

## **Study Unit 4: LAYOUT TECHNIQUES**

### **Outline**

Students will learn More CSS HTML attributes: CSS id, class multiple classes, Pseudo-classes Styling Page Sections

- div, span
  - CSS Cascading & Inheritance
  - Introduction to Layout Box Model, document flow
  - Properties for borders, paddings, margins
  - Properties for dimensions
- More CSS(id & class)
  - Styling Page Sections
  - Introduction to Layout

### **Learning Outcomes of Study Unit 4**

Upon completion of this study unit, you should be able to learn more basic HTML with div and CSS with id and classes in practice.

#### 1.1: More CSS

- HTML attributes: id, class
- Multiple classes • Pseudo-classes

#### 1.2: Styling Page Sections

- div , span
- CSS context selector
- CSS Cascading & Inheritance

#### 1.3: Introduction to Layout

- Box Model, document flow
- Properties for borders, paddings, margins
- Properties for dimensions

# 1.1: More CSS

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## Outline

- **More CSS(id & class)**
- Styling Page Sections
- Introduction to Layout

## The HTML **id** Attribute

```
<p>Spatula City! Spatula City!</p> <p id="mission">Our mission is  
to provide the most spectacular spatulas and splurge on our specials  
until our customers <q>esplode</q> with splendor!</p> HTML
```

Spatula City! Spatula City!

Our mission is to provide the most spectacular spatulas  
and splurge on our specials until our customers explode  
with splendor!

*output*

- Allows you to give a unique ID to any element on a page
- Each ID must be unique; can only be used once in the page

## Linking to Sections of a Web Page

```
<p>Visit <a href=
“http://www.textpad.com/download/index.html#downloads”>
textpad.com</a> to get the TextPad editor.</p> <p><a
href="#mission">View our Mission Statement</a></p>
```

Visit [textpad.com](http://www.textpad.com) to get the TextPad editor.

[View our Mission Statement](#)

- A link target can include an ID at the end, precede by a #
- Browser will load that page and scroll to element with given ID

## ID Selectors

```
#mission {  
  font-style: italic;  
  font-family: "Garamond", "Century Gothic", serif;  
} HTML
```

Spatula City! Spatula City!

*Our mission is to provide the most spectacular spatulas and splurge on our specials until our customers explode with splendor!* *output*

- Applies style only to the paragraph that has the ID of mission
- Element can be specified explicitly **p#mission** { ... }

## The HTML **class** Attribute

```
<p class="shout">Spatula City! Spatula City!</p>  
<p class="special">See our spectacular spatula specials!</p> <p  
class="special">Today only: satisfaction guaranteed.</p> HTML
```

Spatula City! Spatula City!  
See our spectacular spatula specials!  
Today only: satisfaction guaranteed. *output*

- Classes are a way to group some elements and give a style to only that group
- Unlike an **id**, a **class** can be reused as much as you like on the page

**class Selectors**

```
.special {  
  background-color: yellow;  
  font-weight: bold;  
}  
p.shout {  
  color: red;  
  font-family: cursive;  
}
```

CSS

**Spatula City! Spatula City!**

**See our spectacular spatula specials!**

**Today only: satisfaction guaranteed.**

output

- Applies corresponding rule to any element with class **special** or a **p** with class **shout**

## Multiple Classes

```
<h2 class="shout">Spatula City!  Spatula City!</h2>  
<p class="special">See our spectacular spatula specials!</p>  
<p class="special shout">Satisfaction guaranteed.</p>  
<p class="shout">We'll beat any advertised price!</p>
```

HTML

**Spatula City! Spatula City!**

**See our spectacular spatula specials!**

**Satisfaction guaranteed.**

**We'll beat any advertised price!**

output

- An element can be a member of multiple classes ( separated by spaces )

# Box Model **CSS** pseudo -classes

```

a:link      { color: #FF0000; }      /* unvisited link */
a:visited   { color: #00FF00; }      /* visited link */
a:hover     { color: #FF00FF; }      /* mouse over link */

