

SOLUTIONS MANUAL



ADOBE

DREAMWEAVER CS5

SHERRY BISHOP



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Chapter 2– Developing a Web Page

Chapter Objectives

- Create head content and set page properties
- Create, import, and format text
- Add links to web pages
- Use the History panel and edit code
- Modify and test web pages

INSTRUCTOR'S NOTES

Lecture Note: Chapter Overview

- The development of a web page requires a great deal of thought and planning. A home page requires the careful crafting of the head content, which contains information search engines use to help viewers find the website.
- The student must choose the colors for the page background and text, as well as page content and an attractive formatting style. The student must add links to other pages within the site and to other websites as well. And to ensure that all links work correctly, the links must be tested on a regular basis.
- Before content is added to a page, the following guidelines for page layout should be considered:
 1. Use *white space* effectively - the area on a page that contains no text or graphics should serve to uncomplicate a website.
 2. Limit media elements- too many media elements can result in the page taking too long to load and the viewer leaving for sites that load more quickly.
 3. Keep it simple- a simple, well-designed site that works, is preferable to a complex one that contains errors.
 4. Use an intuitive navigation structure - be sure that the viewers always know where they are in the site and how to return to the home page.
 5. Apply a consistent theme - consistency in the use of color, fonts, placement of navigation links, and overall page design gives a website a unified look. This promotes greater ease of use for the viewer. *Templates* (style sheets and pre-developed page layouts) make this process easier.

Lecture Note: Create Head Content and Set Page Properties

See Figures: 1 pg. 5; 2-3 pg. 6; 4-5 pg. 7; 6-7 pg. 8; 8 pg. 9

- A web page is composed of two sections: the head content and the body.
- The *head content* includes the title that appears in the title bar of the browser and *meta tags* that are not visible in the browser. Meta tags are read by screen readers for viewers who have visual impairments. They are HTML codes that include keywords and descriptions about the page. Search engines find

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web pages by matching the title, keywords, and descriptions in the head content of web pages with keywords that viewers enter in the text engine search boxes.

- The *body* is the part of the page that appears in a browser window. The body contains all the text, images, and links that are visible to viewers of the web page.
- When a student creates a web page, properties that control the way the page appears in the browser such as background color should be one of the first decisions made. It is important to choose a background color that goes well with the colors used in the graphics, text, and links throughout the site. There should be a strong contrast between the background color and the text colors.
- Other important properties to be considered include default text colors, plain text, links, default fonts, and default link colors. Unvisited links should have a different color than those links that have been visited by the viewer. The Cascading Style Sheet (CSS) layout block is a set of formatting characteristics that can be applied to text, tables, and other page objects. CSS layout blocks will be discussed further in later chapters of Dreamweaver. When the student uses the Page Properties dialog box to set the page properties, Dreamweaver automatically creates a style that modifies the body tag to include the added properties.

Teaching Tip	<p>WEB-SAFE COLORS</p> <p>Discuss Dreamweaver’s two web-safe color palettes, Color Cubes and Continuous Tones. Each contains 216 Web-safe colors. Color Cubes is the default color palette. Demonstrate how to choose a different color palette.</p>
Teaching Tip	<p>LINKS</p> <p>Discuss the default colors for unvisited and visited web links. Note that these default settings can be changed, and demonstrate using the color picker in the Page Properties dialog box.</p>
Classroom Activity	<p>ANALYZING EXISTING WEB SITES</p> <p>Ask your students about their favorite websites and what makes them so effective, including:</p> <ul style="list-style-type: none"> • Head content • Formatting: colors, media elements, fonts, white space • Navigational structure • Theme <p>Ask students to define the target audiences of these sites.</p>

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Group
Discussion

WEB PAGE ACCESSIBILITY

The Design Tip on page 2-5 explains a few issues involved in designing websites accessible to individuals with disabilities. Discuss these issues in class. Ask students to think of ways to improve the accessibility of websites.

