

Syllabus*

Ridge View High School
Columbia, South Carolina

WEB PAGE DESIGN AND DEVELOPMENT COURSE CODE: 5031

Instructor: Mr. Michael S. Houck E-Mail: mhouck@richland2.org 803.699.2999 x368

COURSE DESCRIPTION: This course is designed to provide the student with the knowledge and skills needed to design Web pages. Students will develop skills in designing, implementing, and maintaining a Web site using authoring tools.

NOTE: Web pages created by students in this course will not be published without following school and / or district guidelines.

OBJECTIVE: Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course that grants one-half unit of credit.

COMPUTER AND INTERNET USAGE WILL BE REQUIRED TO COMPLETE THIS COURSE. AUTHORIZED USE POLICY MUST BE SIGNED AND ON FILE IN CLASSROOM AND IN MEDIA CENTER.

PREREQUISITE(S): Keyboarding (or documented equivalent skills) and Computer Applications or Integrated Business Applications.

CREDIT: 1 unit

A. SAFETY

The student will be able to:

1. Identify good work attitudes that affect safety on the job.
2. Identify the major causes of work-related accidents in the office.
3. Demonstrate knowledge of an emergency plan.
4. Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack.
5. Describe the threat of viruses to a computer network, methods of avoiding attacks, and options in dealing with a virus attack.

B. THE INTERNET

The student will be able to:

1. Define the World Wide Web (i.e., functions, standards, underlying technologies, and culture).
2. Identify and use browsers.
3. Use search engines and advanced search strategies to locate essential information and perform necessary tasks.
4. Discuss Internet communications concepts to include e-mail, file transfer, attachments, discussion groups, and communities.
5. Discuss and list negative social issues related to use of the Internet.

6. Discuss issues of privacy, encryption, censorship, and protectionism.
7. Discuss computer crimes, terms of use, and legal issues such as copyright laws, fair use laws, and ethics pertaining to scanned and downloaded clip art images, photographs, documents, video, recorded sounds and music, trademarks, and other elements for use in Web publications.
8. Identify Internet etiquette.
9. Differentiate between freeware, shareware, and public domain software copyrights.
10. Locate Web sites that allow for downloading of free sounds, videos, animation graphics, and clip art.
11. Create bookmark folders using file management procedures.
12. Download free sounds, videos, clipart, and animation graphics from the Internet.
13. Evaluate Web sites using design criteria.

C. WEB PAGE DESIGN

The student will be able to:

1. Define Web page terminology.
2. Identify basic uses of Web sites in business, industry, government, and education.
3. Determine the purpose of a Web page.
4. Plan and design a Web site using accepted Web page format.
5. Locate resources, hypertext, and external links to incorporate in a Web page.
6. Create a simple Web page using a template, wizard, or text editor.
7. Open the Web page using a browser, and evaluate the source code.
8. Test the Web page using different browsers.

D. HTML

The student will be able to:

1. Define HTML standard codes.
2. Identify and use basic HTML tags.
3. Use HTML tags to produce a Web page using a text editor.
4. Insert graphic and sound files into a Web page.
5. Use HTML to create visual enhancements such as background color, effective use of space, font formats, styles, etc.

E. ADVANCED HTML TOOLS

The student will be able to:

1. Define and state the purpose of advanced HTML tools such as tables, forms, frames, animation, cascading style sheets, etc.
2. Create and test an HTML document that displays two or more HTML files.
3. Create and test an HTML document that uses tables to organize and display information.
4. Create and test an HTML document that contains a form with text boxes, option buttons, and check boxes.
5. Develop a Web-based resource directory of sites that instruct and support users of advanced HTML tools.
6. Analyze and modify HTML coding.

F. IMPLEMENTING AND MAINTAINING WEB PAGES

The student will be able to:

1. Define terminology associated with implementing and maintaining a Web page such as posting, hosting, uploading, Web server, Web server software, Hypertext Transfer Protocol (HTTP), Web designer, Webmaster, File Transfer Protocol (FTP), domain name, INterNIC, etc.
2. Explain the domain naming system.

3. Develop a plan for uploading a Web page.
4. Identify and describe various methods of publicizing and promoting a new Web page including e-mail, print media, search engines and directories, meta tags, head tags, links from other sites, etc.
5. Identify and describe the tasks performed by a Web designer.
6. Identify and describe the major features of an effective Web page tracking system.

