



*NEW PERSPECTIVES*

COMPREHENSIVE

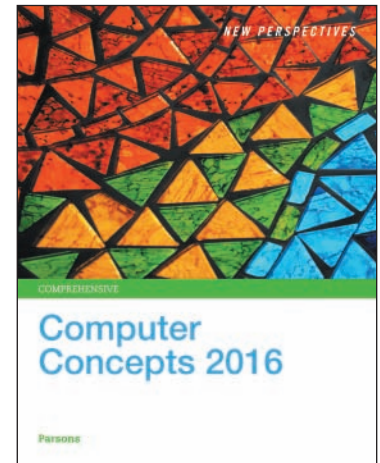
# Computer Concepts 2016

**Parsons**

# New to this Edition

*New Perspectives on Computer Concepts 2016* is designed to get you up-to-speed on essential computer literacy skills, providing technical and practical information relevant to everyday life. This edition provides:

- A reorganized Table of Contents which now features eleven units covering digital content, digital devices, networks, the web, software, security and privacy, and social media.
- A variety of features located throughout each unit provide opportunities to test your knowledge, including: Quick Checks, TRY IT!s, Quick Quizzes, Interactive Summaries, Interactive Situation Questions, and Labs.
- New units covering security and privacy and social media. New project-based labs. Updates to units covering programming, databases, and enterprise computing.



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# Computer Concepts 2016

**Parsons**

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**New Perspectives on Computer Concepts,  
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# Table of Contents

## Introduction

### 2 THE DIGITAL REVOLUTION

- 4 Data Processing
- 6 Personal Computing
- 8 Network Computing
- 10 Cloud Computing
- 13 QUICKQUIZ

## Unit 1

### 14 DIGITAL CONTENT

#### 16 SECTION A: DIGITAL BASICS

- 17 Data Representation Basics
- 19 Representing Numbers
- 20 Representing Text
- 23 Bits and Bytes
- 24 Compression

#### 27 SECTION B: DIGITAL SOUND

- 28 Digital Audio Basics
- 30 Digital Audio File Formats
- 32 MIDI
- 34 Digitized Speech

#### 36 SECTION C: BITMAP GRAPHICS

- 37 Bitmap Basics
- 40 Bitmap Data Representation
- 41 Bitmap Resolution
- 42 Image Compression
- 44 Modifying Bitmap Images

#### 47 SECTION D: VECTOR GRAPHICS

- 48 Vector Graphics Basics
- 51 Vector Tools
- 52 3-D Graphics

#### 55 SECTION E: DIGITAL VIDEO

- 56 Digital Video Basics
- 60 Video Compression
- 62 Video File Formats

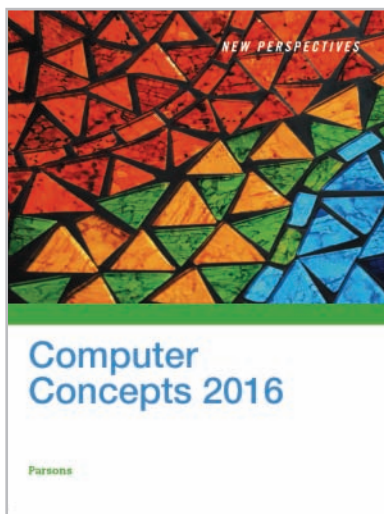
#### 64 ISSUE: WHAT IS FAIR USE?

#### 66 INFORMATION TOOLS: PHOTO FORENSICS

#### 68 TECHNOLOGY IN CONTEXT: FILM

#### 70 UNIT ACTIVITIES

#### 75 LAB: THE DIGITAL WORLD WITH EYES SHUT



## Unit 2

### 76 DIGITAL DEVICES

#### 78 SECTION A: DEVICE BASICS

- 79 Computers
- 81 Circuits and Chips
- 83 Components
- 85 Maintenance

#### 88 SECTION B: DEVICE OPTIONS

- 89 Enterprise Computers
- 90 Personal Computers
- 92 Niche Devices
- 93 Choosing a Digital Device

