

How to introduce non-nerds to the world of ConTeXt

A DIFFERENT PHILOSOPHY

STARTING POINT

- ✘ Students familiar with standard word processing software (MS Office, Open Office, Pages...)
- ✘ ConTeXt is installed and ready-to-use
- ✘ Students have a reason to learn ConTeXt
 - + Academic dissertations, reports, etc.
 - + Maths or linguistic layout challenges
 - + Interest in layout and typography

HOW IT SHOULD BE DONE...

REAL LIFE™

Introduction

My research is centered on how computers are named in office and university networks. The naming is almost always governed by strict rules. The rules vary from schematic to imaginative. The motivation behind the rules can be an administrator's personal preference, a sense of comfort – to security aspects of the field of activity.

Here we go,
that's the
first chapter
heading...

I'll make that
**bigger and
bold** and I'll
add an empty
line below...

STRUCTURAL THINKING

WHAT YOU SEE IS WHAT YOU (HOPE TO) GET

WHAT YOU *DESCRIBE* IS WHAT YOU GET

Introduction

My research is centered on how computers are named in office and university networks. The naming is almost always governed by strict rules, but they can vary from schematic to imaginative and the motivation behind the rules can vary from the network administrator's personal preferences and interests – or comfort – to security aspects or the institution's main field of activity.

```
\setuphead  
  [chapter]  
  [style=\sstfc]  
  
\setupwhitespace[medium]
```

```
\starttext
```

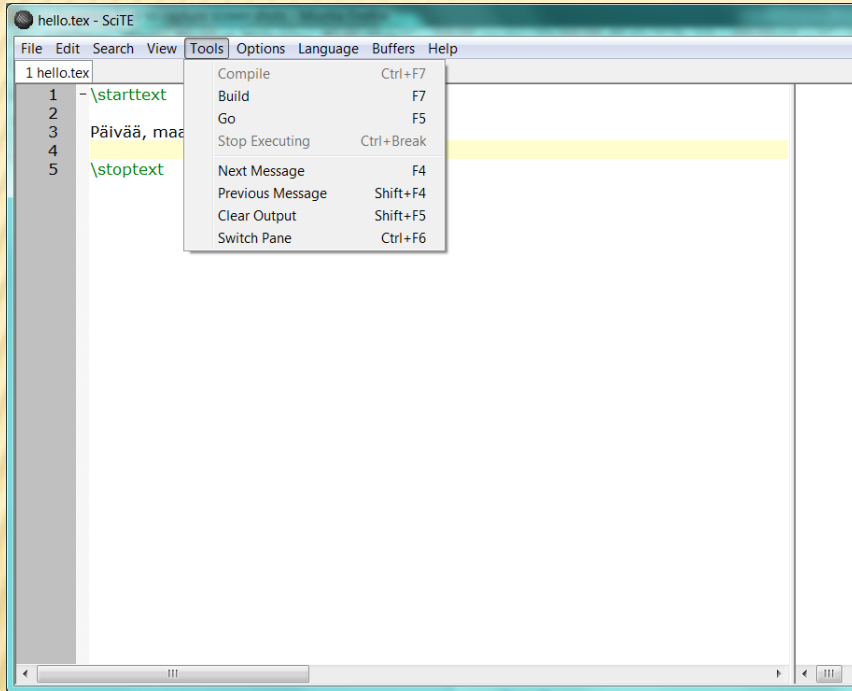
```
\chapter{Introduction}
```

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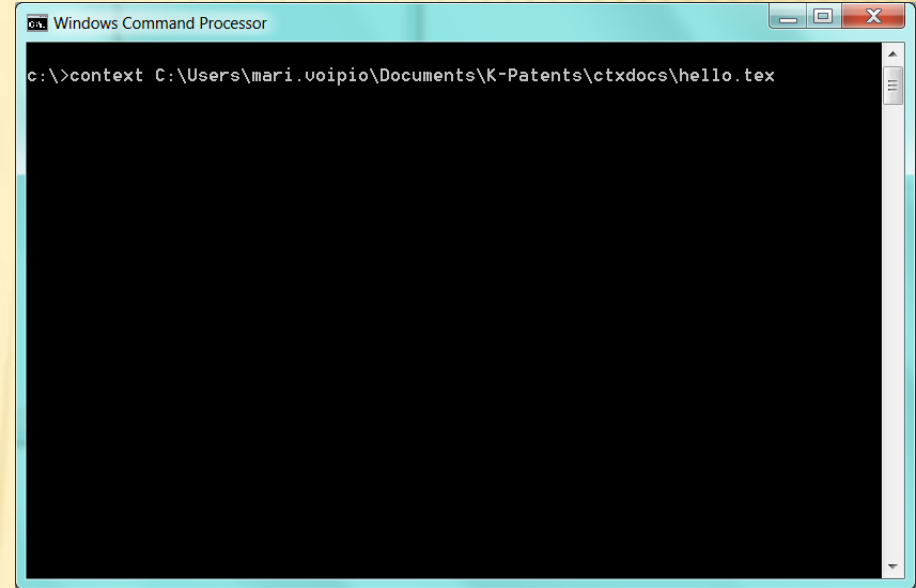
```
\stoptext
```