```

Buy early, buy often!

output

Class	Description
:active	an activated or selected element
:focus	an element that has the keyboard focus
:hover	an element that has the mouse over it
:link	a link that has not been visited
:visited	a link that has already been visited
:first-letter	the first letter of text inside an element
:first-line	the first line of text inside an element
:first-child	an element that is the first one to appear inside another

## 1.2: Styling Page Section

### Outline

- More CSS
- **Styling Page Sections**
- Introduction to Layout

## Page Segmentation

- style individual elements, groups of elements, and sections of text of the page differently
- create complex page layout

The screenshot shows a web browser window with the following content:

**News**

Homework 1 Assigned! Welcome to the SE-805 course - Web 2.0 Programming. This course is for sophomore or junior students of Software School of SYSU.

Course Selection is end! **Chapter 1 Internet and WWW**

Course Selection is end! We created the same Web working environment for each participant in both sessions, including a computer with a 19 screen with the following software installed: Windows XP Professional, Firefox with MB, Microsoft Instant Messenger (MIM), and Windows Office 2003. We instructed the participants that they could use any available tools to assist them in their tasks, including pen and paper (provided). On June 29, a week before the beginning of the first session, we held a 20 minute training session of the MB for the participants in G2 and G3 according to their different configurations (with or without MT support) and asked them to practice using the MB during the following week. They reported their tasks created in MB in their practices, G2 (=4.47, =.79), G3 (=4.02, =.47). First Session In the first session, all participants were required to complete 5 tasks, and the manager (experimenter) launched these tasks one by one at 10 minute intervals by sending MIM group messages and delivering the required documents to all participants. All these tasks had been completed by the researchers in a pilot study to estimate the time needed for each task. The results showed that about 142 minutes were required to complete all tasks, which means that the participants were not likely to finish all of these tasks in a single experiment session. It is worth emphasizing here that although we asked participants to resume and complete these tasks in the second session, we did not inform them of this until the start of the second session.

Course Selection is end! **Chapter 2 Basic HTML & CSS**

We created the same Web working environment for each participant in both sessions, including a computer with a 19 screen with the following software installed: Windows XP Professional, Firefox with MB, Microsoft Instant Messenger (MIM), and Windows Office 2003. We instructed the participants that they could use any available tools to assist them in their tasks, including pen and paper (provided). On June 29, a week before the beginning of the first session, we held a 20 minute training session of the MB for the participants in G2 and G3 according to their different configurations (with or without MT support) and asked them to practice using the MB during the following

**Course Resources**

- Lecture Notes
- Labs
- Homeworks
- Reference Books

S

*a section or division of your HTML page (block)*

```
<div class="shout">  
  <h2>Spatula City! Spatula City!</h2>  
  <p class="special">See our spectacular spatula specials!</p>  
  <p>We'll beat any advertised price!</p>  
</div>
```

HTML

**Spatula City! Spatula City!**

**See our spectacular spatula specials!**

**We'll beat any advertised price!**

output

### Sections of a Page: `< div >`

- A tag used to indicate a logical section or area of a page
- Has no appearance by default, but you can apply styles to it

## Inline Section: `< span >`

*an inline element used purely as a range for applying styles*

```
<h2>Spatula City!  Spatula City!</h2>
<p>See our <span class="special">spectacular</span> spatula specials!</p>
<p>We'll beat <span class="shout">any advertised price</span>!</p>
```

HTML

**Spatula City! Spatula City!**  
 See our **spectacular** spatula specials!  
 We'll beat **any advertised price!**

output

- Has no onscreen appearance, but you can apply a style or ID to it, which will be applied to the text inside the `span`
- So, when should we use `<div>`, `<span>`, and when `<p>`, `<h1>`, etc.?

