In this activity, you will study some Web pages (shown in screen captures) to evaluate how their developers applied concepts of Web design. After studying each screen capture, write your answers to the accompanying questions in the spaces provided. The open-ended questions posed in this activity are intended to promote thoughtful discussion. Answers will vary.

1. Study the Animal Planet home page, shown in Figure A1-1.

2. Does the design of this Web page convey an appropriate message to users? What message do you think it conveys? What elements contribute to that message?

3. This lesson defined the primary goal in Web design as giving users what they want, instead of what the developer thinks they want. Do you think this page achieves that goal? Why or why not?

4. Study the Barnes & Noble home page, shown in Figure A1-2.
5. In what ways does this page present a personalized one-to-one medium instead of a passive, broadcast medium?
____________________________________________________________________________________

6. What components on this page, if any, indicate the presence of data-driven content?
____________________________________________________________________________________
____________________________________________________________________________________

7. Study the House of Blues home page, shown in Figure A1-3.
8. Does the design of this Web page convey an appropriate message to users? What message do you think it conveys? What elements contribute to that message?

____________________________________________________________________________________

9. In what ways does this page present a personalized one-to-one medium instead of a passive, broadcast medium?

____________________________________________________________________________________

10. This lesson defined the primary goal in Web design as giving users what they want, instead of what the developer thinks they want. Do you think this page achieves that goal? Why or why not?

____________________________________________________________________________________

Effective Web design requires a complex balance of well-planned design, quality content, and proper use of available media. Giving users what they want can be a straightforward task or a guessing game, depending on the purpose of the Web site. Remember to take a user’s perspective when you are developing Web sites.
Activity 2-1: Developing a simple Web design methodology

A methodology is a series of steps that are followed in order to achieve a result. In this activity, you will develop a draft of a methodology for the development of Web sites. Note that the goal here is for you to think about the steps that may be involved in creating and assembling components of a Web site. You will learn more about planning Web projects and the larger issues later.

1. Create a list of features that many Web sites have in common. These features will serve as your base-model Web site. (The methodology you create in this activity should enable you to repeatedly create Web sites with the same features.)

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2. Consider the list of features you created. Make a high-level (not detailed) list of steps from this list. For example, if one of the features you listed in Step 1 was "Graphics," then one step you might specify would be "Design the Site's Graphics."

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3. Order these steps in a sequence that you think makes sense and that could be performed repeatedly to create multiple varying sites containing the same features.

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4. Now that you have developed your methodology, assign each step of the process to one of the typical Web team members discussed in this lesson. For example, the task of "Designing the Site's Graphics" should be assigned to the Web designer.

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5. Now, think about a specific Web site that you frequently visit. What tasks in developing that site would be performed by each typical team member? Does your methodology still make sense? Can you think of ways to improve it?

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6. Revise your methodology based on your answers in Step 5.

Developing and using a Web development methodology is an ongoing process. Because of the variables involved in Web development, it is not possible for sites to be developed in an assembly-line manner — and no one wants to develop sites in this way. However, by regularly re-evaluating the way that your team works together and by looking for ways to improve your Web development process, you can greatly increase the quality of your work.

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In this activity, you will practice managing a project by considering the steps you take to perform everyday tasks you are already familiar with.

1. Consider a challenge or need in your life that will require you to take steps and complete tasks to resolve the situation. For example, you may need to complete homework or a term paper, find a job, or buy a car. Without realizing it, we approach many of our regular or everyday functions as projects. Write your chosen project in the space provided.

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2. Conduct a needs analysis for the personal project you chose in Step 1. In other words, list the specific needs and desires you have that completing this project will address.

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3. Create a list of objectives, or goals, from the needs analysis you created in Step 2. Also list the assumptions and constraints that affect your project.

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4. Create a plan listing the specific steps that you need to take to achieve each goal that you listed in Step 3. Include a schedule for performing and completing tasks.

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5. Later, as you are executing and controlling your project, consider the project plan you created here. Did you need to modify your project plan at any point during the project? Did you experience scope creep?

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6. Later, after your project is complete, write a summary of its progress and results. Are there aspects of your project plan that should have been different? Did you successfully determine all your needs upfront, or did you realize additional needs as the project progressed? Were your goals appropriate to achieve your project needs? Would you include more or fewer steps to achieve each goal next time?

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Although you may not always be aware of it, the principles involved in the project life cycle can be applied to many daily and common personal activities. Of course, it is not always feasible or necessary for an individual or small group to apply a formal structure to every project. However, understanding that all projects consist of needs, objectives and a plan will help your completion of nearly any task.

____________________________________________________________________________________
Activity 4-1: Creating a vision statement for a personal goal

In this activity, you will practice creating vision statements by focusing on personal goals. The purpose of this activity is to learn how a simple act such as defining specific values and writing them down can help you achieve a goal of any kind. Focusing on your goals when developing a Web site is an important discipline. This activity can benefit students for their personal use. Instructors may also choose to include this activity as part of a class discussion about short-term goals to see whether creating a vision statement has any effect on achieving goals. Write your answers in the spaces provided.

Note: Before beginning this activity, instructors should specify whether students will be asked to share these goals with the class.

1. Consider two personal goals that you would like to set and meet. The first should be a short-term goal (a month or less to complete), such as a skill you want to begin learning, an activity or club you want to join, a book you want to read, or a home project you want to complete. Any goal that is realistic, pertains to you, and has an identifiable point of accomplishment is acceptable. What is your short-term personal goal?

____________________________________________________________________________________

2. The second goal should be a longer-term goal (several months or longer to complete), such as an exercise or fitness achievement, a career change or advancement, a travel or family event, a savings or investment goal, or a skill or activity you want to master. Any goal that is realistic, pertains to you, and has an identifiable point of accomplishment is acceptable. What is your long-term personal goal?

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3. Write a value statement for your first (short-term) goal in the space provided. Be sure to specify values that apply directly to this goal. Is a title associated with completing this goal? What qualities will you obtain by completing this goal?

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4. List some measures that can be stated for your first (short-term) goal. Be sure to specify quantifiable values such as numbers, dates, duration or other measures whose attainment can be verified.

