Computers & the Humanities 281

Groups & Scripts Exercise

This exercise is designed to help you familiarize yourself with the principles of grouping, with some reinforcement on other topics thrown in for good measure. It is also designed to prepare you for the lecture concerning scripting.

- 1. Take the stack you have used for the previous two assignments. Change its name to **YourName**, if you haven't done so already, and give it the title **Why Group?**
- 2. Take the field on the first card with your name. Add the name of the course. Have this field appear on every card in the stack (hints: group, share text. etc.).
- 3. Create another field and have it appear on every card except the first one. In this field type the appropriate card number for each card.
- 4. Create a new card #4. On this card put five radio buttons. Change the name/label of each button to give the user some choices (e.g., blue, red, pink, etc.). Make it so that only one button at a time can be highlighted (i.e., the choices are mutually exclusive).
- 5. In the field on the fourth card, answer the following questions:
 - A. What is a script (within the context of Revolution)?
 - B. What is a handler?
 - C. What is Transcript?
 - D. Which objects have scripts and which ones have handlers?
- 6. Save the stack with **YourName.rev** as the filename.

This assignment is due by the beginning of class on the due date specified in the <u>class schedule</u>. Turn in your completed assignment by dragging a copy of the stack from your data disk into the **Assignment Drop** folder in the **CHum 281** folder on the CHum 281 server (hlrclab.byu.edu) as explained <u>before</u>.

IMPORTANT: If you have not starting to create your walking tour stack, now would be a great time. Hopefully you have been able to gather all your content. You now have all the knowledge and tools necessary to create the actual stack with all the pertinent objects. Make sure your design is wise and sound. It then becomes a simple matter to plug in the information you have gathered.

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