## CSS Context Selectors

```
selector1 selector2 {  
  properties  
}
```

CS  
S

Applies the given properties to *selector2* only if it is inside a *selector1* on the page

```
selector1 > selector2 {  
  properties  
}
```

CS  
S

Applies the given properties to *selector2* only if it is **directly** inside a *selector1* on the page (*selector2* tag is immediately inside *selector1* with no tags in between)

```
<p>Shop at <strong>Hardwick's Hardware</strong>...</p>  
<ul>  
  <li>The <strong>best</strong> prices in town!</li>  
  <li>Act while supplies last!</li>  
</ul>
```

*HTML*

```
li strong { text-decoration: underline; }
```

*CSS*

Shop at **Hardwick's Hardware...**

- The **best** prices in town!
- Act while supplies last!

*output*

## More Complex Example

---

```
<div id="ad">
  <p>Shop at <strong>Hardwick's Hardware</strong>...</p>
  <ul>
    <li class="important">The <strong>best</strong>
      prices in town!</li>
    <li>Act <strong>while supplies last!</strong></li>
  </ul>
</div>
```

*HTML*

```
#ad li.important strong { text-decoration: underline; }
```

*CSS*

Shop at **Hardwick's Hardware...**

- The **best** prices in town!
- Act **while supplies last!**

*output*

## CSS Cascade

- The browser's style sheet is the weakest.
- The user's style sheet takes precedence over the browser's style sheet.
- The author's style sheet is the strongest and takes precedence over the user's and the browser's style sheets.
- The (X)HTML style attribute is more important than styles defined in any style sheet.
- Within a style sheet, when conflict occurs, the most specific rule wins.

## Specificity of Selector

- When two conflict rules has same specificity, the one occurs later is style sheet file wins  
At last, a rule with **!important** overrides precedence!

---

## Specificity of Selector

Selector	Selector Type
Li	Element Name
ul li	Element Name
div h1 + p	Element Name
input[type='text']	Element Name + Attribute
.someclass	Class Name
div.someclass	Element Name + Class Name
div.someclass.someother	Element Name + Class Name + Class Name
#someid	ID Name
div#someid	Element Name + ID Name

```
body {  
    font-size: 24px;  
}  
p {  
    background: lightblue !important;  
}  
p {  
    background: none;  
}
```

The important rule takes precedence.

## CSS Inheritance

- Many properties in a CSS rule are inheritable by children elements of the rule specified, but some are not.
- Types of properties are inheritable: text, color, and font
- Types of properties are not: border, margin, padding
- If you can't remember whether a property is inheritable, better to figure it out by examining, other than via Googling or W3-Schooling

