Netscape Navigator 6
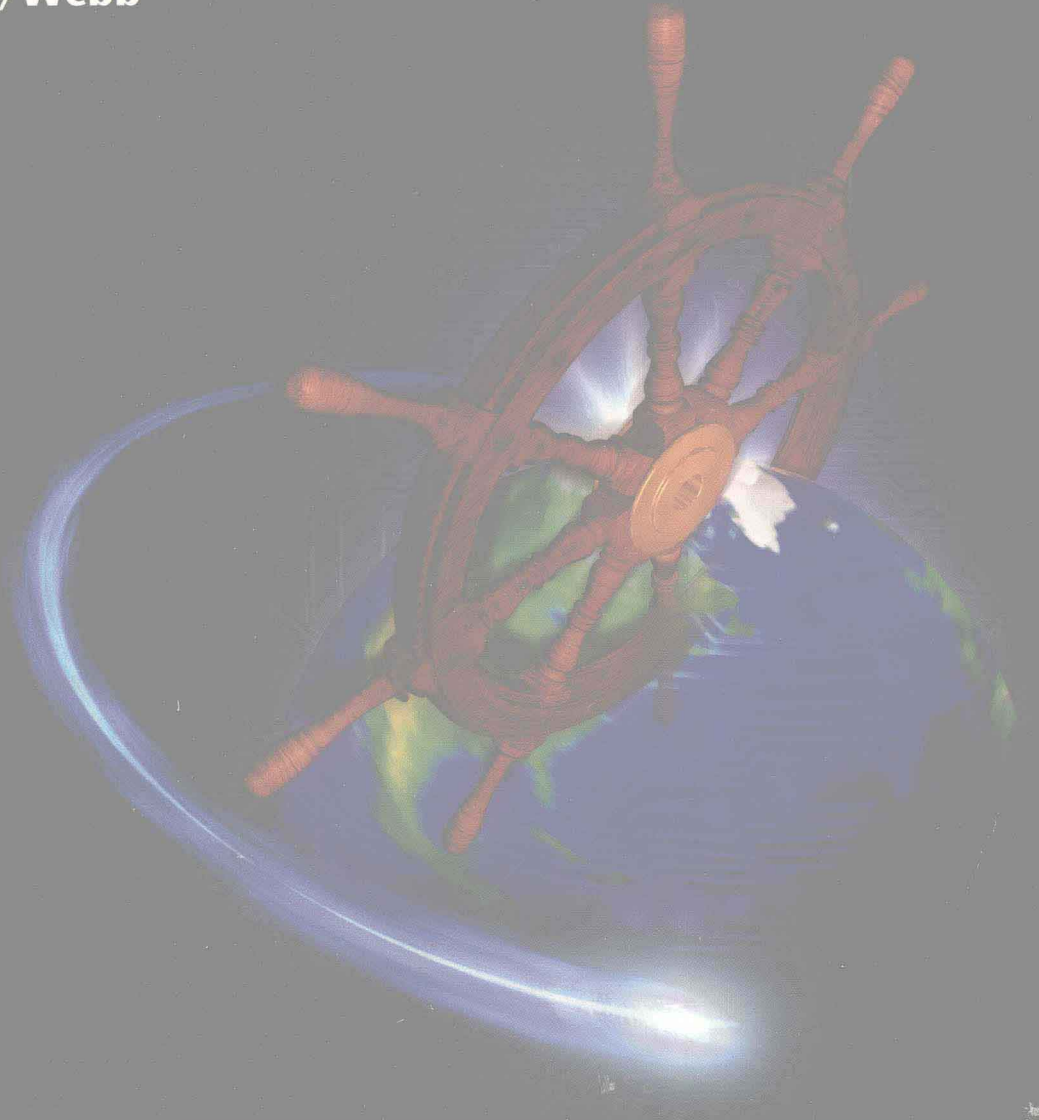
Introductory Concepts
and Techniques

Shelly/Cashman/Webb

INTRODUCTORY

Netscape Navigator 6

Introductory Concepts and Techniques

Gary B. Shelly
Thomas J. Cashman
Jeffrey J. Webb

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Preface

In the few short years since its birth, the World Wide Web, or Web for short, has grown beyond all expectations. During this time, Web usage has increased from a limited number of users to more than 200 million users worldwide, accessing Web pages on any topic you can imagine. Individuals, schools, businesses, and government all are taking advantage of this innovative way of accessing the Internet to provide information, products, services, and education electronically. Netscape Navigator 6 provides the novice as well as the experienced user a window with which to look into the Web and tap an abundance of resources.

rhi•noc•er•os
rI-'näs-r&s
noun
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herbi... ...als e...

