

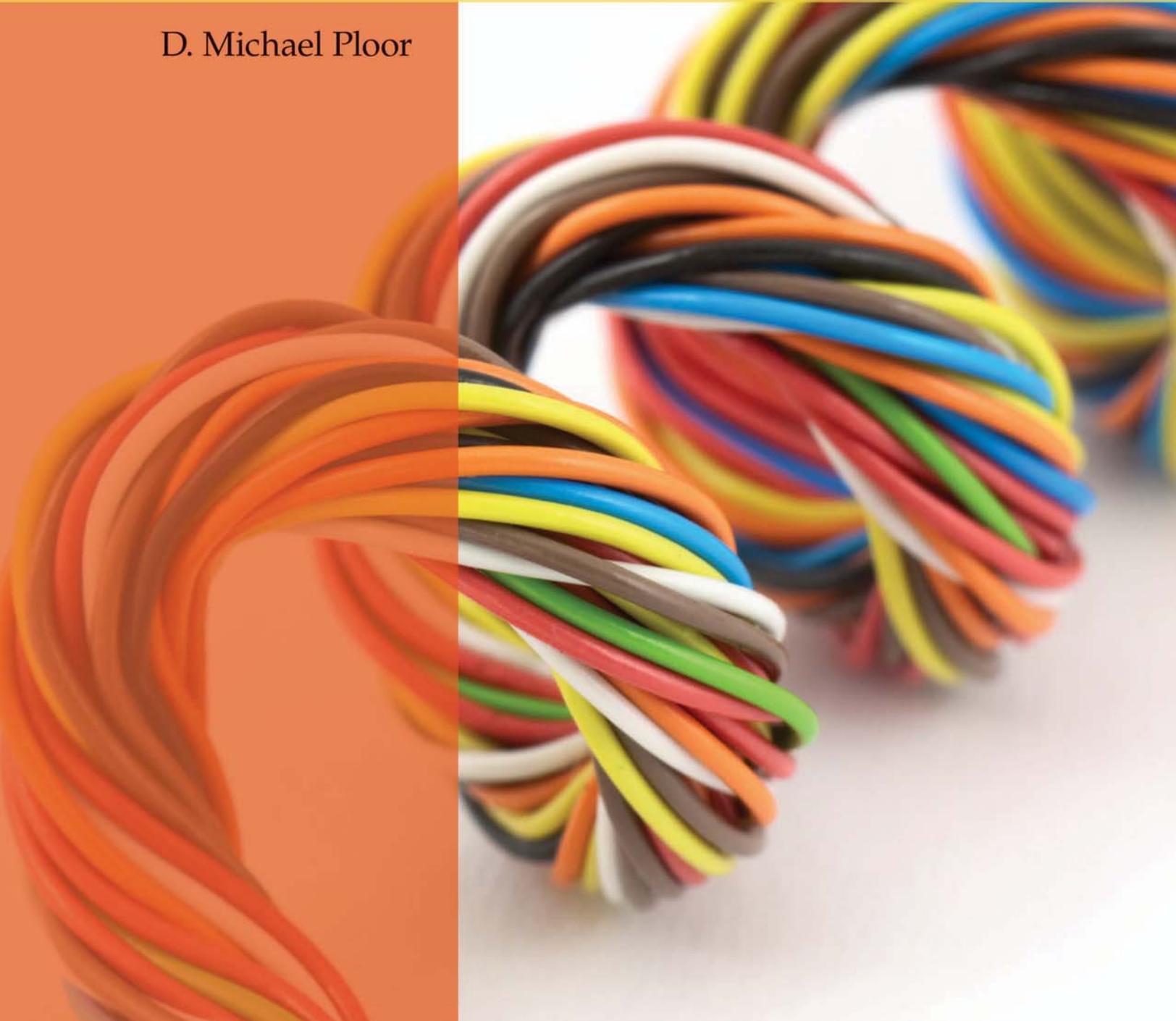
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Common
Occupational
Readiness
Essentials

CERTIFICATION PREP

Adobe Dreamweaver CS5

D. Michael Floor



Certification Prep Series

by D. Michael Floor



Certification Prep Series consists of individual guides that provide practice in the basic skills needed to be successful using the corresponding software. No previous software experience is required. Although the guides focus on learning skills, not test taking, users that complete the practice will be prepared to take the official software certification exam and exhibit workplace readiness. Step-by-step instructions demonstrate actual software commands and features, building from basic to advanced. Content is divided into small units for better learning and usage. There is no need to purchase additional materials as all lesson content is created using the software.

- Provides an affordable way to prepare for industry certification versus other methods.
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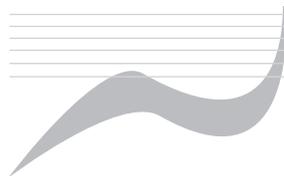
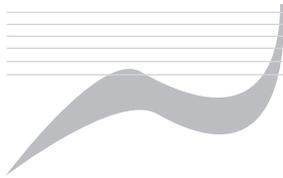


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Introduction

The Common Occupational Readiness Essentials (CORE) series of certification preparation guides focuses on mastering the essential basic skills needed as a workplace-ready user of the software. The goal of each CORE certification preparation guide is to provide practice in each essential basic skill required by employers who use the software. To prove workplace readiness, you will also be prepared to take the official certification exam for the software.

CORE Adobe Dreamweaver CS5 will help prepare you to take the Adobe Certified Associate (ACA) Adobe Dreamweaver CS5 certification exam. It provides step-by-step instruction for the features and commands covered on the certification exam. The focus of the lessons is to practice *using* the actual commands and features instead of creating a complete end product. Most lesson content is created using the software, and minimal downloading of files is required. Furthermore, each certification preparation guide is broken down into small learning units to enable better comprehension and application of the software. Where required, answers are provided at the back of the certification preparation guide.

Certification as an Adobe Certified Associate demonstrates an aptitude with Adobe software. ACA certification is offered for Adobe Dreamweaver, Adobe Flash, Adobe Photoshop, Adobe Premier, Adobe Illustrator, and Adobe InDesign. Certification exams are provided by Certiport, Inc., through various testing facilities. Visit www.certiport.com for more information on registering for certification exams.

About the Author

D. Michael Ploor is the author of the CORE series of certification preparation guides. Mr. Ploor's students have achieved exceptional results with the CORE certification preparation guides. His students collectively pass more than 500 industry certification exams each year without the need for other preparation materials. Mr. Ploor has demonstrated the strength of integrating the CORE guides in a diverse mix of courses.

Mr. Ploor is also the author of three textbooks on the subject of video game design: *Introduction to Video Game Design*, *Video Game Design Foundations*, and *Video Game Design Composition*. He is a National Board Certified Teacher in Career and Technical Education and holds an MBA degree from the University of South Florida. He maintains professional teaching credentials in Business Education and Education Media Specialist.

Mr. Ploor is at the forefront of innovative teaching and curriculum. He developed STEM curriculum while serving as the lead teacher in the Career Academy of Computer Game Design at Middleton Magnet STEM High School. Mr. Ploor has applied his skills as a STEM Curriculum Integration Specialist in designing innovative curriculum and by collaborating to construct the state standards for video game design in several states. He has also been instrumental in authoring competitive events for Career and Technical Student Organizations such as the Future Business Leaders of America (FBLA) and Phi Beta Lambda (PBL).

In addition to publishing textbooks and lessons, Mr. Ploor provides professional development as a frequent presenter at regional and national conferences to promote CTE education and video game design curriculum for the high school and middle school levels.

Lesson 5

Designing a Website

Objectives

Students will explain the preproduction process of website design. Students will describe the use of cascading style sheets. Students will identify elements of the Dreamweaver workspace. Students will save a local website. Students will apply inline style formatting. Students will create an internal style sheet. Students will edit an existing CSS rule. Students will apply page formatting to a web page. Students will explain WYSIWYG editing. Students will create an external style sheet. Students will inspect the application of an external CSS.

Designing a Website

A web designer should not simply start building a website and then later ask the client how he or she likes it. This would result in not only the work needed to create the website, but the work caused by all of the changes the client is sure to make. It is better to do the job right the first time and have few modifications later. For this reason, a web designer should engage in preproduction activities before designing, building, and programming a working website.

