



Internet Literacy

S E C O N D E D I T I O N

Fred T. Hofstetter

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University of Delaware



**McGraw-Hill
Irwin**

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INTERNET LITERACY

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This book is printed on acid-free paper.

domestic	1	2	3	4	5	6	7	8	9	0	QPD/QPD	0	9	8	7	6	5	4	3	2	1
international	1	2	3	4	5	6	7	8	9	0	QPD/QPD	0	9	8	7	6	5	4	3	2	1

ISBN 0-07-239821-3

Publisher: *George Werthman*
Senior sponsoring editor: *Jodi McPherson*
Developmental editor: *Alexandra Arnold/Melissa Forte*
Marketing manager: *Nicole Young*
Project manager: *Kelly L. Delso*
Production associate: *Gina Hangos*
Coordinator freelance design: *Artemio Ortiz*
Cover and interior design: *Gary Palmatier, Ideas to Images*
Senior supplement coordinator: *Marc Mattson*
New media: *Greg Bates*
Compositor: *Robaire Ream, Ideas to Images*
Typefaces: *10/12 Minion (text), Myriad (display)*
Printer: *Quebecor World Dubuque, Inc.*

Library of Congress Card Number: 2001086140

INTERNATIONAL EDITION ISBN 0-07-118041-9

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Dedication

This book is dedicated to the memory of the four people who made my childhood special: Aunt Irene, Uncle Guy, and Grandma and Grandpa Jones. Never was a child shown more love, caring, and devotion. I wish every child could be so fortunate as to have such super relatives.

In Memoriam Amantem

Irene Trenor Landerman, 1899–1969

Guy N. Landerman, 1896–1965

Benjamin F. Jones, 1896–1971

Margaret E. Trenor Jones, 1904–1996

Introduction

Internet is the buzzword of the millennium. Never before has a technology spread so rapidly. Never has an invention enabled so many people to do so many things—things that are strategically important to life in the information society. So strategic that being able to use the Internet has become a basic skill. So important that understanding the Internet and knowing how to communicate over it has become a literacy.

Internet literacy is what this book is about. The goal is to provide a course of study that will enable students to acquire the conceptual background and the online skills needed to become Internet literate. An important feature of this book is the way it avoids unnecessary jargon and computer terms. By focusing on the tasks that an Internet-literate person should be able to accomplish, and by using software that makes those tasks easy to accomplish, this book provides a course of instruction that any college student, adult learner, or motivated high school student can successfully complete. Working through this book will enable students to use the Internet in their daily lives and become intelligent consumers of information.

Another key feature is the way this book teaches the student how to create Web pages and publish them on the World Wide Web. After learning how to use Internet search engines to conduct research, students complete a Web page creation tutorial that steps through the process of online writing and documenting Internet resources with proper bibliographic style. Thus, the student becomes a creator and a publisher, not just a consumer, of the Internet. Along the way, the student creates a home page and a Web page résumé. Several students have reported that putting their résumés on the Web helped them find jobs.

Organization

The course is organized into seven parts. Part One defines the Internet and explains how it is changing the world. After defining the basic Internet services of electronic mail, listserv, newsgroups, chat, videoconferencing, FTP, multimedia streaming, and the World Wide Web, the book explains how they are being used across a broad range of industries to provide people with important new capabilities, including telecommuting, home shopping, online learning, government services, and interactive television. Especially relevant to college students are the sections on teaching, learning, and interconnected scholarship.

Part Two covers the logistics of getting connected to the Internet. Students learn about Internet service providers and how to connect via telephone modems, Ethernet, ISDN, DSL, or cable modems. Then the students go online and learn how to surf the Net using a World Wide Web browser. This initial online experience is designed in such a way as to provide students with the maximum amount of Internet benefit through a minimum knowledge of technical terms and computing concepts. More knowledge of the inner workings of the Net comes in later parts of the book. Here, the focus is on ease of use and learning how to get to places and find things without getting too technical.