Objectives of This Textbook

Netscape Navigator 6: Introductory Concepts and Techniques is intended for use in a one-credit, three-to-five-week, course or in combination with other books in an introductory computer concepts or applications course. Specific objectives of this book are as follows:

- To teach students how to use Netscape Navigator 6 using the proven Shelly Cashman Series step-by-step, screen-by-screen pedagogy
- To expose students to various World Wide Web resources
- To acquaint student with the more popular search engines
- To show students how to do research using the World Wide Web
- To teach students how to communicate with other Internet users

The Shelly Cashman Approach

Features of the Shelly Cashman Series *Netscape Navigator 6: Introductory Concepts and Techniques* book include:

- **Step-by-Step, Screen-by-Screen, Instructions:** Each of the tasks required to complete a project is identified throughout the development of the project. The steps are accompanied by full-color screens.
- **Other Ways Boxes for Reference:** Netscape Navigator 6 provides a variety of ways to carry out a given task. The Other Ways boxes displayed at the end of most of the step-by-step sequences specify the other ways to do the task completed in the steps. Thus, the steps and the Other Ways box make a comprehensive reference unit.
- **More About Feature:** These marginal annotations provide background information that complements the topics covered, adding depth and perspective to the learning process.
- **A Wealth of World Wide Web Hands-on Exercises:** The Web is thoroughly integrated into students' Netscape Navigator 6 learning experience through the Online Practice Tests and Learning Games exercises.

Other Ways

1. On View menu click Reload
2. Press ALT+V, type R
3. Click Location field, press ENTER

More About

Help

Netscape offers a tutorial that explains the basics of the Internet, using the Netscape Web browser, and various tasks that can be performed over the Internet. Access the tutorial by clicking New to the Net Tutorial on the Help menu.

Organization of This Textbook

Netscape Navigator 6: Introductory Concepts and Techniques consists of three projects and an appendix. Each project ends with a large number of exercises to reinforce what students learn in the project. The projects and appendix are organized as follows:

Project 1 — Browsing the Web In Project 1, students are introduced to the Internet, World Wide Web, and Netscape Navigator 6. Topics include starting Netscape; browsing the World Wide Web using URLs and links; stopping and refreshing a Web page; using the History list; adding Web pages to the Bookmarks menu; displaying and removing Web pages from the Bookmarks menu; using My Sidebar; saving and printing a Web page; copying and pasting text from a Web page into WordPad; saving pictures from a Web page to disk; using the My Netscape feature; and accessing Netscape Help.

Project 2 — Web Search Tools and Research Techniques In Project 2, students are introduced to the seven types of Web pages that they will view on the Web, how to find information using Netscape's Internet Keyword System, Netscape Search, Google, AltaVista, and Yahoo!; and methods to evaluate a Web page. Topics include searching the Web using keywords or a directory; performing an advanced search; evaluating and recording relevant information about a Web source; creating maps; and creating a working bibliography that includes Web sources.

Project 3 — Communicating, Scheduling, and Contact Management with Netscape In Project 3, students learn how to communicate over the Internet using Netscape Mail, newsgroups, and Instant Messenger; how to get organized with Address Book and WebCalendar; and how to listen to music using Netscape Radio. Topics include reading, replying to, and deleting an e-mail message; composing and sending a new e-mail message; reading and posting a newsgroup article; subscribing and unsubscribing to a newsgroup; sending and replying to instant messages; creating and maintaining an address book and calendar; and listening to music using the browser.

Appendix A — Netscape Navigator Preferences Appendix A explains how to change the settings that control how Netscape looks, feels, and reacts to different situations.

End-of-Project Student Activities

A notable strength of the Shelly Cashman Series Web-browser books is the extensive student activities at the end of each project. Well-structured student activities can make the difference between students merely participating in a class and students retaining the information they learn. The following activities are included in this book.

- **What You Should Know** A listing of the tasks completed within a project together with the pages where the step-by-step, screen-by-screen explanations appear. This section provides a perfect study review for students.

- **Test Your Knowledge** A minimum of four pencil-and-paper activities designed to determine students' understanding of the material in the project. Included are true/false questions, multiple-choice questions, and short-answer activities. In addition, this section includes the Online Practice Tests and Learning Games exercises.

- **In the Lab** Several assignments per project require students to apply the knowledge gained in the project to solve problems on the Web and a computer.
- **Cases and Places** Up to seven unique case studies require students to apply their knowledge to real-world situations.

Shelly Cashman Series Teaching Tools

Two basic ancillaries accompany this textbook: Teaching Tools on CD-ROM (ISBN 0-7895-4661-2) and MyCourse.com. These ancillaries are free to adopters through your Course Technology representative or by calling one of the following telephone numbers: Colleges and Universities, 1-800-648-7450; High Schools, 1-800-824-5179; Private Career Colleges, 1-800-477-3692; Canada, 1-800-268-2222; and Corporations and Governments, 1-800-340-7450.

Teaching Tools

The comprehensive set of Teaching Tools for this textbook includes both teaching and testing aids. The contents of the Teaching Tools CD-ROM are listed below.

- **Instructor's Manual** The Instructor's Manual consists of Microsoft Word files that include the following for each project: project objectives; project overview; detailed lesson plans with page number references; teacher notes and activities; answers to the handwritten exercises; test bank (50 true/false, 25 multiple-choice, and 35 fill-in-the-blank questions per chapter); and figure references. The figures are available in the Figures in the Book ancillary. Using your word processing software, you can generate quizzes and exams.