Preproduction

The *preproduction stage* involves gathering information and designing the layout of the website. The web designer will interview the client, conduct research on competing websites, and gather customer demographic information to best determine what requirements need to be met by the website. Being able to

effectively evaluate a website will prove a valuable skill in preproduction.

Client Interviews

When working with a client, it is important to have a full understanding of what he or she expects. You should conduct *preproduction interviews* with the client to brainstorm ideas and fully communicate the goals for the finished product, as shown in **Figure 5-1**. A preproduction interview takes place before any production work begins. If you start working without this important step, the client may be dissatisfied with the result and you would have to redo the project. In the professional world, you are paid by the client, and the client will not pay for unsatisfactory work that does not meet the specified goals.



Monkey Business Images/Shutterstock.com

Figure 5-1.

Preproduction interviews are critical to understanding the client's needs and wants.

Working with the client in a preproduction interview, you will need to identify not only the target market, but also the client goals. Ask questions to identify the business type, business goals, website purpose, target audience, who are competitors locally and nationally, what platforms will display the site, and what the designer should focus attention on when planning the site. Research the client company before the interview so you can construct appropriate interview questions.

The *client goals* set the direction of the creative work. The client is paying you to create something to meet a goal, often attracting customers. The client may have a goal of informing or attracting attention. The use of color is important in attracting attention, while color in informational websites may have little value.

Client Needs vs. Client Wants

Many times, a client places wants ahead of needs. A client might want flashy graphics, sound, video, and games on the website without considering how or if these features assist the goal of the website. It is the designer's job to focus first on the *needs* of the client and then build in some of what the client *wants* if appropriate to the goal of the website.

A need is determined by what the website is intended to do. If the site is for selling flowers, then it needs to show flower arrangements and have a clear ordering process. If the client wants to have an encyclopedia section about the history of roses, you may need to refocus the discussion on the goal of the website to determine what is needed. Getting the client to understand and stick to the goal may take some convincing. In this case, refocus the client on the purpose of the site, which is to make it easy for customers to choose and purchase flowers. Remind the client that after the site is fully functional and meets the goals, then additional pages can be added. If the website fails to meet the intended goals, the client will be upset even if the site has the design elements he or she wants.

Relevant Content

After an effective client interview, the designer must work with the client to gather relevant content. Each image, color, passage of text, and other design elements need to be compared to the expectations of the target audience. If the content is not relevant for the audience, then it must be changed.

To ensure that the content meets the needs of the target audience, members of that audience should be surveyed. A *survey* is a series of questions posed to a specific group of people. People from the target audience should view the content and provide feedback as to what they like, do not like, and find relevant or appropriate.

Relevant content for a target audience of children can also cause some issues. The content must be age appropriate for the children users and also appropriate to the parent. Many websites use a kid-safe registration, where a parent gives consent for his or her child to use the site or a portion of the site. A kid-safe registration is a login that requires a parent's permission to activate, usually through an e-mail confirmation.

Storyboards

As part of the creative process, a standardized layout should be created to provide consistency throughout the entire website. The web designer creates a wireframe for the layout. A *wireframe* is essentially the website layout created using boxes to

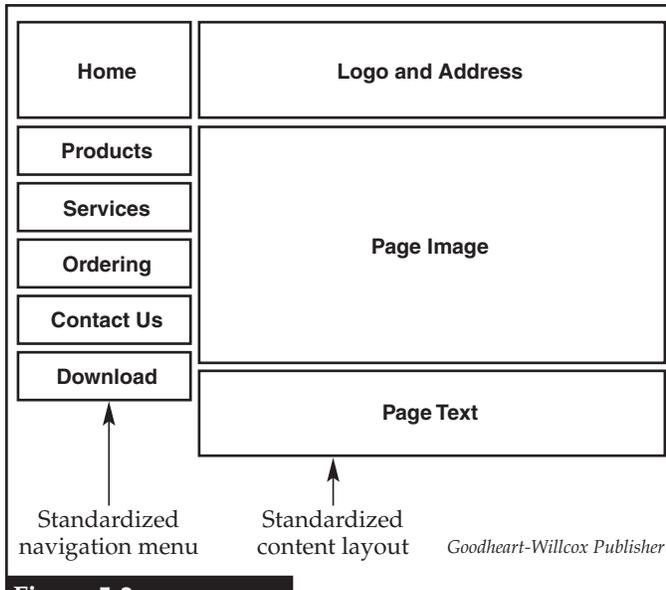


Figure 5-2.

This is a typical example of a wireframe used in the design process of a website.

show the placement of elements on a web page, as shown in **Figure 5-2**. To make the website easy to use, most of the elements should be the same on each page of the site. Drastic changes in layout and color from one page to the next make the user feel like he or she accidentally navigated to a different site. Having a unity of design allows the user to quickly learn the basic site navigation and apply it on each page of the site.

Using the wireframe layout, a designer creates a storyboard for the entire website. A *storyboard* is a collection of enhanced wireframe sketches to show basic layout and content for each web page. Each web page is displayed as a panel in the storyboard. Each panel shows the important features of the web page, element layout, color palette, font samples, and navigation description. In addition to the design elements, each panel should list the web page title, file names, and navigational links and display images or sketches of intended graphics or rich media content.

Rich media, such as animations, movies, interactive content, or games, need to be clearly marked in the storyboard and explained as to how it will impact the user and the technology. Technology lag must be addressed for rich media and interactive content. Interactive content provides the user the opportunity to interact, control, or modify what is available on the web page. Games, posts, message boards, and more are all part of interactive content. Showing the controls on the storyboard

of how the user will access the rich media content will address key issues when trying to up-sell the client to include rich media.

Content Tool	Plug-in
Adobe Flash	Flash Player
JavaScript	JavaScript installed
HTML5	None

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Figure 5-3.

Common tools for providing rich media on a web page and the associated plug-in required.

Additionally, the designer should list the format and plug-ins needed for the rich media. A *plug-in* is a program installed on the user's computer to allow rich media content to play. If the rich media requires a plug-in, a link to the installation should be provided. Otherwise, the user may not be able to use or view the content. Common tools for rich media and plug-ins needed are shown in **Figure 5-3**.

Development Preapproval

With a good storyboard in place, the client can see the placement of the design elements, give feedback, and approve the design before the website production begins. Mark the storyboards with the changes requested by the client. Have the client initial each panel to approve the basic design features for each page. This practice will prevent misunderstandings and create a written record for all changes requested by the client. Once the client approves the storyboard, production of the website can begin.

Cascading Style Sheets

Because a website should maintain a consistent look and feel from the home page to every other page, the World Wide Web Consortium has recommended the use of cascading style sheets in website design. A *cascading style sheet (CSS)* holds the formatting definitions or option settings for all web pages that reference it. The storyboard can be used to construct the CSS so each page has a similar look and the website maintains unity. The main formatting definitions such as font family, font size, font color, background color, and more are contained in a style sheet.

The main idea behind CSS design begins with an understanding of the term cascading. *Cascading* refers to a series of steps, such as a series of steps in a waterfall. This is applied to web design by establishing a hierarchy for formatting a website. A formatting definition of a parent (higher up in the hierarchy) will be applied to a child (lower down in the hierarchy) unless the child contains specific formatting definitions to override it.

Types of Style Sheets

An *external style sheet* is a style sheet in a separate file. This is the most effective way of separating the contents from the design of a website. Each web page links to the external style sheet to define the overall style settings. A designer might set up a main external style sheet and have all the pages of a website include the formatting defined in that style sheet. All of the web pages would look exactly the same in terms of format, but the designer adds different images and text to customize each web page.

If the designer wants to override the external style sheet, this is typically done using an internal style sheet. An *internal style sheet* is a set of formatting definitions within the code for a given web page. Any overrides to the external style sheet are placed in the <head> section of the web page definition. These changes only affect that specific page and do not alter the external style sheet.

