SOLUTIONS MANUAL

New Perspectives

Adobe®
Dreamweaver CS5

COMPREHENSIVE

Geller :: Hart
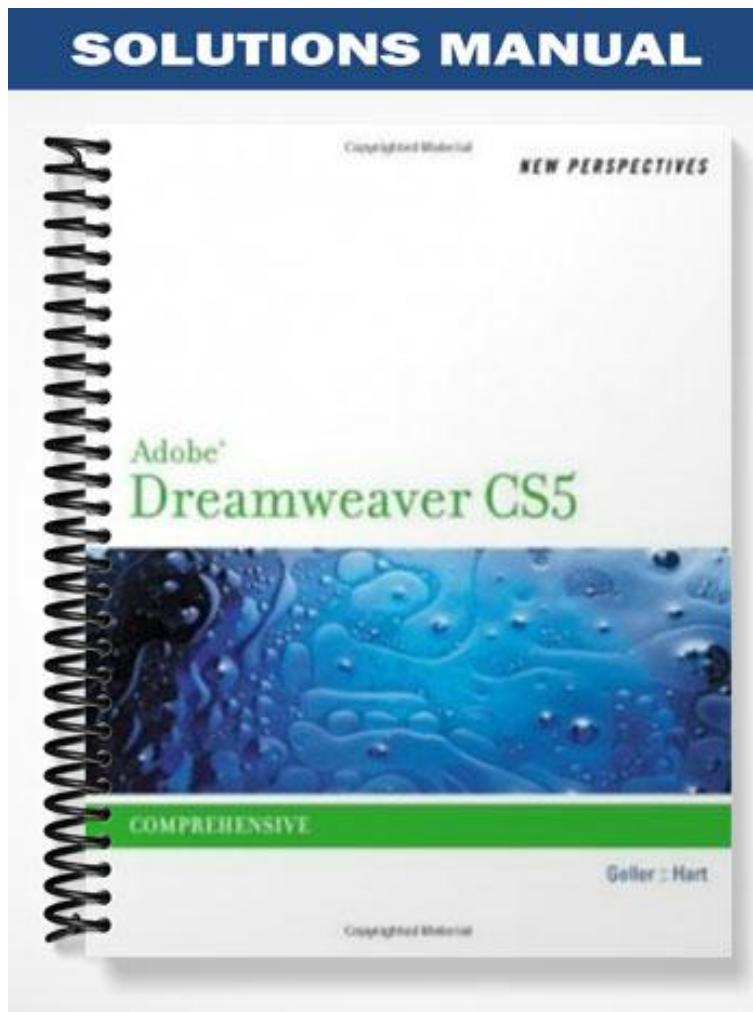
Dreamweaver CS5

Tutorial 2: Planning and Designing a Successful Web Site

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 tutorial summary.

This document is organized chronologically, using the same headings in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Boxes and Figures found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities (if any). 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.

Table of Contents

Tutorial Objectives

Students will have mastered the material in Tutorial 2 when they can:

Session 2.1

- Determine the site goals
- Identify the target audience

- Conduct market research
- Create end-user scenarios

Session 2.2

- Design the information architecture
- Create a flowchart and site structure
- Create a site concept and metaphor
- Design the site navigation system
- Develop the aesthetic concept

Session 2.3

- Create a site definition for a new site
- Add pages to a site
- Review basic HTML tags
- Set page properties
- Preview a site in a Web browser
- Upload a site to a remote server and preview it on the Web

DMR 50: Managing Web Site Projects

LECTURE NOTES

- Discuss the role of the project manager.

> TEACHER TIP
> Students may not see the benefits of dividing the Web site creation project into separate phases. They might think that the elimination of set phases will make the task easier and faster. Help them understand how incorporating the recommended phases (planning and analysis, designing, building, testing, and implementing or launching) and including a list of deliverables due during each phase actually make the Web site creation project more efficient.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask someone who has worked as a project manager to come in and speak to the class about his or her responsibilities.
2. Quick Quiz:
   - What is the first phase of developing a Web site? (Answer: c)
     a. Designing
     b. Building
     c. Planning and analysis
     d. Implementation or launching
   - True/False: Before the project begins, the project manager will create a project plan. (Answer: True)

DMR 50: Creating a Plan for a New Web Site

LECTURE NOTES

- Explain how you determine the goals, target audience, and expectations for a Web site from the client.
- Describe how to determine the target audience by creating user profiles.
- Describe how to conduct market research.