G. ADVANCED WEB DEVELOPMENT

The student will be able to:

1. Identify MIME (content) types.
2. Discuss Web site server security.
3. Describe Internet naming conventions (DNS).
4. Identify accessibility issues (browser, ADA, etc.).
5. Test and validate Web sites.
6. Set up and administer a Web server.

Note* The instructor reserves the right to change or alter this document as needed.

INSTRUCTIONAL MATERIALS, SUPPLIES, AND EQUIPMENT:

All books and equipment are provided by the instructor. Students are required to provide paper, pencil, pen, 3-Ring Binder, and 5 floppy disks or flash (jump) drive.

REQUIRED TEXTBOOKS / INSTRUCTIONAL MATERIAL:

Cashman – Woods, Shelley. HTML Complete Concepts and Techniques
3rd Ed. Course Technology, Boston, Massachusetts 2005

Other Reference materials may be utilized during this course.

EVALUATION SYSTEM: Students will be given five (5) minutes to calculate and record his/her class average and attendance each Friday and will be graded using the following criteria each grading period:

“Students will be held to the Academic Integrity policy of Richland District II.”

Homework = 10% (includes Students’ Notebook and Review Questions.)

Daily Grade = 10% to include:

- a. Attendance
- b. Participation
 1. Includes bringing required supplies to class each day.
- c. Safety
- d. Leadership
- e. Self-control

Quizzes = 15%

Tests = 35%

Hands-On Projects = 30%. Each hands-on activity is graded on the following criteria:

- a. Safety
- b. Preparation
- c. Logical Sequence
- d. Workmanship

Semester Examination = 20% of Semester Grade

ALL WRITTEN TESTS MUST BE PASSED WITH 70% ACCURACY.

Students who score below 70% will be allowed to re-test after a 72 hour waiting period. All re-tests will be taken on the student's time (i.e. lunch time, before school, or at a time set up by the instructor).

GRADING CRITERIA:

A = 100 – 93

B = 92 – 85

C = 84 – 77

D = 76 – 70

F = 69 or below

CLASSROOM RULES:

1. Enter the classroom quietly before the tardy bell rings.
2. Begin working on class assignments when you enter classroom.
3. Do not sit on top of tables, desks, or AC Unit.
4. Bring all required class materials (i.e., paper, pencil) to class everyday.
5. Only one student may leave the classroom at any time during class.
6. No Food or Drinks are allowed.
7. No horse-playing is allowed.
8. Do not energize any equipment without permission.
9. You are responsible for cleaning up after yourself.
10. Listen to the teacher and follow his instructions.

PENALTIES FOR VIOLATING CLASS RULES :

Rule 1

- First Offense: Oral Warning
- Second Offense: Tardy Issued

- Third Offense: Tardy Issued / Conference with Parents

Rules 2, 3, 4, & 9

- First Offense: Oral Warning
- Second Offense: Conference with Parents
- Third Offense: Discipline Referral

Rule 5

Students may only leave the classroom in case of an emergency. If the student leaves the classroom without permission or goes anywhere except to the destination where permission was granted, the student will be referred to an Administrator.

Rules 6, 7, & 8

- First Offense: Conference with Parents and Administration Notified
- Second Offense: Discipline Referral
- Third Offense: Discipline Referral

Rule 10 - Covers all rules not previously listed.

- First Offense: Conference with student
- Second Offense: Conference with Parents and Administration
- Third Offense: Discipline Referral

WEB DESIGN & DEVELOPMENT 1

COURSE OUTLINE

2009 - 2010

Student Name : _____

mhouck@richland2.org

<http://www.rvhs-aplus.com>

803.699.2999 Ext. 368

PROJECT ONE

INTRODUCTION TO HTML

PROJECT OVERVIEW

This project introduces the Internet and the World Wide Web and the key terms associated with those technologies. First, students learn the features and purposes of three different types of Web sites (the Internet, intranets, and extranets) and Web browsers used to view these sites. Then, they learn about HTML, its history, elements, and coding standards, and its relationship to DHTML and XHTML. Next, after reviewing various tools used to create HTML documents, students learn about the five phases of the Web development life cycle, along with pertinent questions to be addressed at each phase. Students also learn that it is important that a Web development project follow the life cycle methodology so the finished Web site is effective and efficient for the users.

