INTRODUCTORY

NEW PERSPECTIVES SERIES

Microsoft® FrontPage® 98

HAYEN

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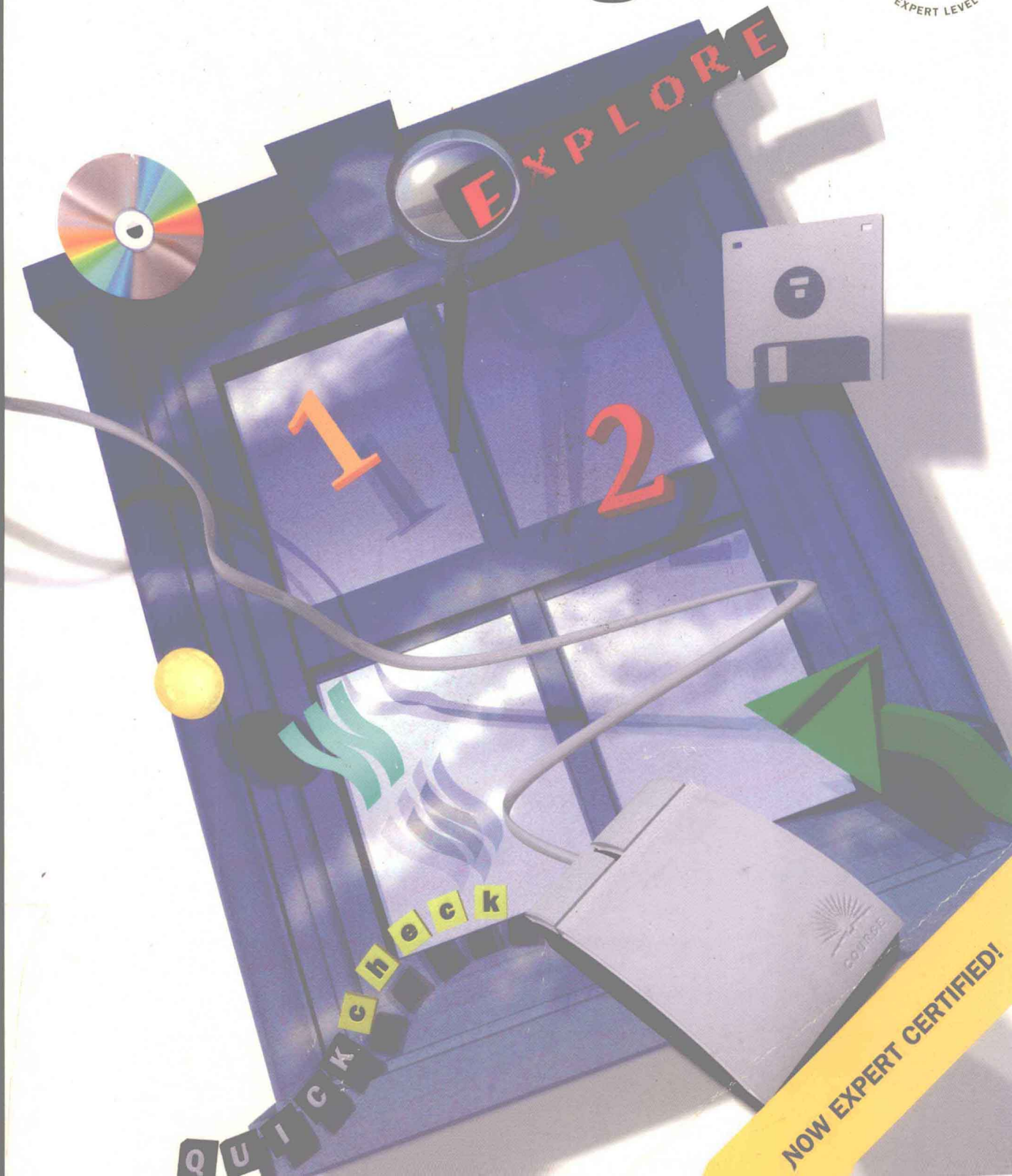

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New Perspectives on

Microsoft® FrontPage® 98

INTRODUCTORY

Roger Hayen
Central Michigan University

COURSE
TECHNOLOGY

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New Perspectives on

Microsoft® FrontPage® 98

INTRODUCTORY

The New Perspectives Series

The New Perspectives Series consists of texts and technology that teach computer concepts and microcomputer applications (listed below). You can order these New Perspectives texts in many different lengths, software releases, custom-bound combinations, CourseKits™ and Custom Editions®. Contact your Course Technology sales representative or customer service representative for the most up-to-date details.