- Discuss how to create end-user scenarios, which are imagined situations in which the target audience might access a Web site.

BOXES
- Tip: To ensure a successful project and a satisfied client, make the client aware of what to expect and communicate effectively with the client throughout the process. (DMR 50)
- Reference: Creating a Plan for a New Web Site (DMR50)
- ProSkills: Decision Making: Developing an Effective List of Site Goals (DMR 51)
- Tip: The word user in user profile refers to the target user group, not an individual user. (DMR 53)
- InSight: Finding More Data to Create a User Profile (DMR 54)
- ProSkills: Written Communication: Creating a Web Site That Appeals to the Target Audience (DMR55)
- Tip: Three common search engines are www.google.com, www.yahoo.com, and www.bing.com. (DMR55)

FIGURES
- Figure 2-1, Figure 2-2, Figure 2-3, Figure 2-4, Figure 2-5

TEACHER TIP
Students tend to jump headfirst into Web site creation without sufficient planning. Emphasize that if they take the time to plan now, their Web sites will be much more effective on several levels. If you can, find an example of a poorly planned Web site and compare it to a well-planned Web site.

CLASSROOM ACTIVITIES
1. Group Project: Ask students to form small groups and create additional user profile questions using the general list in Figure 2-2 on page 53 as a starting point. Have them share their results with the class.
2. Quick Quiz:
   - What is the first step in planning a Web site?(Answer: b)
     a. Identify the target audience
     b. Determine the site goals and purpose
     c. Conduct market research
   - True/False: After creating a user profile, no further research is needed. (Answer: False)

LAB ACTIVITY
Ask students to think about a plan for a student Web blog. Since students are the target audience, have them brainstorm together to think about what types of features they would want in a blog. Students should follow the planning steps and record all their work either on paper or in a word processing document.

DMR 62: Creating Information Architecture
LECTURE NOTES
- Define information architecture.
- Discuss how categories are used to create the main navigation system for a Web site.
- Explain how to create a flowchart for a Web site from the category outline.
- Discuss the next step of gathering and organizing all possible sources of information for a Web site.

BOXES
- InSight: Developing an Efficient Navigation System (DMR62)
- Tip: There is no widely recognized standard for the shapes used to designate different Web pages. (DMR63)
- Tip: Gathering information is often like detective work; use your instincts, follow leads, do research, and talk to others to gather as much information as you can. (DMR 64)
- ProSkills: Problem Solving: Organizing Page Content Logically (DMR 65)

FIGURES
- Figure 2-6, Figure 2-7

TEACHER TIP
Novice designers may want to include a lengthy list of main categories on their home page. Provide a good example of a clear and concise list of main categories. For example, if you sell office supplies, a member of the target audience may want to buy a computer mouse. If your categories include Computers, Electronics, Accessories, and Peripherals, the user will need to determine that you place only entire computer systems in the Computers category. Similarly, the Electronics category contains other electronics, items like flash drives and printer ink are in the Accessories category, and individual computer system components, such as monitors, mice, and handheld devices, are in the Peripherals category.

CLASSROOM ACTIVITIES
1. Class Discussion: Divide students into small groups and assign each group a Web site that sells a different type of goods. Have them come up with five main categories for the site's navigation system. Then bring the groups back together and have them ask the rest of the class to comment on which category they would select in order to look for a specific item.
2. Quick Quiz:
   - The interface that visitors use to move through a Web site is the _____. (Answer: navigation system)
   - True/False: The best way to design a Web site is to include many main categories that interrelate. (Answer: False)

   - Which of the following includes constructing a framework that allows you to accomplish the goals of the site?(Answer: a)
       a. Information architecture
       b. End-user scenario
       c. Market research
       d. Navigation system

DMR 65: Designing a Web Site

LECTURE NOTES
- Discuss how to create the site concept and metaphor.
- Explain what accessibility means and why it is important to a Web site.
- Discuss how using too many colors and fonts makes a Web site look unprofessional and cluttered.
- Discuss the importance of selecting fonts when defining a Web site.
- Explain how to select the proper graphic style and graphics for a Web site.

- Describe how to determine the site layout.
- Discuss balance and space.
- Discuss rhythm and unity.
- Discuss how, after sketching the layout, students should check the design for logic using the three key questions found on page 78.

