Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for contents of text-input area

Checker Input

Show ☑source ☑outline ☐image report   Options…

Check by [text input ⌄] ☐css

```
<!DOCTYPE html>
<html lang="en">
<head>
    <meta charset="UTF-8">
    <meta http-equiv="X-UA-Compatible" content="IE=edge">
    <meta name="viewport" content="width=device-width, initial-scale=1.0">
    <title>Document</title>
    <style>
        body {
        max-width: 800px;
        margin: 0 auto;
        }

        .sender-column {
        text-align: right;
```

Check

Use the Message Filtering button below to hide/show particular messages, and to see total counts of errors and warnings.

Message Filtering

1. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 37, column 46; to line 37, column 51

   `e</strong><br />↵`

2. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 38, column 36; to line 38, column 41

   `ce faculty<br />↵`

3. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 39, column 34; to line 39, column 39

   `of Awesome<br />↵`

4. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 40, column 31; to line 40, column 36

   ` CA 99999,<br />↵`

5. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 41, column 16; to line 41, column 21

   `     USA<br />↵`

6. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 42, column 30; to line 42, column 35

   `3-456-7890<br />↵`

7. **Error** **No** `p` **element in scope but a** `p` **end tag seen.**

   From line 50, column 5; to line 50, column 8

   `ress>↵     </p>↵     ↵`

8. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 53, column 43; to line 53, column 48

   `r</strong><br />↵`

9. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

   From line 54, column 28; to line 54, column 33

   `f Top Edge<br />↵`

10. **Info** **Trailing slash on void elements** has no effect **and** interacts badly with unquoted attribute values.

    From line 55, column 23; to line 55, column 28

    `r, CT9 XXX<br />↵`

11. **Error** **Element** `p` **not allowed as child of element** `dl` **in this context. (Suppressing further errors from this subtree.)**

    From line 109, column 9; to line 109, column 11

```
>↵          <p>↵
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

12. **Error** No p element in scope but a p end tag seen.

From line 114, column 9; to line 114, column 12

```
>↵          </p>↵↵
```

13. **Error** Element p not allowed as child of element dl in this context. (Suppressing further errors from this subtree.)

From line 114, column 9; to line 114, column 12

```
>↵          </p>↵↵
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

14. **Error** Element p not allowed as child of element dl in this context. (Suppressing further errors from this subtree.)

From line 116, column 9; to line 116, column 11

```
↵↵          <p>↵
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

15. **Error** No p element in scope but a p end tag seen.

From line 121, column 9; to line 121, column 12

```
>↵          </p>↵↵
```

16. **Error** Element p not allowed as child of element dl in this context. (Suppressing further errors from this subtree.)

From line 121, column 9; to line 121, column 12

```
>↵          </p>↵↵
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

17. **Error** Element p not allowed as child of element dl in this context. (Suppressing further errors from this subtree.)

From line 123, column 9; to line 123, column 11

```
↵↵          <p>↵
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

18. **Error** No p element in scope but a p end tag seen.

From line 128, column 9; to line 128, column 12

```
>↵          </p>↵    <
```

19. **Error** Element p not allowed as child of element dl in this context. (Suppressing further errors from this subtree.)

From line 128, column 9; to line 128, column 12

```
>↵          </p>↵    <
```

Contexts in which element p may be used:
    Where flow content is expected.
Content model for element dl:
    Either: Zero or more groups each consisting of one or more dt elements followed by one or more dd elements, optionally intermixed with script-supporting elements.

    Or: One or more div elements, optionally intermixed with script-supporting elements.

Document checking completed.

Source

1. `<!DOCTYPE html>↵`
2. `<html lang="en">↵`
3. `<head>↵`