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5. Combine the values and measures you wrote in the two previous steps, and write a concise vision statement for your short-term personal goal.

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6. Based on what you learned in this lesson, can you name any strategies and tactics that will help you realize this vision statement?

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7. Write a value statement for your second (long-term) goal in the space provided. Be sure to specify values that apply directly to this goal. Is a title associated with completing this goal? What qualities will you obtain by completing this goal?

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8. List some measures that can be stated for your second (long-term) goal. Be sure to specify quantifiable values such as numbers, dates, duration or other measures whose attainment can be verified.

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9. Combine the values and measures you wrote in the two previous steps, and write a concise vision statement for your long-term personal goal.

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10. Based on what you learned in this lesson, can you name any strategies and tactics that will help you realize this vision statement?

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Creating a vision statement is a simple act of identifying and writing down specific values that you want to achieve. A simple statement such as this helps define goals and provide focus. Focusing on your goals when developing a Web site — or pursuing any project or activity — is an important discipline. Be sure to revisit this activity as you work toward your goals and after time has passed to see whether the vision statements helped you achieve success.
Activity 5-1: Identifying Web page layout elements

In this activity, you will reinforce what you learned about Web page layout elements in this lesson. Write your answers to questions in the spaces provided. Your instructor may choose to review the answers as part of a class discussion. Some questions are open-ended, so answers may vary.

1. If the content is the reason users will visit your Web site, then why is page layout important?

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2. Name at least three basic elements of Web page layout.

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3. Choose one of the basic layout elements you named in the previous question, and describe how that element affects the appearance and readability of a Web page.

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4. In the previous question, did you describe a layout element that relates more to pure aesthetics or to logical organization of content?

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5. Name the most effective page layout style, and briefly describe how it compares to another major media type.

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Page layout is crucial in Web design to ensure the success of your Web page content. Understanding the different elements of Web page layout and their effects on the user experience will help you design effective and appealing pages to present your content.
Activity 5-2: Identifying numeric color formats

In this activity, you will identify colors by their RGB and hexadecimal codes. Write your answers to questions in the spaces provided.

1. What is the color code for white, which is the maximum presence of all colors?
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

2. What is the color code for black, which is the absence of all colors?
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

3. What is the color code for red?
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

4. What is the color code for green?
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

5. What is the color code for blue?
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

6. What is the color code for yellow? (Hint: Yellow consists of a maximum presence of red and green but no blue.)
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

7. What is the color code for magenta? (Hint: Magenta consists of a maximum presence of blue and red but no green.)
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

8. What is the color code for cyan? (Hint: Cyan consists of a maximum presence of blue and green but no red.)
   
   RGB value: ____________________________________________
   Hexadecimal value: ____________________________________

Understanding numeric color values is important for anyone designing pages or graphics for the Web. This activity discussed only basic colors consisting of maximum and null color intensities to give you practice in converting colors to code values.
Activity 6-1: Conducting a Web site usability test

In this activity, you will devise tasks and questions that you could use to conduct a Web site usability test. Your questions will be based on the five distinct elements of Web site usability. Write your responses in the spaces provided. Your instructor may choose to review the answers as part of a class discussion. Questions are open-ended, so answers will vary.

1. Consider the type or purpose of the Web site you might design. For example, might you develop a travel reservations site? An online store that sells handmade greeting cards? A site that reviews music CDs? For the purpose of this activity, specify the subject and purpose of your Web site.

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____________________________________________________________________________________

2. Now suppose that you have five participants reviewing your Web site for usability. First, you must provide a list of specific tasks that you want each participant to perform after he or she arrives at your home page. State at least three tasks you would ask participants to perform at your site. Make the tasks as specific to your subject matter as possible.

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3. After your test participants complete the list of tasks you have asked them to perform, you will ask each one a few questions to review whether your site satisfies the four elements of usability. The first element of Web site usability is high-quality content. Write at least one question you could ask participants about how they perceived the content on your site (relative to subject matter).

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4. The second element of Web site usability is easy navigation. Write at least one question you could ask participants about their experience moving around your site (relative to subject matter).

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5. The third element of Web site usability is information architecture. Write at least one question you could ask participants about whether content was organized into a logical, flowing order (relative to subject matter).

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6. The fourth element of Web site usability is search capability. Write at least one question you could ask participants about whether the Web site offered them the ability to quickly search for and find a particular topic (relative to subject matter).

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7. The fifth element of Web site usability is relevant services. Write at least one question you could ask participants about whether the Web site offered them the services they want and expect.

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When you recruit others to help you evaluate your Web site, asking the right questions can help you obtain the exact information you need. Phrasing questions to elicit opinion ("what do you think?") as well as fact ("what did you find?") can help you learn more. Both fact and opinion are important to consider when designing a Web site for an audience.
Activity 7-1: Reviewing browser terminology

In this activity, you will review some of the browser terminology you learned in this lesson by matching each browser-related term in the left column with the appropriate description in the right column.

1. Internet access layer
2. Navigation layer
3. Presentation layer
4. Tabbed browsing
5. ActiveX control
6. Pop-up
7. Blacklist
8. Adaptive browser
9. Chrome
10. Mozilla
11. Opera
12. Safari

A. An alternative browser available free with advertisements or for a fee without ads.
B. Additional browser window that can be launched automatically and often contains unsolicited content.
C. Browser functionality that allows you to open more than one Web site in a single window and toggle among them.
D. An Apple Computer browser originally designed for use on Mac OS X systems.
E. A published record of IP addresses known to be sources of spam.
F. A browser that offers an intuitive, uncluttered interface, improved sandboxing and isolated tabs and processes.
G. Browser functionality that includes communication protocols such as HTTP and SSL.
H. An open-source organization that created the Firefox browser and standards-compliant browser development tools.
I. Browser functionality that tracks locations the user has visited on the Web, and helps the user go where he or she wants to go.
J. A specialized browser that enables users with disabilities to access the Web.
K. Technology owned by Microsoft and supported by the Internet Explorer browser that can be used to enable interactive content on the Web.
L. The browser window, which displays the page that the user requested.
Activity 8-1: Identifying Web Site Structure

In this activity, you will try to identify Web pages by reading URLs and determining the file structure of Web sites. Write your responses in the spaces provided.