Sometimes the designer only wants to change the formatting of a single line of the web page. An *inline style* is placed within the <body> section of the web page definition to change the formatting definitions of a single line or small area of the page. Inline style sheets override all other style sheet definitions.

Essentially, the cascade hierarchy has the browser apply the external style sheet to the web page unless an internal style sheet exists. If there is an internal style sheet, it will be applied as the next step in the cascade unless there is an inline style sheet. An inline style sheet will be applied as the next step in the cascade unless there are any other inline style sheets.

CSS Templates

Through the use of cascading style sheets a designer can create a design template for the website. A *template* is a preformatted page or section that simply needs the content added. A letter template is preformatted with all components and style of a business letter. The letter only needs the specific content, such as the body of the letter, added to create a new custom letter that is properly formatted. A CSS allows the same thing to happen with web page design.

An external CSS can be specified to create a template for the different types of pages used within the website. For example, a CSS file might be named Forms.css. This

could be the template for all pages that contain forms for customers to complete. That keeps all the forms looking similar.

A single web page can link to several external CSS files. An element such as the navigation panel that contains buttons to link to the home page, contact page, or other main pages can be created once and used over and over again on each web page. The designer would create a single CSS file to define these navigational elements, and then link it on each page where it is needed. This CSS file can also be a reusable template for this specific element.

How to Begin

1. Within your working folder, create a subfolder named **Website**. This will serve as a local folder in which to store the website and all associated files. A *local folder* exists on your computer, not on a network or web server.
2. Inside the **Website** folder, create a subfolder named **CSS**. A subfolder is also commonly called a *nested folder*. The **CSS** folder will hold all of the CSS documents for the website.
3. Create a second subfolder or nested folder named **Media**. This folder will hold all images and other media for the website.
4. Launch Dreamweaver. When Dreamweaver opens, a splash page is displayed to help you quickly start a new project or continue working on an existing project.
5. In the **Create New** area of the splash page, click **HTML**. A new HTML project is opened.
6. Review the parts of the Dreamweaver interface as shown in **Figure 5-4**.

TIP

The first time Dreamweaver is launched after installation, you will be asked which file types should be associated with Dreamweaver.

Workspace

A *workspace* is the layout of the toolbars, panels, and document on the screen. Changing the layout by moving panels, adding more tools, rearranging panels, or otherwise changing the screen setup changes the workspace. A workspace can be customized to display the toolbars and panels in different locations to help the designer perform best. You may also create custom views by dragging the workspace tools to different locations and saving the workspace.

The **Menu** bar holds commands in a pull-down menu format. Click a pull-down menu to see the commands it contains, and then click a command to activate it. The **Menu** bar is available in the PC version of Dreamweaver.

Dreamweaver makes use of panels. A *panel* is a small window that holds commands or options. A panel may also have multiple tabs to group commands by function. A designer can arrange the panels in any configuration. The panels can even be moved from one panel group to another. Panels may be expanded with the commands visible or collapsed. Collapsed panels have been minimized to icons to save space on the screen. Clicking a panel icon will expand the panel.

The *document window* is the area where the web page is created. The view in the document window can be of code, the live view of the web page, or other view. By default in Dreamweaver CS5, a split view is displayed with the code view on the left and the design view on the right. The ability to switch between a view of the web page and the code that defines the page greatly helps the designer.

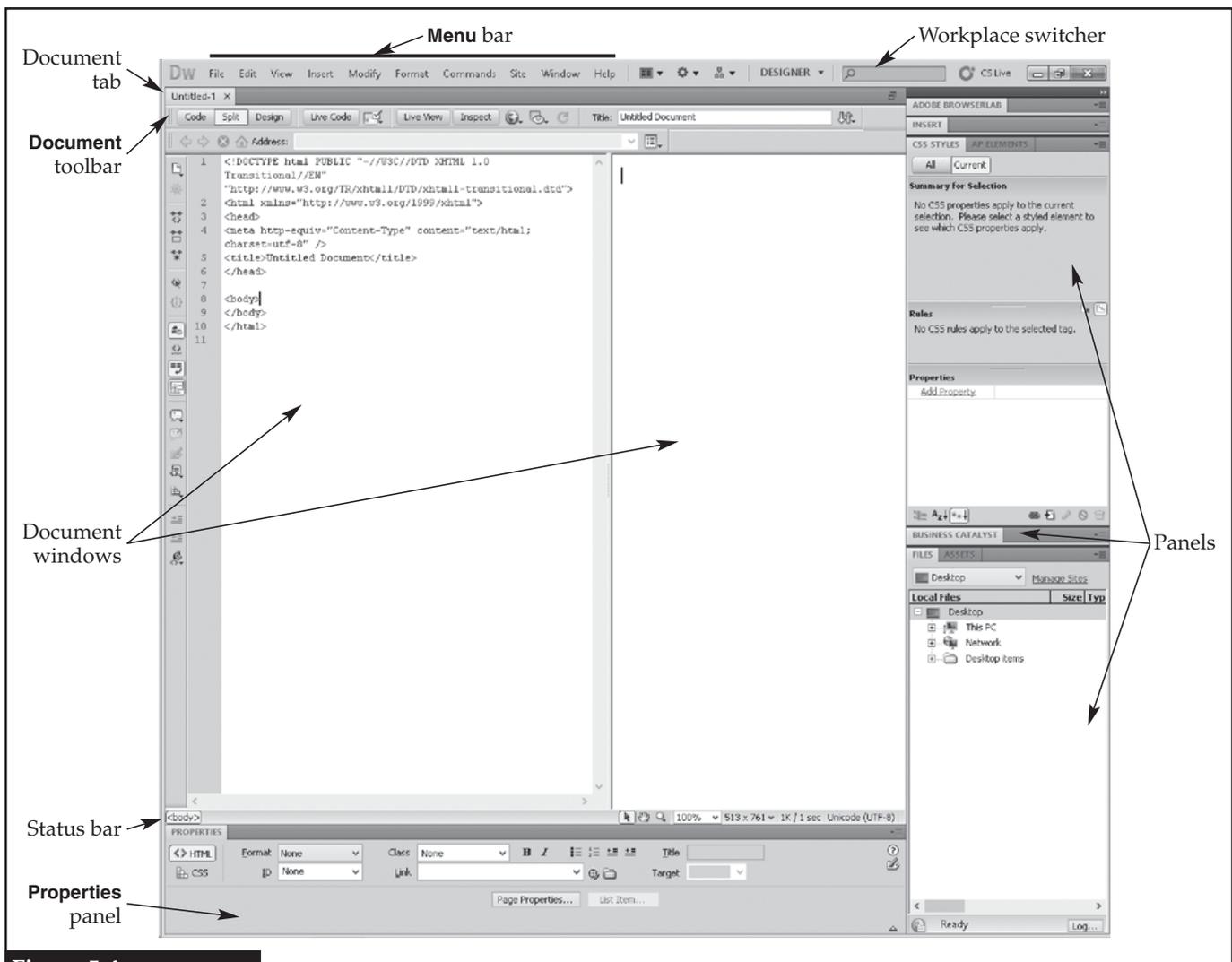


Figure 5-4.

The basic layout of the Dreamweaver interface.

Above the document window is the **Document** toolbar. This toolbar contains the document title, document tab, buttons for changing the document view, and buttons for a few common tools. The *document tab* contains the document. The designer can have multiple documents open in Dreamweaver at the same time. Each document will have a separate document tab. The designer can navigate between open documents by simply clicking the different document tabs.

7. Click the workspace switcher button in the top-right corner of the screen. This should be, by default, labeled **Designer**. The Designer workspace is intended to be used for creating the basic layout and wireframe of the web page.
8. Click **App Developer** in the drop-down menu that is displayed. Notice how the arrangement of toolbars and panels has changed.
9. Applying what you have learned, switch to the Classic workspace. The Classic workspace is often used by those new to Dreamweaver because many tools are displayed, including the **Insert** panel and its associated tools, as shown in **Figure 5-5**. Unless instructed to change workspaces, use the Classic workspace for the lessons in this guide.
10. Click the **Common** category tab on the **Insert** panel. The **Common** tab contains many of the most commonly used tools for design elements. Each tab on the



Figure 5-5.