OBJECTIVES

You will have mastered the material in this project when you can:

- Describe the Internet and its associated key terms
- Describe the World Wide Web and its associated key terms
- Identify the types and purposes of Web sites
- Discuss Web browsers and identify their purpose
- Define Hypertext Markup Language (HTML) and the standards used for Web development
- Define Dynamic Hypertext Markup Language (DHTML) and describe its relationship to HTML
- Define Extensible Hypertext Markup Language (XHTML) and describe its relationship to HTML
- Describe tools used to create HTML documents
- Discuss the five phases of the Web development life cycle
- Describe Web site structures and the purposes of each structure
- Describe the importance of testing throughout the Web development life cycle

Read pages HTM 4 - HTM 22

Complete "What you should know", HTM 22

Complete "Learn it online", HTM 23

Complete "Apply your knowledge", HTM 24

Complete "In the lab", HTM 25 - HTM 27

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT TWO

CREATING AND EDITING A WEB PAGE

PROJECT OVERVIEW

This project introduces the steps to start Notepad and create an HTML text file. First, students learn about the elements of a Web page and the HTML tags used to add those elements. Then, they learn how to enter HTML tags and text using Notepad and then save the file. Next, after learning how to view a Web page in a browser, they learn to modify the HTML file to improve the Web page appearance by using an image, adding a background color, centering a heading, and adding a horizontal rule. Students also learn to refresh the view of the Web page in the browser to see the changes. Finally, they learn how to save the changes, print the Web page and HTML file, and quit Notepad and the browser.

OBJECTIVES

You will have mastered the material in this project when you can:

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

Read pages 30-62

Complete "What you should know", HTM 62

Complete "Learn it online", HTM 63

Complete "Apply your knowledge", HTM 64

Complete "In the lab", HTM 65 - HTM 67

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT THREE

CREATING WEB PAGES WITH LINKS, IMAGES, AND FORMATTED TEXT

PROJECT OVERVIEW

In this project, students learn how to develop a two-page Web site by creating a home page for Plant World and editing the Desert Plants Web page. First, students learn the terms and definitions related to linking, as well as how to create a text or link image to a Web page in the same Web site, how to create a text link to a Web page in another Web site, how to create links within the same Web page, and how to create an e-mail link. Then, they learn how to format fonts using bold, italic, and colors. Finally, students learn more about Web page images, including how to add a background image and how to add an image with wrapped text using various alignments.

OBJECTIVES

You will have mastered the material in this project when you can:

- Describe linking terms and definitions
- Create a home page and enhance a Web page using images
- Align and add bold, italics, and color to text
- Change bullet type used in unordered lists
- Add a background image
- Add a text link to a Web page in the same Web site
- Add an e-mail link
- View the HTML file and test the links
- Open an HTML file
- Add an image with wrapped text
- Add a text link to a Web page on another Web site
- Add links to targets within a Web page
- Copy and paste HTML code
- Add an image link to a Web page in the same Web site

Read pages HTM 70 - HTM 120

Complete "What you should know", HTM 120

Complete "Learn it online", HTM 121

Complete "Apply your knowledge", HTM 122

Complete "In the lab", HTM 124 - HTM 128

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT FOUR

CREATING TABLES IN A WEB SITE

PROJECT OVERVIEW

In this project, students learn how to use Notepad to create and edit four HTML files and add links from each page to all three others. First, students learn how to define table elements and the steps used to plan, design, and code a table. Then, using various table tags and attributes, students learn how to create both bordered and borderless tables to organize images and text. Next, they learn how to use tables to create vertical and horizontal menu bars of text links, so users can navigate between all four pages in the Web site. Then, students learn how to enhance a table format by adding background color to rows and cells, setting the spacing between and within cells using the cellspacing and cellpadding attributes, and adding a table caption. Finally, students learn how to create table headers that span rows and columns and help provide information about the data in a table.