Lecture Note: Create, Import, and Format Text

See Figures: 9 pg. 12; 10-11 pg. 13; 12 pg. 14; 13 pg. 15; 14 pg. 16; 15 pg. 17

- Most of the content on a website is presented as text. Text can be typed directly onto a page in Dreamweaver, it can be imported, or it can be copied and pasted from another software program. When importing from a Microsoft Word file it is best to use the Import Word Document command so that the formatting will be preserved and Dreamweaver will generate clean HTML code.
- Viewers of the site must have the same fonts on their personal computers as the fonts the designer has imported in the text. This makes the choice of font an important aspect of the design process. Some software programs can convert text to graphics, which solves the problem of the appearance of the text differing from one computer to another, but that text will no longer be editable.
- When choosing text for a web page the student should be aware that it is more tiring to read on a computer screen than on a printed page. Font, size and color should be as distinct and easy to read as possible.
- Using Cascading Style Sheets, page content and page design can be easily separated. As editing content and formatting content are two separate tasks, this is a useful property of CSS. The HTML and CSS Property inspector panels can both be used for formatting. Because CSS is more complicated to learn as a beginner, this lesson concentrates on HTML tags for formatting. Even if text is formatted using HTML tags, Dreamweaver automatically creates styles when you apply most formatting attributes.
- When choosing fonts, the student can format text with different fonts by choosing a font combination or *Font-family* from the list in the CSS Property inspector. This ensures that if one font is not available in a browser, the next font in the font-family will be used. Font text size can be changed in CSS by selecting a numerical value in pixels, or by choosing size expressed in words from xx-small to large relative to other text on the page.
- When using the HTML Property inspector the student does not have different font sizes available. In HTML blocks of text can be formatted as paragraphs or as different sizes of headings. There are six different heading formats, from Heading 1, the largest, to Heading 6, the smallest. Paragraphs can also be aligned or indented in both the CSS and HTML Property inspectors.

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Teaching Tip	<p>MIXING FONTS</p> <p>Mixing too many different fonts and formatting styles on a web page can be visually confusing and difficult to read.</p>
Teaching Tip	<p>PREVENTING DATA LOSS</p> <p>Emphasize the importance of saving work often, and when stopping work on the website, to save the changes, close the page or pages being worked on, and exit Dreamweaver. Have the students brainstorm reasons for saving and exiting.</p>
Group Discussion	<p>BROWSER DIFFERENCES</p> <p>Discuss the importance of font sets and fonts that are common to all platforms. Consider taking two laptops to class: one that runs Windows and one that runs Mac OS X. Visit several sites and point out the subtle (or not so subtle) differences of how the browsers on each OS display the sites.</p>
Lab Activity	<p>SPELL CHECK</p> <p>Have students log on to a web page of the instructor’s design that contains some subtle and not-so-subtle grammatical and spelling errors, and use the Check Spelling dialog box to scan the page for errors, and to accept or reject each recommended change. Ask for volunteers to report on how they addressed the errors.</p> <p>Engage students in a discussion of why it’s vitally important to check for spelling and grammatical errors.</p>

Lecture Note: Add Links to Web Pages

See Figures: 16 pg. 19; 17-18 pg. 20; 19-21 pg. 21; 22-23 pg. 22; 24 pg. 23

- Links, or hyperlinks, make it possible for viewers to navigate all the pages in a website and to connect to other pages anywhere on the web. When a website has a user-friendly navigation structure, viewers are more likely to return to it. When a website also includes interesting links to other web pages or websites, viewers appreciate the value of that website.
- When students are adding links to a web page it is important to avoid *broken links* or links that cannot find their intended destination. This can happen accidentally by typing an incorrect address, or by companies merging, going out of business, or moving their website addresses. Frequent testing can help to keep the students’ websites current.
- Every website should also include a *point of contact* that provides users with a means of contacting the company. A common point of contact is a <mailto:link> that viewers can use to email questions or problems to the company.

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- An area on a web page that contains links to the main pages of a website is referred to as a *menu bar*, or *navigation bar*. Menu bars are the backbone of a websites navigation structure and include all the information necessary for moving around a website. To make navigating as easy as possible, the menu bar should be in the same location on each page. It is a good idea to provide plain text links for accessibility, no matter what type of navigation structure the student chooses to use. Students should be sure to follow WCAG Guidelines to ensure that all viewers can easily navigate their website.

Quick Quiz	<p>LINKS</p> <p>Why are link names important to first-time visitors? (Answer: Help them to navigate through the website and to other, related websites.)</p> <p>How and why should a link be differentiated from text? (Answer: The link is a different color than the text and underlined. It should be differentiated from text in order for viewers to find the links easily.)</p> <p>How can you avoid broken links? (Test the links regularly to ensure they are active.)</p>
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Classroom Activity	<p>WEBSITE LINK EFFECTIVENESS</p> <ul style="list-style-type: none"> • Ask your students to visit, and compare and contrast, three of their favorite websites’ internal and external links. Have them answer the following questions in a brief report: <ul style="list-style-type: none"> • 1. How are the links differentiated from the text in each site? • 2. How effective are the internal links for navigating each website? • 3. How well do the external links relate to the content of each website? • 4. Which is the most user-friendly website, and why? • 5. Include any other observations.
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Lecture Note: Use the History Panel and Edit Code

See Figures: 25-26 pg. 25; 27-29 pg. 26; 30 pg. 27; 31-32 pg. 28; 33-34 pg. 29

- As students learn to create web pages, it is likely that mistakes will be made. The History panel tool can save a student time in the design process. It records all tasks in the order completed and allows students to undo mistakes by dragging the *slider* on the left side of the History panel to undo or redo steps. The student can also click the bar to the left of a step to undo all steps below it.
- The History panel stores 50 steps by default, but can be adjusted to store more. Note that an important consideration, however, is memory and setting this number too high could affect Dreamweaver’s performance.

