Tutorial 3: HTML continued

Today's tutorial will continue from last week's, and introduce some more HTML tags. Please read this document all the way 'through before you start.

The results of today's tutorial must be uploaded to:


or


A reminder of why you need to learn HTML. Here's what (for example) Microsoft Word does to the simplest of documents, when converting it to HTML.

This:

This is a trivial amount of styled text.

is translated to HTML as this:

<html xmlns:v="urn:schemas-microsoft-com:vml"
     xmlns:o="urn:schemas-microsoft-com:office:office"
     xmlns:w="urn:schemas-microsoft-com:office:word"
     xmlns="http://www.w3.org/TR/REC-html40">
  <head>
    <meta http-equiv=Content-Type content="text/html; charset=windows-1252">
    <meta name=ProgId content=Word.Document>
    <meta name=Generator content="Microsoft Word 11">
    <meta name=Originator content="Microsoft Word 11">
    <link rel=File-List
           href="This%20is%20a%20trivial%20amount%20of%20text_files/filelist.xml">
  </head>
  <title>This is a trivial amount of text</title>
  <!--[if gte mso 9]><!--[endif]-->
</html>
This is a trivial amount of text.
Sad, isn't it? The power of learning HTML yourself is that as an intelligent Human being, as opposed to a computer program, you are able to bring your design intent to the task of creating a page, rather than simply slavishly following translation rules.

Now that's out of the way, let's move on to today's tutorial. I want you to study the tags listed below. You can use Dreamweaver's Reference feature (Shift-F1) to look them up, or else use www.htmlhelp.com, or any number of online references. htmlhelp.com also has a downloadable reference, which is handy. Download it to your HTML-enabled mobile phone today!

Read the reference for each tag, paying special attention to the ones marked in bold. I don't expect you to learn the syntax of all of them all by heart, just that you remember that they exist, and consider the implications of designing with them.

Once you've done this, your task is to create a web page that utilises each of the tags marked in bold. This is no way to design of course- an analogy here would be that just because you have a lot of Photoshop filters, this doesn't mean you have to use each and every one in a single picture. However, what you're doing today is an exercise, and as such can be forgiven for being.. scholastic.

I want you to think carefully about the tags you can use to increase the accessibility of your designs. The <ABBR> and <ACRONYM> tags are helpful here. A quick exercise: Find out how many disabled people there are on our planet. The answer may surprise you. Here's a good article:


When not used properly, tags that provide for alternative 'viewing' methods can go horribly wrong:

http://www.htmlhelp.com/feature/art3.htm#howlers

For today's exercise, you'll want some text to play with. You'll find some on the next page. It's a short story that took me ages- 10 minutes, to write. But in the spirit of constraints, I tried to not mention gender.

When you're finished, please upload the result to the location mentioned above. Try to be as creative as possible when using the tags- think of the ways you can uses them- there are plenty of opportunities in the story to do so.

Ursula Le Guin
Once upon a time there was a robot named "Bob". Bob was a modest robot, built from recycled garbage, and an ancient 6502 microprocessor for a brain. However, Bob was special- Bob's single discerning feature was an actual working Human heart. Don't be confused by this- Bob didn't have a "soul" – the Human heart's function was to pump nutrient fluids around Bob's systems.

Occasionally people would stare at Bob, and wonder how such a ridiculously ramshackle robot could even stand on two appendages, let alone perform the standard tasks that robots of the time were expected to do. Bob would respond to this behaviour in the only way that was appropriate- by jettisoning large quantities of lubricating oil from a venting port. This looked a lot like someone having an embarrassing accident, a comparison that was not lost on the people doing the staring. For all of these faults, Bob was still a nice robot.

Bob's chassis was fitted with: 1. A thermonuclear pile, 2. A gaseous exchange reactor, 3. A single crystal of quartz. Bob's energy systems were regulated by an Energy Activated Regulator Link.

One day Bob was happened upon by a group of three first year electrical engineering students who thought it would be a brilliant idea to install a number of upgrades right then and there. They lurched towards him like a three-fingered claw, occluding the Sun and casting a dark shadow over Bob's framework.

"Hey, look at the rickety old robot" said one. "Check out the ancient brain pan" said another. "Let's get it!" said the third.

Bob's snailike brain crunched into action, admittedly more quickly than the wetware of the students, but unfortunately not fast enough to prevent them from grabbing a vital piece of Bob's architecture- the Human heart! They wrenched it from its chassis, and flung it across the road, stopping only to replace it with a solar powered radio. "He who laughs last, laughs last".

Bob lurched backwards, unable to compute what had just occurred, when something miraculous happened. The radio's electromagnetic energy fused with Bob's internal systems, resulting in an electrothermalitic reaction that knocked the installers on their bottoms. Bob rose up above them, and returned the shadowing favour. Towering far above them on solenoidal stilts, Bob's speech synthesiser engaged and said "Thought you'd perform some upgrades, hmmm? Well, now it's my turn!"

The three first year electrical engineering students all had embarrassing accidents.

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A-Z of HTML 4.0

Please study the entries marked in **bold**. This list was obtained from: http://www.htmlhelp.com/reference/html40/

- **A - Anchor**
- ABBR - Abbreviation
- ACRONYM - Acronym
- ADDRESS - Address
- APPLET - Java applet
- AREA - Image map region
- **B - Bold text**
- BASE - Document base URI
- BASEFONT - Base font change
- BDO - BiDi override
- **BIG - Large text**
- BLOCKQUOTE - Block quotation
- BODY - Document body
- BR - Line break
- BUTTON - Button
- CAPTION - Table caption
- CENTER - Centered block
- CITE - Citation
- CODE - Computer code
- COL - Table column
- COLGROUP - Table column group
- DD - Definition description
- DEL - Deleted text
- DFN - Defined term
- DIR - Directory list
- DIV - Generic block-level container
- DL - Definition list
- DT - Definition term
- **EM - Emphasis**
- FIELDSET - Form control group
- **FONT - Font change**
- FORM - Interactive form
- FRAME - Frame
- FRAMESET - Frameset
- **H1 - Level-one heading**
- H2 - Level-two heading
- H3 - Level-three heading
- H4 - Level-four heading
- H5 - Level-five heading
- H6 - Level-six heading
- HEAD - Document head
- HR - Horizontal rule
- HTML - HTML document
- I - Italic text
- IFRAME - Inline frame
- IMG - Inline image
- INPUT - Form input
- INS - Inserted text
- ISINDEX - Input prompt
- KBD - Text to be input
- LABEL - Form field label
- LEGEND - Fieldset caption
- LI - List item
- LINK - Document relationship
- MAP - Image map
- MENU - Menu list
- META - Metadata
- NOFRAMES - Frames alternate content
- NOScript - Alternate script content
- OBJECT - Object
- OL - Ordered list
- OPTGROUP - Option group
- OPTION - Menu option
- P - Paragraph
- PARAM - Object parameter
- PRE - Preformatted text
- Q - Short quotation
- S - Strike-through text
- SMP - Sample output
- SCRIPT - Client-side script
- SELECT - Option selector
- SMALL - Small text
- SPAN - Generic inline container
- STRIKE - Strike-through text
- STRONG - Strong emphasis
- STYLE - Embedded style sheet
- SUB - Subscript
- SUP - Superscript
- TABLE - Table
- TBODY - Table body
- TD - Table data cell
- TEXTAREA - Multi-line text input
- TFOOT - Table foot
- TH - Table header cell
- THEAD - Table head
- TITLE - Document title
- TR - Table row
- TT - Teletype text
- U - Underlined text
- UL - Unordered list
- VAR - Variable