- **Figures in the Book** Illustrations for every picture, table, and screen in the textbook are available in electronic form. Use this ancillary to present a slide show in lecture or to print transparencies for use in lecture with an overhead projector. If you have a personal computer and LCD device, this ancillary can be an effective tool for presenting lectures.

- **ExamView** ExamView is a state-of-the-art test builder that is easy to use. ExamView enables you to create printed tests, Internet tests, and computer (LAN-based) tests quickly. You can enter your own test questions or use the question test bank that accompanies ExamView. The question test bank is the same as the one in the Instructor's Manual.

- **Course Syllabus** Any instructor who has been assigned a course at the last minute knows how difficult it is to develop a course syllabus. For this reason, a one-credit hour, five-week course sample syllabus is included that can be customized easily to a course.

- **Interactive Labs** Eighteen hands-on Interactive Labs that take students from ten to fifteen minutes each to step through help solidify and reinforce mouse and keyboard usage and computer concepts. Student assessment is available in each Interactive Lab by means of a Print button.

MyCourse.com

MyCourse.com offers instructors and students an opportunity to supplement classroom learning with additional course content. You can use MyCourse.com to expand traditional learning by accessing and completing readings, tests, and other assignments through the customized, comprehensive Web site. For additional information, visit mycourse.com and click the Help button.

Shelly Cashman Online

Shelly Cashman Online is a World Wide Web service available to instructors and students of computer education. Visit Shelly Cashman Online at scseries.com. Shelly Cashman Online is divided into four areas:
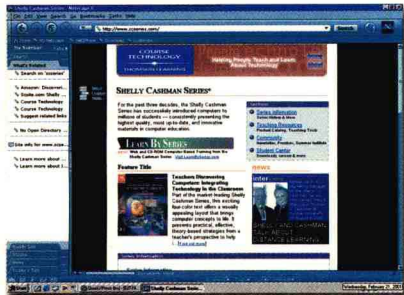
- **Series Information** Shelly Cashman Series history and information.
- **Teaching Resources** Designed for instructors teaching from and using Shelly Cashman Series textbooks and software. This area includes password-protected instructor materials that can be downloaded, course outlines, teaching tools, and product catalog.
- **Community** Shelly and Cashman newsletters, Summer Institute, news, and more.
- **Student Center** Dedicated to students learning about computers with Shelly Cashman Series textbooks and software. This area includes cool links, data that can be downloaded, and much more.

Acknolwedgments

The Shelly Cashman Series would not be the leading computer education series without the contributions of outstanding publishing professionals. First, and foremost, among them is Becky Herrington, director of production and designer. She is the heart and soul of the Shelly Cashman Series, and it is only through her leadership, dedication, and tireless efforts that superior products are made possible. Becky created and produced the award-winning Windows series of books.

Under Becky's direction, the following individuals made significant contributions to these books: Doug Cowley, production manager; Ginny Harvey, series specialist; Ken Russo, senior Web and graphic designer; Mike Bodnar, associate production manager; Mark Norton, Web designer; Meena Moest, production editor; Michelle French, Christy Otten, Stephanie Nance, and Chris Schneider, graphic artists; Jeanne Black and Betty Hopkins, Quark experts; Lyn Markowicz, copyeditor and proofreader; Cristina Haley, indexer; Richard Keaveny, associate publisher; Jim Quasney, series consulting editor; Lora Wade, product manager; Erin Roberts, associate product manager; Erin Runyon, associate product manager; Francis Schurgot, Web product manager; Marc Ouellette, associate Web product manager; and Rachel VanKirk, marketing manager.

We hope you find using this book an exciting and rewarding experience.

Gary B. Shelly
Thomas J. Cashman
Jeffrey J. Webb

Netscape Navigator 6
Introductory Concepts and Techniques

C O N T E N T S

● **PROJECT 3**

COMMUNICATING, SCHEDULING, AND CONTACT
MANAGEMENT WITH NETSCAPE

● **APPENDIX**

NETSCAPE NAVIGATOR PREFERENCES
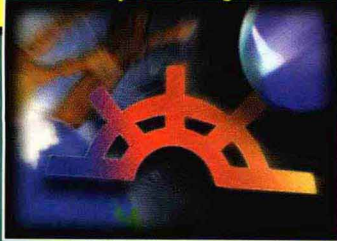
Netscape Navigator 6

Browsing the Web

You will have mastered the material in this project when you can:

O
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S

- Define the Internet and the World Wide Web
- Describe hypermedia and browsers
- Explain a link
- Start Netscape Navigator
- Describe key Netscape Navigator features
- Enter a Uniform Resource Locator (URL)
- Click links to display Web pages
- Reload a Web page
- Use the Back and Forward buttons
- Create and remove bookmarks
- Use My Sidebar to access information
- Use Netscape's home page
- Save Web pages to disk
- Save a picture on a Web page to disk
- Paste text from a Web page into a WordPad document
- Print Web pages
- Display and customize the My Netscape page
- Use Netscape Help features
- Quit Netscape

Internet Timeline
Linking Networked Information

The year was 1957. Girls wore poodle skirts, and boys sported ducktails. Television sets were a novelty, and everyone liked Ike. Peace and prosperity reigned in the United States, and most people felt life was good, indeed. Against this idyllic American backdrop, Russia launched *Sputnik*, the first artificial Earth satellite, prompting fears of a Russian nuclear attack against the United States. In response, the Department of Defense was charged with developing a communications network that would remain operational in the event of a devastating attack.