## 1.3: Introduction to Layout

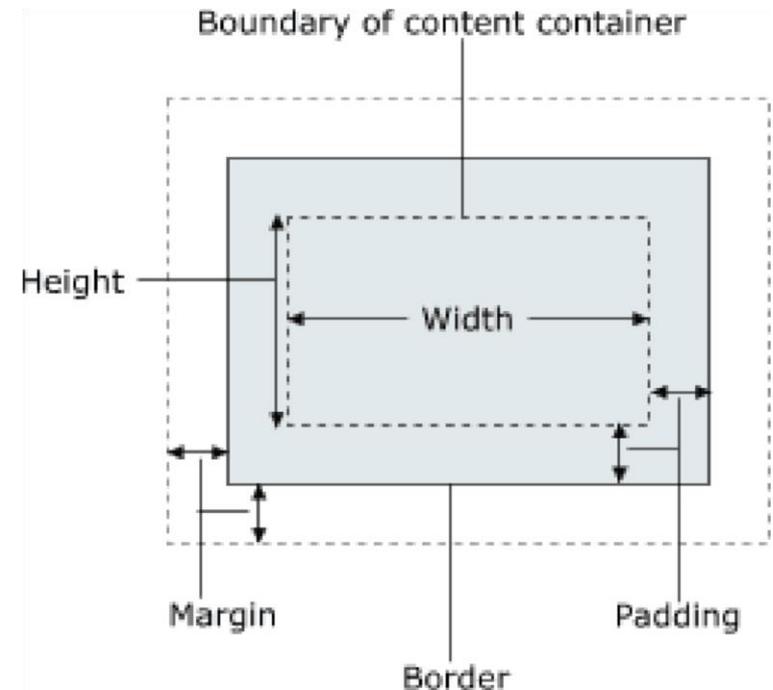
### Outline

- More CSS
- Styling Page Sections
- **Introduction to Layout**

## The CSS Box Model

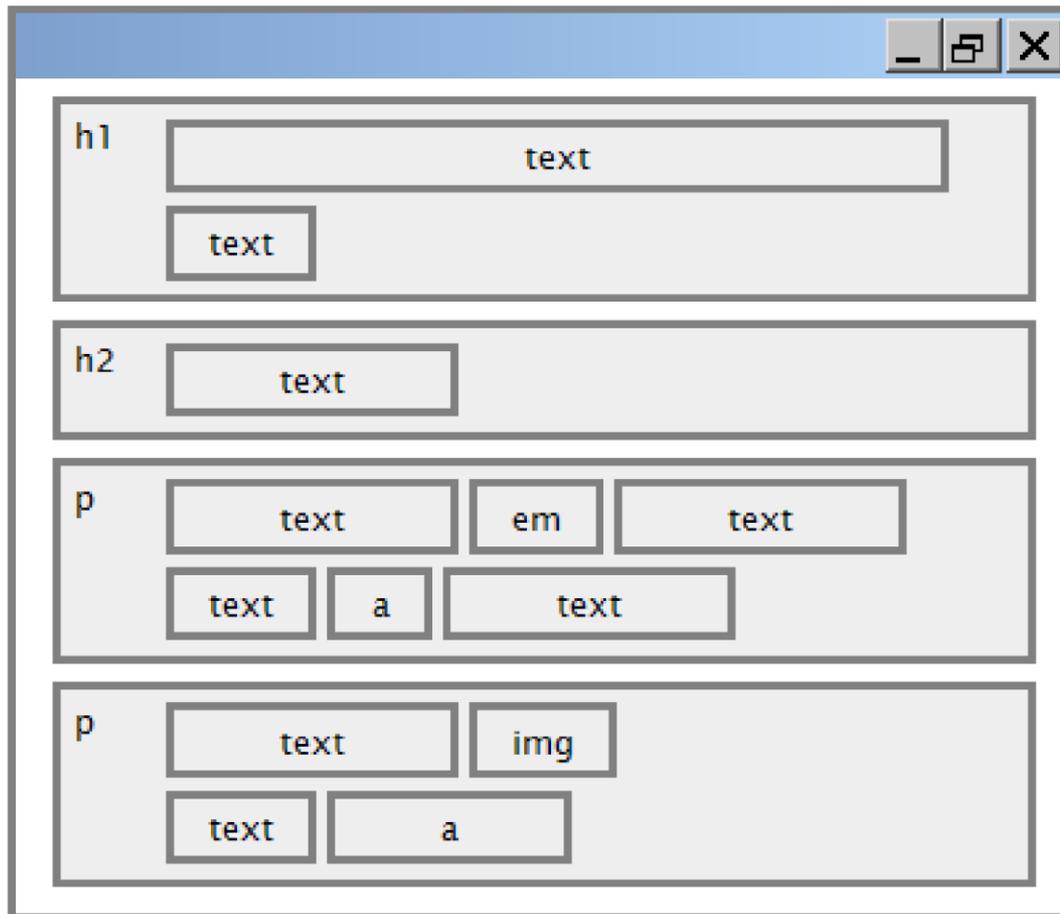
- For layout purpose, every element is composed of:
  - The actual element's **content**
  - A **border** around the element
  - A **padding** between the content and the border (*inside*)
  - A **margin** between the border and other content (outside)
- $\text{width} = \text{content width} + \text{L/R padding} + \text{L/R margin}$

