Week of 12 August: Recitation

Instructions

For this week, we would like to give you some first-hand experience with more "advanced" HTML elements and simple CSS. Consider writing a "resume," which is a structured document that provides readers with a brief description of your objectives (career goals, etc.), education, work-related experiences, and references.

Your resume will likely not contain true information, but you might imagine what you would like to envision as your resume. For example: what do you want your resume to look like upon graduation from this University?

Here's a (greatly condensed) version of my resume:

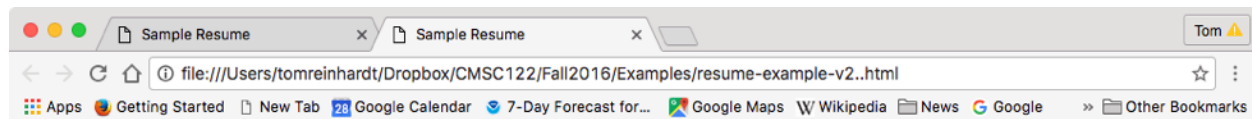This document was created with NO CSS, nor did it require any "nested" tables, instead I used the "rowspan" attribution to associate more than one set of dates and descriptions with a particular Category. (The boldface fonts are provided by my use of `<th>` elements.)

I think that we agree that it's somewhat difficult to associate all of these various "categories" of information, such as work experiences, with topics that appear in bold along the first row of this table. Compare that with the enhanced version, below, that uses CSS:

Doubtless, you can still find areas of improvement. But, for classwork see if you can create two documents: (1) a "raw" version of your resume; then (2) an "enhanced" version of that document that uses CSS to "organize" and add some visual interest.

Specific Instructions & Ideas

Begin by creating the "raw"document:

1. I suggest creating the HTML ("raw") version first. Although not strictly required for classwork, this document should validate to HTML 5.0 (it should also contain NO style attributes).
2. To do this, you should need only the <table>, and its usual components, headings, rows, and cells. If you have any difficulties here, consult the on HTML tutorials (look under Tables).
3. Don't stress about "how it looks." Make sure that the information appears somewhat organized and rational.

Add the CSS class and id information:

Determine which elements will be "classes," which "ids." Remember that a class names a collection, an id names a unique entity. For example, consider an excerpt from my HTML:

```
<tr class="education">
    <td class="label" rowspan="2">Education<td>
    <td class="dates">1979-2001</td>
    <td Boston University  … </td>
</tr>
  …
```
Here I've defined to "classes" which I use in constructing my CSS rules that apply to how I envision "education" (as a category of information that takes up two rows) will format.

Then, create some "rules" and see how these rules change the appearance of the selected elements.

Do this by creating your style in the "head" of your document so that you can see the names that you chose for classes and where you've attached them to HTML elements. To do this, your head should look something like:

```
<head>
   <meta charset="utf-8">
   <title>…</title>
   <style>
   … /* lots of style rules here: consider these two */
   [Here's the CSS "rule" for education:]

      table .education { background-color: #99cdaa; }

   [And, here's the rule for all elements that are used as "labels"]

      .label { font-weight: bold; padding: 15px; }
       …
   </style>
<body>
  <table>
   …
  </table>
</body>
```

Later, when everything works, if you'd like you can copy the rules, create a new file, something like myCSS.css, paste those rules into myCSS.css, replace the <script> with a <link> element, but this is not necessary.

Where to get help

Please use both the HTML the CSS Tutorials, found in Helpful Resources (first module), if you want good information about elements and examples of CSS is used in some realistic settings. Naturally, we will review some of these rules in later classes.

The point of any class exercise is to give you a chance to work in small groups and to ask questions. Rather than asking me, however, I suggest that you use these lab sessions to develop a relationship with the textbook as well as the online tutorials, which are really quite good.

These assignments are NOT graded. They have NO deadlines. You should proceed at your own pace, and have fun!