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Teaching Tip	<p>HISTORY PANEL FEATURES</p> <p>Although students may not be able to fully understand its usefulness at this early stage, introducing the History Panel’s functions will assure students that it’s not the end of the world if they make some major errors on their site. It is useful at this time to discuss the panel’s capability to ‘memorize’ certain repetitive tasks and consolidate them into one command. Also discuss the features that cannot be consolidated, which are noted by a red X next to them.</p>
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- The Code Inspector is a separate window that displays a page’s HTML code. Some students may find it easier in some instances, to make editing or formatting changes directly in the code. One advantage of using Code Inspector is that the page can be viewed in Design view at the same time as viewing the underlying code in a floating window.
- All students will benefit from becoming familiar with a few HTML tags and code, regardless of their level of interest in learning code. Note that JavaScript functions, such as rollovers, can be pasted directly into the Code Inspector from other pages.

Teaching Tip	<p>HTML CODE</p> <p>Consider consistently reviewing HTML code with students throughout the course. This will make them comfortable with the code and prepare them for advanced topics. Note that the Reference panel should be used to help students with HTML code and provide a second level of assistance for struggling students.</p>
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Discussion Topic	<p>AUTOMATING REPETITIVE TASKS IN APPLICATIONS</p> <p>Remind students that the History panel can be used for automating repetitive tasks. Ask students if they have any practice automating repetitive tasks. Perhaps they have recorded or written macros in Microsoft Office or are familiar with some kind of scripting language. Encourage them to share their experiences.</p>
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Lab Activity	<p>CODE INSPECTOR</p> <p>Have students log on to a web page of the instructor’s design. Have them switch from Design view, to Code view, to Code Inspector. In a class discussion, ask students to share their experiences of visiting the page in these three views, and to discuss the pros and cons of using these views when developing a web page.</p>
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Lecture Note: Modify and Test Web Pages

See Figures: 35 pg. 32; 36 pg. 33

- Students need to realize that testing web pages in a continuous process because web pages and sites are never really finished. Updates, additions, and corrections are always needed. Each time a modification is made the change must be tested and proofread to be sure no typographical or grammatical errors exist. Links should also be tested to be sure that they work properly.
- Note that it is sometimes difficult to stop making improvements to a page and move on to another project. Students need to strike a balance between quality, creativity, and productivity.
- Because web pages can be viewed in a variety of browsers and platforms, testing must be done to see how each change affects the way the site will be viewed. Sites should be tested at different screen resolutions as well. Most designers currently design for 800 x 600, though more and more viewers are choosing 1024 x 768. Refer students to Table 2 (page 2-31) for a list of Dreamweaver default window screen sizes.
- Dreamweaver has another preview feature that allows the student to see what a page would look like if viewed on a mobile hand-held device such as a BlackBerry or iPhone.
- Because there are so many different devices and platforms that will affect the way a web page will be viewed, care should be taken to test changes thoroughly.

Classroom Activity	<p>UNDER CONSTRUCTION WEB SITES</p> <p>Ask students to perform a Google search on the phrase “page is under construction”. Students should explore some of these pages. Have students discuss why this is bad practice and as designers, they should avoid using “Under Construction” pages.</p>
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Classroom Activity	<p>USING SMART DESIGN PRINCIPLES IN WEB PAGE LAYOUT</p> <p>Ask students to visit at least three of their favorite websites. Ask them to keep smart design principles in mind as they view each website. Ask them to compare and contrast the websites’ use of:</p> <ol style="list-style-type: none"> 1. Symmetry – horizontal, vertical, diagonal, radial 2. Ratio of graphics to text 3. Color 4. White space <p>Discuss the concept of “Too much balance”. How does this affect a web sites appearance? What is the “Rule of thirds” and how does it affect web page layout?</p>
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Where Students Might Have Trouble

Although students may understand the technical aspects of laying out a web page, they may not have the “design eye” when it comes to layout, balance, and so on. The only way for students to get better at training their eye is to compare “good” layouts and “bad” layouts. There can be a discussion regarding what makes a layout visually appealing and what makes a layout unappealing.

Classroom Activity

Have your students create a website home page on a topic of their choosing. Have them select background colors, font colors and sizes, appropriate images, and create navigation links.

Classroom Discussion

Lead the class in a discussion about what makes an effective website. Ask questions about colors, text, graphics, etc. Make sure to talk about background colors as compared to text colors and fonts as well as using Flash movies and other media. Once students have an idea about what makes a website effective, they will be able to better understand how to make their own well-designed sites.