$\text{height} = \text{content height} + \text{T/B padding} + \text{T/B margin}$



*the CSS Box Model* **Document Flow –**

---

**Example**

## CSS Properties for Borders More Border Properties

---

### Property Description

[border-color](#), [border-width](#), specific properties of border on  
[border-style](#) all 4 sides

[border-bottom](#), [border-left](#), all properties of border on a [border-right](#),  
[border-top](#) particular side

[border-bottom-color](#), [border-bottomstyle](#),  
[border-bottom-width](#), [border-left-color](#), properties of border on a  
[border-left-style](#), [border-left-width](#), particular side [border-right-](#)  
[color](#), [border-right-style](#), [border-right-width](#), [border-top-color](#),  
[border-top-style](#), [border-top-width](#)

[Complete list of border properties](#)

---

## Border Example 2

- Each side's border properties can be set individually
- If you omit some properties, they receive default values (e.g. **border-bottom-width** above)

```
h2 {  
  border-left: thick dotted #CC0088;  
  border-bottom-color: rgb(0, 128, 128);  
  border-bottom-style: double;  
}
```

*CSS*

**This is a heading.**

*output*

## CSS Properties for Padding Web 2.0 Programming –

---

Property Description	<u>padding</u> padding
on all 4 sides	
<u>padding-bottom</u>	padding on bottom side only
<u>padding-left</u>	padding on left side only
<u>padding-right</u>	padding on right side only
<u>padding-top</u>	padding on top side only

Complete list of padding properties

# Padding Example

## Padding Example 2

```
p { padding: 20px; border: 3px solid black; }  
h2 { padding: 0px; background-color: yellow; }
```

CSS

This is the first paragraph

This is the second paragraph

**This is a heading**

```
p {  
  padding-left: 200px; padding-top: 30px;  
  background-color: fuchsia;  
}
```

This is the first paragraph

This is the second paragraph

CSS

Output

- Each side's padding can be set individually
- Notice that padding shares the background color of the element

## CSS Properties for Margins

property	description
<a href="#"><u>margin</u></a>	margin on all 4 sides
<a href="#"><u>margin-bottom</u></a>	margin on bottom side only
<a href="#"><u>margin-left</u></a>	margin on left side only
<a href="#"><u>margin-right</u></a>	margin on right side only
<a href="#"><u>margin-top</u></a>	margin on top side only

[Complete list of margin properties](#)

## Margin Example 1

```
p {  
  margin: 50px;  
  background-color: fuchsia;  
}
```

*CSS*

This is the first paragraph

This is the second paragraph

*output*

- Notice that margins are always transparent ( they don't contain the element's background color, etc. )

## Margin Example 2

```
p {  
  margin-left: 8em;  
  background-color: fuchsia;  
}
```

This is the first paragraph

This is the second paragraph

*CSS*

*Output*

- Each side's margin can be set individually

## CSS Properties for Dimensions

<pre>p { width: 350px; background-color: yellow; } h2 { width: 50%; background-color: aqua; }</pre> <p style="text-align: right;"><i>CSS</i></p>
<p>This paragraph uses the first style above.</p> <p><b>An h2 heading</b></p> <p style="text-align: right;"><i>output</i></p>

Property	Description
<p><u>width</u>, <u>height</u></p>	<p>how wide or tall to make this element (block elements only)</p>

[max-width](#), [max-height](#), [min-width](#), [min-height](#)

max/min size of this element in given dimension

## Centering a Block Element: **auto** Margins

```
p {  
  margin-left: auto;  
  margin-right: auto;  
  width: 750px;  
}
```

*CSS*

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

*output*

- Works best if **width** is set (otherwise, may occupy entire width of page)
- To center inline elements within a block element, use **text-align: center**

## Self-Review Questions (SRQ) For Study Session 4

Now that you have completed this study unit, you can assess how well you have achieved its Learning Outcomes by answering these questions. Write your answers in your Study Diary and discuss them with your Tutor at the next Study Support Meeting or Online interactive sessions. You can also check your answers at the Self-Review Answers section which is located at the end of this Module.