BOXES
- Reference: Designing a Web Site (DMR65)
- Tip: Audio assistive devices can read page elements such as page text, headers, captions, and the page title, but not graphics, links, image maps, table data order, text displayed as graphics, buttons, movies, and sound. (DMR 67)
- Tip: Photographic images can contain many thousands of colors. These do not count as part of the color palette. (DMR 68)
- InSight: The Web Safe Color Palette (DMR 70)
- InSight: Selecting Fonts when Designing a Web Site (DMR 72)
- InSight: Choosing a Graphic Style for a Web Site (DMR 74)
- Tip: To make important items like navigation easy to find, separate them visually from page content. A little white space between these items and content helps the user to distinguish them more quickly. (DMR 75)

FIGURES
- Figure 2-8, Figure 2-9, Figure 2-10, Figure 2-11, Figure 2-12, Figure 2-13

TEACHER TIP
Students may be tempted to skip over this part of the design process. Explain that these steps can be helpful when students make decisions about the site's aesthetics (in other words, the site's look and feel). Ask them why they like certain Web sites. Note that their answers will usually involve the site's aesthetics.

CLASSROOM ACTIVITIES
1. Assign a Project: A site metaphor can be difficult to grasp. Have the students look at their most visited Web sites and discuss what they believe to be the designer's site metaphor. If a site does not have a clear metaphor, have them offer suggestions for one.
2. Quick Quiz:
   - True/False: When considering colors for your Web site, you should use as many colors as possible. (Answer: False)
   - True/False: To avoid font problems, headings for Web sites are often converted into images. (Answer: True)

LAB ACTIVITY
Have students form small groups and discuss possible aesthetic looks for the following Web sites: a site selling toys for toddlers and preschoolers, a site selling clothes aimed at adolescent girls, a site selling car parts and tools used for repairing automobiles, and a site devoted to research on biochemistry. Remind them not to stereotype the target audiences. For example, the visitors to the toy site would include not only the parents of young children, but grandparents, aunts, uncles, and next-door neighbors, as well. Similarly, visitors to the site selling clothes for adolescent girls would include not only the teenage girls but also their parents (the ones with the credit cards).

DMR 82: Creating a New Site

LECTURE NOTES
- Show how to create the local site files.
- Explain how to set up live servers.

BOXES
- Tip: You can also type the path to the folder in the Local Site Folder box. (DMR 82)
- Tip: Sometimes Dreamweaver creates a folder in the local root folder named "_notes." This folder is necessary for Dreamweaver to display the site properly. Do not delete it. (DMR 83)
- Reference: Creating a Remote Site Definition for FTP Access (DMR 84)
- Tip: Be careful when typing your login name and password, as they might be case sensitive. (DMR 85)
- InSight: Letting Dreamweaver Save Your Password (DMR 85)

FIGURES
- Figure 2-14, Figure 2-15

TEACHER TIP
Make sure that students know the location of the Data Files they are using as well as where they will be storing their Web sites. By the end of the text, the site will grow to be quite large.

Explain that creating the local site definition for a new site is the same as the process for creating one for an existing site. Note that, in order to create a remote site definition, you must tell Dreamweaver where the remote server is located and how to connect to it.

CLASSROOM ACTIVITIES
1. Assign a Project: Ask students to research some free Web hosting sites. Ask them to select one from their list to discuss. What would the remote site definition look like for the site they chose?
2. Quick Quiz:
   - True/False: A remote site definition is the same as a local site definition. (Answer: False)
   - True/False: You should never save your password in Dreamweaver. (Answer: False)

DMR87: Creating and Saving Pages in a Defined Site

LECTURE NOTES
- Discuss how to create a page from scratch and how to use one of the prebuilt page designs that come with Dreamweaver.
- Explain how to save a page.
- Show how to set a page title.

BOXES
- Reference: Creating an HTML Page in a Site (DMR 88)
- InSight: Saving Frequently (DMR 91)

FIGURES
- Figure 2-16, Figure 2-17, Figure 2-18, Figure 2-19

TEACHER TIP
Students often neglect saving files or making backups appropriately. Stress the importance of frequently performing these tasks with regard to the security of their Web sites. Remind students to resave pages after changes have been made. Explain that Dreamweaver automatically saves images to the graphics folder that they set up. Stress the importance of keeping the case of filenames consistent.