In Part Three, students learn how to communicate over the Internet, first through electronic mail, and then via listservs, newsgroups, and forums. Step-by-step tutorial exercises allow students to practice key concepts and develop online skills. A chapter on Internet etiquette covers rules, courtesies, and ethics that all users should observe when communicating online.

Part Four is a tutorial on how to use Internet search engines to find things online via subject-oriented searches, keyword searching, natural language searches, and metasearching. Students learn how to search scholarly databases of refereed articles as well as more general sources. In addition to searching for text, students learn how to conduct multimedia searches for pictures, animations, audio, and video. In support of online writing, students learn the proper bibliographic style for citing Internet resources. MLA, APA, and CMS styles are covered. Because almost anyone can learn how to publish information on the Web, this book encourages the students to question the source and evaluate the information before citing it.

In Part Five, students learn how to establish a presence on the Internet by creating Web pages and mounting them on the World Wide Web. A chapter on Web page creation strategies helps students choose the proper tool for the task at hand. A chapter on Web page design teaches screen design principles and shows how to lay out Web page elements effectively. Then students learn how to create a home page and a Web page résumé and publish documents on the Web. By linking their home page to their résumé and to other online resources, students experience how hyperlinks can create a world of interconnected scholarship.

Part Six brings the students' Web pages to life by showing how to use multimedia on the Internet. After making a waveform audio recording, students learn how sounds, movies, and animations can be linked to Web pages and made to play via different kinds of multimedia controllers and streaming technologies. Then the book provides access to a large number of multimedia creation tools for making active Web pages.

Even though the Internet has already become an essential part of life in the information society, the Net still is in many ways an emerging technology that is inspiring debates about how it should evolve and become regulated. Accordingly, Part Seven gets the students involved in planning for the future of the Internet by discussing and debating the societal issues of equity, privacy, security, protectionism, censorship, decency, copyright, and fair use. Then students learn about the emerging technologies of the multimedia backbone, Internet talk radio, the real-time streaming protocol, artificial intelligence, voice recognition, text-to-speech conversion, image recognition, robots, intelligent agents, videoconferencing, Internet phone services, Webcasting, virtual reality, wireless communications, and Internet PCs.

The book concludes by showing students how to use the Internet for continued learning about the exciting new products that will be invented during the coming decades. The best listservs, newsgroups, and Web sites for keeping up with this fast-paced field are identified, and students learn how to subscribe for free.

World Wide Web Site

Accompanying this book is an Internet Literacy Web site by Pat Sine. It is called the *Interlit* Web site—*Interlit* stands for *Internet Literacy*. The address of the site is <http://www.mhhe.com/cit/hofstetter/>. It provides quick and easy access to all of the Internet resources and examples referred to in this textbook. In addition to making it easy to find things, the *Interlit* Web site can help save you money, because almost all of the resources it uses are available free of charge.

Icons coordinate what you read in this book with what you will find at the *Interlit* Web site. When you see an icon in the margin of this text, you will know that you

can go to the *Interlit* Web site for quick and easy access to that item. For example, in the Web page creation tutorial, where the book provides a layout analysis of exemplary Web pages, the *Interlit* Web site provides hot links that enable you to visit the exemplars and try them out.

End-of-Chapter Exercises

Throughout the course, end-of-chapter exercises provide practical, hands-on assignments for students to complete outside of class. The instructor can adjust the depth and rigor of the course by deciding which assignments to require. Highly motivated students can go ahead and complete all of the exercises, to harness the full potential of the Internet.

Basic Windows and Macintosh Tutorials

At six strategic locations in this book, Windows and Macintosh tutorials have been provided for inexperienced students who may need help completing basic computing tasks. The tutorials are presented at the point where students will first need them. For students or instructors who want to locate the basic Windows and Macintosh tutorials at other times, Appendix A shows where to find them.

