

# HTML 1: Markup

start  
time:

Before you start, complete the form below to assign a role to each member.  
If you have 3 people, combine Speaker & Reflector.













Team	Date
Team Roles	Team Member
<b>Recorder:</b> records all answers & questions, and provides copies to team & facilitator.	
<b>Speaker:</b> talks to facilitator and other teams.	
<b>Manager:</b> keeps track of time and makes sure everyone contributes appropriately.	
<b>Reflector:</b> considers how the team could work and learn more effectively.	







## (5 min) I. Markup for Reviewers &amp; Editors

start  
time:

Teachers want to provide helpful comments on student essays and reports. However, writing out comments can take a long time, and students often make the same errors. Thus, many teachers use a set of **symbols** or **shorthand** that help them to **mark up** student writing more efficiently. (Copy editors and proofreaders use similar symbols.)

	Delete		New paragraph
	Close up (no space)		Move left
	Insert		Move right
	Insert space		Move center
	All uppercase		Raise
	First letter uppercase, others lowercase		Lower

1. (1 min) For the text below, describe three changes required by the markup.

Cras dignissim magna  ligula feugiat luctus. Proin  
 diam leo, blandit sed orci vitae, pharetra venenatis  
 arcu.  TIAM hendrerit hendrerit volut  pat. In id  
 lorem nunc.

2. (2 min) Why is markup better than just drawing a circle around each problem?

3. (2 min) Explain why it can be helpful to use nonsense words and phrases when we want to focus on the **appearance** of text rather than the **meaning**. (Obscuring or distorting text is called **greeking** (as in “it’s all Greek to me”), and the filler text is called **lorem ipsum**.)

(8 min) II. Markup for Formatting	start time:
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The visual appearance of a document's contents is called **formatting** - this includes the font, font size, style (e.g. bold, italic, underline), color, and the use of margins, columns, and other ways to control where the content appears.

1. (1 min) When you write with pen and paper, which sorts of formatting are:

a. easy	
b. difficult	

2. (1 min) Explain why handwriting needs to use some form of **markup**.

3. (2 min) Today, most word processors (and other editing programs) show what the final printed version will look like - this is called **what-you-see-is-what-you-get (WYSIWYG)** (pronounced WIZ-ee-wig).

However, early computer displays could only show one font with fixed spacing, but were often connected to printers that could use more formatting effects.

Explain why the first word processors needed **markup**.

4. (3 min) Consider:

- Can a WYSIWYG editor **always** show **exactly** what the result will look like?
- Could formatting options distract authors, so that they write less effectively?

Describe some advantages and disadvantages of WYSIWYG.



(12 min) III. Markup Examples	start time:
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Text with Markup	Text with Formatting
<pre>&lt;p&gt;&lt;i&gt;Cras dignissim magna ac ligula feugiat luctus&lt;/i&gt;. Proin diam leo, &lt;b&gt;blandit sed orci vitae&lt;/b&gt;, pharetra venenatis arcu. &lt;/p&gt;&lt;p&gt;Etiam hendrerit hendrerit volutpat. &lt;u&gt;In id lorem nunc&lt;/u&gt;.&lt;/p&gt;</pre>	<p><i>Cras dignissim magna ac ligula feugiat luctus.</i> Proin diam leo, <b>blandit sed orci vitae</b>, pharetra venenatis arcu.</p> <p>Etiam hendrerit hendrerit volutpat. <u>In id lorem nunc.</u></p>
<pre>&amp;frac12; &amp;times; &amp;frac12; = &amp;frac14; &amp;lt;b&gt;&amp;lt;i&gt;</pre>	<p><math>\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}</math></p> <p><b>&lt;b&gt;&lt;i&gt;</b></p>

1. (3 min) In the examples above, the left side shows **markup text**, and the right side shows the resulting **formatted text**. Use this to decide:

a.	What is the <b>meaning</b> of <code>&lt;i&gt;</code> and <code>&lt;/i&gt;</code> ? What might i stand for?	
b.	What <b>markup</b> is used for <b>bold</b> text?	
c.	What is the <b>meaning</b> of <code>&lt;p&gt;</code> and <code>&lt;/p&gt;</code> ? What might p stand for?	
d.	What <b>markup</b> would you propose for <b>subscripts</b> (e.g. $n_2$ ) and <b>superscripts</b> (e.g. $n^2$ )?	
e.	What is the <b>meaning</b> of <code>&amp;frac14;</code> ?	
f.	What <b>markup</b> would you propose for the fraction $\frac{3}{4}$ ?	
g.	In the example above, why do we need to use <b>markup</b> to show <code>&lt;b&gt;</code> and <code>&lt;u&gt;</code> in the right column?	



