



## WELCOME TO FRONT-END WEB DEVELOPMENT

Please sit next to a different classmate  
and write your name on your name tag.

Wi-fi: GA-Guest  
pw: yellowpencil



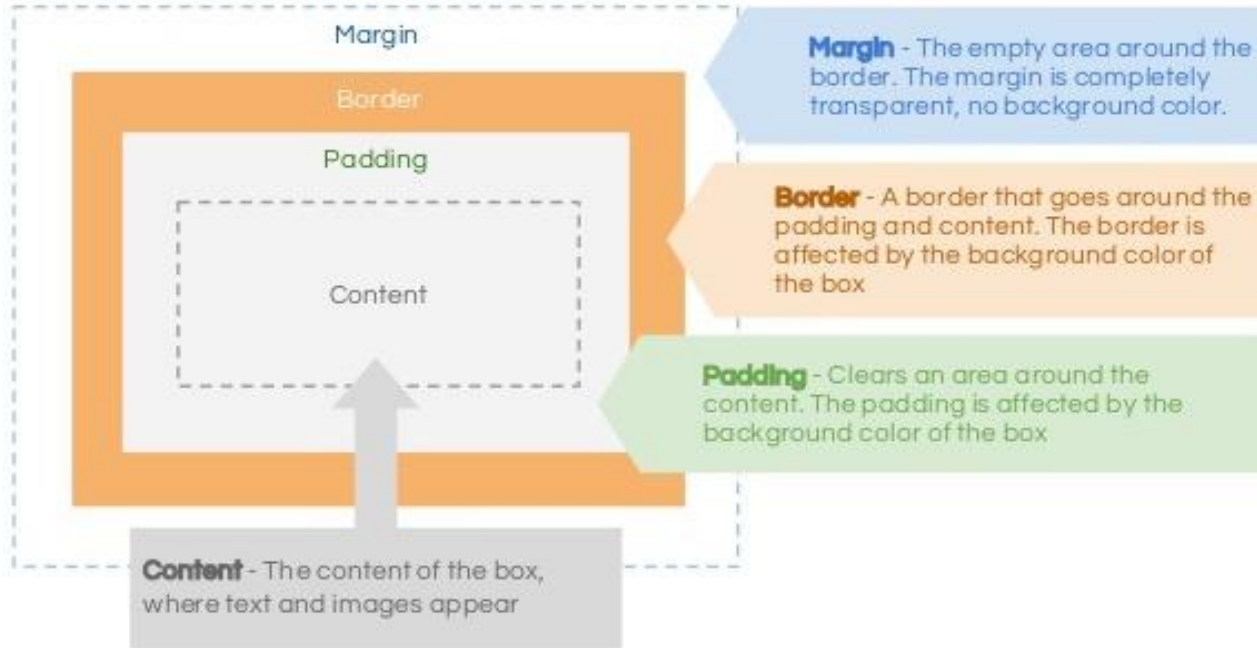
CSS

**LESSON 05 & 06**  
**ADVANCED CSS**  
**LAYOUTS**  
**RECAP**



# CSS Box Model

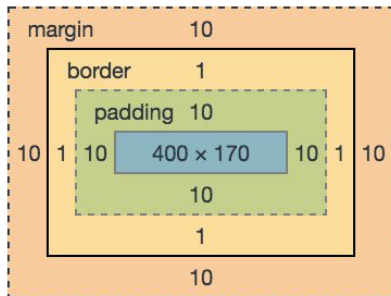
In an HTML document, each element is represented as a rectangular box, with the box's content, padding, border, and margin built up around one another **like the layers of an onion**.



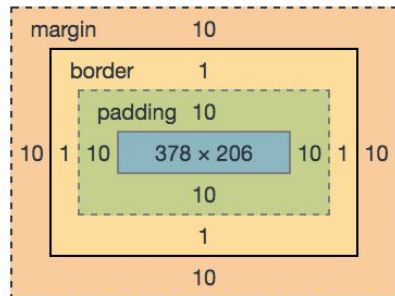
# Understanding Box Sizing

```
div {  
  width: 400px;  
  padding: 10px;  
  border: 1px solid black;  
  margin: 10px;  
}  
  
.content-box {  
  /* default box-sizing */  
  box-sizing: content-box;  
}  
  
.border-box {  
  box-sizing: border-box;  
}
```

**.content-box**



**.border-box**



[Codepen example](#)

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# Applying border-box to all elements

Setting the layout model to `border-box` is very practical as it simplifies width and height calculations.

However, some third-party components or external framework elements might still be using the `content-box` layout model.

This ruleset ensures the best way to achieve using `border-box` across all modern browsers without breaking external components.

