

CRITICAL THINKING

Wikis are quickly becoming a popular way to share information on the Internet. Use your favorite search engine to find out more about wikis, including the following information:

- Definition of “wiki”
- Why wikis are useful

- How businesses use wikis
- Characteristics of wikis
- Security concerns
- Examples (4–5) of wikis



ONLINE DISCOVERY

Google is more than a search engine. It provides services and Web apps in categories such as Mobile, Media, Geo, Home & Office, and Social. Visit the Google Products page by opening the Google home page in your browser (www.google.com), clicking the More button on the bar at the top of the page, and then clicking Even more. Select


one tool or Web app that you have not used before. Research the following information about the Google tool you selected:

- Purpose of the tool
- Examples of how people use the tool
- Steps you perform to complete a typical task

JOB SKILLS

As mentioned in the Workplace Readiness sidebar, career Web sites such as careerbuilder.com and monster.com provide articles, videos, advice, and other resources to prepare for a job search, develop a career, change careers, and other topics. Visit a career Web site in the following list, and then search for an article that discusses using the Internet and the Web in a job search or on the job. List at least four ideas, tips, or steps mentioned in the article.

- www.onestopcoach.org
- www.rileyguide.com/prepare.html
- www.job-hunt.org
- www.careerbuilder.com

 Estimated Time:
1 hour

LESSON 29

Web Content

OBJECTIVES

Upon completion of this lesson, you should be able to:

- Understand Internet content.
- Search for information on the Web.
- Use a search engine.
- Evaluate the quality of Internet information.
- Identify how to evaluate the quality of information.
- Observe intellectual property laws.

DATA FILES

You do not need data files to complete this lesson.

WORDS TO KNOW

blog
 Boolean logic
 copyright
 directory
 feed
 index
 keyword
 libel
 link list
 math symbol
 news feed
 phrase searching
 plagiarism
 podcatcher
 public domain
 related search
 search engine
 shared bookmark
 trademark
 wiki
 wildcard character

As the use of online technology continues to grow, you should understand how to find and evaluate content on the Web. This lesson explores how to develop, locate, and use information available in Web sites.

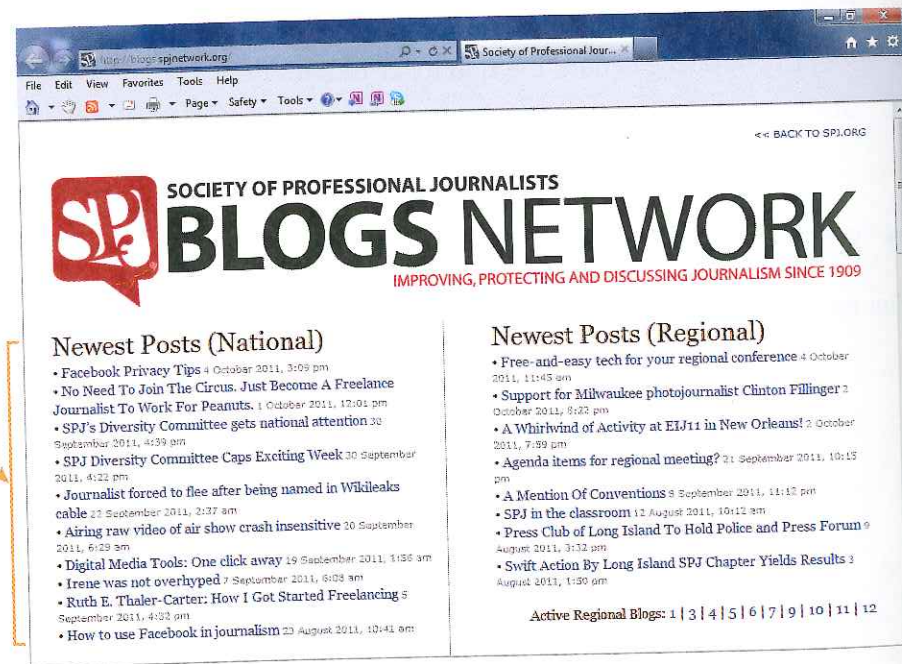


Understanding Internet Content

You typically create content for the Internet by publishing it on a Web page and providing links for navigation. As the author, you control the content of the Web page and access to it. Viewers visit your site and interact with the information you provide. With the advent of Web 2.0, you can allow other types of interaction. Recall from the discussion of Web 2.0 in Lesson 28 that a new generation of Web software makes Web design and development options available, accessible, and easy to use. For example, you can now invite Web page viewers to contribute information to a site or exchange information, messages, and files with other viewers. You can create online content on the following types of sites:

- Web pages and Web sites are created by schools, governments, institutions, companies, nonprofit agencies, individuals, and others. Examples of Web site types include personal, entertainment, e-commerce, special causes, political, and government services. Lesson 28 contains an extensive overview of the various types of Web sites.
- A **blog** generally is managed by one person or a small group. The authors post commentary, journal entries, video, graphics, and other content and invite viewers to read and comment on the entries, which are usually displayed in reverse-chronological order. **Figure 29-1** shows an example of a blog for the Society of Professional Journalists.

VOCABULARY
blog

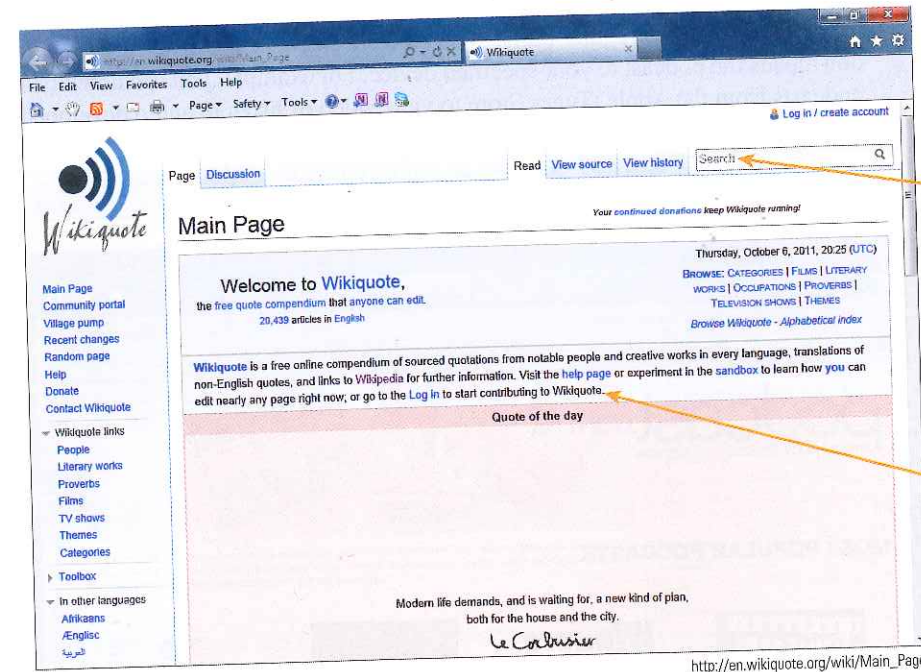


Entries are posted in reverse-chronological order

FIGURE 29-1 Society of Professional Journalists blog

- A **wiki** is a collaborative Web site that can be edited by anyone with access. (“Wiki” means quick in Hawaiian.) **Figure 29-2** shows an example of a wiki that focuses on quotations.