1. Study the following URL:
   http://www.hometheatermag.com/frontprojectors/
   What can you identify about this Web page without accessing it in your browser?
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________

2. Study the following URL:
   http://www.CIWcertified.com/exams/faq.asp
   What can you identify about this Web page without accessing it in your browser?
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________

3. Study the following URL:
   http://www.travelalaska.com/Specials/
   What can you identify about this Web page without accessing it in your browser?
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________

4. Study the following URL:
   http://www.msnbc.msn.com/id/6973740/
   What can you identify about this Web page without accessing it in your browser?
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
5. Study the following URL:

   http://animal.discovery.com/fansites/meerkat/meerkat.html

   What can you identify about this Web page without accessing it in your browser?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Study the following URL:

   http://www.wdvl.com/WDVL/Stats/Top/100.html

   What can you identify about this Web page without accessing it in your browser?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. As you can see, some sites use file or directory names that are not easily read by users. The structure makes sense to the site’s technical team but not necessarily to the site’s audience. Do you think this practice has an adverse effect on navigation? Under what circumstances might you need to identify a Web page without accessing it in your browser? Consider your own activities on the Web. Does a clearly identified file path improve your Web experience?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Understanding how to read URLs can be useful when you are navigating a Web site. Although not all file and directory names are specific, you can often determine the site you are visiting and the depth within the site you have moved by looking at a URL. Reading URLs also helps increase your understanding of the hierarchical structure of Web sites.
Activity 9-1: Identifying graphic formats and files

In this activity, you will review the graphic files and formats you learned about in this lesson. Write your answers to questions in the spaces provided. Your instructor may choose to perform the activity or review the answers as part of a class discussion.

1. You are creating a home page for your new home business, Home-Made-Stuff.com. You want to create a Home-Made-Stuff logo in simple line art with only your two signature colors. You will want to use the graphic repeatedly in various sizes. What type of graphic format is most appropriate for this type of image?

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2. What type of graphics-creation application should you use to create the image file you named in Step 1?

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3. Next, you want to create a catalog for your Home-Made-Stuff.com site. The catalog will feature pictures of the products you sell. You decide that you will scan photographs of the products. What type of graphic format is most appropriate for this type of image?

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4. To show the different colors available for some of your products, you plan to simply use the same image file but change the product’s colors in your graphics-editing application. What type of application should you use to edit the image files you named in the previous question?

____________________________________________________________________________________
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5. For the product images on your catalog pages, you need your files to have the greatest possible color depth. You also want to compress the file size as much as possible so you can fit several images on a single page. With which image file format should you save your product catalog images?

____________________________________________________________________________________
____________________________________________________________________________________
6. For your company logo, you placed the company name, Home-Made-Stuff.com, inside a circle. The circle is black with the lettering inside in your company colors. The logo will appear on every page in different sizes. Each page is a different color, and you want the background color of each page to extend to the edge of the logo's circle, rather than having a white square appear around your circular logo. With which image file format should you save your logo images so you can achieve this effect?

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____________________________________________________________________________________
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7. You decide that on your home page, you want your logo to look as if it is growing and changing colors. To simulate this motion, you will create a sequence of still frames that will play in a predetermined loop each time the page is accessed, similar to a cartoon flipbook. With which image file format should you save your logo images so you can achieve this effect?

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Graphics have many uses on a Web site. In order to use graphic images effectively, you need to understand which graphic formats and file types are most appropriate for which types of images. This activity applied what you have learned about graphics to possible scenarios you might encounter while developing and choosing graphic image files for a Web site.
Activity 10-1: Identifying multimedia elements

In this activity, you will identify various multimedia elements that you studied in this lesson. Follow instructions for each step to circle or match words, or fill in the blanks. Indicate your answers in writing for each step. Your instructor may choose to perform the activity or review the answers as part of a class discussion.

1. Which of the following Web site elements are considered multimedia elements? Circle each answer that applies.

   Graphic image  Animated text
   Music          Video
   Colored text   Hyperlink
   Rollover       Keyword search
   Button         User-triggered sound effects

2. What type of multimedia is this file format? For each file format given, specify the multimedia type as **Audio**, **Video** or **Animation**. Some file formats may incorporate more than one of these multimedia formats.

   - .wav ___________________________________________________
   - .mov ___________________________________________________
   - .mid ___________________________________________________
   - .swf____________________________________________________
   - .mp3___________________________________________________

3. *(Fill in the blank.)* One type of animation to avoid is _______________________________ because it has proved unpopular with users.

4. *(Fill in the blank.)* Audio can be delivered either as a _______________________________ file or in _______________________________ format.

5. *(Fill in the blank.)* Currently, the one acceptable type of embedded audio is _______________________________.

6. *(Fill in the blank.)* Some multimedia file types may require the user to have _______________________________ installed in the browser.

7. *(Fill in the blank.)* A term commonly used to describe the overall impression of appearance and functionality conveyed by a Web page is _______________________________.

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**Activity 11-1: Reviewing Web-related legal terms**

In this activity, you will review some of the legal terminology you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual property</td>
<td>A. Legal protection of original works of authorship.</td>
</tr>
<tr>
<td>2. Trademark</td>
<td>B. Legal protection of names, phrases, images or sounds that a company uses to distinguish itself from the competition.</td>
</tr>
<tr>
<td>3. Trade Secret</td>
<td>C. Legal protection of inventions.</td>
</tr>
<tr>
<td>4. Copyright</td>
<td>D. Ideas and products of the mind.</td>
</tr>
<tr>
<td>5. Patent</td>
<td>E. A legal contract that allows you to use another author’s content, dictated by the author’s terms.</td>
</tr>
<tr>
<td>6. Ethics</td>
<td>F. A binding agreement between two or more parties.</td>
</tr>
<tr>
<td>7. Fair Use</td>
<td>G. A doctrine that allows the use of copyrighted material for purposes such as criticism, reporting, teaching and research.</td>
</tr>
<tr>
<td>8. Licensing</td>
<td>H. A formula, pattern, idea, process or compilation of information that provides the owner with an advantage in the marketplace.</td>
</tr>
<tr>
<td>9. Infringement</td>
<td>I. The unauthorized use of copyrighted works.</td>
</tr>
<tr>
<td>10. Contract</td>
<td>J. Rules or standards governing the conduct of the members of a profession.</td>
</tr>
</tbody>
</table>
### Activity 12-1: Identifying HTML terms