```
4.      <meta charset="UTF-8">↵
5.      <meta http-equiv="X-UA-Compatible" content="IE=edge">↵
6.      <meta name="viewport" content="width=device-width, initial-scale=1.0">↵
7.      <title>Document</title>↵
8.      <style>↵
9.          body {↵
10.             max-width: 800px;↵
11.             margin: 0 auto;↵
12.         }↵
13.     ↵
14.         .sender-column {↵
15.             text-align: right;↵
16.         }↵
17.     ↵
18.         h1 {↵
19.             font-size: 1.5em;↵
20.         }↵
21.     ↵
22.         h2 {↵
23.             font-size: 1.3em;↵
24.         }↵
25.     ↵
26.         p, ul, ol, dl, address {↵
27.             font-size: 1.1em;↵
28.         }↵
29.     ↵
30.         p, li, dd, dt, address {↵
31.             line-height: 1.5;↵
32.         }↵
33.     </style>↵
34. </head>↵
35. <body>↵
36.     <address class = "sender-column">↵
37.             <strong>Dr. Eleanor Gaye</strong><br />↵
38.             Awesome Science faculty<br />↵
39.             University of Awesome<br />↵
40.             Bobtown, CA 99999,<br />↵
41.             USA<br />↵
42.             Tel: 123-456-7890<br />↵
43.             Email: <a href = "mailto:no_reply@example.com">no_reply@example.com</a>    ↵
44.     </address>↵
45. ↵
46.     <p>↵
47.         <address class = "sender-column">↵
48.             <time datetime = "2016-01-20">20 January 2016</time>↵
49.         </address>↵
50.     </p>↵
51.     ↵
52.     <address>↵
53.         <strong>Miss Eileen Dover</strong><br />↵
54.         4321 Cliff Top Edge<br />↵
55.         Dover, CT9 XXX<br />↵
56.         UK↵
57.     </address>↵
58.     ↵
59.     <h1>Re: Eileen Dover university application</h1>↵
60.         <p>↵
61.             Dear Eileen,↵
62.         </p> ↵
63. ↵
64.         <p>↵
65.             Thank you for your recent application to join us at the University of Awesome's science faculty to study as part of your
        <abbr title = "Doctor of Philosophy">PhD</abbr> next year. I will answer your questions one by one, in the following sections.↵
66.         </p>    ↵
67. ↵
68. ↵
69.     <h2>Starting dates</h2>↵
70.         <p>↵
71.             We are happy to accommodate you starting your study with us at any time, however it would suit us better if you could start
    at the beginning of a semester; the start dates for each one are as follows:↵
72.         </p>↵
73.     <ul>↵
74.         <li>First semester: <time datetime = "2016-09-09">9 September 2016</time></li>           ↵
75.         <li>Second semester: <time datetime = "2017-01-15">15 January 2017</time></li> ↵
76.         <li>Third semester: <time datetime = "2017-05-02">2 May 2017</time></li> ↵
77.     </ul> ↵
78. ↵
79.     <p>↵
80.         Please let me know if this is ok, and if so which start date you would prefer. You can find more information about important
    university dates on our <a href="https://syntra-mvl.be/nl" target="_blank">website.</a> ↵
81.     </p>↵
82. ↵
83. ↵
84.     <h2>Subjects of study</h2>↵
85.         ↵
86.     <p>↵
87.         At the Awesome Science Faculty, we have a pretty open-minded research facility — as long as the subjects fall somewhere in the
    realm of science and technology. ↵
88.         You seem like an intelligent, <em>dedicated researcher</em>, and just the kind of person we'd like to have on our team. ↵
89.         Saying that, of the ideas you submitted we were most intrigued by are as follows, in order of priority:↵
90.     </p>↵
91. ↵
92.     <ol>↵
93.         <li>Turning H<sup>2</sup>O into wine, and the health benefits of Resveratrol (C<sup>14</sup>H<sup>12</sup>O<sup>3</sup>).</li>
    ↵
94.         <li>Measuring the effect on performance of <strong>funk</strong> bassplayers at temperatures exceeding <abbr title =
    "86°F">30°C</abbr>, when the audience size exponentially increases (effect of 3 × 10<sup>3</sup> increasing to 3 × 10<sup>4</sup>).
    </li>  ↵
95.         <li>HTML and CSS constructs for representing musical scores.</li>↵
96.     </ol>↵
97. ↵
98.     <p>↵
99.         So please can you provide more information on each of these subjects, including how long you'd expect the research to take,
    required staff and other resources, and anything else you think we'd need to know? Thanks.↵
100.    </p>↵
101.    ↵
102.    <h2>Exotic dance moves</h2>↵
103.        ↵
104.    <p>↵
105.        Yes, you are right! As part of my post-doctorate work, I did study <em>exotic</em> tribal dances. To answer your question, my
    favourite dances are as follows, with definitions:↵
106.    </p>↵
107. ↵
108.    <dl>↵
109.        <p>↵
110.            <dt>Polynesian chicken dance</dt>↵
```

```
111.                <dd>↵
112.                    A little known but very influential dance dating back as far as 300<abbr title = "Before Christ">BC</abbr>, a whole
    village would dance around in a circle like <strong>chickens</strong>, to encourage their livestock to be "fruitful".↵
113.                </dd>↵
114.            </p>↵
115.    ↵
116.            <p>↵
117.                <dt>Icelandic brownian shuffle</dt>↵
118.                <dd>↵
119.                    Before the Icelanders developed fire as a means of getting warm, they used to practice this dance, which involved
    huddling close together in a circle on the floor, and shuffling their bodies around in imperceptibly tiny, very rapid movements. One of
    my fellow students used to say that he thought this dance inspired modern styles such as Twerking.↵
120.                </dd>↵
121.            </p>↵
122.    ↵
123.            <p>↵
124.                <dt>Arctic robot dance</dt>↵
125.                <dd>↵
126.                    An interesting example of historic misinformation, English explorers in the 1960s believed to have discovered a new
    dance style characterized by "robotic", stilted movements, being practiced by inhabitants of Northern Alaska and Canada. Later on
    however it was discovered that they were just moving like this because they were really cold.↵
127.                </dd>↵
128.            </p>↵
129.        </dl>↵
130.    ↵
131.        <p>For more of my research, see my exotic dance <a href="https://syntra-mvl.be/nl" target="_blank">research page</a>.</p> ↵
132.        ↵
133.        <p>↵
134.            Yours sincerely,↵
135.        </p>↵
136.    ↵
137.        <p>↵
138.            Dr Eleanor Gaye↵
139.        </p>↵
140.    ↵
141.        <p>↵
142.            University of Awesome motto: <q>Be awesome to each other.</q> -- The memoirs of Bill S Preston, Esq↵
143.        </p>   ↵
144. </body>↵
145. </html>
```

Heading-level outline

<h1> **Re: Eileen Dover university application**

  <h2> **Starting dates**

  <h2> **Subjects of study**

  <h2> **Exotic dance moves**

Structural outline

└**Re: Eileen Dover university application**

  ┤**Starting dates**

  ┤**Subjects of study**

  └**Exotic dance moves**