VOCABULARY
wiki

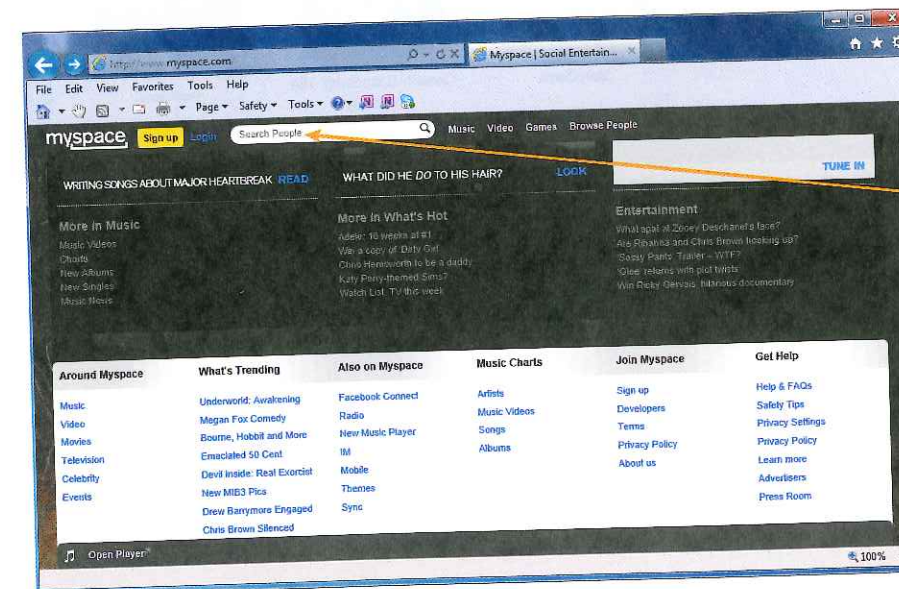


Enter a search term to find related quotations

Log on to contribute to the collection of quotations

FIGURE 29-2 Wikiquote

- Social networking sites, such as Facebook, MySpace, Bebo, Twitter, LinkedIn, hi5, Orkut, and others attract millions of users. These sites basically are groups of people who share similar interests or activities. The sites provide ways for users to interact such as through instant messages and e-mail. **Figure 29-3** shows the home page for the MySpace social networking site.



Interact with other users

FIGURE 29-3 MySpace social networking site

VOCABULARY

podcatcher

feed

- A podcast is a collection of multimedia files, usually audio or video files, that can be downloaded from the Internet to a mobile device or personal computer. You can download the files manually one at a time or automatically through a subscription using Really Simple Syndication (RSS). To subscribe to a podcast, you use a software program called a *podcatcher*. This program checks a *feed* for new content on a regular basis. When the podcatcher finds a new podcast, it downloads the podcast to your specified device. For example, you can download podcasts from the Apple iTunes Store to view video or listen to audio developed by independent creators or media outlets such as ESPN, *The Onion*, and *The New York Times*. **Figure 29-4** shows an online directory of podcasts.

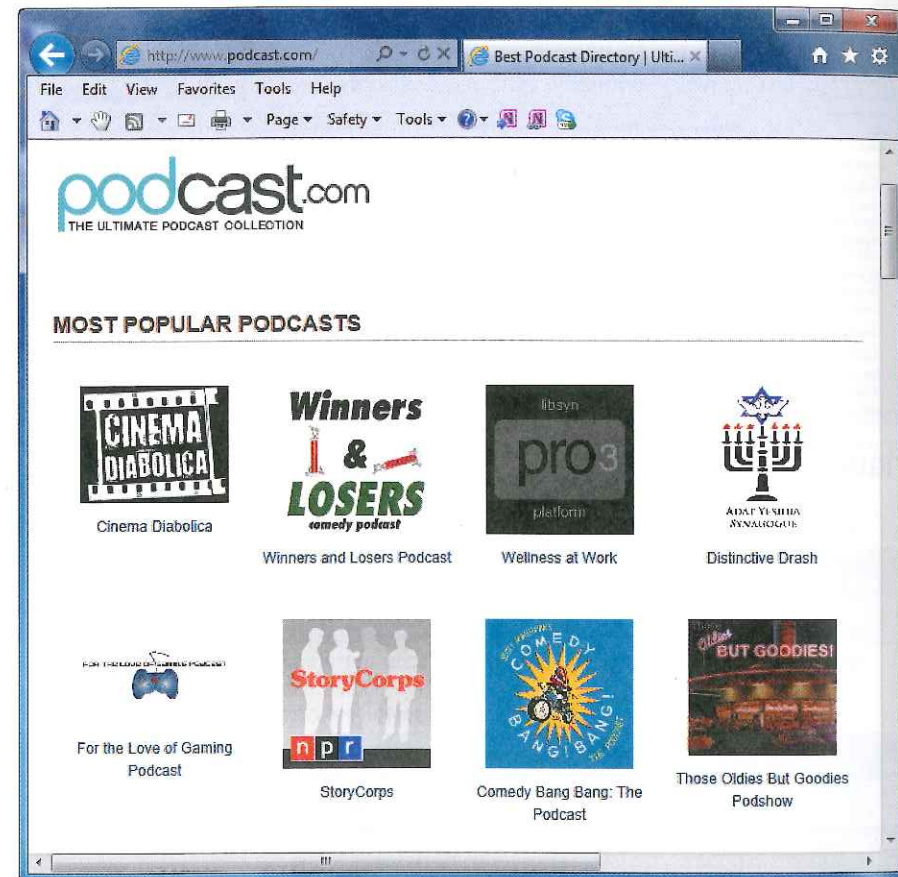


FIGURE 29-4 Podcasts

- The Web contains several types of file-sharing sites, including those for sharing photos, music, and video. When you share files, you post them on a Web site to make them available to other users. To do so, you usually use a peer-to-peer (P2P) network, which connects computers directly instead of through a central server. **Figure 29-5** shows the home page of Shutterfly, a peer-to-peer site for sharing photographs.



FIGURE 29-5 Peer-to-peer media-sharing site

- VOCABULARY
- news feed
- search engine
- keyword

- A **news feed** (also known as a Web feed) is a data format for providing users with frequently updated content. Content distributors such as media outlets syndicate news feeds so that users can subscribe to them. Similar to a podcast, news-related information is usually delivered using the RSS family of formats (see **Figure 29-6**). You can receive a news feed through your browser or with a dedicated feed reader program.

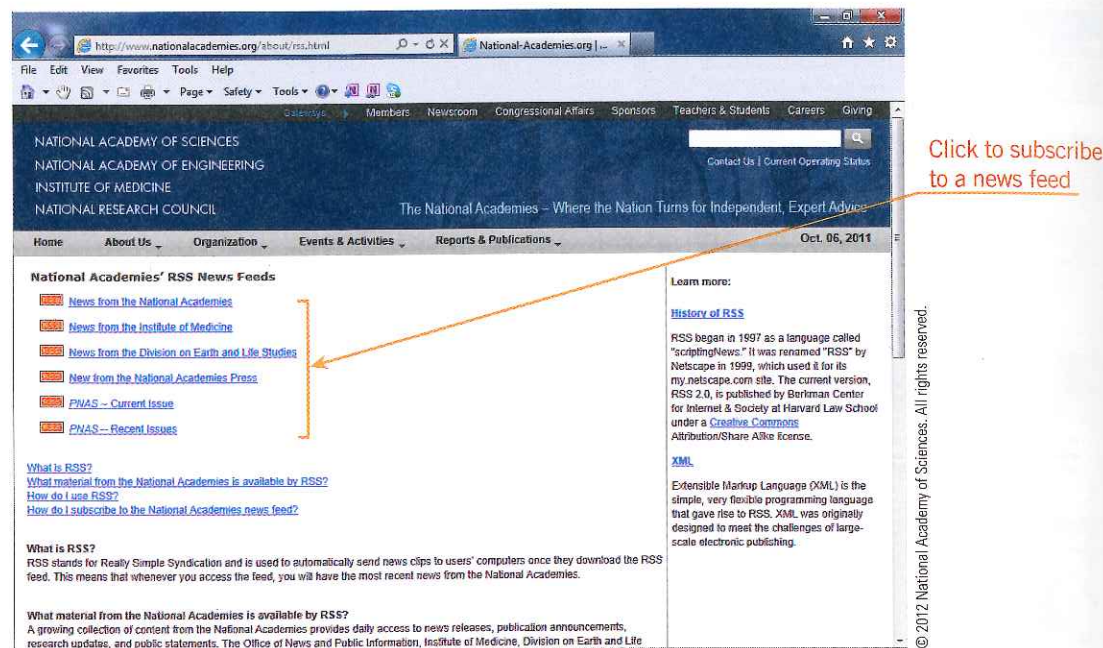


FIGURE 29-6 News feed

ABOVE AND BEYOND

In Windows 7, you can add an RSS Feed gadget to your desktop to display current headlines or up-to-date sports and weather information.