In this activity, you will review what you learned in this lesson about HTML by matching words from the left column to the appropriate definitions in the right column.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Programming language</td>
<td>A. A language used specifically to define context as opposed to appearance</td>
<td></td>
</tr>
<tr>
<td>2. Tags</td>
<td>B. Separate text documents that are linked together in non-linear fashion</td>
<td></td>
</tr>
<tr>
<td>3. HTML</td>
<td>C. The standards organization that controls the evolution of HTML</td>
<td></td>
</tr>
<tr>
<td>4. Hyperlink</td>
<td>D. A language used to create documents in which the instructions and the data reside in the same file</td>
<td></td>
</tr>
<tr>
<td>5. HTML interpreter</td>
<td>E. A program such as Firefox and Internet Explorer that processes and displays Web documents</td>
<td></td>
</tr>
<tr>
<td>6. Markup language</td>
<td>F. Embedded instructions within a text file that link it to a separate file</td>
<td></td>
</tr>
<tr>
<td>7. Hypertext</td>
<td>G. A language used to provide data structures and internal logic</td>
<td></td>
</tr>
<tr>
<td>8. World Wide Web Consortium (W3C)</td>
<td>H. Special pieces of code, enclosed in angle brackets, that tell the HTML interpreter how to process or display text</td>
<td></td>
</tr>
<tr>
<td>9. SGML</td>
<td>I. A language used for both contextual and display formatting of Web documents</td>
<td></td>
</tr>
</tbody>
</table>
Activity 12-2: Identifying HTML Issues

In this activity, you will review what you learned in this lesson about HTML. Write your answers in the spaces provided. Your instructor may choose to perform the activity or review the answers as part of a class discussion.

1. Will a Web page appear the same when viewed in any browser? Explain why or why not.

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____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. Can you use deprecated HTML tags? Why or why not?

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____________________________________________________________________________________
____________________________________________________________________________________

3. What recommendation from the W3C combines Extensible Markup Language (XML) 1.0 and HTML 4.01 to create Web documents that can be used, viewed and validated by both HTML and XML processors?

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____________________________________________________________________________________
Activity 13-1: Creating a well-formed XML document

In this activity, you will structure some data into XML format. Remember that XML allows you to name tags whatever you choose, provided that you follow the XML rules for well-formedness. Write your answers in the spaces provided.

1. Use the following invoice information to create an XML document structure. There are no "correct" tags you must use, but you must ensure that the document is well-formed. Write your code in the space provided next to the invoice data (use a separate sheet of paper if necessary). Refer back to this lesson if you need help remembering the characteristics of a well-formed XML document.

   Invoice number: 12345
   Date: 06-12-11
   Vendor: Oakley
   Product: eyewear
   Model: X Metal
   Color: Titanium
   Quantity: 50
   Price: US$100.00

2. When you are finished, your instructor will examine your document to see whether it is well-formed.
Activity 14-1: Reviewing X/HTML table tags

In this activity, you will review the X/HTML tags used to create tables and their available attributes. Write your answers in the spaces provided.

1. What is the purpose of tables?

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____________________________________________________________________________________
____________________________________________________________________________________
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2. Which tag is required to create a table and contains all other table element tags?

____________________________________________________________________________________

3. Which tag is required to create a table and contains all the information for a specified table row?

____________________________________________________________________________________

4. Which tag is required to create a table and contains all the content for a table cell?

____________________________________________________________________________________

5. Which tag is optional and can be used to add an attached caption to a table?

____________________________________________________________________________________

6. Which tag is optional and can be used to designate a row or column (typically the top row or left column) as a heading?

____________________________________________________________________________________

7. If a table header row or cell is specified, how will text in those cells appear by default?

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8. How is content in a table data cell aligned by default?

____________________________________________________________________________________

9. Which attributes can you use to change the default alignment of content in table data cells? Which values do these attributes take?

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____________________________________________________________________________________
____________________________________________________________________________________
10. By default, how much space will a table fill? What elements or attributes can you modify to add more space to a table?
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11. Which attribute should you modify if you want to make your table invisible?
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____________________________________________________________________________________

12. Which attribute can you use to change the color of an entire table or specified cells?
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____________________________________________________________________________________

13. Which attribute can you use to allow more space between cell text and cell borders?
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____________________________________________________________________________________

14. Which attribute can you use to allow more space between cells in a table?
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____________________________________________________________________________________

15. How can you create a column that spans multiple rows or a row that spans multiple columns in a table?
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____________________________________________________________________________________

16. How can you center an entire table on your Web page?
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____________________________________________________________________________________

17. How can you use an image as cell content in a table?
____________________________________________________________________________________
18. Study the table presented in the following figure.

Label this figure with lines pointing to indicate the following table elements or attributes:

- Table caption
- Table heading
- Table border
- Table row
- Table data
- Cell
- Cell padding
- Cell spacing

This activity reviewed the basic X/HTML table elements and attributes, and their uses. Although you may seldom use X/HTML code to create Web pages, it is valuable to know X/HTML in case you want to read or modify code generated by a GUI Web page editor, or you decide to learn other Web development languages.
Activity 15-1: Using inheritance with styles

In this activity, you will outline some Web site style elements to determine inheriting and overriding elements. Listing style elements in this way may help you determine which method you should use to apply each style variation to your Web pages. Write your answers in the spaces provided.

1. Imagine that you are planning a Web site that will use cascading style sheets for formatting. Consider your own Web site or a theoretical three-page Web site for the purposes of this activity.

2. Choose several style elements that you will apply overall to your Web site, such as background color or font face. Write these style elements here. These will be your default site styles.

____________________________________________________________________________________
____________________________________________________________________________________

3. Choose some style elements that will apply to only certain parts of all your Web pages, such as the font or color of certain heading levels. Write these style elements here.

____________________________________________________________________________________
____________________________________________________________________________________

4. Choose some style elements that will apply to your Web pages infrequently or only once, such as a table background color or a specialized font for one paragraph. Write these style elements here.