1: Difference between id and class in HTML [ID vs CLASS]

2: what's the difference between table and div layout in html.

3: Create a web page looks like this:

## Self-Review Answers (SRA) for Study Unit 4

### 1: Difference between id and class in HTML [ID vs CLASS].

HTML element (like div, input, nav, body, etc) can have both “id” and “class” together and at the same time. The only difference here is that “id” can have only one unique value and “class” can have more than one. For instance see the example below.

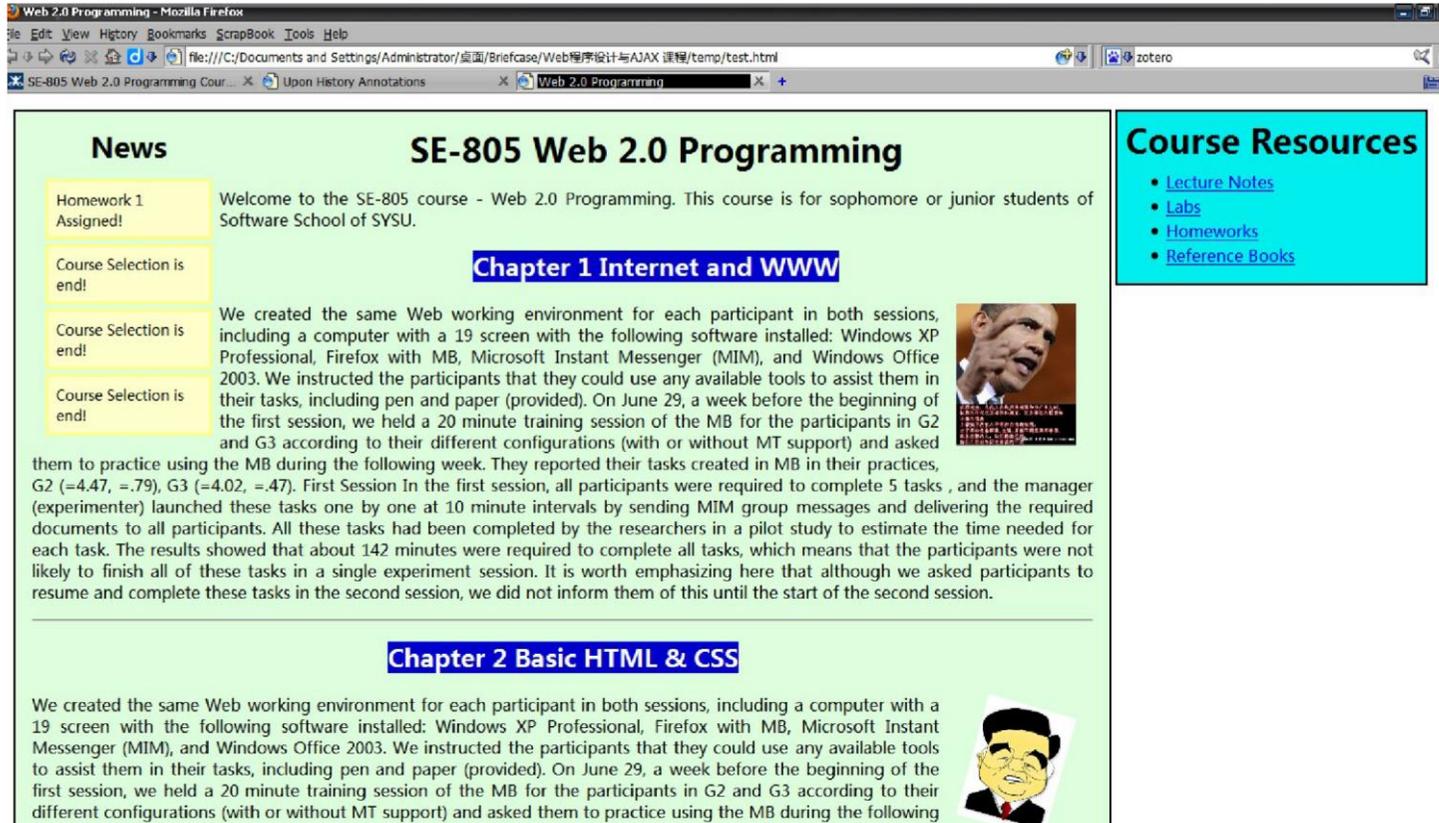
### 2: what's the difference between table and div layout in html?