The requirements for the system were simple: it had to be decentralized, which meant that information still could be transmitted, even if parts of the system were disabled. So, in 1969, ARPANET was born, the Pentagon's Advanced Research Projects Agency's precursor to the Internet. Four computers were networked that first year; two years later, 15 computers were networked. The following year, the number grew to 37 computers. So began what would become the Internet's exponential growth.

Nonmilitary users connected to ARPANET in the 1970s, and some networks offered to allow the public to connect to the system in the 1980s. The Department of Defense then decided to create another private network for its nonclassified information. The department moved its files to its new military side, MILNET, and left ARPANET in place. More and more networks added information to ARPANET, which earned the new name, Internet, to reflect this community of connected computers.

Internet
ARPANET **1970s**
1960s
1950s

World Wide Web

1980s

1990s

2000s
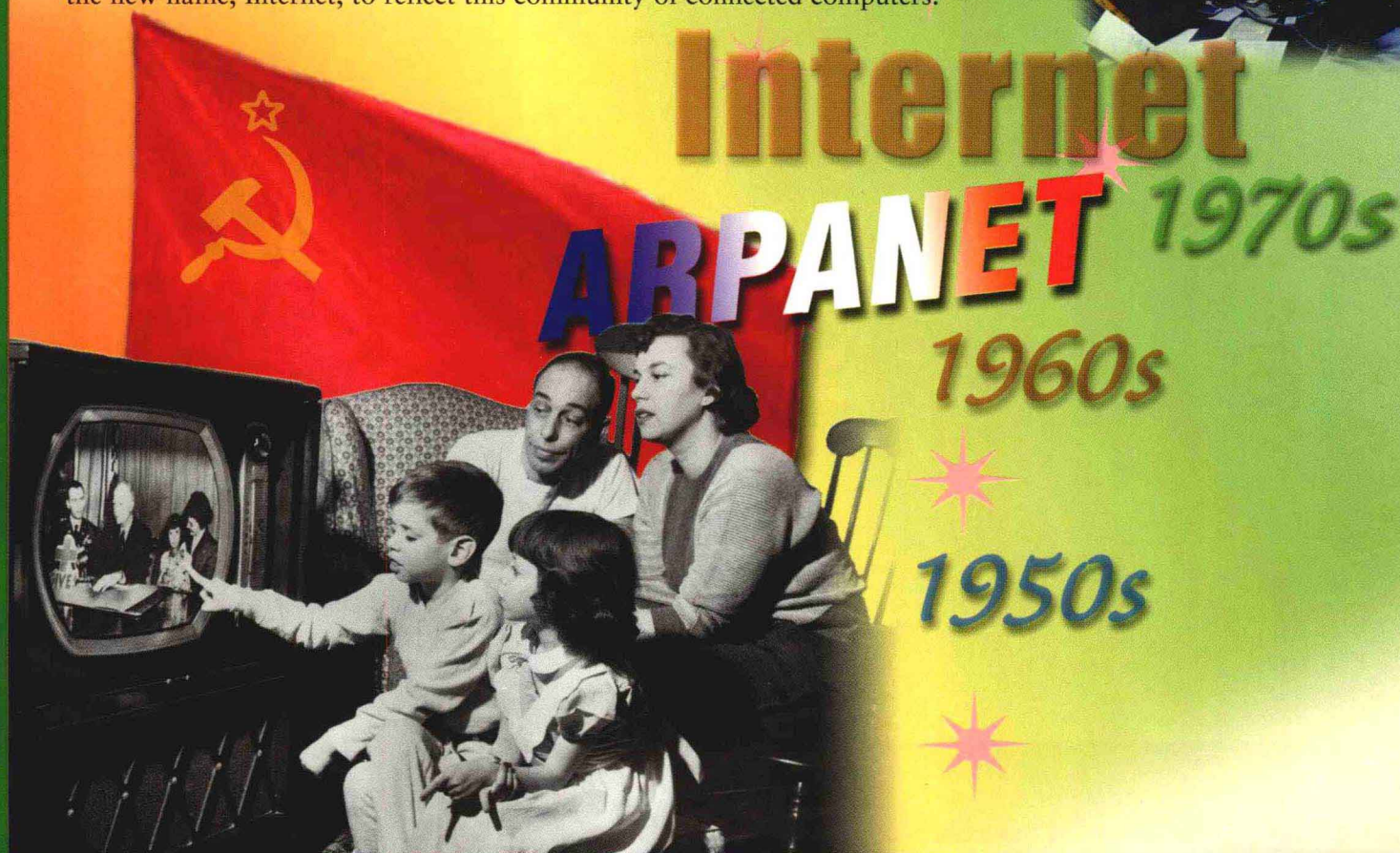
In 1989, while working as a scientist at the European Laboratory for Particle Physics in Geneva, Switzerland, Tim Berners-Lee proposed the initial idea for the system that ultimately would evolve into the World Wide Web. He also set up the Internet's first Web server.