Searching for Information on the Web

When searching online, one of the primary tools you can use to find information is a **search engine**. You use a search engine to search for **keywords**. Search engines are automated indexes, so you might find that your search results include information that is irrelevant, but you will learn how to refine your search in this lesson. You can use general search engines and special-purpose search engines.

No single tool indexes or organizes the entire Web. When using an online search tool, you are searching and viewing data extracted from the Web. This data has been placed into the search engine's database. It is the database that is searched—not the Web itself. This is one reason you often have different results when you use different search engines.

You search the Internet to find answers to questions and information on any topic that interests you. The following are just a few examples of the types and availability of online data:

- You need to do some research for a paper due in your continuing education class next week.
- Your grandfather is losing his hearing and has asked you to help him find some information on hearing aids.
- You plan to take a trip to Mexico this summer and would like to get information on some of the best places to stay.

In addition to search engines, you can find online information using other tools, including the following:

- **Indexes**, also called **directories**, are Web sites that are organized by categories. Some examples of online directories include Libdex, which is a worldwide index of library catalogs, libraries, and books; Project Gutenberg online books, which contains a listing of over 35,000 free books on the Web; the National Geographic index; technical indexes; and dozens of others.
- **Link lists** are collections of links on a particular topic. You can find hundreds of link list sites on a variety of topics throughout the Internet. Most link lists, such as the site shown in **Figure 29-7**, contain a search engine, which you use to find information on the site.

- VOCABULARY
- index
- directory
- link list

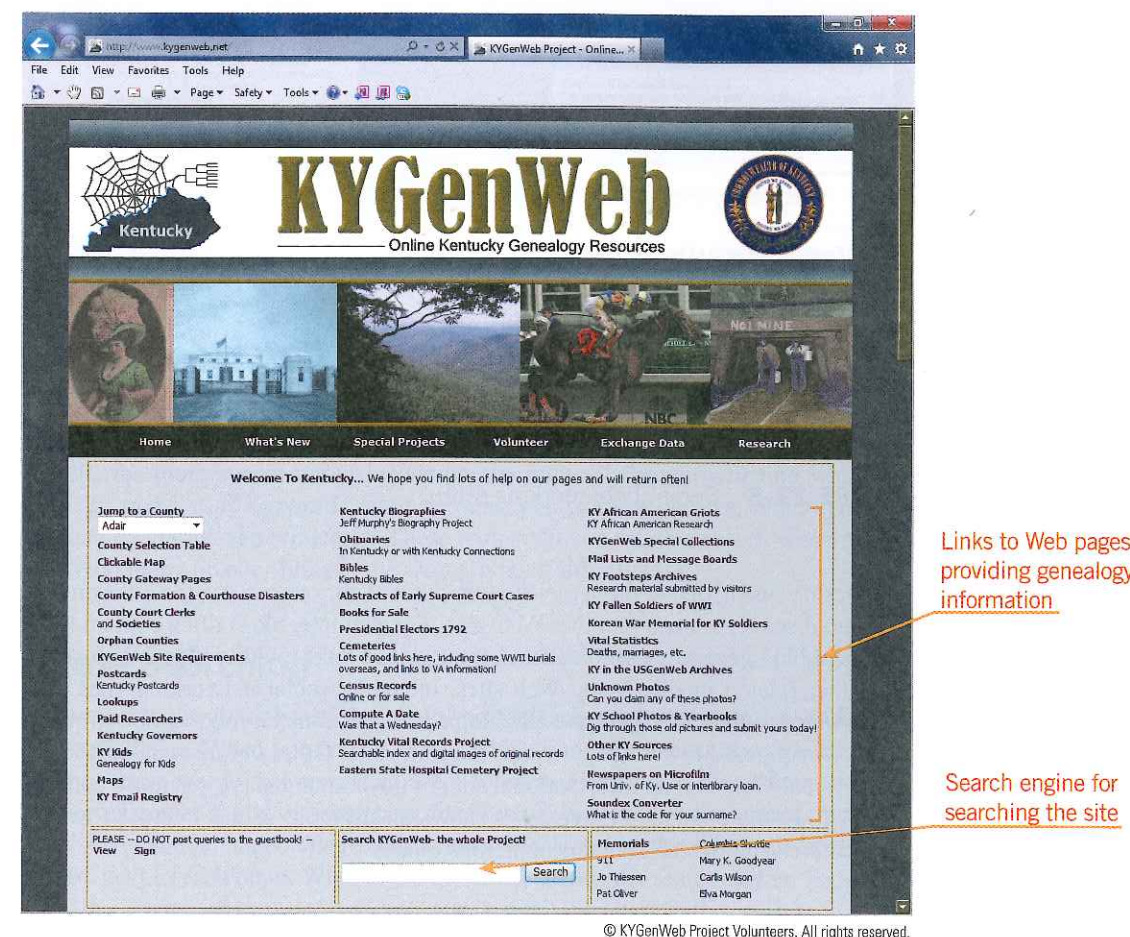


FIGURE 29-7 Genealogy link list

VOCABULARY
shared bookmark

- A *shared bookmark* is a form of collaborative information sharing that lets users organize and share favorites, or bookmarks. Also called social bookmarking, you use this technology to store, organize, search, and manage a collection of links to Web pages. Many libraries use this process to provide lists of informative links on various topics. Delicious (*delicious.com*) was one of the pioneer Web sites in this technology (see **Figure 29-8**).

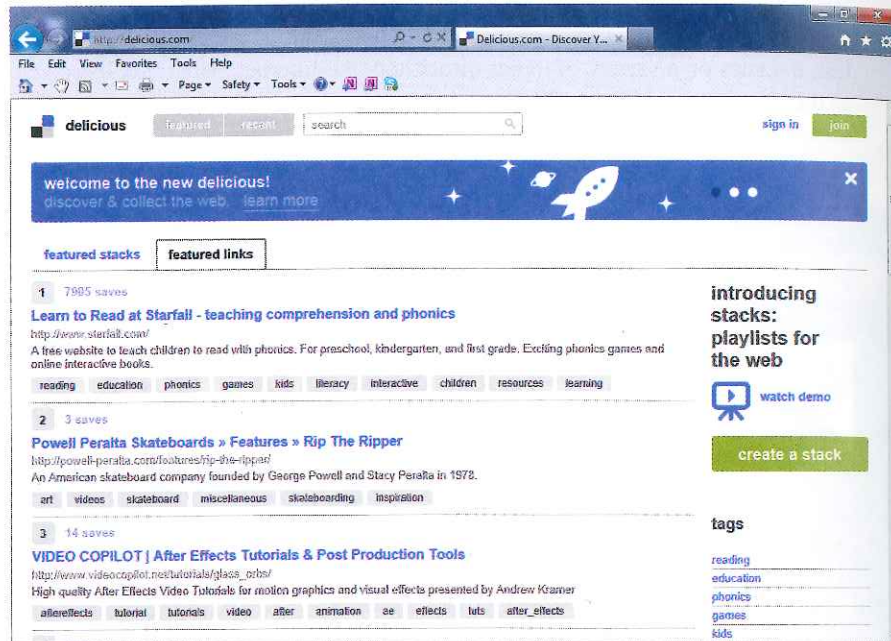


FIGURE 29-8 Social bookmarking site

Besides using one of these tools to search the Web, you can use the links on Web pages to discover content on other Web sites. For example, blogs often contain links. A typical blog generally combines text, images, and links to other blogs, Web pages, and other related media. Many Web sites, including social networking sites, also contain links within their content. Clicking a link can transfer you to a new Web site page or open another Web page within the same site. Other online content, such as a traditional Web site, an informational site, or government sites, generally contains links within the content. **Figure 29-9** shows an example of the Internal Revenue Service Web site, which contains numerous links.