____________________________________________________________________________________
____________________________________________________________________________________

5. Consider the style elements you specified in Step 2. These elements will appear as the default styles for your entire site. Which methods should you use to apply styles to these elements, and why?

____________________________________________________________________________________
____________________________________________________________________________________

6. Consider the style elements you specified in Step 3. These elements will appear on all pages of your site but will affect only certain parts of each page. Which methods could you use to apply styles to these elements, and why?

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____________________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
7. Consider the style elements you specified in Step 4. These elements will appear infrequently, on a single page of your site or as a single occurrence. Which methods should you use to apply styles to these elements, and why?

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____________________________________________________________________________________

____________________________________________________________________________________

8. To change a default style (such as one you specified in Step 2) to another style in only some areas (as you specified in Steps 3 and 4), the new style must override the default style. Which methods of applying styles override which other methods?

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____________________________________________________________________________________

9. List the elements you cited in Steps 2, 3 and 4 in outline format on a sheet of paper (that is, write default elements closer to the left margin, with more specific elements subordinated and indented under the default elements). Write the best method for applying the style next to each element. Figure A15-1 shows an example of this type of outline. Do you see a pattern in the hierarchies between the elements and the methods for applying their styles? Do you think this outline approach could help you style your Web pages using CSS?

- Background page color (linked style sheet)
  - Background color in table (embedded or inline style)
- Text color (linked style sheet)
  - Text color for <h2>s (header block in linked style sheet)
  - Text color for <h3>s (header block in linked style sheet)
    - Text color for special paragraph (embedded or inline style)
- Font (linked style sheet)
  - Font for headings (header block in linked style sheet)
    - Font for bullet lists (embedded or inline style)

Figure A15-1: Example of style outline showing inheritance
Activity 16-1: Developing Web site metadata

In this activity, you will develop a descriptive summary and choose keywords for your own Web site. Write your answers in the spaces provided. Your instructor may choose to perform or review this activity as part of a class discussion.

1. Consider the type of Web site you will create on your own. What topic will be the focus of your site?

____________________________________________________________________________________

2. Will your site be used for e-commerce or informational purposes?

____________________________________________________________________________________

3. What business or site name might you use?

____________________________________________________________________________________

4. Use the information you specified in Steps 1 through 3 to write a sentence or two that succinctly describes your Web site and its purpose to users who have never visited it. Restrict this summary to 25 words (150 characters). Try to mention some feature or offering that sets your site apart from other similar sites. Be creative, but be sure to use clear and widely understood language to describe your site. Consider that this summary may determine whether a user who matched your keywords decides to visit your site or not.

____________________________________________________________________________________
____________________________________________________________________________________

5. You can use the descriptive summary you just wrote in a <meta> tag or in the <body> section of your Web site's home page. Write the <meta> tag syntax you could use to make this description appear in search engines that recognize this tag.

____________________________________________________________________________________
____________________________________________________________________________________

6. You can use a shorter version of your descriptive summary in your Web page's <title> tag. Rewrite your descriptive summary, restricting it to 12 words (70 characters). Many search engines use a site's title as its description, so make this title appealing. Write the <title> tag syntax you could use for this description.

____________________________________________________________________________________
____________________________________________________________________________________

7. Consider the keywords that might apply to your Web site. Start by reading your descriptive summary and picking out the most important relevant words. Do not include irrelevant, common or overused words such as "the," "and," "Web," "nice," "great" and so forth. List at least three keywords from your summary.

____________________________________________________________________________________
____________________________________________________________________________________
8. Now consider a user who might be interested in the content you offer. If you were that user, what other keywords might you enter in a search engine to locate this site? List at least five additional keywords that were not included in your summary.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

9. Are any of the keywords you have chosen so far misleading, vague or too broad? If so, what clearer words could you use to replace them?

____________________________________________________________________________________
____________________________________________________________________________________

10. Are any of the keywords you have chosen commonly misspelled? If so, what misspellings might you add to your list of keywords so that users who misspell keywords can still find your site?

Note: Remember not to misspell words on your site’s pages to accommodate searching — use misspellings only in the <meta> tag keywords.

____________________________________________________________________________________
____________________________________________________________________________________

11. Can any of the keywords you have chosen be pluralized or written in another form (different verb tense, longer or shorter form, nicknames, capitalization, common abbreviations)?

____________________________________________________________________________________
____________________________________________________________________________________

12. You can use these keywords to help influence search engine results for your Web page. Write the <meta> tag syntax you could use to supply these keywords to search engines that recognize this tag.

____________________________________________________________________________________
____________________________________________________________________________________

Metadata is useful for Web site users and Web site authors alike. Determining which information is most relevant to users may take some practice but is well worth the effort if you want more users to find your site.
# Activity 30-1: Reviewing JavaScript and DHTML terms

In this activity, you will review some of the JavaScript and DHTML terminology you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

<table>
<thead>
<tr>
<th>JavaScript</th>
<th>A. An attribute or characteristic (such as color or height) that a programmer stipulates in the creation of an object.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Java</td>
<td>B. DOM representation of an element in a document.</td>
</tr>
<tr>
<td>DHTML</td>
<td>C. A JavaScript method that creates a new window and populates it with new or existing information.</td>
</tr>
<tr>
<td>DOM</td>
<td>D. A single line of code to be executed in a script or program.</td>
</tr>
<tr>
<td>Object</td>
<td>E. A JavaScript method that requests and returns user input through a text field in a pop-up dialog.</td>
</tr>
<tr>
<td>Property</td>
<td>F. An object-based scripting language used to add interactivity to Web pages.</td>
</tr>
<tr>
<td>Method</td>
<td>G. A JavaScript method that creates a pop-up box that gives a message to the user.</td>
</tr>
<tr>
<td>Statement</td>
<td>H. A language-neutral way for programs to access and modify the content, structure and style of X/HTML documents.</td>
</tr>
<tr>
<td>Function</td>
<td>I. Syntax used in programming languages to associate an object’s name with its properties or methods, and to depict hierarchical properties.</td>
</tr>
<tr>
<td>Node</td>
<td>J. A combination of technologies that provides Web page interactivity.</td>
</tr>
<tr>
<td>Dot notation</td>
<td>K. A programming component that models the characteristics of abstract or real objects using classes.</td>
</tr>
<tr>
<td><code>alert()</code></td>
<td>L. A programming container that allows multiple commands to be called based on the required event.</td>
</tr>
<tr>
<td><code>prompt()</code></td>
<td>M. An object-oriented programming language used to create stand-alone applications and mini applications called applets.</td>
</tr>
<tr>
<td><code>open()</code></td>
<td>N. A behavior or action performed by an object.</td>
</tr>
</tbody>
</table>
Activity 30-2: Writing pseudo-code

When you are first learning how to program, it is useful to write out in “pseudo-code” the actions you want your script to accomplish. Later, you can refine your logic and add the language-specific code to generate the desired effect. In this activity, you will learn how to write pseudo-code to help you create interactive scripts.