OBJECTIVES

You will have mastered the material in this project when you can:

- Define table elements
- Describe the steps used to plan, design, and code a table
- Create a borderless table to organize images
- Create a vertical menu bar with text links
- Create a borderless table to organize text
- Create a horizontal menu bar with text links
- Create a table with borders
- Change the horizontal alignment of text
- Add background color to rows and cells
- Alter the spacing between and within cells using the cellspacing and cellpadding attributes
- Insert a caption below a table
- Use the rowspan and colspan attributes

Read pages HTM 132 - HTM 183

Complete "What you should know", HTM 184

Complete "Learn it online", HTM 185

Complete "Apply your knowledge", HTM 186

Complete "In the lab", HTM 187 - HTM 191

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT FIVE

CREATING AN IMAGE MAP

PROJECT OVERVIEW

This project introduces the use of Notepad to create two HTML files, hometour.htm and kitchen.htm. First, students learn the four steps to implement an image map, including how to distinguish between appropriate and inappropriate images for image maps. Then, after learning about the Paint program, they learn how to use Paint to map the coordinates of an image. Next, after they learn how to create a borderless table on the home page, students learn how to insert an image with the usemap attribute for use as an image map. Then, students learn the HTML tags and attributes used to code an image map, including the <map> </map> tags to start and end a map and the <area> tag to indicate the shape, coordinates, and URL for a mapped area. Students also learn to create a horizontal menu bar with links that correspond to the links in the image map and to change the link colors to appear always in navy. Finally, students learn how to test the links and print the HTML code and the Web pages.

OBJECTIVES

You will have mastered the material in this project when you can:

- Define terms related to image mapping
- List the differences between server-side and client-side image maps
- Name the two components of an image map and describe the steps to implement an image map
- Distinguish between appropriate and inappropriate images for mapping
- Sketch hotspots on an image
- Describe how the x- and y-coordinates relate to vertical and horizontal alignment
- Open an image in Paint and use Paint to map the coordinates of an image
- Create the home page and additional Web pages
- Create a table, insert an image into a table, and use the usemap attribute to define a map
- Add text to a table cell and create a horizontal menu bar with text links
- Use the <map> </map> tags to start and end a map
- Use the <area> tag to indicate the shape, coordinates, and URL for a mapped area
- Change link colors

Read pages HTM 194 - HTM 237

Complete "What you should know", HTM 237

Complete "Learn it online", HTM 238

Complete "Apply your knowledge", HTM 239 - HTM 240

Complete "In the lab", HTM 241 - HTM 244

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT SIX

USING FRAMES IN A WEB SITE

PROJECT OVERVIEW

This project introduces how to plan and lay out a frame structure before entering HTML code. First, students learn how to create a frame definition file that defines the structure of the frames, specifies which Web page should appear in each frame at startup, and assigns a name to a frame to be used as a target. Then, they learn how to enter HTML code for a header page that contains a text heading. Next, students learn how to enter HTML code to create a navigation menu page with text links that link to the other Web pages and specify a target frame. Finally, after completing the Web site by creating a home page with one image, students learn how to use a browser to view and print the frame definition file using the As laid out on screen option.

OBJECTIVES

You will have mastered the material in this project when you can:

- Define terms related to frames
- Describe the steps used to design a frame structure
- Plan and lay out a frameset
- Create a frame definition file that defines three frames
- Use the <frameset> tag
- Use the <frame> tag
- Change frame scrolling options
- Name a frame content target
- Identify Web pages to display at startup
- Set frame rows
- Set frame columns
- Create a header page with text
- Create a navigation menu page with text links
- Create a home page

Read pages HTM 248 - HTM 279

Complete "What you should know", HTM 279

Complete "Learn it online", HTM 280

Complete "Apply your knowledge", HTM 281

Complete "In the lab", HTM 282 - 286

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT SEVEN

CREATING A FORM ON A WEB PAGE

PROJECT OVERVIEW

This project introduces how to use Notepad to convert a text-based Web page to a Web page form with a number of different controls. First, students learn the terms and definitions relating to forms and they learn how to use numerous form tags and attributes. Then, in the form, they learn how to create several sets of text boxes for single-line input, one set of check boxes, and a selection menu with three options. Next, students learn how to create a set of radio buttons and a textarea for multiple-line input. Finally, students learn how to create a Submit button to send the form data to the server to be processed and a Reset button to clear all input from the form.