The New Perspectives Series

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At Course Technology we have one foot in education and the other in technology. We believe that technology is transforming the way people teach and learn, and we are excited about providing instructors and students with materials that use technology to teach about technology.

Our development process is unparalleled in the higher education publishing industry. Every product we create goes through an exacting process of design, development, review, and testing.

Reviewers give us direction and insight that shape our manuscripts and bring them up to the latest standards. Every manuscript is quality tested. Students whose backgrounds match the intended audience work through every keystroke, carefully checking for clarity and pointing out errors in logic and sequence. Together with our own technical reviewers, these testers help us ensure that everything that carries our name is error-free and easy to use.

We show both how and why technology is critical to solving problems in college and in whatever field you choose to teach or pursue. Our time-tested, step-by-step instructions provide unparalleled clarity. Examples and applications are chosen and crafted to motivate students.

As the New Perspectives Series team at Course Technology, our goal is to produce the most timely, accurate, creative, and technologically sound product in the entire college publishing industry. We strive for consistent high quality. This takes a lot of communication, coordination, and hard work. But we love what we do. We are determined to be the best. Write to us and let us know what you think. You can also e-mail us at *newperspectives@course.com*.

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Preface The New Perspectives Series

What is the New Perspectives Series?

Course Technology's **New Perspectives Series** is an integrated system of instruction that combines text and technology products to teach computer concepts and microcomputer applications. Users consistently praise this series for innovative pedagogy, creativity, supportive and engaging style, accuracy, and use of interactive technology. The first New Perspectives text was published in January of 1993. Since then, the series has grown to more than 100 titles and has become the best-selling series on computer concepts and microcomputer applications. Others have imitated the New Perspectives features, design, and technologies, but none have replicated its quality and its ability to consistently anticipate and meet the needs of instructors and students.

What is the Integrated System of Instruction?

New Perspectives textbooks are part of a truly Integrated System of Instruction: text, graphics, video, sound, animation, and simulations that are linked and that provide a flexible, unified, and interactive system to help you teach and help your students learn. Specifically, the *New Perspectives Integrated System of Instruction* includes a Course Technology textbook in addition to some or all of the following items: Course Labs, Course Test Manager, Online Companions, and Course Presenter. These components—shown in the graphic on the back cover of this book—have been developed to work together to provide a complete, integrative teaching and learning experience.

How is the New Perspectives Series different from other microcomputer concepts and applications series?

The **New Perspectives Series** distinguishes itself from other series in at least four substantial ways: sound instructional design, consistent quality, innovative technology, and proven pedagogy. The applications texts in this series consist of two or more tutorials, which are based on sound instructional design. Each tutorial is motivated by a realistic case that is meaningful to students. Rather than learn a laundry list of features, students learn the features in the context of solving a problem. This process motivates all concepts and skills by demonstrating to students *why* they would want to know them.

Instructors and students have come to rely on the high quality of the **New Perspectives Series** and to consistently praise its accuracy. This accuracy is a result of Course Technology's unique multi-step quality assurance process that incorporates student testing at at least two stages of development, using hardware and software configurations appropriate to the product. All solutions, test questions, and other supplements are tested using similar procedures. Instructors who adopt this series report that students can work through the tutorials independently with minimum intervention or "damage control" by instructors or staff. This consistent quality has meant that if instructors are pleased with one product from the series, they can rely on the same quality with any other New Perspectives product.

The **New Perspectives Series** also distinguishes itself by its innovative technology. This series innovated Course Labs, truly *interactive* learning applications. These have set the standard for interactive learning.

How do I know that the New Perspectives Series will work?