Today, the size of the Web is expanding at an exponential rate with millions of people using the Web worldwide.

This is an exciting time in the history of Internet access and Web browsing. Netscape Navigator is a popular Web browsing program that provides searching capabilities, allows you to link quickly to previously viewed Web pages via a History list, and keeps track of your favorite Web pages.

The unique structure of the Internet has spawned cutting-edge potential for the global economy. Worldwide marketing and distribution online offer a myriad of products and services. Internet businesses thrive in the twenty-first century as e-commerce transactions take place over secure electronic networks. With access to a computer, a network connection, and a means to pay for purchased goods, anyone can participate in e-commerce. In addition, the World Wide Web allows people everywhere to communicate via electronic mail; access the latest news, sports, and weather; conduct online banking and trading; enjoy multimedia entertainment; use travel-related services; telecommute; take Web-based courses; and seek employment.

In this project, you are introduced to the world-wide system of networks, the Internet; the software used to connect computers, called Transmission Control Protocol/Internet Protocol (TCP/IP) that provides networking services; and the World Wide Web, which is the collection of hyperlinks throughout the Internet that creates an interconnected network of links. The links enable you to access the location of the computer on which text, graphics, video, sound, and virtual reality are stored.

Upon completing the project, you will join the millions of individuals worldwide successfully sharing networked information.

Netscape Navigator 6

Browsing the Web

Introduction

The Internet is the most popular and fastest growing area in computing today. Using the Internet, you can do research, get a loan, shop for services and merchandise, job hunt, buy and sell stocks, display weather maps, obtain medical advice, watch movies, listen to high-quality music, and converse with people worldwide.

Once considered mysterious, the Internet is now accessible to the general public because personal computers with user-friendly tools have reduced its complexity. The Internet, with millions of connected computers, continues to grow with thousands of new users coming online every day. Schools, businesses, newspapers, television stations, and government services all can be found on the Internet. Service providers are popping up all over the country providing inexpensive access to the Internet from home; but just exactly what is the Internet?

The Internet

The **Internet** is a worldwide collection of networks (Figure 1-1), each of which is composed of a collection of smaller networks. A network is composed of several computers connected together to share resources and data. For example, on a college campus, the network in the student lab can be connected to the faculty computer network, which is connected to the administration network, and they all can connect to the Internet.