The **Insert** panel contains many tools for creating a web page.

Insert panel contains a set of tools related to the design element indicated by the name of the tab.

11. Click in the **Title:** text box on the **Document** toolbar, which currently displays the default document title of Untitled Document. Change the title to All About Me.
12. Examine the code view in the document window, as shown in **Figure 5-6**. Notice a toolbar is displayed on the left side of the document window in the code view that contains tools to help edit the code.
13. Locate line 3, which contains the code `<head>`. As explained earlier, this is an opening tag. In this case, the tag begins the head section of the code. Recall that information in the head section will not be visible on the web page. This section has information such as the web page title, meta tags, links to any external CSSs, and any internal CSSs.
14. Locate line 6, which contains the code `</head>`. As explained earlier, this is a closing tag for the head section.
15. Locate line 5. Notice this line contains both opening and closing tags for the title section of the code. Between the tags is the content, which matches the title you entered in the **Title:** text box. Placing information between an opening and closing tag will make that information appear as content.

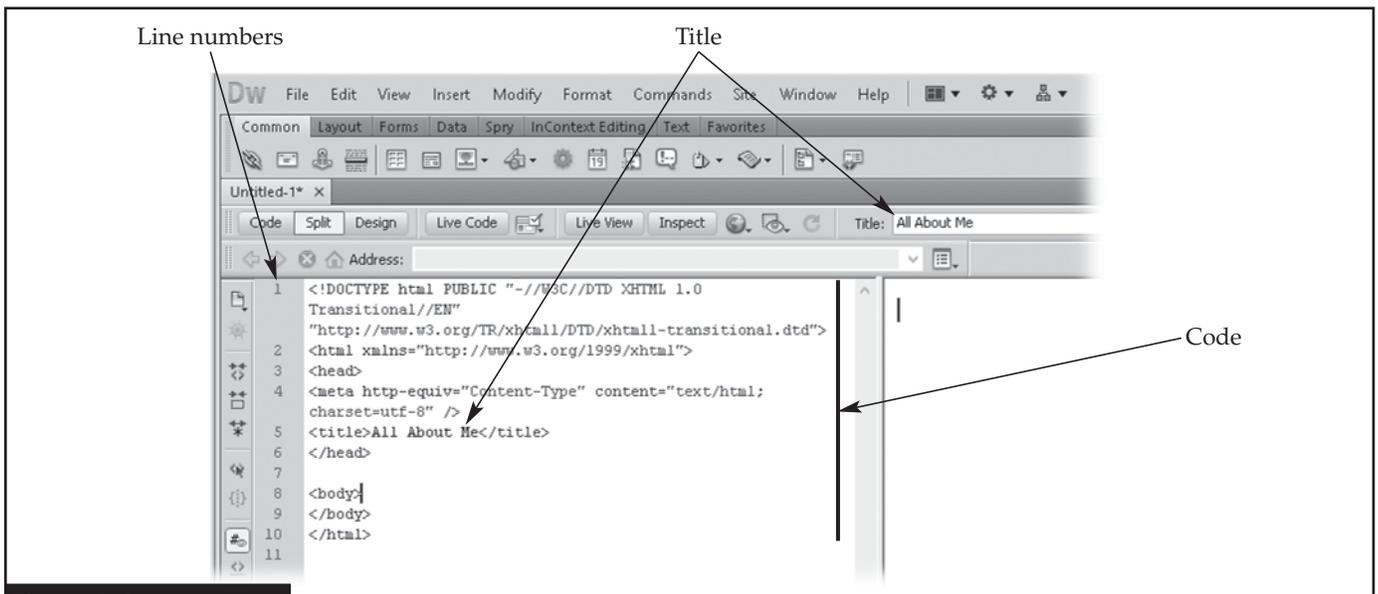


Figure 5-6.

In the code view, the code composing the web page is displayed.

TIP

It is good practice to visually group sections of code using line breaks and tabs.

16. Click on line 8, and position the insertion point after the <body> tag.
17. Press the [Enter] key to start a new line.
18. On the new line 9, add the text **Welcome to My Website**. This text will appear on the web page as content.
19. Click in the design view in the document window. Notice that the text added to the body section of the code appears on the web page once you click in the view. This view displays the web page as it will appear in a web browser.

Local Site Saving

For this project, a local site is being created. All work will be saved on your computer. Later, all of the completed files for the website can be uploaded to a web server and made available on the Internet.

20. Click **Save As...** in the **File** pull-down menu. A standard save as dialog box is displayed.
21. Navigate to your working folder, and the **Website** subfolder.
22. Click in the **File name:** text box, and enter **index**. The first page or home page of a website is almost always named **index.html** or **index.htm**.
23. Click the **Save** button to save the web page.

Inline Style Formatting

While the W3C standard for website formatting is a CSS, at first you will use inline styles so you can directly see how each style element affects the web page. Later, you will create external style sheets to maintain consistency between web pages and speed up development.

24. Click in the design view in the document window.
25. Select the text **Welcome to My Website** by clicking in front of the text, holding down the left mouse button, and scrolling to the end of the text.
26. In the **Properties** panel at the bottom of the screen, click the **HTML** button. The **Properties** panel is used to inspect and change the individual properties of a selected item, or to change the properties of the entire page. When the **HTML** button is clicked, the properties are for **HTML**, not for a **CSS**.
27. Click the **Format** drop-down arrow, and click **Heading 6** in the drop-down list to change the property. Notice the text is changed to a very small size.
28. Examine the code view. Notice that line 9 contains the tag <h6>, as shown in **Figure 5-7**. This tag applies the **Heading 6** style to the text between the opening and closing tags for the head. **Heading 6** is the smallest text size.
29. Applying what you have learned, assign the **Heading 1** style to the selected text. **Heading 1** is the largest text size. Notice the changes to the tags in line 9 in the code view.
30. On the **Properties** panel, click the **Bold** button to bold the selected text. Notice the tag is added to line 9. Any text between the opening and closing tags will be bold. This is considered an inline style because it is within a tag, the <h1> (**Heading 1**) tag.

TIP

Dreamweaver automatically uses the .html extension, but this can be overridden by manually entering the extension.