Some instructors who use this series report a significant difference between how much their students learn and retain with this series as compared to other series. With other series, instructors often find that students can work through the book and do well on homework and tests, but still not demonstrate competency when asked to perform particular tasks

outside the context of the text's sample case or project. With the **New Perspectives Series**, however, instructors report that students have a complete, integrative learning experience that stays with them. They credit this high retention and competency to the fact that this series incorporates critical thinking and problem-solving with computer skills mastery.

How does this book I'm holding fit into the New Perspectives Series?

New Perspectives applications books are available in the following categories:

Brief books are typically about 150 pages long, contain two to four tutorials, and are intended to teach the basics of an application.

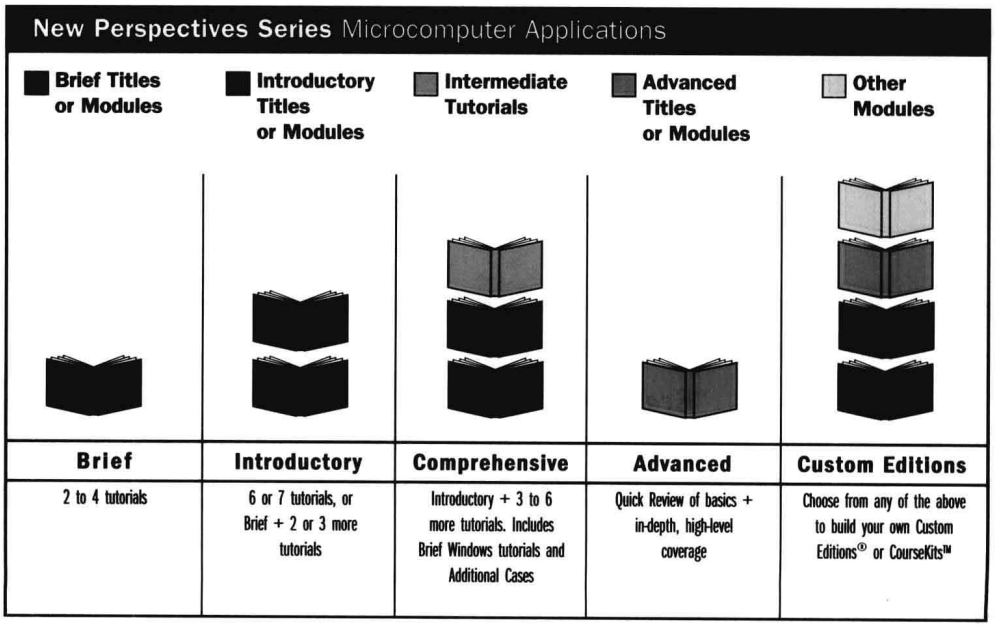
Introductory books are typically about 300 pages long and consist of four to seven tutorials that go beyond the basics. These books often build out of the Brief editions by providing two or three additional tutorials. The book you are holding is an Introductory book.

Comprehensive books are typically about 600 pages long and consist of all of the tutorials in the Introductory books, plus four or five more tutorials covering higher-level topics. Comprehensive books also include two Windows tutorials and three or four Additional Cases.

Advanced books cover topics similar to those in the Comprehensive books, but go into more depth. Advanced books present the most high-level coverage in the series.

Office books are typically 800 pages long and include coverage of each of the major components of the Office suite. These books often include tutorials introducing the suite, exploring the operating system, and integrating the programs in the suite.

Custom Books The New Perspectives Series offers you two ways to customize a New Perspectives text to fit your course exactly: *CourseKits*™, two or more texts packaged together in a box, and *Custom Editions*®, your choice of books bound together. Custom Editions offer you unparalleled flexibility in designing your concepts and applications courses. You can build your own book by ordering a combination of titles bound together to cover only the topics you want. Your students save because they buy only the materials they need. There is no minimum order, and books are spiral bound. Both CourseKits and Custom Editions offer significant price discounts. Contact your Course Technology sales representative for more information.



In what kind of course could I use this book?

This book can be used in any course in which you want students to learn the most important topics of FrontPage 98, including creating, changing, maintaining, and publishing a Web site. It is particularly recommended for a full-semester course on FrontPage 98. This book assumes that students have learned basic Windows 95 or Windows NT navigation and file management skills from Course Technology's *New Perspectives on Microsoft Windows 95—Brief*, *New Perspectives on Microsoft Windows NT Workstation 4.0—Introductory*, or an *equivalent* book.