FACULTY COMPUTER SYSTEM NETWORK

Shared laser printer

Server unit

ADMINISTRATION MAINFRAME COMPUTER SYSTEM NETWORK

Terminals

Mainframe computer

Shared laser printer

STUDENT COMPUTER LAB NETWORK

Server unit

Shared laser printer
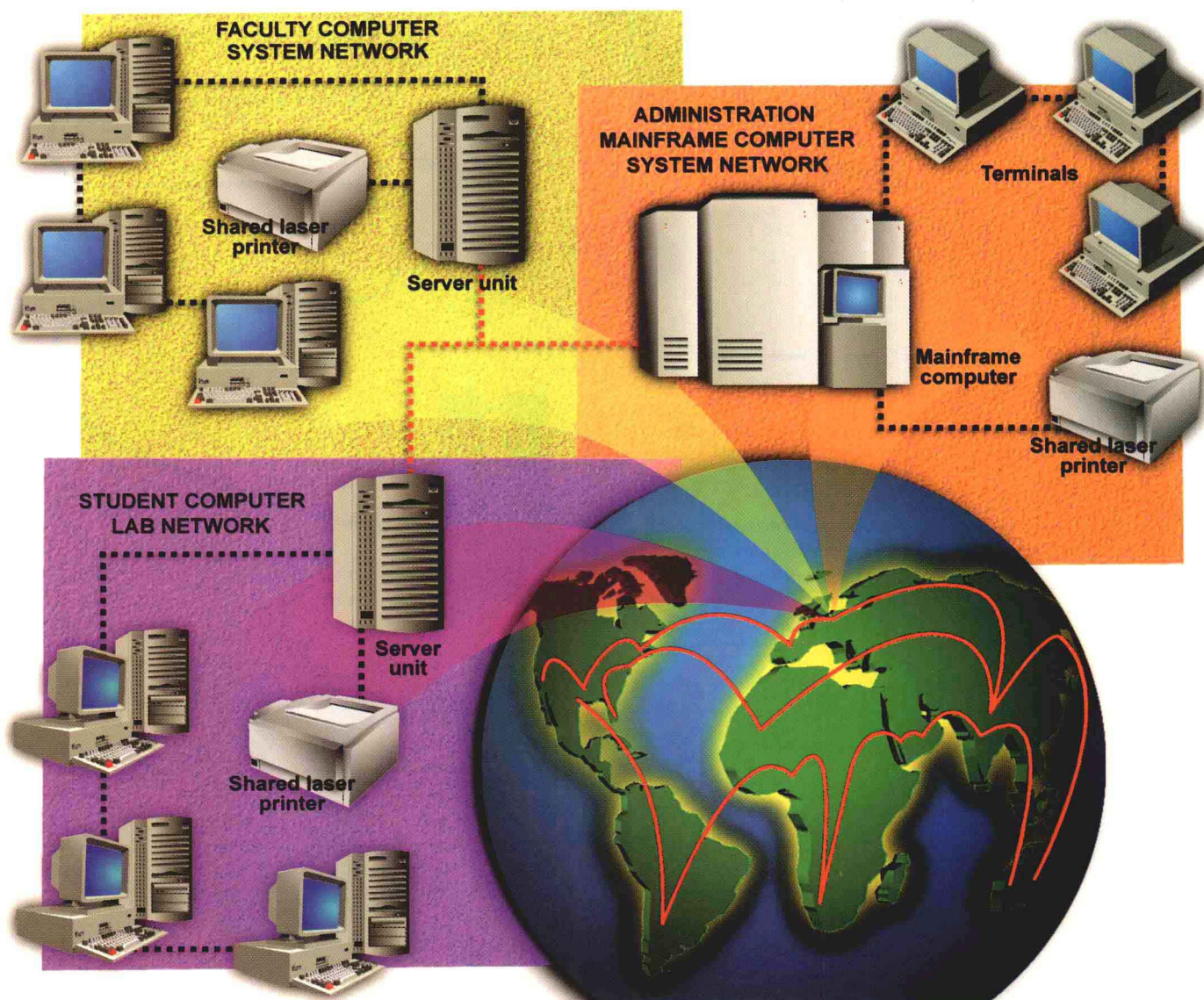
FIGURE 1-1

Networks are connected with high-, medium- and low-speed data lines that allow data to move from one computer to another (Figure 1-2 on the next page). The Internet has high-speed data lines that connect major computer systems located around the world, which form the **Internet backbone**. Other, less powerful computers, such as those used by local Internet service providers often attach to the Internet backbone using medium-speed data lines. Finally, the connection between your computer at home and your local Internet service provider, often called **the last mile**, employs low-speed data lines such as telephone. In many cases today, cable is replacing telephone lines over the last mile, which significantly improves access to information on the Internet.

More About

The Internet

The Internet started as a government experiment for the military. The military wanted a communication means that would connect different computers running different operating systems. This method had to remain operational even if one or more of the computers became unavailable. From this experiment, a communication technique originated called Transmission Control Protocol/Internet Protocol, or TCP/IP.

Step 1: A personal computer's request for information travels to the ISP.

communications satellite

Step 2: When the request leaves the ISP, it travels over T-1 lines, microwave stations, and communications satellites until it reaches the Internet backbone.

T-1 lines

modem

microwave station

(slow-speed data line)

ISP

T-1 lines

(medium-speed data line)

T-1 lines

Step 3: The request travels over T-3 lines along the Internet backbone.

T-3 lines

Internet backbone (high-speed data line)

Step 4: The request travels over T-1 lines until it reaches the destination network server.

T-3 lines

destination network server

T-1 lines

(medium-speed data line)

FIGURE 1-2

The World Wide Web

Computer systems have the capability to deliver information in a variety of ways, such as graphics, sound, video clips, animation, and, of course, regular text. On the Internet, this multimedia capability is available in a form called **hypermedia**, which is any variety of computer media, including text, graphics, video, sound, and virtual reality.