OBJECTIVES

You will have mastered the material in this project when you can:

- Define terms related to forms
- Describe the different form controls and their uses
- Use the <form> tag
- Use the <input> tag
- Create a text box
- Create check boxes
- Create a selection menu with multiple options
- Use the <select> tag
- Use the <option> tag
- Create radio buttons
- Create a textarea box
- Create a Submit button
- Create a Reset button
- Use the <fieldset> tag to group form information

Read pages HTM 290 - HTM 321

Complete "What you should know", HTM 321

Complete "Learn it online", HTM 322

Complete "Apply your knowledge", HTM 323

Complete "In the lab", HTM 324 - HTM 327

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT EIGHT

CREATING STYLE SHEETS

PROJECT OVERVIEW

This project introduces how to add embedded, external, and inline style sheets to define new styles for the Web pages in the Stained Glass Club Web Site. First, students learn how to use classes in style sheets to allow for greater flexibility with style sheets. Then, they learn how to add an embedded style sheet to the menu Web page to define new styles for the paragraphs, links, and link hover state. Next, students learn how to create an external style sheet and link it to the four Web pages that display in the main right frame, as well as how to add an inline style sheet to the Welcome Web page to change the appearance of one paragraph of text. Finally, students learn how to print Web pages as laid out in the browser, as well as how to print HTML source code from Web pages in frame structure.

OBJECTIVES

You will have mastered the material in this project when you can:

- Describe the three different types of Cascading Style Sheets
- Add an embedded style sheet to a Web page
- Change the margin and link styles using an embedded style sheet
- Create an external style sheet
- Change the body margins and background using an external style sheet
- Change the link decoration and color using an external style sheet
- Change the font family and size for all paragraphs using an external style sheet
- Change table styles using an external style sheet
- Use the <link> tag to insert a link to an external style sheet
- Add an inline style sheet to a Web page
- Change the text style of a single paragraph using an inline style sheet
- Understand how to define style classes

Read pages HTM 330 - HTM 361

Complete "What you should know", HTM 361

Complete "Learn it online", HTM 362

Complete "Apply your knowledge", HTM 363

Complete "In the lab", HTM 364 - HTM 367

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT NINE

INTEGRATING JAVASCRIPT AND HTML

PROJECT OVERVIEW

In creating this project, students learn how to integrate JavaScript code into an HTML file using Notepad. The project introduces basic JavaScript concepts such as objects, properties, methods, variables, and functions and discusses the rules for naming variables and functions. Students then learn how to write JavaScript code to extract the current system date and use it to calculate the number of days to a future date. They learn how to write a message dynamically into a Web page using the document object and write() method and how to include the date a Web page was last modified in a formatted text string at the bottom of the Web page. Additionally, students learn how to write user-defined functions to change the color of the browser school bar face and scroll bar track and to instruct the Web browser to display the Web page at a different URL when the user selects an item from the select list. Finally, they learn how to call these user-defined functions using event handlers.

OBJECTIVES

You will have mastered the material in this project when you can:

- Discuss how to integrate JavaScript and HTML
- Insert <script> tags on a Web page
- Define and describe JavaScript variables
- Extract the current system date
- Calculate the number of days from the current date to a future date
- Describe the write() method of the document object
- Save the HTML file and test the Web page
- Write a dynamic message to a Web page
- Write a user-defined function that changes the color of the browser's scroll bar
- Construct a URL from a select list option choice
- Use the document's location property to link to a new Web page
- Use the lastModified property to display the last modified document date
- Print an HTML file

Read pages HTM 370 - HTM 404

Complete "What you should know, HTM 404

Complete "Learn it online, HTM 405

Complete "Apply your knowledge, HTM 406 - HTM 407

Complete "In the lab, HTM 408 - HTM 414

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT TEN

CREATING POP-UP WINDOWS, ADDING SCROLLING MESSAGE, AND VALIDATING FORMS

PROJECT OVERVIEW

In creating this Web page with a scrolling message and pop-up window, students will use and expand on the JavaScript commands learned in the previous project. They learn to code a `scrollingMsg()` user-defined function to create a scrolling message that displays in a text box. They learn to use the `substring()` method and are introduced to the string length property. They also are introduced to the If statement and shown how to create a recursive call to the `scrollingMsg()` function. Students learn how to set the focus on a form text box; pass the form text box values to a function; and use the If...Else statement to validate data in a text box. Students are introduced to the concepts of validating data using the `parseInt()`, `parseFloat()`, and `isNaN()` built-in functions, as well as using the `pow()` method in the `Calc()` user-defined function to calculate the car loan payment amount. Students learn how to return values from a user-defined function and format string output results to display as currency. In creating a pop-up window on the Web page, students learn how to use the `open()` method to open a pop-up window and to set the features of this window. They then use the `lastModified` property to display the date the Web page was last modified. Finally, they save the file and test the Web page in their browser.