Text with Markup	Text with Formatting						
<pre>&lt;p&gt;Start&lt;/p&gt; &lt;ul&gt;&lt;li&gt;Cras dignissim magna ac ligula feugiat luctus.&lt;/li&gt; &lt;li&gt;Proin diam leo, blandit sed orci vitae, pharetra venenatis arcu.&lt;/li&gt;&lt;/ul&gt;&lt;ol&gt;&lt;li&gt;Etiam hendrerit hendrerit volutpat. &lt;/li&gt;&lt;li&gt; In id lorem nunc&lt;/li&gt;.&lt;/ol&gt; &lt;p&gt;End&lt;/p&gt;</pre>	<p>Start</p> <ul style="list-style-type: none"> <li>• Cras dignissim magna ac ligula feugiat luctus.</li> <li>• Proin diam leo, blandit sed orci vitae, pharetra venenatis arcu.</li> </ul> <ol style="list-style-type: none"> <li>1. Etiam hendrerit hendrerit volutpat.</li> <li>2. In id lorem nunc.</li> </ol> <p>End</p>						
<pre>&lt;table&gt;&lt;tr&gt;&lt;th&gt;First&lt;/th&gt; &lt;th&gt;Second&lt;/th&gt;&lt;/tr&gt;&lt;tr&gt;&lt;td&gt;Cras dignissim magna ac ligula feugiat luctus. &lt;/td&gt;&lt;td&gt;Proin diam leo, &lt;b&gt;blandit&lt;/b&gt; sed orci vitae, pharetra venenatis arcu.&lt;/td&gt;&lt;/tr&gt; &lt;tr&gt;&lt;td&gt;Etiam hendrerit hendrerit volutpat.&lt;/td&gt; &lt;td&gt;In id &lt;i&gt;lorem nunc&lt;/i&gt; &lt;/td&gt;.&lt;/tr&gt;&lt;/table&gt;</pre>	<table> <tr> <th>First</th><th>Second</th></tr> <tr> <td>Cras dignissim magna ac ligula feugiat luctus.</td><td>Proin diam leo, <b>blandit</b> sed orci vitae, pharetra venenatis arcu.</td></tr> <tr> <td>Etiam hendrerit hendrerit volutpat.</td><td>In id <i>lorem nunc</i>.</td></tr> </table>	First	Second	Cras dignissim magna ac ligula feugiat luctus.	Proin diam leo, <b>blandit</b> sed orci vitae, pharetra venenatis arcu.	Etiam hendrerit hendrerit volutpat.	In id <i>lorem nunc</i> .
First	Second						
Cras dignissim magna ac ligula feugiat luctus.	Proin diam leo, <b>blandit</b> sed orci vitae, pharetra venenatis arcu.						
Etiam hendrerit hendrerit volutpat.	In id <i>lorem nunc</i> .						

2. (4 min) In the example above, the left side shows **markup text**, and the right side shows the resulting **formatted text**. Use example to decide:

a.	What is the meaning of <code>&lt;li&gt;</code> and <code>&lt;/li&gt;</code> ? What two word phrase might the <code>li</code> stand for?	
b.	What markup is used for an <b>ordered list</b> (numbers)?	
c.	What markup is used for an <b>unordered list</b> ?	
d.	What is the meaning of <code>&lt;tr&gt;</code> and <code>&lt;/tr&gt;</code> ? What two word phrase might the <code>tr</code> stand for?	
e.	What is the difference between <code>&lt;td&gt;</code> and <code>&lt;th&gt;</code> ? What might they stand for?	

3. (3 min) Show the **markup** for a **table** with **4 cells**, where one cell contains a **list** of **2 items**.

4. (2 min) Each markup feature is marked by a set of characters called a **tag**. Thus, `<i>` is the tag to **start italics** and `</i>` is the tag to **end italics**. The tags used above are good for short, simple documents, but as documents get longer and more complex, more tags can be helpful. For example, we can use `<h1></h1>` for the biggest, top-level headings, `<h2></h2>` for smaller, second-level headings, `<h3></h3>` for third-level headings, etc. How could a program use these **heading tags** to generate a **table of contents**?



(6 min) IV. Implications of Markup	start time:
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1. (2 min) People with **visual disabilities** may not be able to see the text or distinguish between different fonts and styles. Instead, they use programs that read the text aloud. How could these **screen reader** programs make use of markup?

2. (2 min) Originally, each word processing program used its own markup tags. What problems could result, and how could they be prevented?

3. (2 min) Different displays and printers may have different options - greyscale or color, different sets of installed fonts, higher or lower resolution, etc. What problems could result, and how could markup help prevent them?