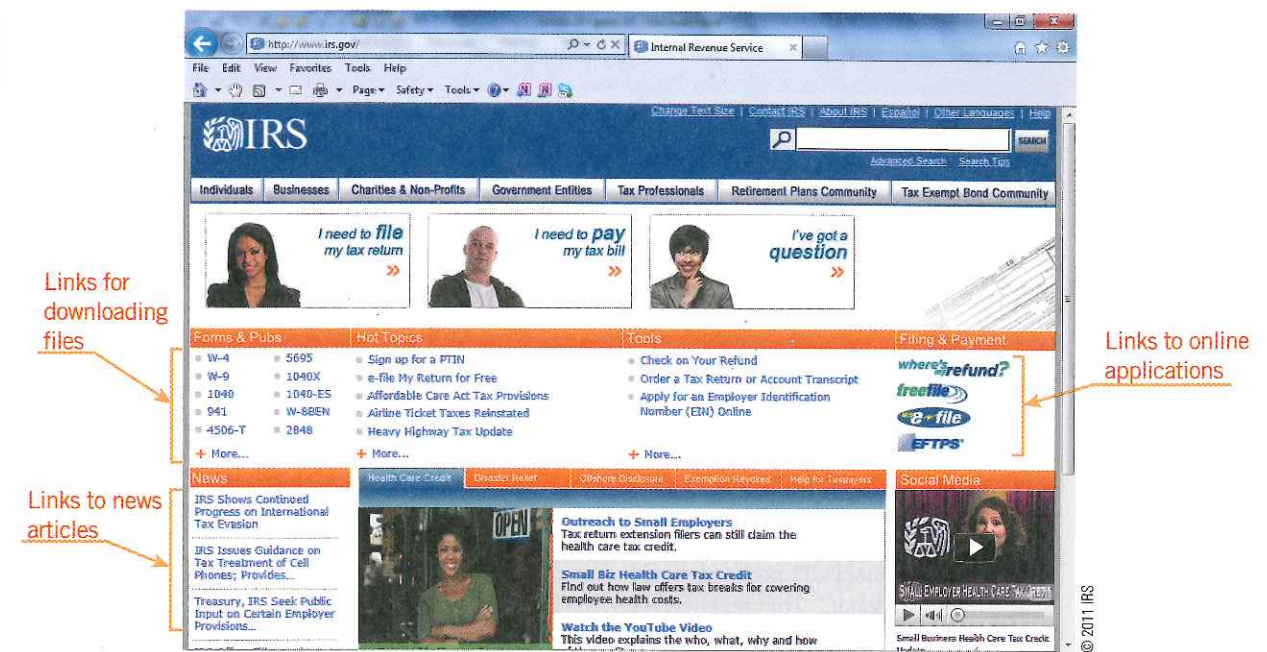


FIGURE 29-9 Internal Revenue Service Web site

Using a Search Engine

As the Internet continues to expand and more pages are added, effective searching requires new approaches and strategies. When you use a search engine such as Google, the more specific your keywords, the more likely you will find what you want. To make your keywords more specific, you can use phrases, math symbols, Boolean operators, and wildcards. These tools help you refine a search when it generates too many links or links to the wrong type of information.

Phrase Searching

If you want to search for words that appear next to each other, then *phrase searching* is your best choice. When you enter a phrase within quotation marks, the search engine matches those words that appear adjacent to each other and in the order you specify. For example, if you are searching for baseball cards, enter the phrase “baseball cards” in quotation marks. The results contain Web sites with the words “baseball” and “cards” next to each other. Without the quotation marks, the search engine finds Web pages that contain the words “baseball” and “cards” anywhere within each page.

If you are searching for more than one phrase, you can separate phrases or proper names with a comma. To find Mickey Mantle baseball cards, for example, enter “baseball cards”, “Mickey Mantle.” It is always a good idea to capitalize proper nouns because some search engines distinguish between upper- and lowercase letters. On the other hand, if you capitalize a common noun such as “Bread,” you find fewer Web pages than if you entered “bread.”



VOCABULARY
phrase searching

VOCABULARY
math symbol
Boolean logic

Search Engine Math

Math symbols are another available option to make keywords more specific and narrow your search results. You can use math symbols such as plus (+) and minus (-) to enter a formula that filters out unwanted listings. For example:

- Insert a plus sign (+) before words that should appear on the page (also called an inclusion operator).
- Insert a minus sign (-) before words that you do not want to appear (also called an exclusion operator).

Suppose you are making cookies for a party and want to try some new recipes. Your keywords are "+cookie+recipes." Only pages that contain both words would appear in your results. Now suppose that you want recipes for chocolate cookies. Your keywords are "+cookie+recipes+chocolate." The results display pages with all three words.

To take this a step further, suppose you do not like coconut, so you do not want any recipes that contain the word "coconut." Use the minus (-) symbol to reduce the number of unrelated results. Enter the search phrase as "+cookie+recipes+chocolate-coconut." This tells the search engine to find pages that contain "cookie," "recipes," and "chocolate" and then to remove any pages that contain the word "coconut." To extend this idea and to find chocolate cookie recipes without coconut and honey, your search phrase would be "+cookie+recipes+chocolate-coconut-honey." Subtract terms you do not want to find to produce better results. Nearly all of the major search engines support search engine math. You can also use math symbols with most directories.

Boolean Searching

Recall that when you search for a topic on the Internet, you are not going from server to server and viewing documents on that server. Instead you are searching databases. *Boolean logic* is another way that you can search databases. This logic works on a similar principle as search engine math but has a little more power. Boolean logic consists of three logical operators:

- AND
- NOT
- OR

Returning to the cookie example, suppose you want only cookie recipes, not Web pages about cookies in general or about recipes for other food. Search for "cookies AND recipes." The more terms you combine with AND, the fewer pages you find. If you want chocolate cookie recipes without coconut, you would search for "cookies AND recipes AND chocolate NOT coconut."

You can use OR logic to search for similar terms or concepts. If you do want to find Web pages about cookies in general or recipes for other food, you can search for "cookies OR recipes." In contrast to the AND operator, the more terms you combine in a search with OR logic, the more results you receive from your search. You can combine OR with AND to produce sophisticated results. For example, search for "cookies AND recipes OR chocolate" to retrieve results containing one term or the other or both.

Some search engines assist you with your logical search through the use of forms. For example, look for a hyperlink labeled *Advanced Search* or *Advanced Options* on a search engine's main page to open an advanced search form. Using this form, you can add words and phrases to include and to omit topics. Some search engines do not support Boolean logic, but most do provide a form that allows searching to be refined with filters or specific criteria. Some advanced search forms also provide options to specify a time period, a language, and other options. In Step-by-Step 29.1, you use Google's search engine to search for the cookie recipe.