HTML



Bold

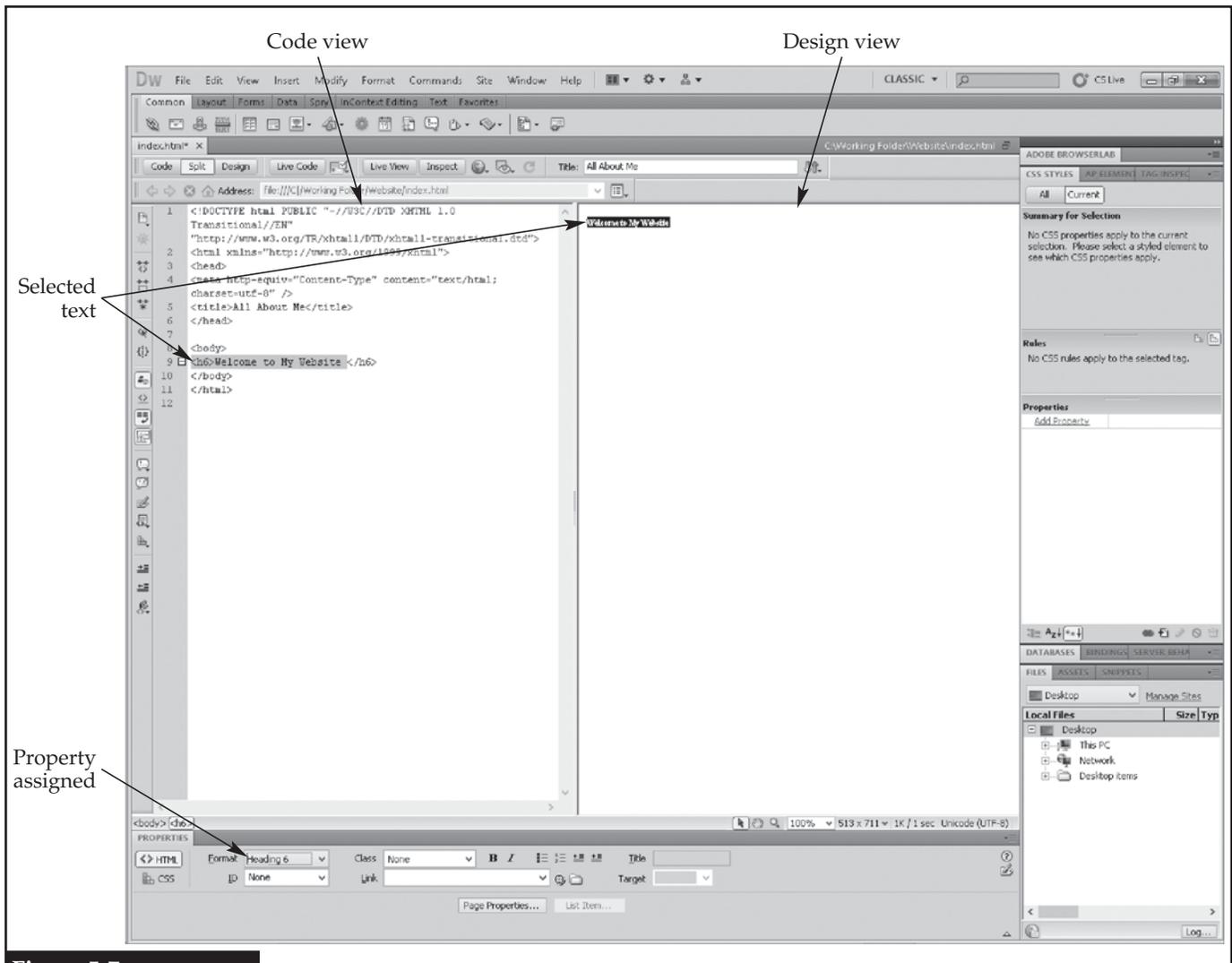


Figure 5-7.

A split view offers two different views of the web page. Here, the code view and the design view are displayed.



Italic

TIP

The actual formatting of styles such as Heading 1, strong, and emphasis can be controlled by a CSS.

31. On the **Properties** panel, click the **Italic** button to italicize the selected text. Notice the `` tag is added to line 9 to emphasize the text. Also notice the `` tag remains, so the text is both bold and italic.
32. In the code view, click anywhere in the text `Welcome to My Website`, not in any of the surrounding code, and look at the status bar just above the **Properties** panel. The tags applied to the text appear on the left-hand side of the status bar, in this case `<body>`, `<h1>`, ``, and ``.
33. Save the project by clicking **Save** in the **File** pull-down menu.

Internal Style Sheet Formatting

You may have noticed that the formatting options for inline styles are very limited. There is no code to center the text, change text color, or many other text formatting options common to word processors. Codes for these options were once part of HTML, but have now been deprecated or made obsolete. HTML5 is the new standard for web page creation, and it calls for these formatting options to be contained in a cascading style sheet, either internal or external.



34. Select the Welcome to My Website text, and click the **CSS** button on the **Properties** panel. The CSS property options are displayed.
35. Click the **Align Center** button on the **Properties** panel. The **New CSS Rule** dialog box is displayed, as shown in **Figure 5-8**. Using any of the CSS commands on the **Properties** panel requires the creation of a new CSS rule. This is a two-step process. First, define the rule, and then specify where the rule is to be applied.
36. In the **New CSS Rule** dialog box, click the drop-down arrow in the **Selector Type:** section to display the contextual selector types. A *contextual selector type* specifies how the CSS rule will be applied. The options are described in **Figure 5-9**. Click **Class** in the drop-down list to begin creating a new class.
37. Click in the text box in the **Selector Name:** area, and enter heading. Notice the description stating that the rule will apply to all HTML elements with the class "heading".

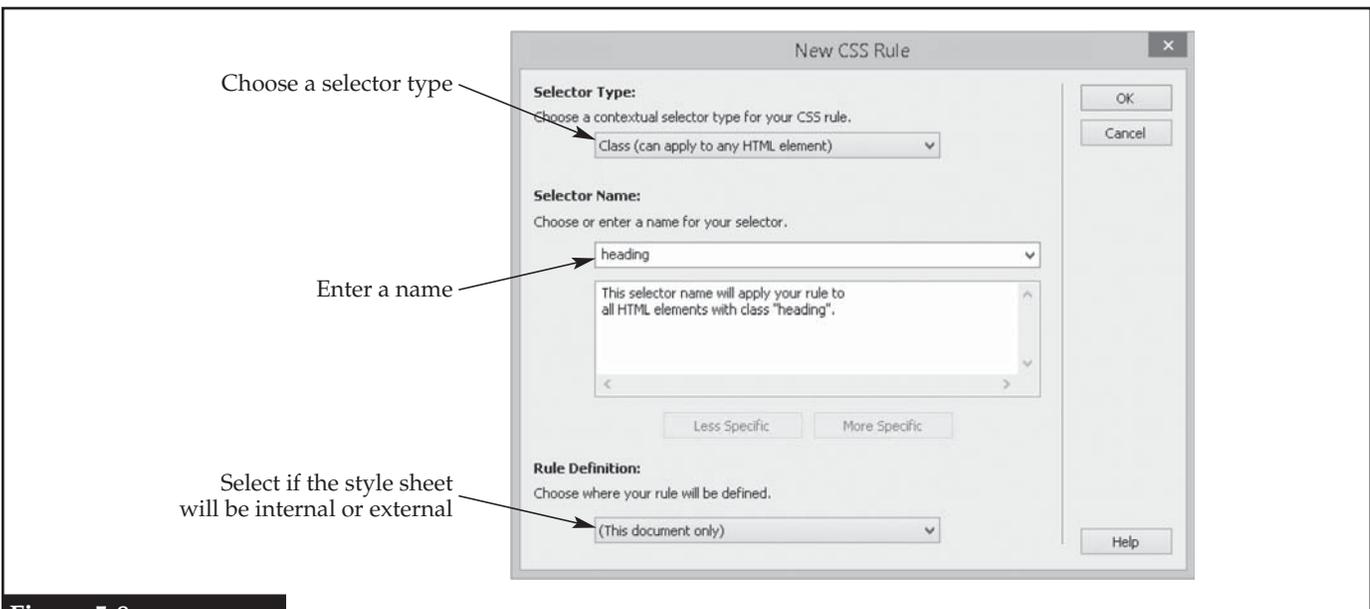


Figure 5-8.
Creating a new CSS rule.

Type	Application	Example
Class	Anytime the class is called in a tag, it will apply the CSS rule. Can be used multiple times on the page. The class name must start with a period (.). Dreamweaver automatically adds the period.	<h1 class=.bigtext> Whenever the style name .bigtext is called, all formatting contained in the rule for .bigtext will be applied.
ID	Can be used only once on the page. The ID name must start with the pound sign (#). Dreamweaver automatically adds the pound sign.	<h3 id= #bookmark> Only the bookmark will be formatted with the rule.
Tag	Applied every time a specific tag is used.	To format the space after a paragraph, apply to the <p> tag.
Compound	Can be used for both Class and ID.	Use the selector name to choose the available options on the page and it will apply to all.

Figure 5-9. Goodheart-Willcox Publisher

There are four ways in which a CSS rule can be applied, as described here.

38. Click the drop-down arrow in the **Rule Definition:** area, and click **This document only** in the drop-down list. This setting specifies if the rule will be in an internal style sheet (**This document only**) or an external style sheet (**New Style Sheet File**).
39. Click the **OK** button to create the rule.
40. Look at line 6 of the code. Dreamweaver has added a `<style>` tag, and notice this is placed within the head section of the code. The `<style>` tag is the opening tag for an internal style sheet. On line 7, the code defines the class rule as `.heading`. On line 8, the formatting property is applied, contained inside curly brackets (`{ }`). Currently, only the `text-align: center` property is added. Notice a semicolon (`;`) ends the property. Also notice how indentation is used to help group the code.

Editing CSS Rules

As you have seen, it is possible to add some basic features to a CSS rule using the **Properties** panel. However, most of the settings for a CSS rule are contained in the **CSS Rule Definition** dialog box.