#### 98 SECTION C: PROCESSORS AND MEMORY

- 99 Microprocessors
- 101 How Processors Work
- 104 Performance
- 107 Random Access Memory
- 108 Read-only Memory

#### 110 SECTION D: STORAGE

- 111 Storage Basics
- 113 Magnetic Storage Technology
- 115 Optical Storage Technology
- 117 Solid State Storage Technology
- 118 Cloud Storage
- 120 Backup

#### 124 SECTION E: INPUT AND OUTPUT

- 125 Add-on Gadgets
- 126 Expansion Ports
- 129 Bluetooth
- 130 Device Drivers and Apps
- 131 Display Devices
- 135 Printers
- 136 Things

#### 138 ISSUE: WHERE DOES ALL THE EWASTE GO?

#### 140 INFORMATION TOOLS: FINDING THE RIGHT STUFF

#### 142 TECHNOLOGY IN CONTEXT: MILITARY

#### 144 UNIT ACTIVITIES

#### 149 LAB: WHAT'S GOING ON IN THERE?

## Unit 3

### 150 NETWORKS

#### 152 SECTION A: NETWORK BASICS

- 153 Communication Systems
- 154 Communication Channels
- 158 Network Topology
- 160 Network Nodes
- 162 Communication Protocols

#### 164 SECTION B: THE INTERNET

- 165 Background
- 167 Internet Infrastructure
- 168 Packets
- 171 Internet Addresses
- 174 Domain Names

#### 178 SECTION C: INTERNET ACCESS

- 179 Connection Basics
- 184 Cable Internet Service
- 185 Telephone Network Internet Service
- 187 Satellite Internet Service
- 188 Mobile Broadband Service
- 190 Wi-Fi Hotspots

#### 192 SECTION D: LOCAL AREA NETWORKS

- 193 LAN Basics
- 195 Ethernet
- 197 Wi-Fi
- 199 Set Up Your Own Network
- 203 Network Monitoring
- 204 IoT Networks

#### 206 SECTION E: FILE SHARING

- 207 File Sharing Basics
- 208 Accessing LAN Files
- 211 Sharing Your Files
- 214 Internet-based Sharing
- 216 Torrents