Step-by-Step 29.1

1. Start your Web browser as you normally do, and then open **google.com**.
2. In the Search box, type **cookies AND recipes AND chocolate**, and then press **Enter** to display the basic search results. See **Figure 29-10**. Note the number of Web pages found. Your results might differ.

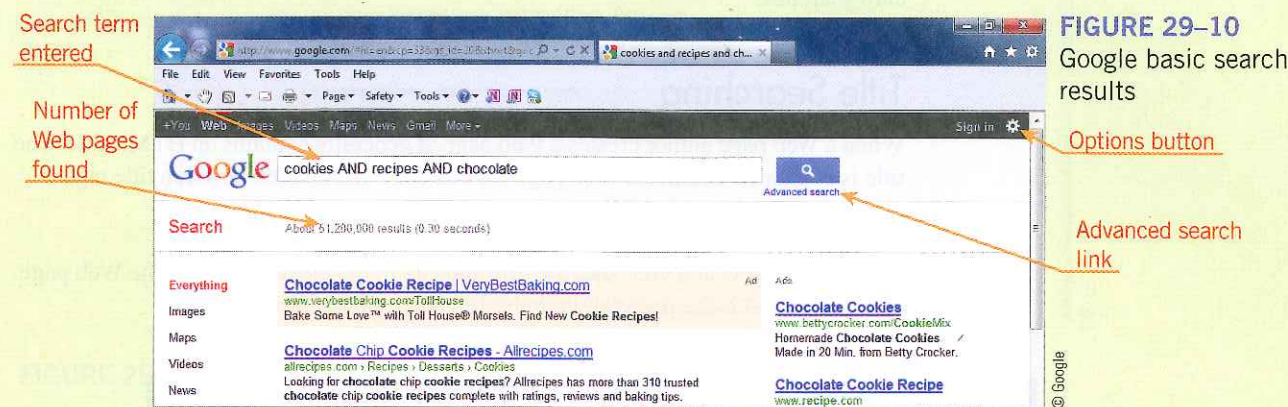


FIGURE 29-10
 Google basic search results

3. Click the **Advanced search** link to display the Advanced Search page. If an Advanced search link does not appear on your results page, click the **Options** button in the bar at the top of the page and then click **Advanced search**.
4. In the any of these unwanted words text box, type **coconut**. The Advanced Search page should look similar to **Figure 29-11**.

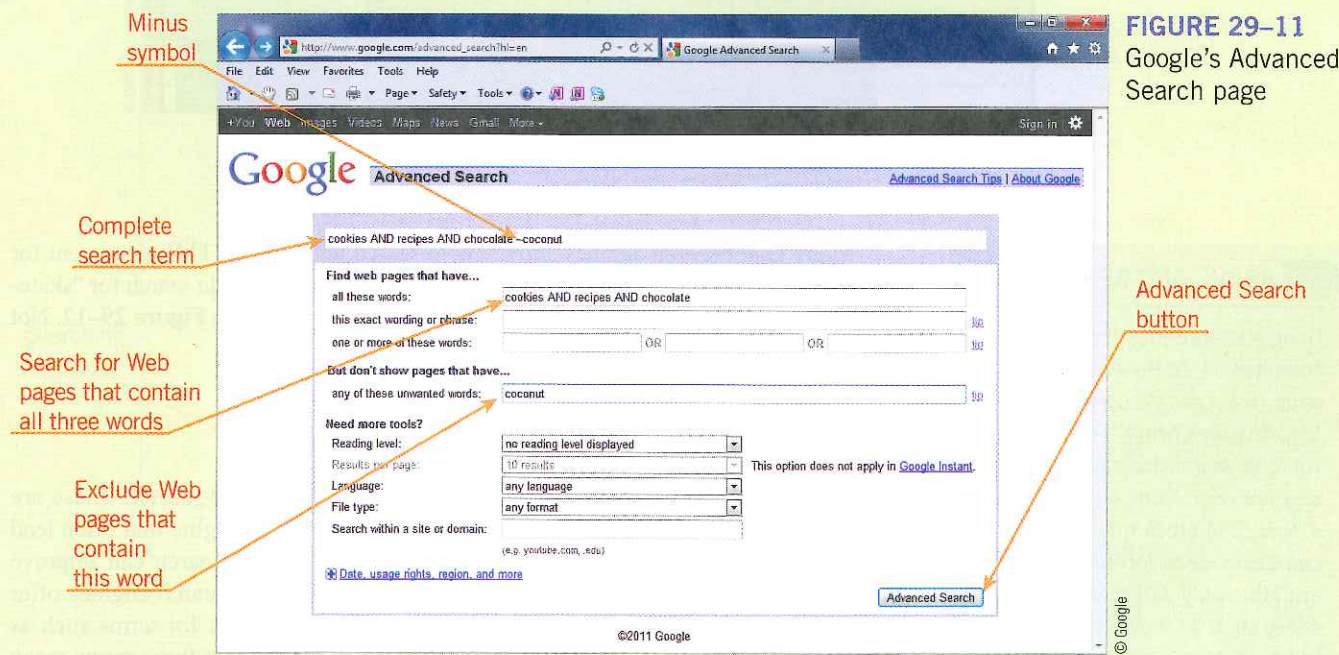


FIGURE 29-11
 Google's Advanced Search page

5. Click the **Advanced Search** button. Note the number of pages the search engine finds, which should be much less than it found with the first search.
6. Leave your browser open for the next Step-by-Step exercise.

ABOVE AND BEYOND

Boolean logic is named after its inventor, George Boole, an English mathematician who worked in the nineteenth century. Because Boolean logic provides the foundation of modern computer logic, Boole is now considered a founder of computer science.

ABOVE AND BEYOND

Popular search engines other than Google include Yahoo! (*yahoo.com*), Bing (*bing.com*), Ask (*ask.com*), Teoma (*teoma.com*), DuckDuckGo (*duckduckgo.com*), and Entire Web (*entireweb.com*).

VOCABULARY
wildcard character
related search

Wildcard Searching

The * symbol, or asterisk, is considered a *wildcard character*. If you do not know the spelling of a word or you want to search for plurals or variations of a word, use the wildcard character. For example, if you want to search for “baseball cards and Ichiro Suzuki,” but you’re not sure how to spell Ichiro, enter the search term using a wildcard—“baseball cards” and “I* Suzuki.”

Some search engines permit the * only at the end of the word; with others you can insert the * at the end or beginning. Some search engines do not support wildcard searches.

Title Searching

When a Web page author creates a Web page, it generally contains an HTML title. The title is contained within the Web page HTML code and entered between title tags:

```
<Title>Internet Tutorials</Title>
```

When you visit a Web site, the title appears in the tab at the top of the Web page. In **Figure 29-12**, the page tab includes the name of the Web page.