Note: Some of the examples in this activity are simplistic compared to the scope of many script and programming operations. However, this introduction to the pseudo-coding process is useful for developers who plan to pursue a study of scripting or programming languages.

1. Review Lab 30-1 from this lesson, in which you created a JavaScript alert.

2. Suppose that instead of simply copying the code supplied in that lab as you did, you were approaching this task from the perspective of the developer who wants to script this particular interaction on a Web page. Before writing any JavaScript code, you might write pseudo-code to walk yourself through the operation you want to script. For example:

   Add JavaScript code to Web page to do the following:
   Display a pop-up message to user.

3. Pseudo-code can help you identify missing steps in an operation. As you study your pseudo-code, you may realize that you need to add some steps to accomplish the action you have specified. In this case, you might expand your pseudo-code as follows:

   Add JavaScript code to Web page to do the following:
   Display a pop-up message to user.
   Message box should read “Good Morning!”

4. Now that you have pseudo-code to help you plan the purpose of your code, you could start writing your JavaScript to follow the action, line by line, that you want your code to take. You can even place pseudo-code side-by-side with your script, as shown in the following example in Table A30-1.
### Table A30-1: Pseudo-code example

<table>
<thead>
<tr>
<th>Pseudo-Code</th>
<th>JavaScript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add JavaScript code to Web page to do the following.</td>
<td><code>&lt;script language=&quot;JavaScript&quot; type=&quot;text/javascript&quot;&gt;</code></td>
</tr>
<tr>
<td></td>
<td><code>// --&gt;</code></td>
</tr>
<tr>
<td></td>
<td><code>&lt;/script&gt;</code></td>
</tr>
<tr>
<td>Display a pop-up message to user.</td>
<td><code>alert(&quot;*&quot;);</code></td>
</tr>
<tr>
<td>Message box should read &quot;Good Morning!&quot;</td>
<td><code>alert(&quot;Good Morning!&quot;);</code></td>
</tr>
<tr>
<td>Finished JavaScript code:</td>
<td><code>&lt;script language=&quot;JavaScript&quot; type=&quot;text/javascript&quot;&gt;</code></td>
</tr>
<tr>
<td></td>
<td><code>// --&gt;</code></td>
</tr>
<tr>
<td></td>
<td><code>&lt;/script&gt;</code></td>
</tr>
</tbody>
</table>

5. Review **Lab 30-2** from this lesson, in which you created a JavaScript prompt.

6. Again suppose that instead of following the code supplied in that lab as you did, you are approaching this task from the perspective of the developer who wants to script this particular interaction on a Web page. Before writing any JavaScript code, you might write pseudo-code to walk yourself through the operation you want to script.

7. In the following table, use the space provided on the left to write some pseudo-code for the actions that are scripted on the right. Notice that the script is divided into sections to help you determine some of the individual pseudo-code steps. If you are not sure of the actions this script will produce, review Lab 30-2.

*Note: These examples reverse the process of pseudo-coding in order to provide you with a familiar operation. Normally you would write pseudo-code before any script exists.*
<table>
<thead>
<tr>
<th><strong>Pseudo-Code</strong></th>
<th><strong>JavaScript</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;script language=&quot;JavaScript&quot; type=&quot;text/javascript&quot;&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;!--</td>
<td></td>
</tr>
</tbody>
</table>
| // ...
| </script> |
| alert('Good Morning') |
| + user's name |
| prompt('We would like to get to know you, please supply us with your name','') |
| alert('Good Morning, " + prompt('We would like to get to know you, please supply us with your name','') ); |

**Finished JavaScript code:**

| <script language="JavaScript" type="text/javascript"> |
| 
| <!-- |
| // ...
| </script> |

8. Review Lab 30-4 from this lesson, in which you created a sniffer and redirection with JavaScript. This operation provides a better example of one you might first write out in pseudo-code because it contains decisional logic: If the first condition specified is met, then a specified action is carried out. If the first condition is not met, then a new condition is specified. If that condition is met, a different specified action is carried out. The pseudo-code is provided in Table A30-2 to demonstrate how these more advanced JavaScript operations function.
Table A30-2: Advanced pseudo-code example

<table>
<thead>
<tr>
<th>Pseudo-Code</th>
<th>JavaScript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add JavaScript code to Web page to do the following.</td>
<td>&lt;script language=&quot;JavaScript&quot; type=&quot;text/javascript&quot;&gt; //... function checkBrowser() { var name=navigator.appName; if (name.indexOf('Netscape') != -1) { document.location.href=&quot;firefox.htm&quot; } else { if (name.indexOf('Microsoft') != -1) { document.location.href=&quot;microsoft.htm&quot; } } } //... } &lt;script&gt;</td>
</tr>
<tr>
<td>Use the JavaScript navigator object to check the user's browser type. Return the browser type as a variable called &quot;name.&quot;</td>
<td>function checkBrowser() { var name=navigator.appName; if (name.indexOf('Netscape') != -1) { document.location.href=&quot;firefox.htm&quot; } else { if (name.indexOf('Microsoft') != -1) { document.location.href=&quot;microsoft.htm&quot; } } }</td>
</tr>
<tr>
<td>If the variable &quot;name&quot; returns as &quot;Netscape,&quot; then display the document located at the given hypertext reference (the firefox.htm page).</td>
<td></td>
</tr>
<tr>
<td>If the variable &quot;name&quot; does not return as &quot;Netscape,&quot; then check the next condition.</td>
<td></td>
</tr>
<tr>
<td>If the variable &quot;name&quot; returns as &quot;Microsoft,&quot; then display the document located at the given hypertext reference (the microsoft.htm page).</td>
<td></td>
</tr>
<tr>
<td>Finished JavaScript code:</td>
<td></td>
</tr>
</tbody>
</table>

```javascript
//... function checkBrowser() { var name=navigator.appName; if (name.indexOf('Netscape') != -1) { document.location.href="firefox.htm" } else { if (name.indexOf('Microsoft') != -1) { document.location.href="microsoft.htm" } } } //... }<script>
```
9. Suppose you wanted to create a script that adds information such as the following greeting to a Web page, using time-based code to display the current time and date:

**Good afternoon!**
**Welcome to our site.**
**It's 3:11:46 PM on 6/12/2011.**

In this time-based greeting example, the X/HTML page will consist of three lines of text. The first line will read either *Good morning, Good afternoon* or *Good evening*. The second line will always read the same. The third line will display the word "It's" followed by the time (AM or PM, not 24-hour time), followed by the word "on," the date, and a period.

10. Review the following pseudo-code that you might write to help you plan the action you would need to script in order to create the time-based greeting page. The logic is straightforward: You need to send the date and time information to the end user as text on the Web page. Decisional logic separates morning, afternoon and evening.

```
Get the date.
Get the hours, minutes and seconds.
Determine the greeting:
    If the hour is earlier than 12pm, say "Good Morning."
    If the hour is 12pm or later, but earlier than 6pm, say "Good Afternoon."
    If the hour is 6pm or later, say "Good Evening."
Determine AM or PM:
    If the hour is earlier than 12pm, say "AM."
    If the hour is 12pm or later, say "PM."
    If the source supplies 24-hour time and the time is later than 12:00, say 'PM'.
    If the 24-hour time is 13:00 or later subtract 12 for the hour (e.g., 15:00 would show as 3:00pm).
Build a greeting to indicate the time and date, if necessary.
Write the greeting with the current time and date onto the page.
```

