 2-39b, 2-40, 2-41, 2-42, 2-43

BOXES
1. BTW: *Quick Reference.* Encourage students to visit Appendix A or the HTML Quick Reference Web page for a list of HTML tags and their associated attributes, and to visit Appendix D for a list of CSS properties and values.

TEACHER TIPS
Stress to students that they can use these steps to view the HTML source of any Web page; they are not limited to the source of pages they themselves have developed.

Encourage students to make use of the Print Preview function also available in the browser in order to save time and paper by increasing the odds that the page printed is in fact the page sought.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1)   What is source code? (Answer: The code or instructions used to create a Web page or program)

End of Chapter Material

- **Chapter Summary** provides a general survey of the material in the chapter. Students can use these pages to reinforce their achievement of the chapter objectives.

- **Learn It Online** exercises ask students to visit the Online Companion that offers additional information, resources, and activities related to the topics presented in the chapter.

- The **Apply Your Knowledge** section includes short exercises and review questions that reinforce concepts and provide opportunities to practice skills.

- **Extend Your Knowledge** exercises allow students to expand their knowledge by solving practical problems and experimenting with new skills, using Help.

- In the **Make It Right** exercises, students take the necessary steps to correct all the errors in a document and/or improve its design.

- The **In the Lab** activities solidify the concepts presented in the chapter with practical application.

- Thought-provoking **Cases and Places** exercises in each chapter exercise students' minds and challenge them to construct creative solutions. These exercises are constructed to allow students to work independently and collaboratively.

Glossary of Key Terms

- attributes (HTML 65)
- animated (HTML 38)
- background (HTML 37)
- body (HTML 37)
- <body> and </body> (HTML 39)
- bookmarks (HTML 37)
- bullet (HTML 44)
- bulleted list (HTML 49)
- Cascading Style Sheet (HTML 61)
- color (HTML 69)
- declaration (HTML 62)
- definition list (HTML 52)
- deprecated tags (HTML 39)
- <dd> (HTML 52)
- <dl> and </dl> (HTML 52)
- <!DOCTYPE> (HTML 39)
- download (HTML 63)
- <dt> (HTML 52)
- embedded style sheet (HTML 62)
- external style sheet (HTML 62)
- favorites (HTML 37)
- format (HTML 36)
- frameset (HTML 39)
- Graphics Interchange Format (GIF) (HTML 64)
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