

AGENDA

- PR Q&A
- CSS Q&A
- 4 things to work on
- Code review and assistance
- More about CSS
- Review Project 1 rubric

4 THINGS

**TO CONSIDER & WORK ON
FOLLOWED BY
CODE REVIEW & ASSISTANCE**

THING #1: q VS. blockquote VS. PULL QUOTE

q

```
<p><q>“It suggests the octopus is  
carrying these tools around  
because it has some understanding  
they may be useful in the  
future,”</q> said <b>cite>Mr.  
Amodio, a graduate student  
studying animal intelligence at  
the University of Cambridge in  
Britain</b>.</p>
```

THING #1: q VS. blockquote VS. PULL QUOTE

q

blockquote

<p>One is known as the ecological intelligence hypothesis. It holds that intelligence evolves as an adaptation for finding food. While some animals have a reliable food supply, others have to cope with unpredictability.</p>

<blockquote><p>“If you eat fruit, you have to remember where the fruiting trees are and when they’re ripe,” said <cite>Mr. Amadio</cite>. “It can be much more cognitively challenging than eating leaves.”</p></blockquote>

<p>Tools allow animals to get to food that they couldn’t reach otherwise. And if they can make plans for the future, they can store food to survive hard times.</p>

THING #1: q VS. blockquote VS. PULL QUOTE

blockquote

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Tools allow animals to get to food that they couldn’t reach otherwise. And if they can make plans for the future, they can store food to survive hard times.

[HTTPS://CDPN.IO/PEN/PGGRAR](https://cdpn.io/pen/pggrar)

THING #1: PULL QUOTE EXAMPLES

one in the toaster. This was a good sign — Pop-Tarts are the nonsuperstitious tradition of astronomical observing — and also dinner.

We would have a snack and go over the game plan for tomorrow night. Brown and Batygin sat down at one of the round tables, laptops out. Brown, a professor of planetary astronomy at the California Institute of Technology in Pasadena, felt optimistic. Batygin, a theoretical astrophysicist and professor of Planetary Sciences at Caltech, guessed it would take them 10 more years of observing. This is their dynamic. If the planet they're looking for exists, it is likely six times the mass of Earth, with an atmosphere made of hydrogen and helium covering its rock-and-ice core. What makes it hard to find is its likely location: at least 400 times further away from the sun than our own planet, and 15 to 20 times further out than Pluto. As a theorist Batygin feels that he's already mathematically proven its existence. But it's generally accepted that for a planet to be considered discovered in the field of astronomy, the theory must also be accompanied by a photograph. This is where the Subaru telescope comes in. They know that Planet Nine is somewhere in between the constellation Orion and Taurus, but that's about as exact as they can get, and they'll need good weather to locate it. Right now the last predicted forecast showed fog. Even at six times the mass of earth, Planet Nine is so far away that it would appear as a barely visible point of light, even through the lens of the most powerful telescope they could get their hands on.

*"Brown felt optimistic. Batygin guessed it would take them
10 more years of observing."*

THING #1: PULL QUOTE EXAMPLES

HIGHLIGHT

Tori Evans, a junior who ate school lunch every day, declared the chicken and potatoes "okay," but rated the salad as "boring." Asked what the cooks might do to make it better, she answered: "Put ham in it."

A crucial part of McCoy's appeal is that she is a West Virginian—an insider, one of them. She grew up in Lincoln County, a rural area at the edge of the southern coalfields, the poorest region in a very poor state. Her family, like many others, had a garden where they grew much of what ended up on the kitchen table. And the tastes of those homegrown meals left a mark. She told me that it took years before she could bring herself to eat a canned green bean from the supermarket. She wanted the students in her district to have a real relationship with food.

This was a surprise to Oliver's advance production team, which assumed that the schools in America's most unhealthy city would serve junk. "That," Jedd Flowers said, "is when the show became about 'fresh.'"

The only items not regularly made from scratch are the ones for breakfast. Some, like the heat-and-eat whole-wheat sausage biscuits, looked fine. Others, including the sausage-stuffed pancake on a stick, could have made a school lunch Most Wanted list. When McCoy saw me inspect one, she blushed and opened her mouth to explain, but ultimately said nothing. To make breakfast from scratch, a cook told me apologetically, "we'd have to get here in the middle of the night."

I didn't taste the pancake on a stick. But the chicken and roasted potatoes at lunch were pretty good. I might have used a little more salt, but then I don't have the USDA looking over my shoulder when I cook. Were it not for the red plastic tray, I would not have even known this was school lunch, so tight are my associations with metallic-tasting green beans, bland pizza and desiccated crinkle fries. I was impressed.

The kids? Not so much. The first few times I visited Cabell Midland, in 2013 and 2014, most students didn't have much to say about the improved quality of the food. They didn't love it; it just didn't register as anything special. Tori Evans, a junior who ate school lunch every day, declared the chicken and potatoes "OK," but rated the salad as "boring." Asked what the cooks might do to make it better, she answered "Put ham in it."

But the students have apparently gotten used to it. The younger ones don't know any different, and with the older kids it helps that fast-food restaurants have adopted the lingo of "fresh." McDonald's now boasts of using "freshly cracked" eggs and is even trying out non-frozen beef for its hamburgers.