You access hypermedia using a **hyperlink**, or simply **link**, which is a special software pointer that points to the location of the computer on which the hypermedia is stored and to the hypermedia itself. A link can point to hypermedia on any computer connected to the Internet that is running the proper software. Thus, clicking a link on a computer in Los Angeles could display text and graphics located in New York.
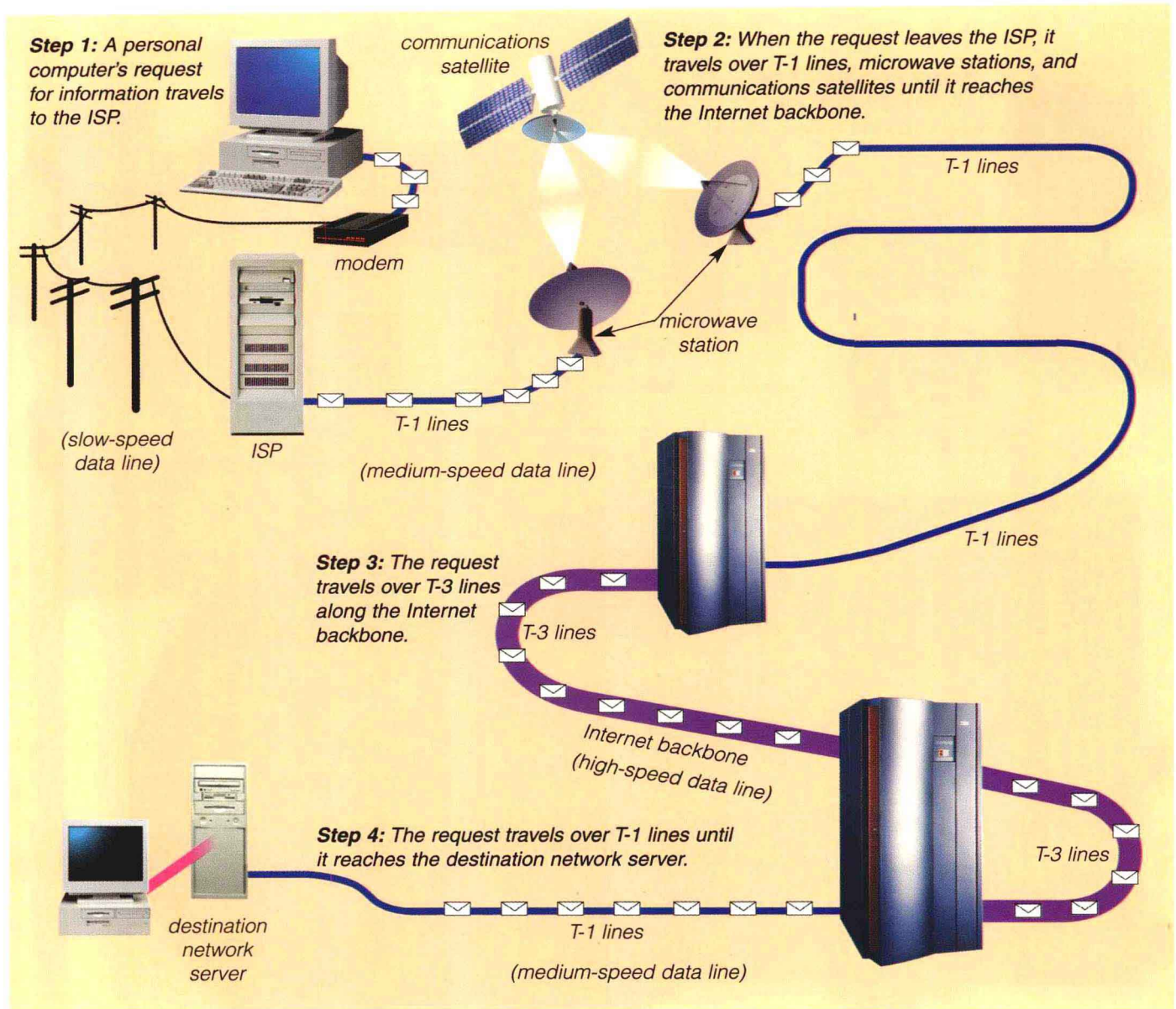
More About

Web Sites

An organization can have more than one Web site. Separate departments may have their own Web computers, allowing faster response to requests for Web pages and local control over the Web pages stored at that Web site.

The collection of links throughout the Internet creates an interconnected network called the **World Wide Web**, which also is referred to as the **Web**, or **WWW**. Each computer within the Web containing hypermedia that can be referenced with a link is called a **Web site**. Millions of Web sites around the world are accessible through the Internet.

Graphics, text, and other hypermedia available at a Web site are stored in a file called a **Web page**. Therefore, when you click a link to display a picture, read text, view a video, or listen to a song, you are viewing a Web page.