#### 218 ISSUE: WHO WILL CONTROL THE INTERNET?

#### 220 INFORMATION TOOLS: FACT CHECKING

#### 222 TECHNOLOGY IN CONTEXT: EDUCATION

#### 224 UNIT ACTIVITIES

#### 229 LAB: HACK YOUR NET



## Unit 4

### 232 THE WEB

#### 234 SECTION A: WEB BASICS

235 Web Overview

236 Evolution

238 Web Sites

239 Hypertext Links

241 URLs

#### 246 SECTION B: BROWSERS

247 Browser Basics

250 Customization

253 Browser Cache

256 Plugins and Extensions

#### 258 SECTION C: HTML

259 HTML Basics

261 HTML Editing Tools

264 CSS

266 Dynamic Web Pages

268 Site Creation

#### 270 SECTION D: HTTP

271 HTTP Basics

273 Cookies

276 HTTPS

#### 278 SECTION E: SEARCH ENGINES

279 Search Engine Basics

284 Formulating Searches

287 Search Privacy

288 Using Web-based Source Material

#### 290 ISSUE: WHO'S TRACKING YOU?

#### 292 INFORMATION TOOLS: CITATIONS

#### 294 TECHNOLOGY IN CONTEXT: FASHION INDUSTRY

#### 296 UNIT ACTIVITIES

#### 301 LAB: DESIGN YOUR HOME PAGE

## Unit 5

### 302 SOCIAL MEDIA

#### 304 SECTION A: SOCIAL NETWORKING

305 The Social Media Mix

308 Social Networking Evolution

309 Social Networking Basics

311 Geosocial Networking

313 Social Network Analytics

#### 316 SECTION B: CONTENT COMMUNITIES

317 Evolution

319 Media Content Communities

321 Intellectual Property

323 Creative Commons

#### 326 SECTION C: BLOGS AND MORE

327 Blogs

330 Microblogs

332 Wikis

#### 336 SECTION D: ONLINE COMMUNICATION

337 Communication Matrix

338 Email

343 Online Chat

344 Voice and Video over IP

#### 346 SECTION E: SOCIAL MEDIA VALUES

347 Identity

349 Reputation

352 Privacy

#### 356 ISSUE: WHEN DO ONLINE AVATARS DIE?

#### 358 INFORMATION TOOLS: MEDIA ATTRIBUTION

#### 360 TECHNOLOGY IN CONTEXT: JOURNALISM

#### 362 UNIT ACTIVITIES

#### 367 LAB: ANALYZE ME



## Unit 6

### 368 SOFTWARE

#### 370 SECTION A: SOFTWARE BASICS

- 371 Essentials
- 374 Distribution
- 376 Software Licenses
- 381 Pirated Software

#### 382 SECTION B: OPERATING SYSTEMS

- 383 Operating System Basics
- 387 Microsoft Windows
- 390 OS X
- 392 iOS
- 393 Android
- 394 Chrome OS
- 395 Virtual Machines

#### 396 SECTION C: APPS AND APPLICATIONS

- 397 Web Apps
- 399 Mobile Apps
- 400 Local Applications
- 404 Portable Software
- 405 Uninstalling Software

#### 406 SECTION D: PRODUCTIVITY SOFTWARE

- 407 Office Suite Basics
- 408 Word Processing
- 411 Spreadsheets
- 415 Databases
- 417 Presentations

#### 418 SECTION E: FILE MANAGEMENT UTILITIES

- 419 File Basics
- 422 File Management Tools
- 427 Application-based File Management
- 428 Physical File Storage

#### 430 ISSUE: HOW SERIOUS IS SOFTWARE PIRACY?

#### 432 INFORMATION TOOLS: DOCUMENTATION LITERACY

#### 434 TECHNOLOGY IN CONTEXT: ARCHITECTURE AND CONSTRUCTION

#### 436 UNIT ACTIVITIES

#### 441 LAB: PUT YOUR FILE DUCKS IN A ROW

## Unit 7

### 444 DIGITAL SECURITY

#### 446 SECTION A: UNAUTHORIZED USE

- 447 Encryption
- 448 Authentication
- 452 Strong Passwords
- 456 Password Managers

#### 458 SECTION B: MALWARE

- 459 Malware Threats
- 460 Computer Viruses
- 462 Computer Worms
- 463 Trojans
- 464 Antivirus Software

#### 470 SECTION C: ONLINE INTRUSIONS

- 471 Intrusion Threats
- 475 Anti-exploit Software
- 476 Netstat
- 477 Firewalls

#### 480 SECTION D: INTERCEPTION

- 481 Interception Basics
- 482 Evil Twins
- 483 Address Spoofing
- 484 Digital Certificate Hacks
- 486 IMSI Catchers

#### 488 SECTION E: SOCIAL ENGINEERING

- 489 Social Engineering Basics
- 491 Spam
- 495 Phishing
- 496 Pharming
- 498 Rogue Antivirus
- 499 PUAs