What You Will Need to Use This Book

Internet Literacy works with both Netscape Navigator and Microsoft Internet Explorer on both Windows and Macintosh computers. In order to complete the exercises and tutorials in this book, the student will need to have access to a Windows PC or a Macintosh running either Netscape Navigator or Microsoft Internet Explorer. The student will also need an Internet account that provides the basic Internet services of e-mail, newsgroups, FTP, and the Web. Students who do not already have Internet access should refer to Part Two of this book, which provides a detailed explanation and comparison of the options for getting connected to the Internet. While high-speed connections work best, all of the exercises in this book can be completed via modem over an ordinary telephone line.

Internet Toolkit

By working through the tutorial exercises in this book, the student will acquire a toolkit full of utilities for authoring Web pages, manipulating images, recording and editing sound, creating animations, and maintaining a Web site. Appendix B lists the utilities used in this book. Any of these utilities that the student does not already have can be downloaded from the *Interlit* Web site. Utilities are provided for both Windows and Macintosh computers.

Microsoft FrontPage 45-Day Trial CD

In the Web page creation tutorial that begins in Chapter 18, you will have your choice of using either Netscape Composer or Microsoft FrontPage. Netscape Composer is part of Netscape Communicator, which is available as a free download from <http://www.netscape.com>. If you choose Microsoft FrontPage and do not already own a copy, you can use the 45-day trial version that comes for free on the CD that is included with this book. The author is grateful to Microsoft Corporation for granting permission for McGraw-Hill to distribute the CD with this book. If you plan to use the 45-day trial version, please understand that it will expire 45 days after you install it. You should therefore not install it until you are actually ready to begin working on the exercises in

Chapter 18. If you wait until then, 45 days will be plenty of time to complete the tutorial. Then you will be ready to consider whether you want to purchase a retail copy of Microsoft FrontPage.

Acknowledgments

I have many people to thank for making this project possible, but most of all, I want to acknowledge my students, who inspired this book through their enthusiastic participation in the experimental courses that were the precursors to what we now know as *Internet Literacy*. I learn more from my students than from anyone else, and I look forward to every class, not so much to teach, as to learn.

University of Delaware Research Professor L. Leon Campbell provided valuable service as the author's "intelligent agent" on the Internet. Almost daily, Leon sent the author information about issues, trends, and new developments gleaned from his extensive surfing of the network. Leon is a valued friend and colleague.

Pat Sine, Director of the Office of Educational Technology at the University of Delaware, created the *Interlit* Web site that supports this book. Pat served as an invaluable resource throughout this project, and I am grateful for her expertise, dedication, and numerous contributions.

Dr. Primo Toccafondi, coordinator of the University of Delaware's degree programs in Southern Delaware, helped the author teach *Internet Literacy* in a distance learning format. I will always be grateful to Toc for his many suggestions and helpful comments on drafts of the text, as well as for his camaraderie. Making new friends is one of the lifelong rewards of working on projects like this one.

As the result of a videoconference organized by my friends Jack Chambers and Kathy Clower at Florida Community College in Jacksonville, I met Will Philipp, who directed the distance learning programs at PBS. Will teamed with me and Rich Fischer, Associate Provost for Continuing and Distance Education at the University of Delaware, to create the PBS *Internet Literacy* TeleWEBcourse, which uses this book as its text. I am grateful to Jack, Kathy, Will, and Rich, and to their wonderful staffs.

Rhonda Sands of McGraw-Hill served as this book's first-edition editor, and Jodi McPherson edited the second edition. I thank Rhonda and Jodi for their many contributions, both editorial and otherwise. I am especially grateful for the thorough manner in which McGraw-Hill conducted external reviews of this text prior to its publication. I want to thank the following reviewers for their many insights and suggestions:

Ron Berry, *Northeast Louisiana University*

Roger Lee, *Houston Community College*

Tim Eichers, *Northern Virginia Community College*

Bret Ellis, *Brigham Young University, Hawaii Campus*

Daris Howard, *Ricks College*

Robert Hubbard, *Albertus Magnus College*

Tim Kennedy, *Bellevue Community College*

Pratap P. Reddy, *Raritan Valley Community College*

Robert Youngblood, *Arizona State University*

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InformationTechnology

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- **Packaging Options**—For more information about our discount options, contact your local McGraw-Hill sales representative at 1-800-338-3987 or visit our Web site at www.mhhe.com/it.