Figure 1-3 illustrates a Web page at the CBS Switchboard.com Web site. This Web page contains numerous links. For example, each underlined phrase in blue and the tabs below the title are links. Clicking a link, such as Find a Person in Figure 1-3, displays another Web page.
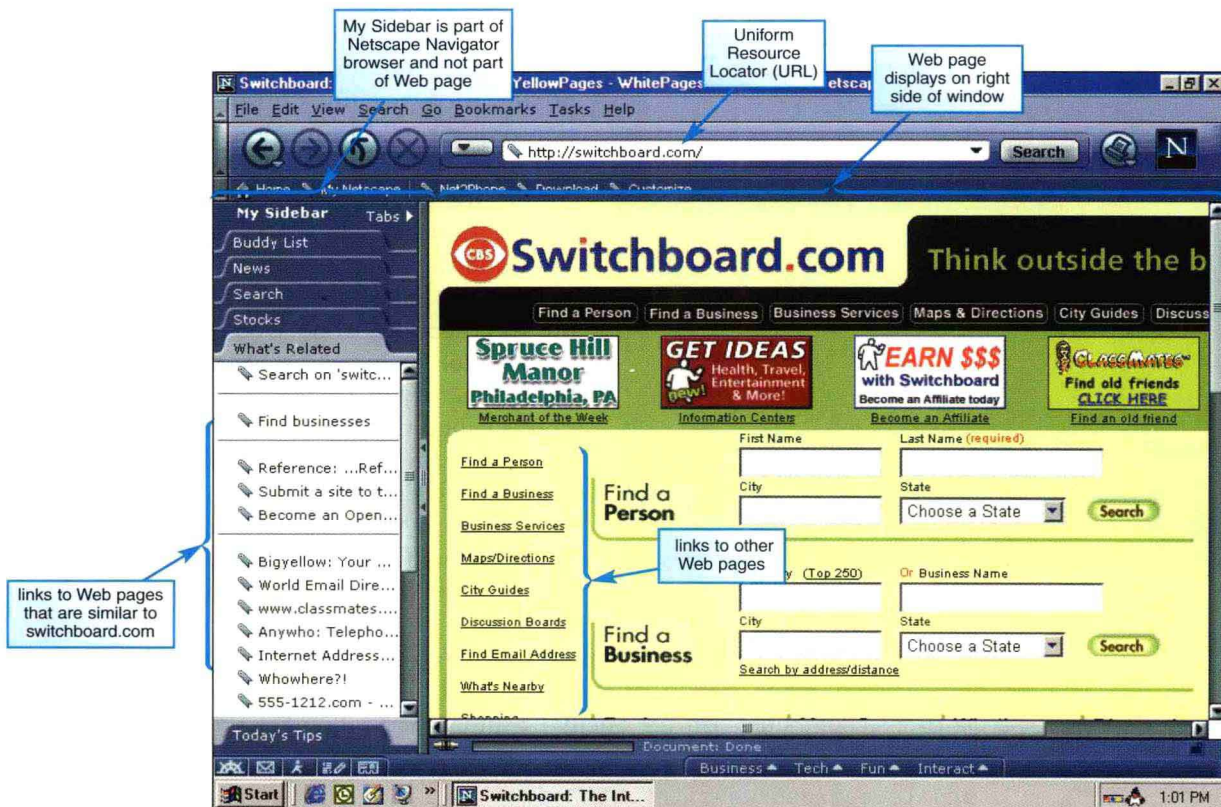
FIGURE 1-3

Uniform Resource Locator (URL)

Each Web page is identified by a special address called the Uniform Resource Locator. A **Uniform Resource Locator** or **URL** (pronounced *you are ell*) is important because it is the unique address of each Web page on the World Wide Web. The URL in Figure 1-3 is http://switchboard.com.

A URL often is composed of three parts (Figure 1-4 on the next page). The first part is the protocol. A **protocol** is a set of rules. Most Web pages use HyperText transport protocol. **Hypertext Transfer Protocol (HTTP)** describes the rules used to transmit Web pages electronically over the Internet. You enter the protocol in lowercase as http followed by a colon and two forward slashes (://). If you do not begin a URL with a protocol, Netscape will assume it is http, and automatically will append http:// to the front of the URL.

http://www.scsite.com/nn6/asianart/exhibitions.htm

protocol used to transfer page from Web site to your computer

domain name of Web site

file specification or path of Web page at Web site

FIGURE 1-4

The second part of a URL is the domain name. The **domain name** is the Internet address of the computer on the Internet where the Web page is located. Each computer on the Internet has a unique address, called an **Internet Protocol address**, or **IP address**. The domain name identifies where to forward a request for the Web page referenced by the URL.

The last part of the domain name (com in Figure 1-4) indicates the type of organization that owns the Web site. For example, com indicates a commercial organization, usually a business or corporation. Educational institutions have edu at the end of the their domain names. Government entities use gov at the end of their domain names. Table 1-1 shows types of organizations and their extensions.

Table 1-1 Organizations and their Domain Name Extensions	
ORGANIZATION	**EXTENSION**
Commercial	.com
Educational	.edu
Government	.gov
Military	.mil
Major network support	.net
Organizations not covered above	.org
International	.int
Individual countries/states	Country/state code

The optional third part of a URL is the file specification of the Web page. The **file specification** includes the file name and possibly a directory or folder name. This information is called the **path**. If no file specification of a Web page is specified in the URL, a default Web page displays. This means you can display a Web page even though you do not know its file specification. The domain name of the Web site will display a default page.

You can find URLs that identify interesting Web sites in magazines or newspapers, on television, from friends, or even from just browsing the Web. In addition, for a list of excellent sites visit the Shelly Cashman Series Guide to the World Wide Web site at

scsite.com/nn6/websites.htm

URLs of well-known companies and institutions usually contain the company's name and institution's name. For example, ibm.com is IBM Corporation, and purdue.edu is Purdue University.

More About

HTML

HTML editing programs, such as FrontPage, Hotdog, and Hotmetal, make it easy to create Web pages without learning HTML syntax.

HyperText Markup Language

Web page authors use a special formatting language called **Hypertext Markup Language** (**HTML**) to create Web pages. Behind all the formatted text and eye-catching graphics on a Web page is plain text. Special HTML formatting codes and functions that control attributes such as font size, colors, and centering surround the text and picture references. Figure 1-5 shows part of the hyperText markup language used to create the Web page shown in Figure 1-3 on the previous page.