#### 500 ISSUE: WHAT'S WRONG WITH ONLINE VOTING?

#### 502 INFORMATION TOOLS: YOUR OWN WORDS

#### 504 TECHNOLOGY IN CONTEXT: LAW ENFORCEMENT

#### 506 UNIT ACTIVITIES

#### 511 LAB: CHROME LOCKDOWN



## Unit 8

- 512 THE ICT INDUSTRY**
- 514 SECTION A: ICT INDUSTRY BASICS**
  - 515 ICT Core Industries
  - 518 ICT Goods and Services
  - 521 Technology Life Cycles
  - 523 Disruptive Technology
  - 524 ICT and Productivity
  - 526 ICT and National Security
- 528 SECTION B: THE COMPUTER INDUSTRY**
  - 529 Manual Calculators
  - 530 Mechanical Calculators
  - 532 Computer Prototypes
  - 535 Commercial Computers
  - 539 Personal Computers
- 542 SECTION C: THE TELECOM INDUSTRY**
  - 543 Telegraph
  - 546 Telephone
  - 549 Radio
  - 552 Cellular Phones
  - 554 Television
- 557 SECTION D: TECH CAREERS**
  - 558 Jobs and Salaries
  - 563 Education
  - 565 Certification
  - 568 Resumes
- 570 SECTION E: ICT LAWS AND ETHICS**
  - 571 ICT Laws
  - 573 ICT Ethics
  - 578 Ethical Decision Making
  - 580 Whistleblowing
- 582 ISSUE: PATRIOTS OR TRAITORS?**
- 584 INFORMATION TOOLS: PROVENANCE**
- 586 TECHNOLOGY IN CONTEXT: BANKING**
- 588 UNIT ACTIVITIES**
- 593 LAB: PERFECT YOUR PROFILE**

## Unit 9

- 596 INFORMATION SYSTEMS**
- 598 SECTION A: INFORMATION SYSTEM BASICS**
  - 599 Enterprise Basics
  - 603 Transaction Processing Systems
  - 605 Management Information Systems
  - 606 Decision Support Systems
  - 608 Expert Systems
- 610 SECTION B: ENTERPRISE APPLICATIONS**
  - 611 Ecommerce
  - 614 Supply Chain Management
  - 616 Customer Relationship Management
  - 618 Enterprise Resource Planning
- 620 SECTION C: SYSTEMS ANALYSIS**
  - 621 System Development Life Cycle
  - 622 Planning Phase
  - 627 Analysis Phase
  - 628 Documentation Tools
- 632 SECTION D: DESIGN AND IMPLEMENTATION**
  - 633 Design Phase
  - 636 Evaluation and Selection
  - 637 Application Specifications
  - 639 Implementation Phase
  - 641 Documentation and Training
  - 642 Conversion and Cutover
  - 643 Maintenance Phase
- 646 SECTION E: SYSTEM SECURITY**
  - 647 Systems at Risk
  - 648 Data Centers
  - 650 Disaster Recovery Planning
  - 651 Data Breaches
  - 653 Security Measures
- 656 ISSUE: WHAT CAN GO WRONG?**
- 658 INFORMATION TOOLS: RECOGNIZING VIEWPOINT**
- 660 TECHNOLOGY IN CONTEXT: MEDICINE**
- 662 UNIT ACTIVITIES**
- 667 LAB: DECISIONS, DECISIONS, DECISIONS**