This book has been approved by Microsoft as courseware for the Microsoft Office User Specialist program. After completing the tutorials and exercises in this book, you will be prepared to take the Expert level MSOUS Exam for Microsoft FrontPage 98. By passing the certification exam for a Microsoft software program you demonstrate your proficiency in that program to employers. MSOUS exams are offered at participating test centers, participating corporations, and participating employment agencies. For more information about certification, please visit the MSOUS program World Wide Web site at **http://www.microsoft.com/office/train_cert/**

How do the Windows 95 editions differ from the Windows 3.1 editions?

Sessions We've divided the tutorials into sessions. Each session is designed to be completed in about 45 minutes to an hour (depending, of course, upon student needs and the speed of your lab equipment). With sessions, learning is broken up into more easily assimilated portions. You can more accurately allocate time in your syllabus, and students can better manage the available lab time. Each session begins with a "session box," which quickly describes the skills students will learn in the session. Furthermore, each session is numbered, which makes it easier for you and your students to navigate and communicate about the tutorial. Look on page FP 1.5 for the session box that opens Session 1.1.

Quick Checks Each session concludes with meaningful, conceptual Quick Check questions that test students' understanding of what they learned in the session. Answers to the Quick Check questions in this book are provided on pages FP 6.63 through FP 6.68.

New Design We have retained the best of the old design to help students differentiate between what they are to *do* and what they are to *read*. The steps are clearly identified by their shaded background and numbered steps. Furthermore, this new design presents steps and screen shots in a larger, easier to read format. Some good examples of our new design are pages FP 1.14 and FP 1.16.

What features are retained in the Windows 95 editions of the New Perspectives Series?

"Read This Before You Begin" Page This page is consistent with Course Technology's unequaled commitment to helping instructors introduce technology into the classroom. Technical considerations and assumptions about software are listed to help instructors save time and eliminate unnecessary aggravation. See page FP 1.2 for the "Read This Before You Begin" page in this book.

Tutorial Case Each tutorial begins with a problem presented in a case that is meaningful to students. The problem turns the task of learning how to use an application into a problem-solving process. The problems increase in complexity with each tutorial. These cases touch on multicultural, international, and ethical issues—so important to today's business curriculum. See page FP 1.3 for the case that begins Tutorial 1.

Step-by-Step Methodology This unique Course Technology methodology keeps students on track. They enter data, click buttons, or press keys always within the context of solving the problem posed in the tutorial case. The text constantly guides students, letting them know where they are in the course of solving the problem. In addition, the numerous screen shots include labels that direct students' attention to what they should look at on the screen. On almost every page in this book, you can find an example of how steps, screen shots, and labels work together.

TROUBLE?

TROUBLE? Paragraphs These paragraphs anticipate the mistakes or problems that students are likely to have and help them recover and continue with the tutorial. By putting these paragraphs in the book, rather than in the Instructor's Manual, we facilitate independent learning and free the instructor to focus on substantive conceptual issues rather than on common procedural errors. Some representative examples of TROUBLE? paragraphs appear on page FP 3.23.

Reference Windows Reference Windows appear throughout the text. They are succinct summaries of the most important tasks covered in the tutorials. Reference Windows are specially designed and written so students can refer to them when doing the Tutorial Assignments and Case Problems, and after completing the course. Page FP 1.40 contains the Reference Window for viewing HTML code.

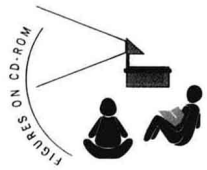
Task Reference The Task Reference contains a summary of how to perform common tasks using the most efficient method, as well as references to pages where the task is discussed in more detail. It appears as a table at the end of the book.