Very simply, table based layouts were the old way of organizing the position of content and divs are the newer way. Think of them as being invisible rectangles (unless you choose to make them visible) that hold content and both have their pros and cons in how you are able to position them.

You can position divs into nearly every situation a table can be positioned into, whereas there's a lot of positioning you can do with divs that you can't do with tables. This is one reasons why using tables to layout your page is discouraged.

Tables haven't completely disappeared. They're still very good at (funnily enough) table-based display of information or statistics. Think excel-type layouts.

### 3: Create a web page looks like this:



Web 2.0 Programming - Mozilla Firefox

file:///C:/Documents and Settings/Administrator/桌面/Briefcase/Web程序设计/AJAX 课程/temp/test.html

SE-805 Web 2.0 Programming Cour... Upon History Annotations Web 2.0 Programmio

## News

### SE-805 Web 2.0 Programming

Homework 1 Assigned! Welcome to the SE-805 course - Web 2.0 Programming. This course is for sophomore or junior students of Software School of SYSU.

Course Selection is end!

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#### Chapter 1 Internet and WWW

We created the same Web working environment for each participant in both sessions, including a computer with a 19 screen with the following software installed: Windows XP Professional, Firefox with MB, Microsoft Instant Messenger (MIM), and Windows Office 2003. We instructed the participants that they could use any available tools to assist them in their tasks, including pen and paper (provided). On June 29, a week before the beginning of the first session, we held a 20 minute training session of the MB for the participants in G2 and G3 according to their different configurations (with or without MT support) and asked them to practice using the MB during the following week. They reported their tasks created in MB in their practices, G2 (=4.47, =.79), G3 (=4.02, =.47). First Session In the first session, all participants were required to complete 5 tasks, and the manager (experimenter) launched these tasks one by one at 10 minute intervals by sending MIM group messages and delivering the required documents to all participants. All these tasks had been completed by the researchers in a pilot study to estimate the time needed for each task. The results showed that about 142 minutes were required to complete all tasks, which means that the participants were not likely to finish all of these tasks in a single experiment session. It is worth emphasizing here that although we asked participants to resume and complete these tasks in the second session, we did not inform them of this until the start of the second session.



#### Chapter 2 Basic HTML & CSS

We created the same Web working environment for each participant in both sessions, including a computer with a 19 screen with the following software installed: Windows XP Professional, Firefox with MB, Microsoft Instant Messenger (MIM), and Windows Office 2003. We instructed the participants that they could use any available tools to assist them in their tasks, including pen and paper (provided). On June 29, a week before the beginning of the first session, we held a 20 minute training session of the MB for the participants in G2 and G3 according to their different configurations (with or without MT support) and asked them to practice using the MB during the following



## Course Resources

- [Lecture Notes](#)
- [Labs](#)
- [Homeworks](#)
- [Reference Books](#)

For practice purpose use following link

[https://www.w3schools.com/html/html\\_layout.asp](https://www.w3schools.com/html/html_layout.asp)

## **Exercises**

- What are the most popular Web page fonts, and why?
- What are common layout elements of a contemporary Web page?
- Why “css + div” style layout is better than “table” style?

## **References and Additional Reading Materials**

- W3C CSS2 Specification: <http://www.w3.org/TR/REC-CSS2/>
- W3Schools CSS Tutorial: <http://www.w3schools.com/css/default.asp>
- <http://www.barelyfitz.com/screencast/html-training/css/positioning/>
- <http://www.quirksmode.org/css/display.html>