## Unit 10

### 670 DATABASES

#### 672 SECTION A: DATABASE BASICS

673 Operational and Analytical Databases

678 Database Models

#### 686 SECTION B: DATABASE TOOLS

687 Database Tool Basics

688 Dedicated Applications

690 Word Processor Data Tools

692 Spreadsheet Data Tools

693 Database Management Systems

#### 698 SECTION C: DATABASE DESIGN

699 Defining Fields

703 Data Types

704 Normalization

706 Sorting and Indexing

708 Designing the Interface

710 Designing Report Templates

#### 712 SECTION D: SQL

713 SQL Basics

715 Adding Records

716 Searching for Information

719 Updating Fields

720 Joining Tables

#### 722 SECTION E: BIG DATA

723 Big Data Basics

726 Big Data Analytics

728 NoSQL

#### 734 ISSUE: CAN DATA MINING CATCH TERRORISTS?

#### 736 INFORMATION TOOLS: VETTING ANONYMOUS

#### 738 TECHNOLOGY IN CONTEXT: POLITICS

#### 740 UNIT ACTIVITIES

#### 745 LAB: SQL

## Unit 11

### 748 PROGRAMMING

#### 750 SECTION A: PROGRAM DEVELOPMENT

751 Programming Basics

753 Program Planning

756 Program Coding

760 Program Testing and Documentation

#### 764 SECTION B: PROGRAMMING TOOLS

765 Language Evolution

769 Compilers and Interpreters

771 Paradigms and Languages

774 Toolsets

#### 776 SECTION C: PROCEDURAL PROGRAMMING

777 Algorithms

780 Pseudocode and Flowcharts

783 Flow Control

789 Procedural Applications

#### 790 SECTION D: OBJECT-ORIENTED CODE

791 Objects and Classes

793 Inheritance

794 Methods and Messages

798 OO Program Structure

800 OO Applications

#### 802 SECTION E: DECLARATIVE PROGRAMMING

803 The Declarative Paradigm

804 Prolog Facts

808 Prolog Rules

811 Interactive Input

812 Declarative Logic

813 Declarative Applications

#### 814 ISSUE: CAN COMPUTERS THINK?

#### 816 INFORMATION TOOLS: MAKING THE CUT

#### 818 TECHNOLOGY IN CONTEXT: COMPUTER GAMES

#### 820 UNIT ACTIVITIES

#### 825 LAB: TUNNELS AND DRAGONS

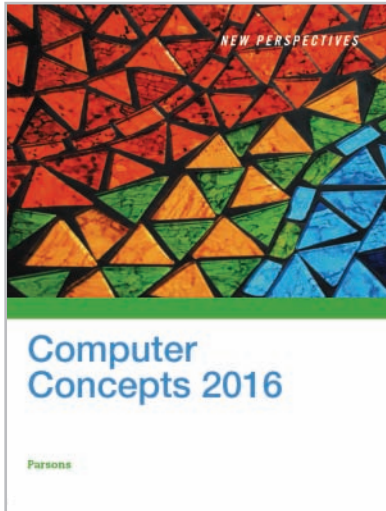
### 828 GLOSSARY

### 850 INDEX

### 872 ANSWERS

# New Perspectives on Computer Concepts 2016

## Preface



### COLLEGE GRADUATES OF THE 21ST CENTURY

are expected to have a **BROAD BASE OF KNOWLEDGE** to intelligently address social, political, economic, and legal issues associated with rapidly evolving digital technology.

Today's students have a patchwork of knowledge, acquired from using various digital devices. *New Perspectives on Computer Concepts 2016* (NP2016) helps students build a cohesive framework that organizes this acquired knowledge and serves as a foundation for assimilating new concepts **ESSENTIAL TO CAREERS AND LIFESTYLES** in our digital world.

**FULLY REVISED.** NP2016 has been newly **REVISED, REORGANIZED, AND UPDATED** to increase learning effectiveness and to reflect the wide scope of digital devices in use today, with an enhanced focus on the connectivity that pervades modern life.

**TARGETED LEARNING SUPPORT.** This award-winning textbook contains layers of targeted learning support for **ACTIVE LEARNING** that keeps students engaged and helps them succeed. Now using the **MINDTAP DIGITAL PLATFORM**, students continue to benefit from interactive feedback and new collaborative opportunities.

**READING IN THE DISCIPLINE.** Short paragraphs and a clear narrative style help students grasp concepts and learn **HOW TO READ TECHNICAL MATERIAL**.

**RETENTION.** What's the most effective study technique: Taking notes? Reviewing? According to researchers, students study most effectively by simply trying to recall the material they've read, seen, or heard. That's why NP2016 offers **CONTINUOUS ASSESSMENT**. Embedded QuickChecks on just about every page help students recall key concepts while reading and later while reviewing. QuickQuizzes and end-of-unit reinforcement promote **SUCCESSFUL LEARNING OUTCOMES**.

**HANDS-ON.** NP2016 contains plenty of practical information about how to use apps, manage files, create content, configure security software, and more. Try It! activities throughout the book show students how to **IMMEDIATELY APPLY CONCEPTS IN REAL-WORLD CONTEXTS**.

## What's New

**NEW INTRODUCTION.** Using apps is a fine start toward digital literacy, but sophisticated understanding of social, political, technical, and economic issues related to digitization requires a **BIG PICTURE VIEW** of digital evolution. The new NP2016 Introduction puts “today” into context with in-depth coverage of the multi-phased digital revolution.

**NEW SOCIAL MEDIA UNIT.** Sure, students use social media, but are they familiar with underlying concepts, such as the social media honeycomb, geolocation, and sociograms? Are they up to speed with Creative Commons and intellectual property concepts? And do they understand the relevance of online identity, privacy, and reputation management? Unit 5 offers **A FRESH APPROACH TO SOCIAL MEDIA** that delves into concepts while also providing practical how-to tips.