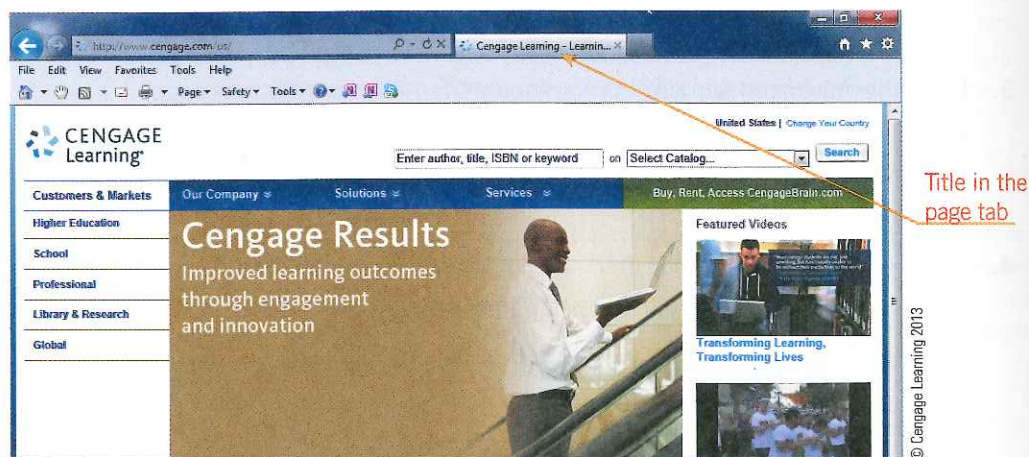


FIGURE 29-12 Web page title in the page tab

Many major search engines allow you to search within the HTML document for the title of a Web page, which is called a title search. If you did a title search for “skate-parks,” most likely one of your results would be the page shown in **Figure 29-12**. Not all search engines support title searches.

Other Search Features

Another feature provided by several search engines is a *related search*. These are preprogrammed queries or questions suggested by the search engine that often lead to other Web pages containing similar information. A related search can improve your odds of finding the information you are seeking. Several search engines offer this feature, although they may use different terminology. Look for terms such as “similar pages,” “related pages,” or “more pages like this.” All of these terms mean basically the same thing. Many search engines list search terms at the bottom of the search results that are related to the search term you entered to help you refine your search, as shown in **Figure 29-13**.

ABOVE AND BEYOND

Google streamlines typical searches on its Search Features page (www.google.com/intl/en/help/features.html). For example, you can search for current local weather conditions, sports scores, and stock quotes. You can also search for information available only within your zip code, such as movie show times or travel details such as flight status and maps.

Search terms related to the current search term

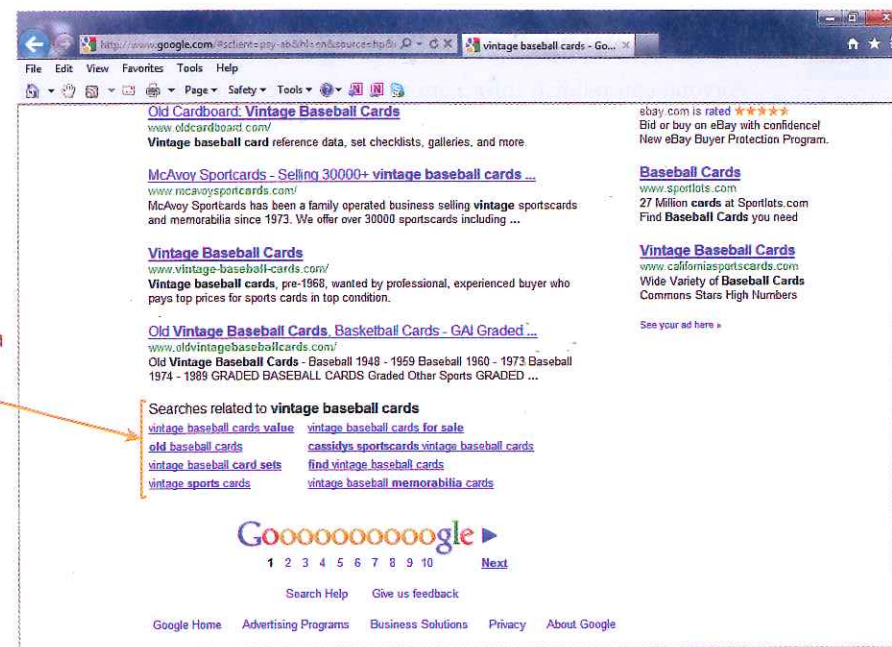


FIGURE 29-13 Related searches list in Google

You can also set other search options to sort results. For example, sorting by date provides the most recent information on a particular topic. Google’s Advanced Search window provides an option to sort by date. Located at the bottom of the Advanced Search window is a link (+Date, usage rights, region, and more). Clicking the plus sign expands the Advanced Search text box and displays a search option related to date. See **Figure 29-14**.

Searching by date

Click to select a date option

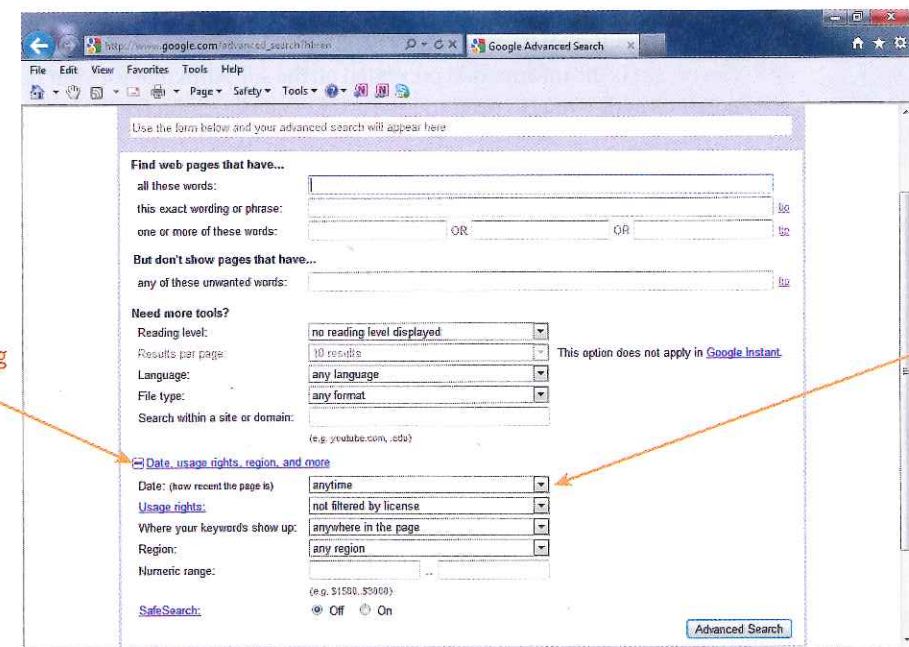


FIGURE 29-14 Searching by date



Evaluating the Quality of Internet Information

Anyone can publish information of any type on the Internet—factual or false, true or incorrect. The Internet does not enforce rules or quality controls about content. Therefore, you should not accept everything as accurate. The following guidelines include criteria for determining the quality of Internet information:

- **Relevance and reliability:** When considering whether to use the content of a Web page, ask yourself the following questions to assess the relevance and reliability of the information. Does the information on the site meet the needs of your research? Is the purpose of this Web site stated? Is the information accurate? Is the information deep enough? Has the information been reviewed? Does the information come from a source that can be trusted? Is the information current? Do not accept any information presented on the Internet at face value. The source of the information should be clearly stated, whether it is original or borrowed from somewhere else.
- **Page layout:** The overall layout of the page also is important. Is the site organized and well designed? The page should be free of spelling and grammatical errors. Even if the page appears to contain valuable information, misspelled words and incorrect grammar can be warning signs that the information itself is not completely reliable.
- **Validity and bias:** Be sure you understand the agenda of the site's owner. Is the purpose of the site to sell a product or service? Is it trying to influence public opinion? As you read through the information, pay close attention to determine whether the content covers a specific time period or point of view or whether the content is broader. To determine the validity of the information, check other resources such as books or journals at the local library that contain similar information.
- **Writing style:** The style of writing and the language used can also reveal information about the quality of the site. If the style is objective, the chances are the information is worthy of your attention. However, if it is opinionated and subjective, you may want to reconsider using the site for gaining information. Ideas and opinions supported by references are additional signs of the value of the site.
- **Coverage:** Is the information presented on the site sufficient for your particular purpose? Or will you also need to access other sites to complete your requirements?