Tutorial Assignments, Case Problems, and Lab Assignments Each tutorial concludes with Tutorial Assignments, which provide students with additional hands-on practice of the skills they learned in the tutorial. See page FP 1.43 for examples of Tutorial Assignments. The Tutorial Assignments are followed by four Case Problems that have approximately the same scope as the tutorial case. In the Windows 95 applications texts, the last Case Problem of each tutorial typically requires students to solve the problem independently, either "from scratch" or with minimum guidance. See page FP 1.44 for examples of Case Problems. Finally, if a Course Lab accompanies a tutorial, Lab Assignments are included after the Case Problems.

Exploration Exercises The Windows environment allows students to learn by exploring and discovering what they can do. Exploration Exercises can be Tutorial Assignments or Case Problems that challenge students, encourage them to explore the capabilities of the program they are using, and extend their knowledge using the Help facility and other reference materials. Page FP 2.46 contains Exploration Exercises for Tutorial 2.

What supplements are available with this textbook?

Course Test Manager: Testing and Practice at the Computer or on Paper Course Test Manager is a powerful testing and assessment package that enables instructors to create and print tests from Testbanks designed specifically for Course Technology titles. In addition, instructors with access to a networked computer lab (LAN) can administer, grade, and track tests on-line. Students can also take on-line practice tests, which generate customized study guides that indicate where in the text students can find more information on each question.



Figures on CD-ROM: This lecture presentation tool allows instructors to create electronic slide shows or traditional overhead transparencies using the figure files from the book. Instructors can customize, edit, save, and display figures from the text in order to illustrate key topics or concepts in class.

Online Companions: Dedicated to Keeping You and Your Students Up-To-Date When you use a New Perspectives product, you can access Course Technology's faculty sites and student sites on the World Wide Web. You can browse this text's password-protected Faculty Online Companion to obtain an online Instructor's Manual, Solution Files, Student Files, and more by visiting Course Technology at http://www.course.com. Please see your Instructor's Manual or call your Course Technology customer service representative for more information.

Instructor's Manual New Perspectives Series Instructor's Manuals contain instructor's notes and solutions for each tutorial. Instructor's notes provide tutorial overviews and outlines, technical notes, lecture notes, and extra Case Problems. Solutions include answers to Tutorial Assignments, Case Problems, and Lab Assignments.

Student Files Student Files contain all of the data that students will use to complete the tutorials, Tutorial Assignments, and Case Problems. A Readme file includes technical tips for lab management. See the inside covers of this book and the "Read This Before You Begin" page for more information on Student Files.

Solution Files Solution Files contain every file students are asked to create or modify in the tutorials, Tutorial Assignments, and Case Problems.

The following supplements are included in the Instructor's Resource Kit that accompanies this textbook:

- Electronic Instructor's Manual
- Solution Files
- Student Files
- Course Test Manager Test Bank
- Course Test Manager Engine
- Figures on CD-ROM

Some of the supplements listed above are also available over the World Wide Web through Course Technology's password-protected Faculty Online Companions. Please see your Instructor's Manual or call your Course Technology customer service representative for more information.

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Acknowledgments

I would like to thank the many individuals who contributed to the successful completion of *New Perspectives on Microsoft FrontPage 98—Introductory.*

Thanks to Joe Dougherty and Mac Mendelsohn for their support and to Donna Gridley for keeping everything coordinated and on schedule. Janice Jutras and Jessica Evans performed editing magic to deliver a truly remarkable book for learning FrontPage. I want to thank Catherine DiMassa and the production department for turning the manuscript into a colorful, well-designed book. And to all the people at Course Technology who contributed to the overall success of this project in ways too numerous to recount, I extend my sincere thanks. I would also like to thank the following reviewers—Jenny Alvis, Virginia Highlands Community College; Stephanie Low, The College of Charleston; Thomas A. Larkin, Rennselaer Polytechnic Institute; and Mark Westlund, Green River Community College—who offered valuable comments, suggestions, and criticisms that helped to shape this book. Thanks also to the quality assurance testers—Seth Freeman and Catherine DiMassa—for their excellent work. I am also grateful for the many suggestions and valuable insights provided by my colleagues, and especially to Terry Arndt, dean of the College of Business Administration, who provided motivation in pursuing this project.

And last but certainly not least, I would like to thank my family. During this project, the "book" overshadowed many family activities, but their encouragement, support and most of all perseverance enabled me to complete this project.

Roger Hayen

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