THING #1: PULL QUOTE EXAMPLES

 **BAZAAR**

FASHION BEAUTY CELEBRITY SHOPBAZAAR BAZAAR BRIDE

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groups: those who could get an apartment in Manhattan, and those who had to move home and look for a job. "My parents were able to help with a deposit on an apartment that I shared with three other people. ... There's a big part of me that's like, would I have made it in this career if I had student loans and no way to be in New York City after I graduated from college? I really don't know."

The help that Katharine Bolin, 30, got was her parents paying for her college education outright, which her dad worked the night shift at IBM to do. That's how she was able to start [Sweet Reach Media](#), the digital marketing and PR business she runs in Minneapolis, which is on track to make six figures this year. "I am forever grateful to my parents and still thank them every time I see them," she says. "I can't imagine I would be in the same position I am today if I had to pay \$500 or month or more in student loans throughout my twenties." Her parents also did "little things, like they would pay for my cell phone. That makes a huge difference."

99

THERE'S A BIG PART OF ME THAT'S LIKE, WOULD I HAVE MADE IT IN THIS CAREER IF I HAD STUDENT LOANS?

00

Caroline Moss, co-author of *Hey Ladies! The Story of 8 Best Friends, 1 Year, and Way Too Many Emails*, tells me that if her parents hadn't paid for her college education, she wouldn't have the career she does right now. "There are people who've worked really hard to get where they are, but have also gotten where they are because of a leg up. And maybe there's not a ton of understanding that some people will never get the opportunities that you have, because they'll never be able to do a free internship, or they'll never be able to afford to live in New York City." There's also a part of her

THING #1: PULL QUOTE MARKUP

```
<aside>
```

```
  <blockquote>
```

```
    <p>There's a big part of me  
that's like, would I have made it  
in this career if I had student  
loans?</p>
```

```
  </blockquote>
```

```
</aside>
```

THING #1: PULL QUOTE MARKUP

<aside>

<blockquote>There's a big part of me that's like, would I have made it in this career if I had student loans?**</blockquote>**

</aside>

THING #2: SPECIFYING FONTS

- `font-size`
- `font-style`
- `font-weight`
- `font-family`

[HTTPS://CDPN.IO/PEN/VGGJGZ](https://cdpn.io/pen/vggjgz)



THING #2: SPECIFYING FONTS

- font-size
- font-style
- font-weight
- font-family
 - font stacks
 - web fonts: <https://fonts.google.com/>

THING #3: i VS. em & b VS. strong

i **VS.** em

b **VS** strong

THING #3: SOLVE FOR X

EXAMPLE #1

Dinosaurs <X>eat</X> man...woman
inherits the earth.

THING #3: SOLVE FOR X

EXAMPLE #2

```
<X>Lex Murphy:</X> It's a UNIX  
system, I know this!
```

THING #3: SOLVE FOR X

EXAMPLE #3

You see a `<X>Tyrannosaur</X>` doesn't follow a set pattern or park schedules, the essence of chaos.

THING #3: SOLVE FOR X

EXAMPLE #4

Shoot her! <X>SHOOT HER!!</X>



THING #4: CONSISTENT COLOR VALUES

```
h1 {  
  color: #B11C00;  
}  
h2 {  
  color: rgb(177, 28, 0);  
}  
h3 {  
  color: hsl(9.5, 100%, 34.7%);  
}
```

THING #4: CONSISTENT COLOR VALUES

HEX

#B11C00

RGB

rgb(177,28,0)

HSL

hsl(9.5, 100%, 34.7%)

CMYK

cmyk(0,84,100,31)

TROUBLESHOOTING & ASSISTANCE

1. Review your current code:

- Are you using `blockquote` for your pull quotes?
- Are your pull quotes *true* pull quotes?
- Are you using `b`, `em`, `i`, `strong` with good reason?
 - If not, replace with a `span` and we'll learn how to use those for applying italics and varied font weights later today.
- Are you using a consistent type of color value?

2. Add web fonts, if you haven't already.

- If you already have a web font in place, do you have the weights and styles you need?

3. Continue to work on styling your article.

CSS: MORE ABOUT SELECTORS

[HTTPS://CDPN.IO/PEN/JXVVJE](https://cdpn.io/pen/jxvvje)



CSS: GUIDELINES FOR CREATING CLASS NAMES

<https://mica-web.github.io/gd-220/hints/naming-classes>

CSS: ORGANIZATION & SPECIFICITY

1. Base elements on top, followed by classnames
2. Alphabetized properties

Examples of comment headings to organize your CSS:

- <https://css-tricks.com/snippets/css/comments-in-css/#comments>
- <https://perishablepress.com/obsessive-css-code-formatting-organization-comments-and-signatures/>

CSS: BOX MODEL

[HTTPS://CDPN.IO/PEN/XAPWPG](https://cdpn.io/pen/xapwpg)



[HTTPS://CDPN.IO/PEN/MLRBDY](https://cdpn.io/pen/mlrbdy)



PROJ 1 GRADING RUBRIC

<https://docs.google.com/spreadsheets/d/14OvRJcowtc2lpjVv1EGY4tRlp3xSzusp=sharing>

PROJ 2 INFO

<https://mica-web.github.io/gd-220/proj2>