Read more in Paul Irish's [“Box-sizing border-box FTW”](#)

```
/* apply border-box to all elements */
html {
  box-sizing: border-box;
}

/* but allow components to change */
*, *:before, *:after {
  box-sizing: inherit;
}
```

---

# Understanding block-level vs inline elements

## Block-level elements:

- If no **width** is set, **will expand naturally** to fill its parent container
- If no **height** is set, **will expand naturally** to fit its child elements
- Can have margins and padding
- By default, will be placed below previous elements in the markup

Examples of block-level elements:

`<p>`, `<div>`, `<form>`, `<header>`,  
`<nav>`, `<ul>`, `<li>` and `<h1>`

**BLOCK ELEMENTS EXPAND NATURALLY** →



**AND NATURALLY DROP BELOW OTHER ELEMENTS** ↙



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# Understanding block-level vs inline elements

## Inline elements:

- Flows along with text content
- Will not clear previous content to drop to the next line like block elements
- Will ignore top and bottom margin settings, but will apply left and right margins, and any padding
- Will ignore the width and height properties

Examples of inline elements:

`<a>`, `<span>`, `<b>`, `<em>`, `<i>`,  
`<cite>`, `<mark>` and `<code>`

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## INLINE ELEMENTS FLOW WITH TEXT

PELLENTESQUE HABITANT MORBI TRISTIQUE SENECTUS  
ET NETUS ET MALESUADA FAMES AC TURPIS EGESTAS.  
VESTIBULUM **INLINE ELEMENT** VITAE, ULTRICIES  
EGET, TEMPOR SIT AMET, ANTE. DONEC ULIBERO SIT  
AMET QUAM EGESTAS SEMPER. AENEAN ULTRICIES MI  
VITAE EST. MAURIS PLACERAT ELEIFEND LEO.



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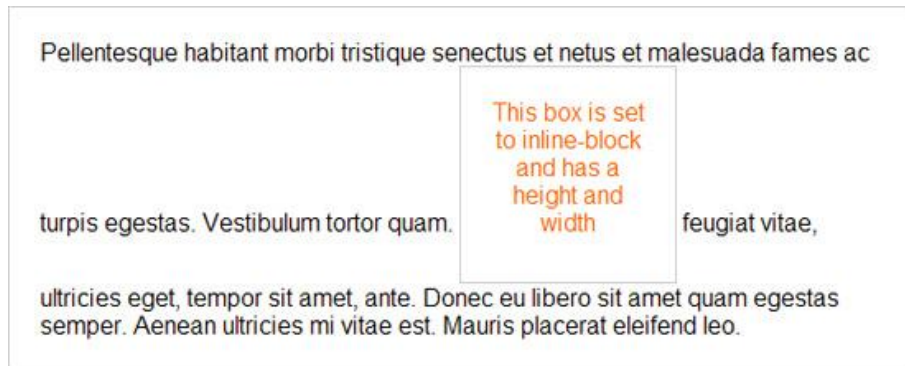
# Introducing inline-block

## Inline-block elements:

- Allow other elements to sit to their left and right
- Can have margins and padding
- Can have explicit height and width

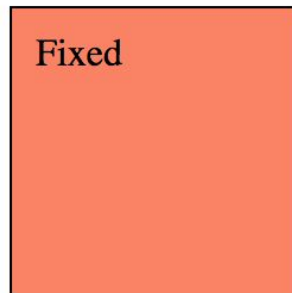
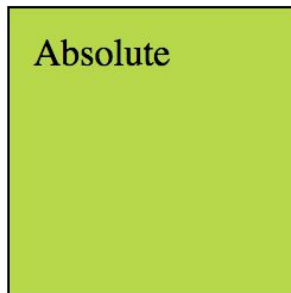
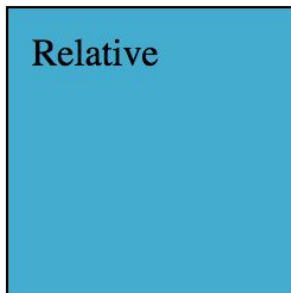
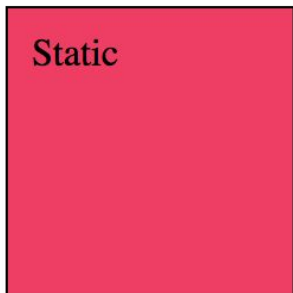
Inline-block level elements are defined:

```
element {  
  Display: inline-block;  
}
```



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# Understanding Positioning



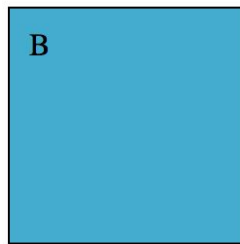
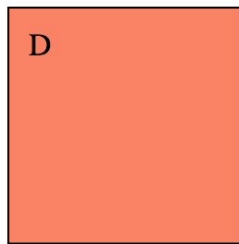
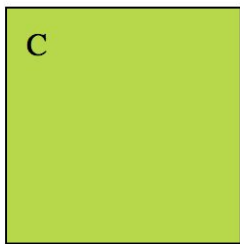
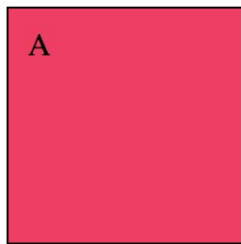
[Further reading](#)

[Codepen example](#)

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# Understanding Floating



[Further reading](#)

[Codepen example](#)

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# More advanced layout techniques

In recent years, more **advanced layout techniques have been introduced** and are now starting to be **well supported by modern browsers**.