**NEW SECURITY UNIT.** NP2016 supplies a wealth of **SECURITY TOOLS AND GUIDELINES** essential on both the personal and corporate levels. Security content is incorporated throughout the narrative, and a new security capstone, Unit 7, is devoted to the topic. Exploits from viruses to botnets, and from code injection to social engineering are presented in a clear learning path that provides a solid foundation for understanding current and emerging threats.

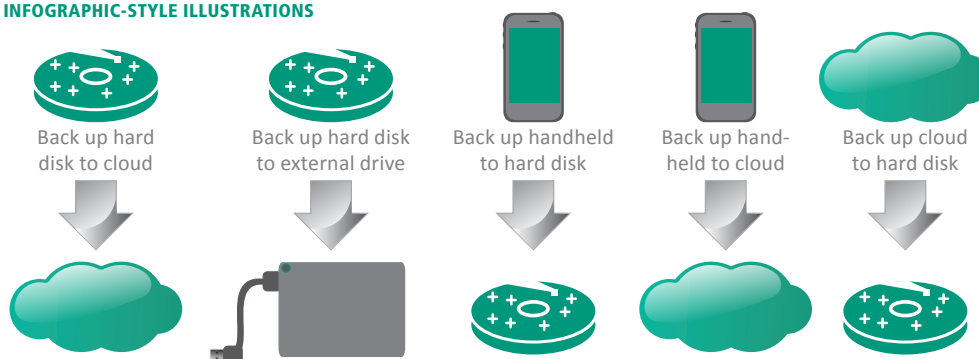
**NEW DOCUMENTATION LITERACY.** Unit 6 contains a new **INFORMATION TOOLS ACTIVITY** that explores online manuals, Help, user forums, YouTube, and other sources of technical documentation for learning how to use software and troubleshooting.

**THE LATEST TECHNOLOGY.** The **INTERNET OF THINGS**, near-field communication, fitness monitors, smartwatches, new **CLOUD TECHNOLOGIES**, and more. NP2016 content has expanded to encompass the full spectrum of microprocessor-based digital devices.

**FLIPPED CLASSROOMS.** Flipping a course is easy with NP2016, which now includes flipped class projects for **CRITICAL THINKING**, cyberclassroom exploration, **COLLABORATIVE GROUP WORK**, multimedia integration, career building, and **GLOBALIZATION**. Issues and other end-of-unit features offer additional topics and hands-on in-class activities.

**INFOGRAPHIC ILLUSTRATIONS.** NP2016 has a new look. Illustrations based on popular infographic visuals are carefully integrated into the learning path to provide **VISUAL SCAFFOLDING** that is so important to understanding technical concepts.