Evaluating Web Sites

The Internet contains Web sites on every imaginable topic and come from sources around the world. When accessing a Web site, remember that even professional-looking Web sites can contain inaccurate or misleading information. Unlike most traditional information media (books, magazines, and newspapers, for example), no independent authority has to approve the content on a Web site before it is published. As with any other document, you must evaluate the nature and source of the information. Keep the following information in mind as you evaluate Web sites:

- Institutional sites such as for a school, nonprofit organization, or government should clearly state their mission. You should also be able to verify that the site represents the organization by contacting a representative by phone or e-mail.
- Blogs generally represent the views and beliefs of the author or owner. Information might be skewed based on the owner's personal experiences and preferences, so you may or may not agree with information contained on the blog.
- A wiki can contain entries from any numbers of users. An entry could be from an expert or from a lay person. No qualifications or expertise is required for the person contributing to the wiki.

Cengage Learning provides guidelines for evaluating Web pages at <http://college.cengage.com/english>. See Figure 29–15.

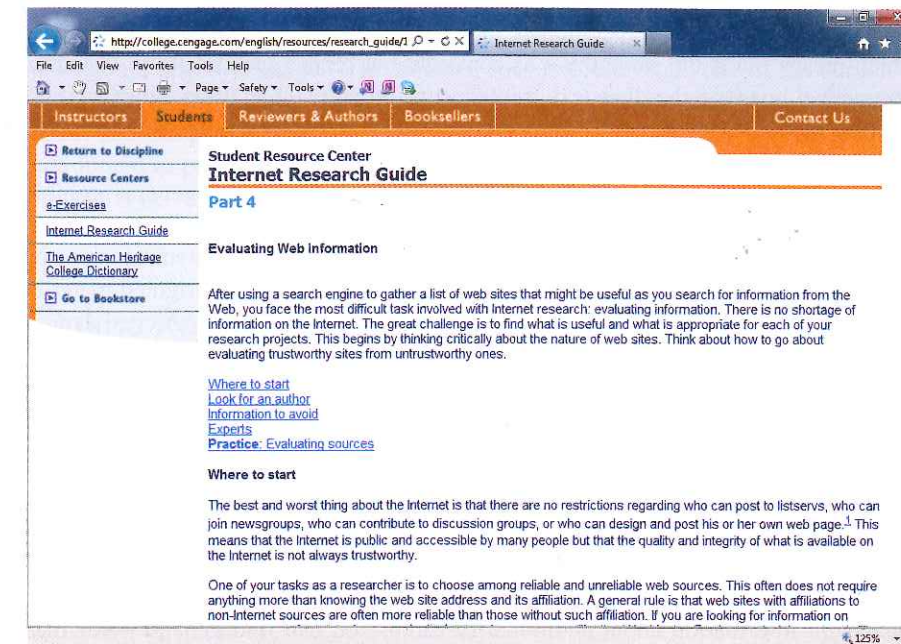


FIGURE 29–15 Criteria for evaluating Web pages

Ask the following questions before using a Web site as a source of reliable information:

- Do you consider that the information is accurate?
- Is there an option to communicate with the Web site author?
- Does the site contain external links? If so, to what sites does it link? Do the linked sites contain valuable information that enhances your knowledge or do they contain information of personal opinions and beliefs?
- How does the Web site rank among similar sites? Use a search engine such as Google to search for a major term central to the purpose of the site, and then evaluate the ranking results.
- How does the Web site information compare with other resources, such as professional journals, books, and other offline sources?

Observing Intellectual Property Laws

For the most part, information displayed on a Web site is easy to copy. Often you can select the text or graphics that you want to copy, use your browser's Copy command, and then paste the content into another document. You can also display a page on your monitor and print the entire page. The ease with which information can be copied, however, does not mean that users have the right to do this.

Most sites have copyright protections. **Copyright** is the exclusive right, granted by law for a certain number of years, to make and use literary, musical, or artistic work, which is considered intellectual property. Even if the copyright notice isn't displayed prominently on the page, someone wrote or is responsible for the creation of the content on a Web page. This means that you cannot use the information as your own. You must give credit to the person who created the work.

ABOVE AND BEYOND

Many other libraries and schools publish guidelines for evaluating Web content. Use your favorite search engine to search for how to evaluate Web content to find criteria and explanations.



VOCABULARY

copyright

VOCABULARY

trademark

public domain

plagiarism

If Internet content, such as a music file, is copyrighted, it cannot be copied without the copyright holder's permission. To do so is a violation of copyright laws. Violating these laws can lead to criminal charges for theft as well as civil lawsuits for monetary damages.

A company's logo or other graphic information may be protected as a *trademark*, which means much the same thing as copyright but relates specifically to visual or commercial images rather than text or intellectual property. In addition, processes and business methods may be protected by patents, which guarantee the inventor exclusive rights to the process or method for a certain period of time.

Copyright and patent laws do provide certain exceptions to the general prohibition against copying. If copyright or patent protection has lapsed on certain material, then it is considered to be in the *public domain* and is available for anyone to copy or use. Also, the law allows for the fair use of properly identified copyrighted material that is merely a small part of a larger research project, for instance, or cited as part of a critique or review.

Citing Internet Resources

You must cite Internet resources used in reports and other documents. In an academic setting, claiming someone else's words as your own is *plagiarism*. You must give proper credit to any information you include in a report that is not your original thought. Providing credits and citations also provides the reader of the document with information about additional research. You can find general guidelines for citing electronic sources in the MLA Handbook for Writers of Research Papers, published by the Modern Language Association. The Chicago Manual of Style is another source for this information.

Following are some samples of citing Internet resources as suggested in the MLA Handbook for Writers of Research Papers:

- *Online journal article*: Author's last name, first initial. (date of publication or "NO DATE" if unavailable). Title of article or section used [Number of paragraphs]. Title of complete work. [Form, such as HTTP, CD-ROM, E-MAIL]. Available: complete URL [date of access].
- *Online magazine article*: Author's last name, first initial. (date of publication). Title of article. [Number of paragraphs]. Title of work. [Form] Available: complete URL [date of access].
- *Web sites*: Name of site [date]. Title of document [Form] Available: complete URL [date of access].
- *E-mail*: Author's last name, first name (author's e-mail address) (date). Subject. Receiver of e-mail (receiver's e-mail address).

Respecting Others

The Web site Wikipedia defines *libel* as follows: "In law, libel (for written words) is the communication of a statement that makes a claim, expressly stated or implied to be factual, that may give an individual, business, product, group, government or nation a negative image." The Internet does not relieve anyone of the burden of ensuring that information they publish is true. If someone publishes information about another person or organization and it is not true, they can be sued for libel and forced to pay compensation for any damages they caused. Treating others with respect is just as important online as it is in other environments. These same guidelines apply to online bullying and harassment.

Online Responsibilities

Responsibilities for your behavior online are the same as in an academic or similar environment. Information that you publish online should be as accurate and timely as possible. Some other suggestions to be considered follow:

- Use common sense as to what you publish online; the content and tone should be appropriate for the intended audience.
- Behave online the way you would behave in your daily life.
- Indicate if a statement is fact or your opinion. If it is your opinion, provide backup information or links to supportive documents. Opinions should be presented in a respectful format.
- Include contact information.
- Update your information on a regular basis.
- Do not berate or harass others.