41. Click anywhere in the text `Welcome to My Website`; do not select any of the text. Notice the **Targeted Rule** drop-down arrow in the **Properties** panel displays `.heading` to indicate the rule applied to the text. Any changes made to the CSS properties in the **Properties** panel will be applied to the `.heading` rule.
42. Click the **Edit Rule** button. The **CSS Rule Definition** dialog box is displayed for the current rule (`.heading`), as shown in **Figure 5-10**.
43. Click **Type** in the **Category** list on the left-hand side of the dialog box. The options for typeface are shown on the right-hand side of the dialog box.
44. Click the **Font-family:** drop-down arrow, and click **Verdana, Geneva, sans-serif** in the drop-down list. Always choose a font from the options shown in Dreamweaver. Specialized fonts will not display unless the user has that font installed on his or her device. The **Verdana, Geneva, sans-serif** selection means

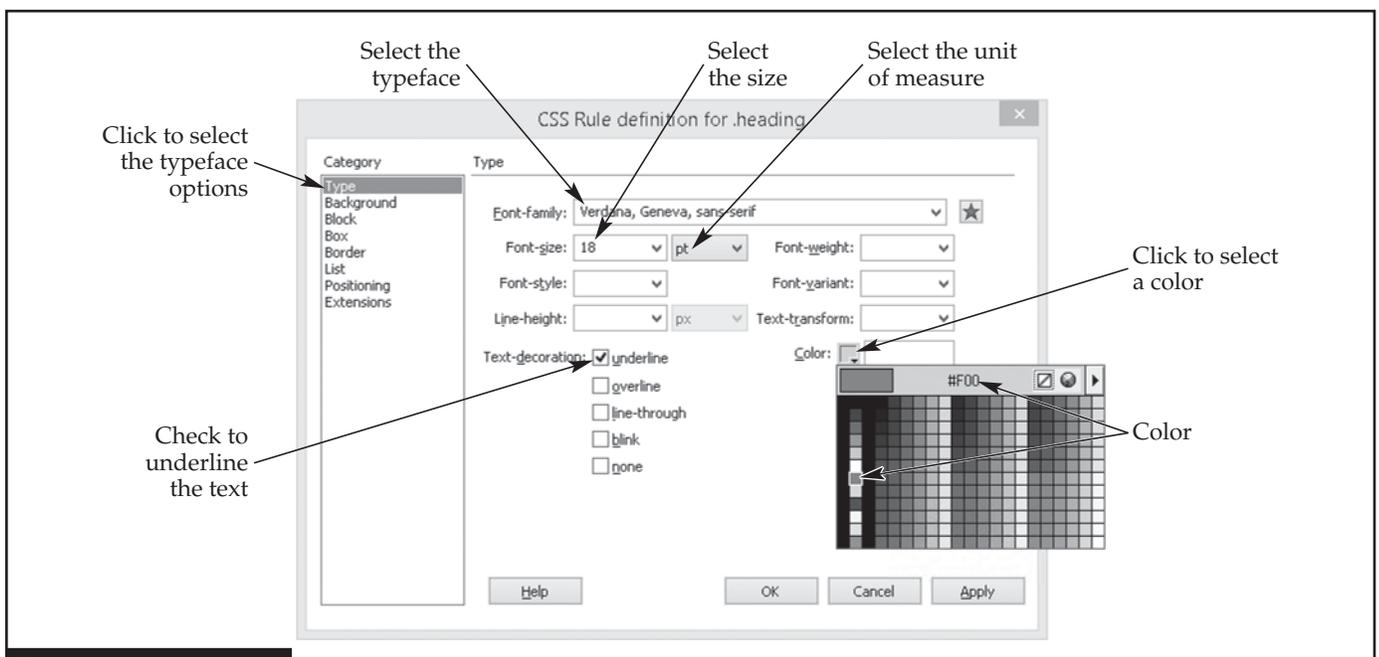


Figure 5-10.

Defining the specific settings for a CSS rule.

TIP

Sans serif typeface is traditionally used for headlines. Serif typeface is traditionally used for large blocks of text, such as body copy.

TIP

Notice the names of options in the **CSS Rule Definition** dialog box match the code for the option. For example, the **Text-align:** drop-down arrow corresponds to the code text-align.

the browser will display the text in either the Verdana or Geneva typeface if the user has one of those fonts installed. Otherwise, the browser displays the text in the default sans serif font for the user's device.

45. Click the **Font-size:** drop-down arrow, and click **18** in the drop-down list. Click the drop-down arrow to the right of this setting, and click **pt** in the drop-down list. *Pt* stands for points. Point and pica are common units of measurement used in the graphic design industry. One *point* is 1/72 of an inch, or approximately 0.139". One *pica* is equal to 12 points, and there are six picas per inch.
46. In the **Text-decoration:** area, check the **underline** check box. This will place a rule, or line, underneath the text.
47. Click the **Color:** color swatch to display color options. Notice that this expands to show color in *color cubes* mode, which is a color picker displayed as a collection of color swatches.
48. Click the red color swatch from the basic colors shown on the left. As the cursor is over this color swatch, #F00 will be displayed in the title bar of the color picker.
49. Click **Block** in the **Category** list on the left. The options in the Block category are used to change the paragraph settings, such as line spacing and text alignment.
50. Make sure the **Text-align:** drop-down arrow displays **center**. This was set earlier when the rule was created.
51. Click the **OK** button to close the **CSS Rule Definition** dialog box and update the rule. Notice how the text changes in the design view.
52. In code view, examine the internal style sheet from line 7 to line 12. Notice the style sheet is updated with the code reflecting the settings made in the **CSS Rule Definition** dialog box. A semicolon (;) is used to separate each setting.

Formatting the Page

Currently, the page has default settings, which are visually rather plain. Changing the page properties can allow each web page to have a different appearance. Page properties are changed with an internal style sheet or an inline style applied to that specific page. However, it is usually not advisable to change the appearance of each web page as the website will lose unity of design.

53. In the design view, click after the word **Website**, and press the [Enter] key to start a new paragraph.
54. In the new paragraph, add the text **Welcome to my home page**. Notice the text does not have the same formatting applied as the heading. The text formatting and alignment are the default setting as there is no CSS rule applied to the paragraph to change it.
55. Click the **Page Properties...** button on the **Properties** panel. The **Page Properties** dialog box is displayed, as shown in **Figure 5-11**.
56. Click **Appearance (HTML)** in the **Category** list. Changing the HTML code will not create an internal style sheet, as changing the CSS code would. Instead, an inline style will be created.
57. Applying what you have learned, click the **Background color:** color swatch, and select blue (#0000FF).
58. Applying what you have learned, change the **Text:** color setting to white (#FFFFFF).