Resources for Instructors

We understand that, in today's teaching environment, offering a textbook alone is not sufficient to meet the needs of the many instructors who use our books. To teach effectively, instructors must have a full complement of supplemental resources to assist them in every facet of teaching from preparing for class, to conducting a lecture, to assessing students' comprehension. *Internet Literacy* offers a fully integrated supplements package and Web site, as described below.

Instructor's Resource Kit

The **Instructor's Resource Kit**, located on the textbook's Online Learning Center/Web site, contains Brownstone test generating software, accompanying test item files for each

chapter, and PowerPoint Presentation Slides. Features of the Instructor's Resource Kit are described below.

- **Computerized Test Bank:** The *Internet Literacy* test bank, authored by Leigh Ann Smith, contains over 1,200 multiple choice, true/false, and fill-in-the-blank questions. Each question will be accompanied by the correct answer, the level of learning difficulty, and the corresponding page references.
- **PowerPoint Presentation Slides:** The *Internet Literacy* presentation slides, authored by Pat Fox, will include chapter learning objectives, chapter outlines, figures, hands-on practical exercises, and comprehensive speaker's notes. Also included are bullets to illustrate key terms, concepts, and FAQs.

Online Learning Center/Web Site

Found at www.mhhe.com/cit/hofstetter, this site provides additional learning and instructional tools to enhance the comprehension of the text. The OLC/Web site is divided into these three areas:

Information Center: Contains information about the text, supplements, and the author.

Instructor Center: Offers downloads and relevant links for professors.

Student Center: Contains chapter objectives, definitions, self-quizzes, additional Web links, and statistics pertaining to each text chapter—over 25 links per chapter!

Interactive Companion CD-ROM

This free student CD-ROM, designed for use in class, in the lab, or at home by students and professors alike, includes a collection of interactive tutorial labs on some of the most popular and difficult concepts to illustrate in information technology. By combining video, interactive exercises, animation, additional content, and actual “lab” tutorials, we expand the reach and scope of the textbook. The lab titles are listed below:

Available Now

- Binary Numbers
- Basic Programming
- Computer Anatomy
- Disk Fragmentation
- E-mail Essentials
- Multimedia Tools
- Workplace Issues (ergonomics/privacy/security)
- Introduction to Databases
- Programming II
- Network Communications
- Purchasing Decisions
- User Interfaces
- File Organization
- Word Processing and Spreadsheets
- Internet Overview

Coming Soon

- Photo Editing
- Presentation Techniques
- Computer Troubleshooting
- Programming Overview
- SQL Queries

Digital Solutions to Help You Manage Your Course

PAGEOUT

PageOut is our Course Web Site Development Center that offers a syllabus page, URL, McGraw-Hill Online Learning Center content, online exercises and quizzes, gradebook, discussion board, and an area for student Web pages.

Available for free with any McGraw-Hill/Irwin product, PageOut requires no prior knowledge of HTML, no long hours of coding, and a way for course coordinators and professors to provide a full-course Web site. PageOut offers a series of templates—simply fill them with your course information and click on one of 16 designs. The process takes under an hour and leaves you with a **professionally designed Web site**. We'll even get you started with sample Web sites, or enter your syllabus for you! PageOut is so straightforward and intuitive, it's little wonder why over 12,000 college professors are using it.

For more information, visit the PageOut Web site at www.pageout.net.

ONLINE COURSES AVAILABLE

Online Learning Centers (OLCs) are your perfect solutions for Internet-based content. Simply put, these Centers are “digital cartridges” that contain a book's pedagogy and supplements. As students read the book, they can go online and take self-grading quizzes or work through interactive exercises. These centers also provide students appropriate access to lecture materials and other key supplements.