11. The following JavaScript code could be written to create the action described in this pseudo-code (the code is also available in the js_example.htm file in your \LabFiles\Lesson30\Activity_30-2\ folder). This example is provided for informational purposes to demonstrate the usefulness of pseudo-coding and its relationship to writing script or programming code.

```html
<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN"
"http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd">
<html xmlns="http://www.w3.org/1999/xhtml">
<head>
<title> JavaScript Example </title>
</head>
<body bgcolor="red" text="black">
<div align=center>
<h1>Time-Based Greetings Using JavaScript</h1>
<font face="Comic Sans MS" size="4">
<script language="JavaScript" type="text/javascript">
// Declare variables and assign values

var ampm;
var now = new Date();
var h = now.getHours();
var m = now.getMinutes();
var s = now.getSeconds();
```
```
Writing pseudo-code can help you consider and plan the purpose of your scripting or programming code. Making as detailed a plan as possible before you start writing script helps you stay focused on the script’s logic. When writing code, check constantly to ensure that you are following your design. And be prepared to modify the design if unexpected issues occur while creating your code.
## Activity 31-1: Reviewing applet terms and code

In this activity, you will review some of the applet terminology and code you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Object-oriented</strong></td>
<td>D. A type of language for writing programs in which the program is organized as a set of objects that interact with each other.</td>
</tr>
<tr>
<td><strong>2. Parameter</strong></td>
<td>C. An X/HTML attribute used with the <code>&lt;param&gt;</code> element to specify which parameter will be passed the value that follows.</td>
</tr>
<tr>
<td><strong>3. <code>&lt;applet&gt;</code></strong></td>
<td>A. The HTML 3.2 (and earlier) tag used to embed an applet into a Web page.</td>
</tr>
<tr>
<td><strong>4. Java</strong></td>
<td>H. A programming language derived from C++ that provides a cross-platform model for both stand-alone and Web-based applications.</td>
</tr>
<tr>
<td><strong>5. <code>classid</code></strong></td>
<td>E. An X/HTML attribute required by the <code>&lt;object&gt;</code> tag to create space for the applet.</td>
</tr>
<tr>
<td><strong>6. Class file</strong></td>
<td>G. An X/HTML attribute required by the <code>&lt;object&gt;</code> tag to specify the location of the applet file.</td>
</tr>
<tr>
<td><strong>7. <code>name</code></strong></td>
<td>F. The HTML 4.0 (and later) tag used to embed an applet into a Web page.</td>
</tr>
<tr>
<td><strong>8. Multi-threading</strong></td>
<td>J. More than one separate process running within a program simultaneously.</td>
</tr>
<tr>
<td><strong>9. Java applet</strong></td>
<td>I. An attribute used by the applet file, passed to the applet using an X/HTML element.</td>
</tr>
<tr>
<td><strong>10. <code>width</code></strong></td>
<td>K. Compiled Java code.</td>
</tr>
<tr>
<td><strong>11. <code>&lt;object&gt;</code></strong></td>
<td>L. A small application that can be run in a browser and is embedded in an X/HTML page for Web viewing.</td>
</tr>
<tr>
<td><strong>12. Java application</strong></td>
<td>B. A stand-alone program that runs outside of a Web browser.</td>
</tr>
</tbody>
</table>
Activity 32-1: Reviewing Web server terms

In this activity, you will review some of the Web server terminology you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

1. HTTP
   A. The default connection number reserved for SSL connections.

2. Port
   B. An XML-based application for syndicating Web site content.

3. IIS
   C. An open protocol that provides data security through encryption, server authentication, message integrity and optional client authentication.

4. Port 443
   D. A server-side technology created by Microsoft that runs best on IIS but can be ported to other platforms.

5. HTTP server
   E. The default connection number reserved for HTTP servers.

6. CGI
   F. A protocol for transferring data (such as user-submitted form data) between an HTTP server and a server-side script.

7. Server-side technology
   G. An open-source HTTP server application that runs on multiple operating systems.

8. JSP
   H. Any technology that performs functions on the Web server based on client input.

9. SSL
   I. A server-side technology created by Sun Microsystems that can run on multiple platforms, as long as Java code processing is enabled.

10. Atom
    J. An HTTP server application included with Microsoft server operating systems.

11. Port 80
    K. Computer software that serves X/HTML documents over the Internet, intranets, extranets, local area networks (LANs) and wide area networks (WANs).

12. ASP
    L. A logical connection point that can be used for remote Web server administration.

13. Apache server
    M. The protocol that transports Web pages across the Internet, requiring a server on one end and a client program on the other.
### Activity 32-2: Reviewing cookie terms

In this activity, you will review some of the cookie terminology you learned in this lesson by matching each cookie-related term in the left column with the appropriate description in the right column.

1. **path** = **domain**
   - **A.** Cookie parameter pair that must be present for the cookie to survive beyond the end of the browser session.

2. **HTTP response header**
   - **B.** The only cookie parameter pair required to generate a cookie.

3. **expires** = **date**
   - **C.** A small text file that is sent between a server and a client. It contains information to help maintain state and track user activities.

4. **Persistent client state**
   - **D.** Tracking the current or last known status of a transaction or process.

5. **HTTP cookie**
   - **E.** Cookie parameter pairs that identify the URL that issued the cookie.

6. **name** = **value**
   - **F.** Text passed from a server to a client requesting a Web page; the text can include a set-cookie message.

7. **State maintenance**
   - **G.** Formal term for a cookie.
Activity 32-3: Reviewing cookie facts and myths

In this activity, you will identify cookie facts and myths by circling True or False for each claim about cookie functionality.

1. True or False — Cookies can store personal information that you provide to the server that wrote the cookie.

2. True or False — Cookie files can be read by any user on the Internet.

3. True or False — Cookies can read files from your hard drive.

4. True or False — Cookies can be used to target you for marketing and banner advertisements.

5. True or False — Cookies can gather your passwords and distribute them.

6. True or False — Cookies are stored in one unique place on your system as text files only.

7. True or False — Cookies can respond to any Web server on the Internet.

8. True or False — After a server sends you a cookie, it has no knowledge that you have the cookie until you request another page from that server.

9. True or False — Cookies can contain viruses.

10. True or False — Cookies are executable.

11. True or False — Cookies can track the sites you have browsed.
### Activity 33-1: Reviewing database terms

In this activity, you will review some of the database terminology you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODBC</td>
<td>A set of records contained in a database.</td>
</tr>
<tr>
<td>Table</td>
<td>A request for information from the user to the database; the reply values are based on user-specified criteria.</td>
</tr>
<tr>
<td>Hypertext database</td>
<td>An application that allows users to manipulate information in the database.</td>
</tr>
<tr>
<td>Schema</td>
<td>A standard method for accessing a database regardless of the DBMS or application program used.</td>
</tr>
<tr>
<td>Database</td>
<td>A database management system that stores information on a single table consisting of multiple rows and columns.</td>
</tr>
<tr>
<td>Field</td>
<td>A database access method that executes SQL statements via Java programming to communicate with any SQL-compliant database.</td>
</tr>
<tr>
<td>DBMS</td>
<td>A column within a database table, by which information can be sorted and retrieved.</td>
</tr>
<tr>
<td>Record</td>
<td>The defined structure and content types of a database system, often depicted as a graphical reference.</td>
</tr>
<tr>
<td>Distributed database</td>
<td>A data-storage facility that stores various types of information (e.g., text, images, multimedia) as objects.</td>
</tr>
<tr>
<td>SQL</td>
<td>A row within a database table, which includes one complete set of information.</td>
</tr>
<tr>
<td>File</td>
<td>A data-storage facility constructed from multiple files and housed at different locations on the enterprise.</td>
</tr>
<tr>
<td>Flat file</td>
<td>A repository of information divided into columns and rows; the format in which all information in a given database is contained.</td>
</tr>
<tr>
<td>RDBMS</td>
<td>A database management system that stores related information in a collection of tables.</td>
</tr>
<tr>
<td>JDBC</td>
<td>A computer language for accessing information from a database and that closely resembles verbal English language.</td>
</tr>
</tbody>
</table>
**Activity 34-1: Reviewing Web publishing and maintenance terms**

In this activity, you will review some of the Web publishing and maintenance terminology you learned in this lesson by matching each term in the left column with the appropriate description in the right column.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ISP</td>
<td>A. A site maintenance process that involves methodically reviewing a functionality on each page to prevent the site from looking outdated or neglected.</td>
</tr>
<tr>
<td>2. ASP</td>
<td>B. The process of uploading files to a Web server to make a Web site accessible to the public on the Internet.</td>
</tr>
<tr>
<td>3. ASCII</td>
<td>C. The format used to transfer and store text data.</td>
</tr>
<tr>
<td>4. Social engineering</td>
<td>D. An attack on a server that consumes all of the server’s available network bandwidth.</td>
</tr>
<tr>
<td>5. Web site publishing</td>
<td>E. An organization that maintains a connection to the Internet and rents access (i.e., hosting service) to customers.</td>
</tr>
<tr>
<td>6. Link checking</td>
<td>F. A Web server that has a dedicated connection to the Internet.</td>
</tr>
<tr>
<td>7. FTP</td>
<td>G. An Internet protocol used to transfer files between computers without corruption or alteration.</td>
</tr>
<tr>
<td>8. User feedback</td>
<td>H. A direct or indirect source for information about your site’s functionality and design, and which often contributes to site revisions.</td>
</tr>
<tr>
<td>9. Binary</td>
<td>I. The software tool generally used to transfer Web page files to an HTTP server.</td>
</tr>
<tr>
<td>10. Web site host</td>
<td>J. A practice used by hackers to try to trick people into revealing sensitive information.</td>
</tr>
<tr>
<td>11. FTP client</td>
<td>K. The format used to transfer and store non-text data.</td>
</tr>
<tr>
<td>12. Denial of service</td>
<td>L. An organization that provides some types of application functionality and hosting (e.g., contact management, e-commerce) in addition to Internet access for a Web site.</td>
</tr>
</tbody>
</table>