OBJECTIVES

You will have mastered the material in this project when you can:

- Explain the four basic components of a scrolling message
- Write a user-defined function to display a scrolling message in a form text box
- Describe the If statement
- Define conditionals and discuss the conditional operands
- Define recursion
- Write the JavaScript code to create a user-defined function to calculate monthly car loan payments
- Validate data entry using a nested If...Else statement
- Describe the `parseInt()`, `parseFloat()`, and `isNaN()` built-in functions
- Use a select list for data entry
- Describe the `focus()` method and the math object's `pow()` method
- Write the JavaScript code to create a user-defined function to format output in currency format
- Discuss For and While loops
- Use the `open()` method to display another Web page in a pop-up window
- Use the `lastModified` property and `substring()` method to display only the date a Web page was last modified

Read pages HTM 418 - HTM 464

Complete "What you should know", HTM 464

Complete "Learn it online", HTM 465

Complete "Apply your knowledge", HTM 466

Complete "In the lab", HTM 467 - HTM 475

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT ELEVEN

USING DHTML TO ENHANCE WEB PAGES

PROJECT OVERVIEW

In this project, students are introduced to the concept of Dynamic HTML (DHTML), explaining it is a combination of technologies including HTML, cascading style sheets (CSS), and a scripting language, such as JavaScript. They learn to create a vertically scrolling menu with links to four other Web pages. They also learn to create a rotating banner, ScreenTips, and a scrolling image. They learn that the rotating banner on the Blood Drive pop-up window rotates between four images, and that the ScreenTips, which are added as four links on the Centers Web page, appear because of the interaction between JavaScript, style sheets, and HTML tags that position text in specific location. They also learn that the scrolling image on the Events Web page serves as a link to the Blood Drive Web page. Finally, they learn how to use the open() method to create pop-up windows.

OBJECTIVES

You will have mastered the material in this project when you can:

- Define DHTML and explain its uses in Web page development
- Define the Document Object Model (DOM)
- Integrate cascading style sheets (CSS) with JavaScript statements to position elements on a Web page
- Create a vertically scrolling menu
- Use the JavaScript setTimeout() and clearTimeout() methods to control scrolling
- Use the JavaScript command to call JavaScript functions directly
- Use onmouseover() and onmouseout() event handlers to execute pop-up ScreenTips
- Integrate the tag in JavaScript statements for ScreenTips
- Embed style commands in the tag in JavaScript statements
- Use the JavaScript write() method to write text directly to the document
- Define rotating banner
- Create and use image objects
- Define array and describe how to create an array instance

Read pages HTM 480 - HTM 532

Complete "What you should know", HTM 533

Complete "Learn it online", HTM 534

Complete "Apply your knowledge", HTM 535

Complete "In the lab", HTM 539 - HTM 551

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____

PROJECT TWELVE

CREATING AND USING XML DOCUMENTS

PROJECT OVERVIEW

In this project, students are introduced to the concept of creating and using XML documents. They learn the basic syntax of XML, including the rules of creating a generic identifier and that every document must have a prolog and document instance. They learn the World Wide Web Consortium's design goals for creating XML tags and are introduced to real-world uses of XML. They create a well-formed and valid XML document with a Document Type Definition. They format XML documents by linking both a CSS and an XSL style sheet. By binding an XML document with an HTML Web page, they create Web pages that display XML data in a table and include a JavaScript function used to search for records in an XML document.

OBJECTIVES

You will have mastered the material in this project when you can:

- Describe an XML document
- State the syntax rules for a well-formed and valid XML document
- State the rules for creating a generic identifier (GI)
- Define document prolog and document instance
- Describe the purpose of processing instructions
- Describe the purpose of Document Type Definitions (DTDs)
- Create and bind a CSS style sheet and an XSL style sheet file to an XML document
- Describe the XSL template, for-each, order-by, and value-of elements
- Bind an XML document to an HTML Web page
- Discuss the built-in table element methods
- Create a JavaScript user-defined function to search an XML document
- Use the onKeyPress event handler to accept input from a text box
- Define recordset and describe how the EOF property is used

Read pages HTM 558 - HTM 607

Complete "What you should know", HTM 608

Complete "Learn it online", HTM 609

Complete "Apply your knowledge", HTM 610 - HTM 611

Complete "In the lab", HTM 612 - HTM 621

Complete quiz with a minimum of 70% accuracy. _____

Complete test with a minimum of 70% accuracy. _____