VOCABULARY

libel

TECHNOLOGY CAREERS

Web Content Writer or Producer

If you like to work with Web pages, consider a career as a Web content writer or producer. Writers often create press releases, articles, and journal entries for company blogs. You need to be familiar with how search engines work so that your Web pages appear in search results. You also need to be proficient with HTML, particularly with writing and formatting text and adding links and keywords to a page. Web producers often work with other media such as video or audio and coordinate those sources into a Web site. For example, a Web producer might work for a television network and integrate TV show content into a Web site.

To produce Web content, you need to have training in writing, editing, and graphic design as well as Web site design and maintenance. In some cases, you work with Web content using a content management system (CMS), which is software that helps you create, edit, manage, and publish content in a consistent format and organization. You might also need to use Web analytics, which are tools for tracking visitors to a Web site and determining whether the site meets your business objectives.

SUMMARY

In this lesson, you learned:

- You typically create content for the Internet by publishing it on a Web page and providing links for navigation. Viewers visit your site and interact with the information you provide. Web 2.0 technology lets you invite Web page viewers to contribute information to a site or exchange information, messages, and files with other viewers.
- When searching online, one of the primary tools you can use to find information is a search engine. You use a search engine to search for keywords.
- Keywords describe the information you are trying to locate. Most search engines support keyword searches. Use double quotation marks around a set of words for phrase searching.
- Use the plus and minus signs for including or excluding words within a search. Boolean searches use the three logical operators OR, AND, and NOT.
- Many search engines offer advanced search options that let you filter search results with specific criteria. Use the * symbol for wildcard searching.
- To evaluate Web sites, consider relevance and reliability, page layout, validity and bias, writing style, and coverage.
- Cite any information that you use from the Internet. The MLA style is widely used for citing electronic resources.

REVIEW QUESTIONS

TRUE / FALSE

Circle T if the statement is true or F if the statement is false.

- T F 1. A related search can improve your odds of finding the information you are seeking.
- T F 2. You are required to have a license before you can post anything online.
- T F 3. Some search engines assist you with your logical search through the use of forms.
- T F 4. Spelling and grammatical errors on a Web page should not affect a user's opinion of a site.
- T F 5. If you are searching for more than one phrase, you can separate phrases or proper names with a period.

MULTIPLE CHOICE

Select the best response for the following statements:

1. Boolean logic consists of _____ operator(s).

A. one	C. two
B. three	D. four
2. You can use _____ on Web pages to search for content on other Web sites.

A. links	C. bookmarks
B. podcatchers	D. feeds
3. A _____ is a collection of multimedia files.

A. blog	C. podcast
B. Boolean	D. meta feed
4. A news _____ is a data format for providing users with frequently updated content.

A. feed	C. post
B. bookmark	D. project
5. Blogs generally represent the views and beliefs of the _____.

A. author	C. president
B. teacher	D. visitors

FILL IN THE BLANK

Complete the following sentences by writing the correct word or words in the blanks provided:

1. In an academic setting, claiming someone else's words as your own is _____.
2. To subscribe to a podcast requires that you use a software program called a(n) _____.
3. Facebook is an example of a(n) _____ site.
4. When using a search engine, you put a(n) _____ sign before words that should appear on a Web page (also called an inclusion operator).
5. To use _____ with a search engine, you enter two or more words within quotation marks.

PROJECTS

PROJECT 29-1



3-3.2.6

An article by Tim Tompkins, located at www.cs.rpi.edu/academics/courses/fall00/ethics/papers/tompkt.html, discusses hardware and software liability. The article begins with the following statement: "Often a piece of hardware or software will come with a license agreement that states that the creator is not liable for any damages that may result from the use of their product." Access and read the article and then answer the following questions:

1. Do you agree or disagree that the developer should be responsible for his or her development of hardware or software products? Explain your answer.
2. What are the three levels of loss described in this article?
3. Should hardware and software liability be treated the same or differently? Explain your answer.

PROJECT 29-3



3-3.2.3

Using the advanced search option provided by search engines can produce valuable results. Complete the following:

1. Use a search engine such as Google, Yahoo!, or Bing to search for Web pages about your favorite restaurant in your area. Note the number of results.
2. Narrow the search to eliminate the Web pages containing a certain keyword, such as lunch or soup. Note the number of results.
3. Narrow the search to include Web pages posted within the last 24 hours. Note the number of results.
4. Save the most recent page as a text file in your assignments folder if your instructor gives you permission to do so.
5. Link to at least five of the other pages in your search results list and use the information you find to create a one-page report that includes at least one graphic or excerpted text that you have saved or copied from a related Web page. Cite the Internet resource appropriately.
6. In the report, mention what search engine you used, how many results you found with each search, and how you narrowed the search.

PROJECT 29-2



3-3.2.4

3-3.2.5

Evaluate the quality of Web sites you research. Complete the following:

1. Choose a technology topic to research on the Internet, such as cloud computing, Web 2.0, computer ethics, the Deep Web, or green computing. Using the techniques you learned in this lesson, search for Web sites related to your topic.
2. Print the home pages of the first two sites that you find.
3. Using the information you studied in this lesson, evaluate the quality of the content on each site.
4. Report your findings by comparing and contrasting the reliability and validity of the two sites in a short report.

TEAMWORK PROJECT



3-3.2.2

You have been assigned to work as a group on a science project. The Web site located at http://all-science-fair-projects.com/project1435_121.html has a number of popular science projects.

Working in a group with two other students, decide which project you would be interested in researching. Next, create a search strategy form that you can use to search the Internet to find information about the topic. Within the form, list possible search tools and ways in which to search. Include the URLs for any suggested search engines or directory Web sites and for the Web pages that include the most relevant information. Explain for what part of the project you would use each Web page. Make a copy of the form for each student in your group, and then individually use the form to find information about the topic. Meet as a group again and compare the information you found. Create a summary copy of the form that includes the findings for all group members. Did everyone find similar information, exactly the same information, or different information when you did your searches? Include the names of all participants who contributed to the project.

CRITICAL THINKING

With a partner, use the Internet to locate information on computer pioneers. Use as many different types of Web sites as possible to gather your information. Select at least two computer pioneers and then, with your partner, use Microsoft PowerPoint to create a presentation. Within your presentation, intersperse slides showing what search techniques you used to locate the information for each pioneer. Also indicate the type of the Web

site where you found information. Example: Slide 1 lists the Web site or sites where you located the information for Slide 2 and indicates that one site is a wiki and another is a news feed. Slide 3 lists the Web site or sites where you located the information for Slide 4, and so on.



ONLINE DISCOVERY

Select a topic of your choice to research on the Web. Be as specific as possible in the topic you choose—for example, “Apollo missions” or “national parks in the eastern United States.” Search for information using three different search engines. Be sure to use exactly the same search techniques (such as keywords, Boolean

operators, or related searches) for each search. Create a table with a separate column for each search engine. Then, under the column headings, list the top five sites that the search engine locates. Determine which engine provided you with the highest-quality results.



JOB SKILLS

An online identity includes a name and other characteristics used online, such as the user name and description used for a social networking site. Before hiring a new employee, many employers search the Internet for information about the job candidate. Do you

think it's a good idea to have an online identity with your real name before you begin a job search? Using a search engine, research the topic of online identity. List four pros and four cons to using your real name in your online identity.

LESSON 30

Technology and Society

Estimated Time:
1 hour

OBJECTIVES

Upon completion of this lesson, you should be able to:

- Use computers at work, school, and home.
- Use computer technology in everyday life.
- Use technology to transform traditional processes.
- Identify assistive technologies.

DATA FILES

You do not need data files to complete this lesson.

WORDS TO KNOW

business-to-business (B2B)
business-to-consumer (B2C)
business-to-government (B2G)
critical thinking
digital cash
electronic commerce
(e-commerce)
keyless entry system
online learning
telecommuting