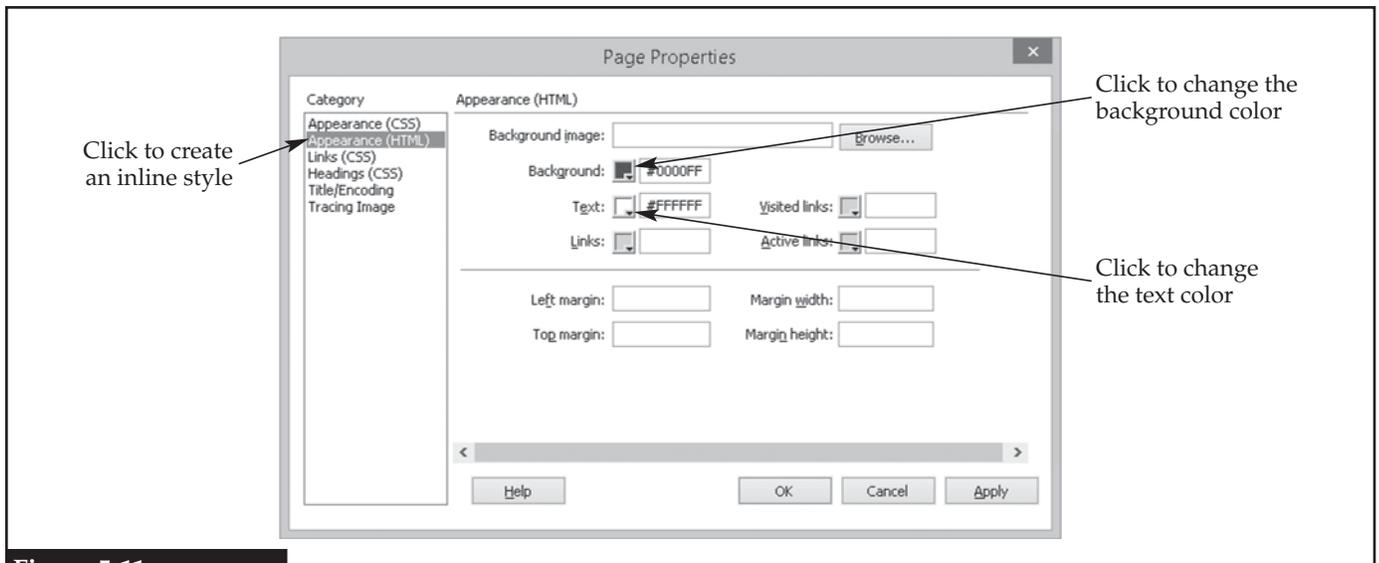


Figure 5-11.

Defining the basic appearance of the web page.

59. Click the **Apply** button to see the changes appear. Using the **Apply** button allows you to preview the appearance. If this was not what you wanted, you could immediately make a change and preview it again.
60. Click the **OK** button to close the dialog box.
61. In the code view, notice on line 17 the code for the background color and text color is added within the opening <body> tag: `<body bgcolor="#0000FF" text="#FFFFFF">`.

WYSIWYG Editing

WYSIWYG stands for what you see is what you get and is pronounced wi-zee-wig. Making changes in the design view writes the correct code in code view, so what you see in the design view is what you get on the web page. A WYSIWYG editor allows the designer to make changes to the page without manually programming the code.

62. In the design view, replace the word my in the paragraph text with your first and last name and make it possessive, such as Welcome to Mike Ploor's home page.
63. Click at the end of the sentence, and press the [Enter] key to start a new paragraph.
64. Add the text (Insert Image Here), and press the [Enter] key. This text will act as a placeholder for where an image will be inserted later.
65. Add the text Click below to visit more web pages about me, and press the [Enter] key.
66. Add the text (Insert Table Here) to act as a placeholder for where a table will be placed.
67. Click the **Live View** button on the **Document** toolbar. The design view is changed to display the web page as it would appear in a browser. Notice a slight change in appearance with more room at the top of the page in the live view.
68. Click the **Live** button. This is a toggle, so the design view is redisplayed.
69. Click the **Preview/Debug in browser** button on the **Document** toolbar, and click **Preview in IExplore** in the drop-down menu. If you are prompted to save

Live View

Live View



Preview/Debug
in browser

TIP

If other web browsers are installed on your computer, they can be added to the preview options by clicking **Edit Browser List...** in the drop-down menu displayed by clicking the **Preview/Debug in browser** button. Note: Adobe BrowserLab is no longer supported by Adobe.

changes, click the **Yes** button. An Internet Explorer browser window is opened with the web page displayed. Notice the design view and the actual web page are very similar in appearance.

70. Close the Internet Explorer preview.

External Style Sheet

Currently, the body section is formatted using inline styles. An external style sheet will allow the formatting to be applied to more than one page.

71. In the design view, select all of the body text from Welcome to *name's* home page through (Insert Table Here).
72. Click the **CSS** button in the **Properties** panel, and click the **Align Center** button. The **New CSS Rule** dialog box is displayed.
73. Applying what you have learned, create a new class named `centering`, and apply the rule to a new style sheet file. Remember, ThisDocument is an internal CSS and new style sheet is an external CSS.
74. When the **OK** button is clicked, the **Save Style Sheet File As** dialog box is displayed, as shown in **Figure 5-12**.
75. Click in the **File name:** text box, and enter `centering-style`.
76. Navigate to the CSS subfolder folder inside the *LastName_Website* folder.
77. Click the **Relative to:** drop-down arrow, and click **Document** in the drop-down list. The URL can be relative to the document or to the root of the website. If the saving path is the same as the root folder, then it is relative to the root folder. Otherwise, the relative location is the same folder that contains the document. In this case, saving relative to the document will save in the *LastName_Website* folder, while saving relative to the root folder would have saved to a server address. The *root folder* is the main folder that contains all files or subfolders with files for the website.

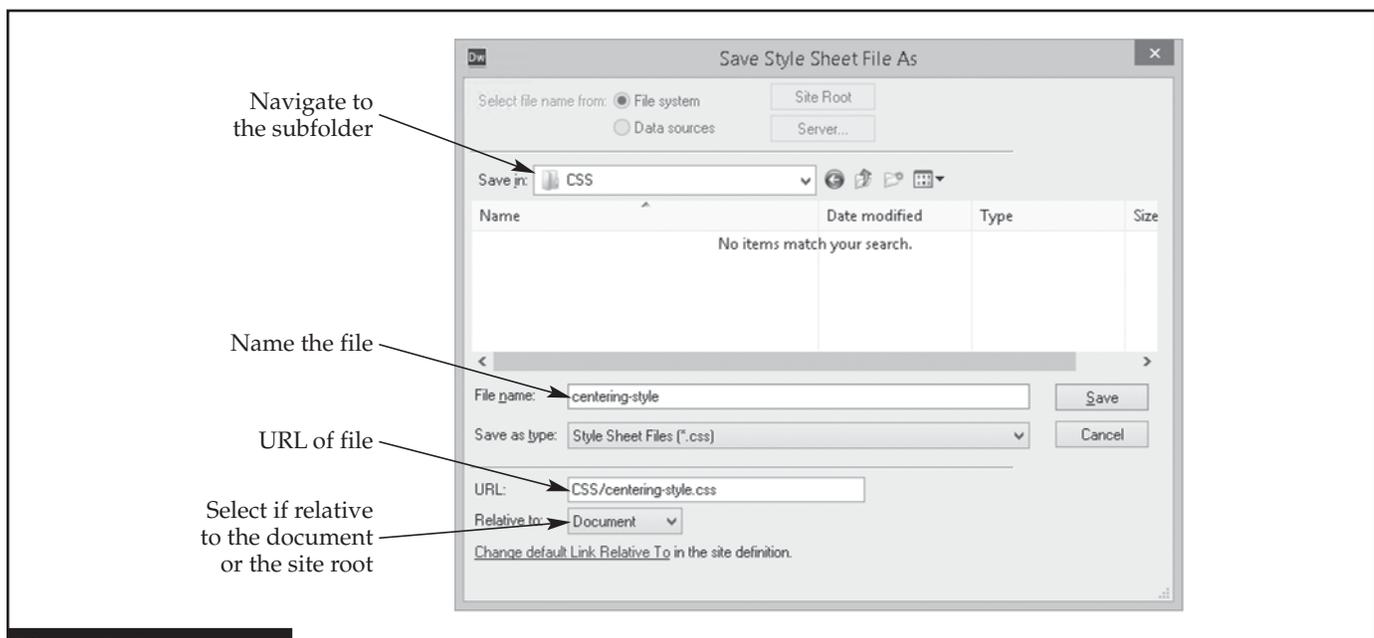


Figure 5-12.

Saving a CSS as an external file.

78. Click the **Save** button to create the external style sheet file.
79. In the code view, examine line 15, which was added to the head section. External style sheets are referenced with a <link> tag that specifies the URL of the CSS document.
80. Save your work.
81. Close Dreamweaver.

Inspecting the External CSS

82. In a file explorer, open the *LastName_Website* folder. Notice there is one document stored in the folder (*index.html*).
83. Double-click the *index.html* file. The web page is opened in the default web browser for the computer.
84. Close the browser.
85. Open the CSS subfolder. There is one document stored in this folder (*centering-style.css*). The CSS is a separate document and can be linked to any web page.