Though outside of the context of this course,  
you're encouraged to look into **CSS Flexbox and Grid**.

This will improve your knowledge and allow you to create more advanced layouts.

[CSS Flexbox](#)

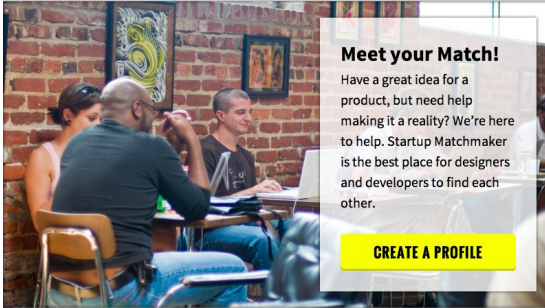
[CSS Grid](#)

# Advanced layout exercise

## Startup Matchmaker

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*Because two brains taste are better than one.*



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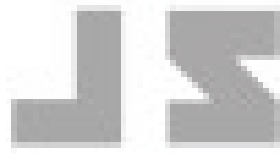
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# **LESSON 07**

## **INTRO TO**

## **PROGRAMMING**

## **RECAP**



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# Three basic layers of web-development



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**More important** than learning the syntax and the particularities of a programming language is **to learn the basics of programming and understanding programmatic thinking\***

\* fancy way of saying “how computers think”

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# Programming basics

Computer programs are constructed using:

- **input data:** hardcoded in the program or provided by the user (e.g. *“Date of birth?”*)
  - **output data:** normally the result of processed input data (e.g. *“You are over 21.”*)
  - **variables:** markers that store values (e.g. `dateOfBirth`)
  - **basic arithmetic:** addition, subtraction, multiplication, division (e.g. `currentDate - dateOfBirth`)
  - **simple comparisons:** boolean logic (e.g. `userAge >= ageLimit`)
    - Equals `=`, Greater than `>`, Less than `<`, Greater than or equal to `>=`, Less than or equal to `<=`, Does not equal `<>`, And `&&`, Or `||`, Not `!`
  - **logical operations**
    - **if** *condition true* **then** *output* **else** *alternative output*
    - **while** *condition true* **do** *operation*
-

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# Programming in pseudo-code

Pseudo-code is:

- not a programming language
- a simple way of describing a set of instructions that solve a specific problem
- the perfect way of planning the development of a computer program
- varied in style: it can be very close to real programming language or look like prose

```
Put water into kettle;  
Turn kettle on;  
Wait for water to boil;  
Put teabag in cup;  
Add water to cup;  
Remove teabag;  
Serve;
```

```
IF X > Y  
    PRINT "X is greater than Y"  
ELSE  
    PRINT "Y is greater than X"  
END
```

---

# Basic problem solving

## Comparing two numbers

Take two numbers, X and Y. If X is greater than Y, print out X, otherwise print out B.

## Solution

```
IF X > Y
  PRINT "X is greater than Y"
ELSE
  PRINT "Y is greater than X"
END
```

---

# Basic problem solving

## Double a number

Prompt user for a number and print out its double.

## Solution

```
X = PROMPT "Enter a number"  
Y = X * 2  
PRINT The double of X is Y
```

---

# Basic problem solving

Print a list of numbers

Print a list of numbers 1 through 15.

## Solution

```
A = 1
WHILE (A < 16)
    PRINT A
    A + 1
ENDWHILE
```

---

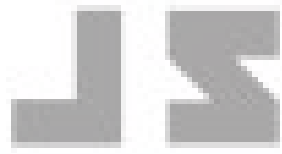
# Basic problem solving

## Prompt user for a greater number

Present the user with a random number, X, and prompt user to enter a number, Y, greater than that. Print "Good job!" if the user gets it right or continue prompting until the user enters a correct response.

## Solution

```
X = Random number
WHILE Y < X THEN
    Y = PROMPT "Enter a number greater than X"
    IF Y > X
        PRINT 'Good job!'
    ENDIF
ENDWHILE
```



# **LESSON 08**

## **INTRO TO**

## **jQUERY**