CLASSROOM ACTIVITIES
1. Class Discussion: Ask students if they have ever lost important information or files. Why did they lose them? How important do they think saving is? What about creating backups?
2. Quick Quiz:
   - True/False: You should only save a page once you have completely finished creating it. (Answer: False)
   - What indicates that changes have been made to apage since it was last saved? (Answer: an asterisk)

DMR 92: Reviewing HTML Tags
LECTURE NOTES
- Review the basic HTML tags.
- Demonstrate how to view the HTML tags.

BOXES
- ProSkills: Teamwork: Broadening Your Understanding to Strengthen the Team (DMR 93)

FIGURES
- Figure 2-20, Figure 2-21

TEACHER TIP
Students may not understand initially why they need to know how to edit the HTML code generated by Dreamweaver because they are more accustomed to application programs such as word processors. Provide some examples of when editing HTML code would be useful. Describe how Dreamweaver writes this code based on the designer's actions in the Document window and selections in various dialog boxes. Discuss why, even though the designer does not need to write HTML code from scratch, it is still a good idea to become familiar with HTML code.

CLASSROOM ACTIVITIES
1. Class Discussion: Ask students if they have ever been disappointed when using a computer application such as a word processor or a drawing program. What items were they unable to accomplish? Do they think it would have been beneficial to be able to fix what the program could not do?
2. Quick Quiz:
   - HTML tags appear within _____. (Answer: angle brackets)
   - True/False: Tags almost always appear in sets. (Answer: True.)
   - What is the opening tag for the content or visible elements on a page? (Answer: body)

DMR 94: Setting Page Properties

LECTURE NOTES
- Explain how to set the page properties.

BOXES
- Tip: The hexadecimal color code must begin with # for that color to appear in the Web page. (DMR 96)

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

TEACHER TIP
The background of a Web page has a tremendous impact on the appearance and accessibility of the page. Explain that the next step after creating a page is to set up the page properties. Review the page property categories: Appearance (CSS), Appearance (HTML), Links (CSS), Headings (CSS), Title/Encoding, and Tracing Image.

CLASSROOM ACTIVITIES
1. Assign a Project: Ask students to use the Internet to find some general guidelines on the backgrounds of Web pages, including which colors are the best to use and which colors to avoid. Remind them that coming up with color combinations that work can be a challenge. Have the students brainstorm about three or four color combinations that work well together. (Remember that black is a color.) Then ask them to identify the types of sites for which their color combinations would work well.
2. Quick Quiz:
   - True/False: Margins fall under the Links category for page properties. (Answer: False)
   - Using the _____ category allows you to set the font, font size, and font color attributes for the headings in your document. (Answer: Headings)

DMR99: Previewing a Site in a Browser

LECTURE NOTES
- Explain the importance of viewing a site in a browser.
- Discuss how Dreamweaver can preview a Web site in any browser that is in the Dreamweaver Preview list.

BOXES
- Tip: You can also press the F12 key to view the current page in the primary browser. (DMR 101)

FIGURES
- Figure 2-27, Figure 2-28, Figure 2-29

TEACHER TIP
It is a good idea to preview a Web site in as many browsers as possible because some browsers display page elements differently. Students may not notice a significant difference at this point, but pages that have more advanced elements, such as frames and tables, can produce results that are quite different from those that the designer intended. Describe how to designate the primary and secondary browsers by checking the

proper boxes when adding the browsers to the Preview list. Explain that Dreamweaver defaults to the primary browser when work is previewed.

CLASSROOM ACTIVITIES
1. Assign a Project: Ask students to search for and create a list of the current Web browsers available on the Internet. How many did they find? Which ones do they have installed on their computers? Which ones would they use for primary and secondary browsers?
2. Quick Quiz:
   - True/False: Dreamweaver uses the secondary browser as the default browser. (Answer: False)
   - True/False: You only need to preview a site in one Web browser. (Answer: False)

DMR102: Uploading a Web Site to a Live Server
LECTURE NOTES
- Describe the steps for uploading a Web site to a Live Server.
- Discuss how to preview a remote site on the Web.