Lesson Review

Vocabulary

In a word processing document or on a sheet of paper, list all of the *key terms* in this lesson. Place each term on a separate line. Then, write a definition for each term using your own words. You will continue to build this terminology dictionary throughout this certification guide.

Review Questions

Answer the following questions. These questions are aligned to questions in the certification exam. Answering these questions will help prepare you to take the exam.

1. How can a designer test if content is relevant to the target audience?

2. What are two things a designer should do to create a kid-safe website?

3. What is the purpose of a wireframe on a storyboard?

4. List three tools for creating rich media.

5. What are two items that the designer should list on the storyboard when using rich media?

6. Why should a client approve the storyboards?

7. Which CSS structure is the most effective in separating the content from the design of the website?

8. Hover the cursor over the buttons on the **Insert** panel to reveal the name for each tool. Under which tab is the command to insert a form? A table? Text tags such as `` and `<h2>`? Media such as SWF and FLV?

9. On what toolbar is the text box to change the title of the web page?

10. What is the file name most often used for the home page of a website?

11. Which view option allows the designer to see the design and code view at the same time?

12. Which tool on the **Properties** panel is used to assign the Heading 3 style to selected text?

13. Which HTML tag is used to apply bold formatting to text?

14. How would you identify in the code view text that has the Heading 1 style applied to it?

15. Which command on the **Properties** panel is used to access tools to change the font color and background color as an internal CSS style sheet?



Answers

Lesson 1

1. Shape, form, line, color, value, space, and texture.
2. Regular shapes and objects that are used to assemble more complex shapes or objects.
3. The primary colors of red, blue, and yellow.
4. A complementary color is located opposite of the selected color on the color wheel, while an analogous color is located next to the selected color.
5. Positive space is the area or volume occupied by the primary objects, while negative space is the area or volume around or between the primary objects.
6. The point or points in a perspective drawing where receding parallel lines appear to meet.
7. Movement, emphasis, harmony, variety, balance, contrast, proportion, pattern, and unity.
8. Movement.
9. Emphasis.
10. Balance.
11. An image is divided into three sections horizontally and three sections vertically to create nine areas, and where the lines cross are the focal points for a scene.
12. Contrast.
13. Unity.
14. To achieve site-wide consistency.
15. Shorter development time, easier maintenance, and improved usability.

Lesson 2

1. RGB
2. CMYK
3. It is the total spectrum a given color model can produce.
4. Bit depth of 8.
5. The alpha channel allows for a masking color, which is a single shade of a color that determines areas of transparency in the image.
6. Vector.
7. The process of converting a vector image into a raster image.
8. Raster images are composed of colored dots at specified locations, while vector images are composed of elements recorded by their mathematical definitions.
9. Applying the most appropriate resolution and file compression.
10. Download it from a digital camera.
11. The image is dithered, and the software creates a color through interpolation.
12. 576
13. Bicubic for enlargement.
14. A serif font has decorations called serifs at the ends of letters, while a sans serif font lacks these decorations.
15. Sans serif.

Lesson 3

1. To reduce the amount of data on any one network cable.
2. The URL is interpreted by a domain name server (DNS) into an Internet protocol (IP) address, which is used to direct the browser to the correct web page.
3. A domain name is much easier to recognize and remember than an IP address.

4. A hyperlink is an electronic link between a marked place in a document to another place in the document or to another document, file, or web page, while a bookmark is a location saved to an organizational area in software.
5. www.google.com
6. The .com top-level domain indicates a commerce site.
7. Click the **Back** button or press the [Backspace] key.
8. </script>
9. In the **HEAD** section.
10. <meta *element data*>

Lesson 4

1. Eight seconds.
2. It creates an uncluttered look, which helps focus attention.
3. Age, income, race, education level, participation in a specific activity, or other characteristics.
4. Sixteen.
5. Old technology may be sold in emerging markets.
6. Resolution and color.
7. By including design elements that can be understood regardless of the user's spoken language.
8. Persons with hard-to-control movement of fingers, hands, and other parts of the body can input commands.
9. It reads the alt text assigned to the image.
10. POUR, which stands for perceivable, operable, understandable, and robust.

Lesson 5

1. Survey members of the target audience.
2. Create age-appropriate content and provide a kid-safe registration.
3. To show the placement of elements on a web page.
4. Adobe Flash, JavaScript, and HTML5.
5. How to address technology lag and controls to be used.
6. To create a written record for all changes requested by the client, and to give the go ahead to create the website.
7. An external style sheet.
8. On the **Insert** panel: **Forms** tab, **Common** tab, **Text** tab, and **Common** tab.
9. The **Document** toolbar.
10. The name index.htm or index.html is the most common file name for a home page.
11. The split view displayed by clicking the **Split** button.
12. The **Format** drop-down arrow, which is available after clicking the **HTML** button in the **Properties** panel.
13.
14. The text is enclosed within the <h1> opening tag and the </h1> closing tag.
15. The **Page Properties...** button, which opens the **Page Properties** dialog box containing these tools.

Lesson 6

1. HTML4 and XHTML
2. No plug-in is required and the content can be accessed on devices that do not support Flash.
3. It allows a page to load faster and also requires less coding.
4. The <canvas> tag allows for a drawing area to be created within a web page. The <audio> tag controls the sound on a web page.
5. Designers create and store code for reuse as snippets so the code can be easily copied and pasted where needed.

6. Include multiple video formats, use multiple video sources, and make the video searchable.
7. Limit the amount of moving images and avoid using animations that last more than a few seconds.
8. The original image and the rollover image.
9. Up (normal; not pressed), down (pressed), over (rollover and not pressed), and over while down (rollover and pressed).
10. A hotspot is a clickable section of the image, and the target is the link that will be opened when the hotspot is clicked.
11. There is no restriction because the copyright holder is giving permission for use.
12. To open, upload, update, and organize files into folders.
13. The remote server root folder stored on the web server for the website.
14. Click the right-hand drop-down arrow in the **Files** panel, and select **Remote server** in the drop-down list. A remote server must be defined. Then click the **Connect to Remote Server** button.
15. Use the **Alt** text box on the **Properties** panel.
16. Enter the alternative text in the **Alt** text box.
17. Click the **Brightness and Contrast** button in the **Edit** area of the **Properties** panel, and enter 30% in the **Brightness** text box in the **Brightness/Contrast** dialog box.
18. Add them to the **Favorites** list in the **Assets** panel.
19. By assigning a mailto: link to an image or text or using the **Email Link** button on the **Common** tab of the **Insert** panel.
20. Right-click on the asset, and click **Align>Right** in the shortcut menu, or adjust the property for the asset in the **Properties** panel.
21. `LinkedIn`
22. The **Files** panel, **Assets** panel, and **Insert** panel.
23. The **Circular Hotspot Tool** button.
24. The **Pointer Hotspot Tool** button.
25. The **Polygon Hotspot Tool** button.
26. The **Rectangle Hotspot Tool** button.
27. The `<base>` tag.
28. A template.
29. Click and hold the **Point to File** button in the **Properties** panel, drag it to the **Files** panel, and release the mouse button when the leader points to the hobbies.htm file.
30. To verify the link in a web browser.

Lesson 7

1. Load time, efficiency of use, and ease of navigation.
2. Place it in a menu that appears on every page of the website.
3. If the users adaptation to the navigation of the site and the users' level acceptance and satisfaction.
4. (any three) Web forms, site reports, e-mail links, and on-demand chat.
5. Information should be easy to verify, contact should be easy, and information should be updated when needed.
6. Editing the background color in the CSS, replacing a few images, and adding a little text.
7. It displays the lines of code for the web page and the CSS rules. It also allows the related files to be opened.
8. HTML and PHP.
9. Click the **Insert Div Tag** button on the **Common** tab of the **Insert** panel, or add the opening `<div>` and closing `</div>` tags in the code view.
10. header
11. Ordered list, unordered list, and list item or element.
12. It displays each DIV container with a different-colored background to help identify each container.
13. Entered as code or inserted using Dreamweaver commands.
14. Word and Excel.
15. By dragging the handles on the AP element border in the design view, or by changing the height and width properties in the **Properties** panel.