FROM CONCRETE TO ABSTRACT

CLICKERS

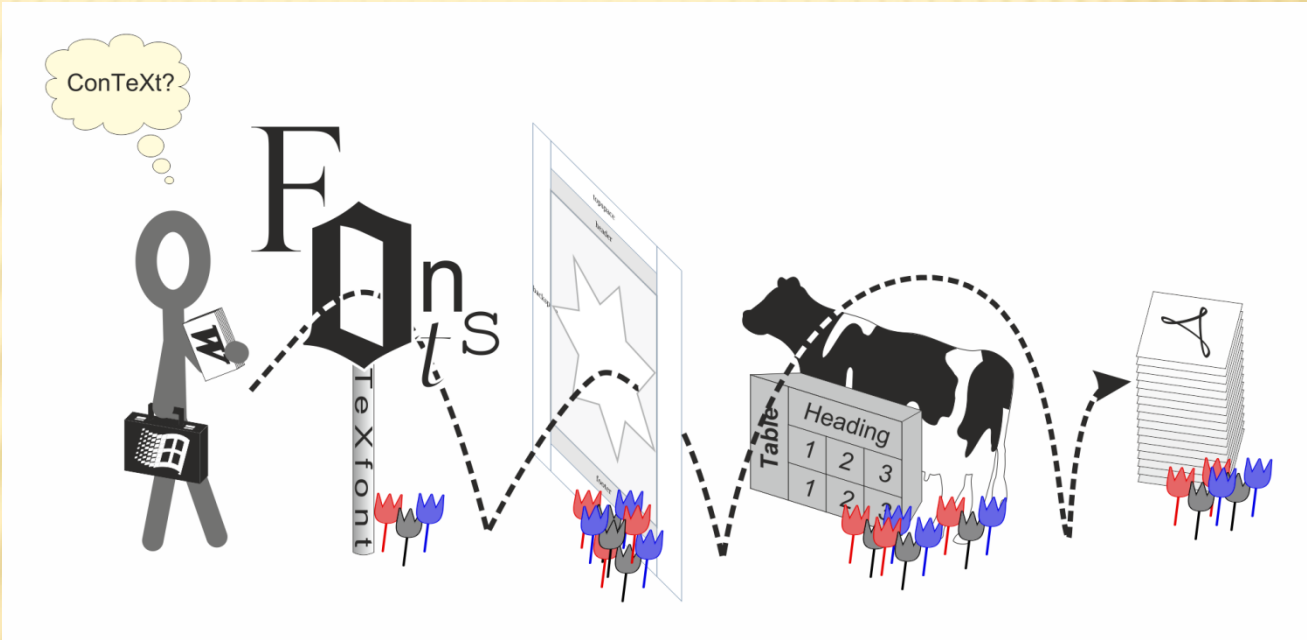


TYPERS



THERE ARE 10 TYPES OF PEOPLE

HOOPS TO JUMP

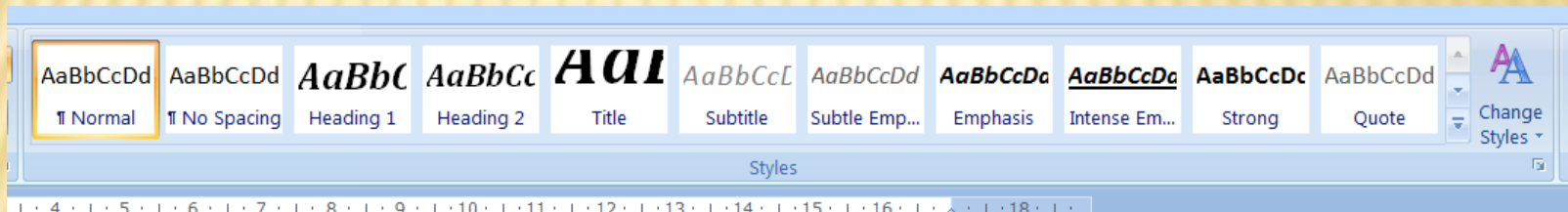


EASING INTO CONTEXT, STEP 1

- ✘ Start from solid base
 - + Structural thinking
 - + Separate content and layout
- ✘ Learn to use your editor
 - + Highlight
 - + Autocomplete
 - + Check before running
 - + And why not make it neat while you are at it?

EASING INTO CONTEXT, STEP 2

- ✘ Solving font problems
 - + Encoding/regimes
 - + Visual catalogue for basic font families
 - + Basic style sheets = modules



EASING INTO CONTEXT, STEP 3

- ✘ Not so marginal philosophy
 - + Not from outside in but left to right and top down
 - + What's your internal measurement unit?
- ✘ It's floating in the air
 - + Adding images: formats, sizes, placement
 - + Expanding to other floats
 - + Formatting captions
- ✘ Unnatural thinking: tables

EASING INTO CONTEXT, STEP 4

- ✘ Debugging is a skill, too
 - + Better little and often than a complete mess
 - + You sure you checked the code?
 - + Read and contemplate
- ✘ A bit of pep talk
 - + No need to get it right on the first go
 - + The reward is in consistency
 - + Shed your limitations and take flight!