BOXES
- Reference: Uploading a Web Site to a Live Server (DMR 102)
- Tip: Press and hold the Ctrl key as you select nonadjacent files; press and hold the Shift key as you select adjacent files. (DMR 102)

FIGURES
- Figure 2-30, Figure 2-31

TEACHER TIP
Even if you cannot provide permanent storage on a remote server for students' Web sites, consider allowing them to upload their sites, preview them over the Web, and then delete the files they uploaded. In subsequent tutorials, students are asked to upload only the new files and files that have changed. If you delete the uploaded files after each tutorial, then instruct students to upload *all* of the files in each subsequent tutorial, not just the changed or new files.
CAUTION: If you have students delete their uploaded files from the remote site, make sure they are in Remote View so that they do not delete the site from their machines.

CLASSROOM ACTIVITIES
1. Class Discussion: If students have access to a remote site, have them upload some Web pages from the tutorial. How easy was it? What were the dependent files they uploaded?
2. Quick Quiz:
   - True/False: A remote site has the same Web address as a local site. (Answer: False)

LAB ACTIVITY
Professional Web site designers work for clients—the people or companies who hire the designer. The client may have very specific ideas about how the final Web site should look, or the client may have absolutely no ideas at all. Working with a client who has very specific ideas can sometimes be more difficult than working with a client who isn't sure what he or she wants because the client's ideas may conflict with everything the designer has learned. Have two students play the roles of a demanding client with specific ideas and a Web site designer. Ask the other students to offer suggestions on how

the designer can use his or her knowledge of defining a target audience and creating a site concept and metaphor to earn permission from the client to create the final design. Then, have the students work on a few pages in Dreamweaver.

End of Tutorial Material

- **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the tutorial using the same tutorial case, with which they are already familiar.
- **Case Problems:** A typical NP tutorial has four Case Problems following the Review Assignments. Short tutorials can have fewer Case Problems (or none at all); other tutorials may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the tutorial, but with new case scenarios. There are four types of Case Problems:
    - **Apply**. In this type of Case Problem, students apply the skills that they have learned in the tutorial to solve a problem.
    - **Create**. In a Create Case Problem, students are either shown the end result, such as a finished Web site, and asked to create the document based on the figure provided, or students are asked to create something from scratch in a more free-form manner.
    - **Challenge**. A Challenge Case Problem involves three or more Explore steps. These steps challenge students by having them go beyond what was covered in the tutorial, either with guidance in the step or by using online Help as directed.
    - **Research**. In this type of Case Problem, students need to go to the Web to find information that they will incorporate somehow in their work for the Case Problem.
- **ProSkills Exercises:** This feature is new for Office 2010 and Windows 7. ProSkills exercises integrate the technology skills students learn with one or more of the following soft skills: decision making, problem solving, teamwork, verbal communication, and written communication. The goal of these exercises is to enhance students' understanding of the soft skills and how to apply them appropriately in real-world, professional situations that also involve software application skills. ProSkills exercises are offered at various points throughout a text, encompassing the concepts and skills presented in a standalone tutorial or a group of related tutorials.

Glossary of Key Terms

- accessibility (DMR 67)
- active link (DMR 72)
- additive color system (DMR 67)
- Advanced settings (DMR 80)
- assistive device (DMR 67)
- client (DMR 50)
- comps (DMR 76)
- creating information architecture (DMR 62)
- dependent files (DMR 102)
- document encoding (DMR 95)
- end-user scenarios (DMR 57)
- flowchart (DMR 63)
- font (DMR 70)
- font color (DMR 71)
- font size (DMR 71)
- font style (DMR 72)
- generic font families (DMR 70)
- graphic style (DMR 73)
- hexadecimal (DMR 70)
- hexadecimal color codes (DMR 69)
- layout (DMR 75)
- Live Server setup info (DMR 84)
- main navigation system (DMR 62)
- margins (DMR 95)

- market research (DMR 55)
- metaphor (DMR 66)
- monospaced fonts (DMR 71)
- page properties (DMR 94)
- proportional fonts (DMR 71)
- remote site definition (DMR 84)
- RGB system (DMR 67)
- sans serif typefaces (DMR 70)

- search engine (DMR 55)
- serif typefaces (DMR 70)
- Servers tab (DMR 80)
- site concept (DMR 66)
- site metaphor (DMR 66)
- Site tab (DMR 80)
- storyboards (DMR 76)
- subtractive color system (DMR 67)

- target audience (DMR 53)
- text link (DMR 72)
- usage logs (DMR 54)
- user profile (DMR 53)
- visited link (DMR 72)
- Web Safe Color Palette (DMR 70)
- white space (DMR 75)
- wireframes (DMR 76)

Top of Document