Online Learning Centers can be delivered through any of the following platforms:

- McGraw-Hill Learning Architecture (TopClass)
- Blackboard.com
- Ecollege.com (formally Real Education)
- WebCT (a product of Universal Learning Technology)

McGraw-Hill has partnerships with **WebCT** and **Blackboard** to make it even easier to take your course online. Now you can have McGraw-Hill content delivered through the leading Internet-based learning tool for higher education.

At McGraw-Hill we have the following service agreements with **WebCT** and **Blackboard**:

Instructor Advantage Instructor Advantage is a special level of service McGraw-Hill offers in conjunction with WebCT. It is designed to help you get up and running with your new course. A **team of specialists** will be immediately available to ensure everything **runs smoothly** through the life of your adoption.

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Technology Connection Seminar Series

McGraw-Hill/Irwin's Technology Connection seminar series, offered across the country every year, demonstrates the latest technology products and encourages collaboration among teaching professionals.

MS Office 2000 Applications Texts and CD's

McGraw-Hill offers three applications series: The O'Leary Series, The Advantage Series, and The Interactive Computing Series. Each series features its own unique approach to teaching MS Office in order to meet the needs of a variety of students and course goals.

- *The O'Leary Series* features a project-based, visual, step-by-step walk through of applications.
- *The Advantage Series* features a case-based, what, why and how approach to learning applications to enhance critical thinking skills.
- *The Interactive Computing Series* features a visual, two-page spread to provide a more skills-based approach to learning applications.

Each series offers Microsoft Office User Specialist (MOUS) approved courseware to signify that it has been independently reviewed and approved in complying with the standards of content coverage related to the Microsoft Exams and Certification Program. For more information on Microsoft's MOUS certification program, please visit Microsoft's Web site at www.microsoft.com/office/traincert/.

Also available for applications are the *Interactive Computing Series* Computer-Based Training CD-ROM tutorials. These CD-ROMS offer a visual, interactive way to develop and apply software skills. The CD-ROM features a unique "skills-concepts-steps" approach, and includes interactive exercises and performance-based assessment. These CD-ROMS are simulated, so there is no need to load the actual software package onto your computer.

Skills Assessment

McGraw-Hill/Irwin offers two innovative systems to meet your skills assessment needs. These two products are available for use with any of our applications manual series.

ATLAS (Active Technology Learning Assessment System) is one option to consider for an application skills assessment tool from McGraw-Hill. ATLAS allows students to perform tasks while working live within the Microsoft applications environment. ATLAS provides flexibility for you in your course by offering:

- Pre-testing options
- Post-testing options
- Course placement testing
- Diagnostic capabilities to reinforce skills
- Proficiency testing to measure skills
- ATLAS is Web-enabled, it is customizable, and it is available for Microsoft Office 2000.

SimNet (Simulated Network Assessment Product)—SimNet is another option for a skills assessment tool that permits you to test students' software skills in a simulated environment. SimNet is available for Microsoft Office 97 (deliverable via a network) and Microsoft Office 2000 (deliverable via a network and the Web). SimNet provides flexibility for you in your course by offering:

- Pre-testing options
- Post-testing options
- Course placement testing
- Diagnostic capabilities to reinforce skills
- Proficiency testing to measure skills

For more information on either of these skills assessment software products, please contact your local McGraw-Hill sales representative, or visit us at www.mhhe.com/it.

PowerWeb

PowerWeb is an exciting new online product available from McGraw-Hill. A nominally priced token grants students access through our Web site to a wealth of resources—all corresponding to computer literacy. Features include an interactive glossary, current events with quizzing, assessment, and measurement options, Web survey, links to related text content, and WWW searching capability via Northern Lights, an academic search engine. Visit the PowerWeb site at www.dushkin.com/powerweb.

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