### INFOGRAPHIC-STYLE ILLUSTRATIONS



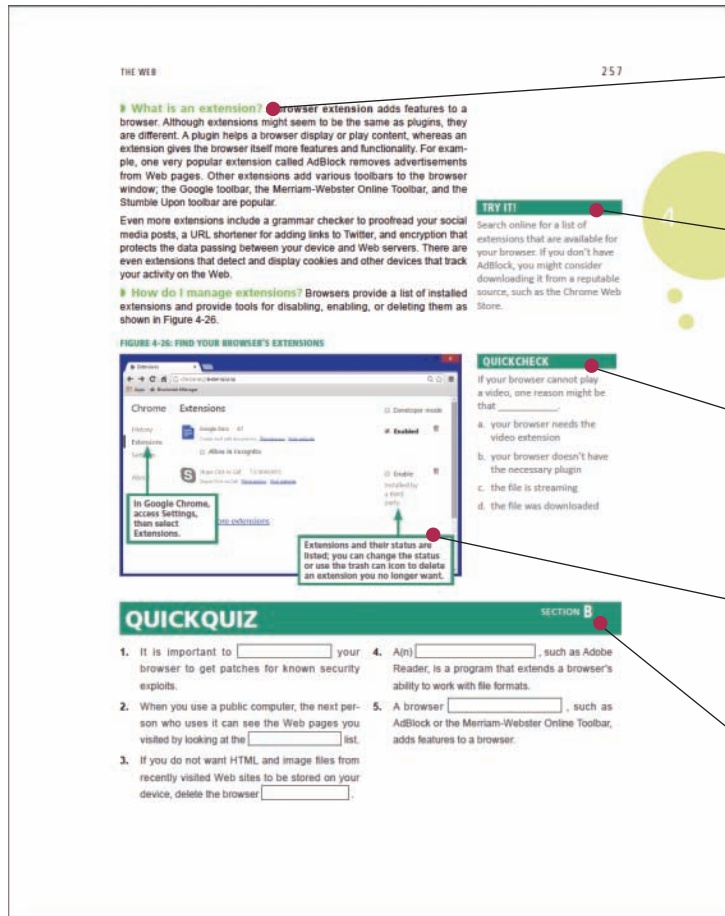
# Student Resources: The Book

**WHETHER YOU USE THE PRINTED BOOK OR DIGITAL VERSIONS, NP2016 GIVES YOU THE STRAIGHT STORY ON TODAY'S TECHNOLOGY.**

**EASY TO READ.** Each unit is divided into five **SECTIONS**, beginning with a **CONCEPT MAP** that provides a visual overview of topics. **FAQs** answer commonly asked questions about technology and help you follow the flow of the presentation.

**KEEPS YOU ON TRACK.** As you read each page, watch for **QUICKCHECKS**. They'll help you gauge if you comprehend key concepts. And take some time to complete the **TRY ITs**. They bring concepts to the real world and help you hone your digital skills. **QUICKQUIZZES** at the end of each section provide a chance to find out if you remember the most important concepts. **END-OF-UNIT REVIEW** activities such as Key Terms, Interactive Situation Questions, and Interactive Summary Questions, are great for test prep.

**HELPS YOU EXPLORE.** The **ISSUE** section in each unit highlights controversial aspects of technology. In the **TECHNOLOGY IN CONTEXT** section, you'll discover how technology plays a role in careers such as film-making, architecture, banking, and fashion design. The **INFORMATION TOOLS** section helps you sharpen your digital research techniques. Check out the **LABS** at the end of each unit for some step-by-step exploration into your digital devices.



**FAQs** break down concepts into manageable chunks of information.

**TRY ITs** show how to apply concepts to the real world and help hone your digital skills.

**QUICKCHECK** questions embedded throughout the unit keep learning interactive. Answers are at the end of the book.

**DIAGRAMS AND SCREENSHOTS** on every page make it easy to visualize concepts.

**QUICKQUIZ** questions at the end of each section give you a chance to review the main concepts.

## Student Resources: NP2016 Online

**DIGITAL VERSIONS OF YOUR TEXTBOOK INCLUDE MULTIMEDIA AND HANDS-ON ACTIVITIES DESIGNED TO ENHANCE YOUR LEARNING EXPERIENCE.**

**NP2016 MINDTAP.** The digital version of NP2016 is available in **MINDTAP**, a personalized online learning platform. In addition to the full text contained in the printed book, the digital NP2016 includes videos, animations, software tours, and activities based on a learning path designed by your instructor that **GUIDES YOU THROUGH THE COURSE**. MindTap is a cost-effective alternative to a printed textbook. You can purchase access to NP2016 MindTap from [www.cengagebrain.com](http://www.cengagebrain.com).

**NP2016 COURSEMATE.** A second digital solution is Cengage Learning's CourseMate with MindTap Reader. The NP2016 CourseMate includes a digital version of the textbook plus **PRACTICE QUIZZES, ACTIVITIES, AND GAMES** to help you practice and prepare for exams. This option is also available at [www.cengagebrain.com](http://www.cengagebrain.com).

**COURSECASTS: LEARNING ON THE GO.** Our fast-paced world is driven by technology. You know because you are an active participant—always on the go, always keeping up with technological trends, and always learning new ways to embrace technology to power your life. Let CourseCasts, hosted by Ken Baldauf of Florida State University, be your guide to weekly updates in this ever-changing space. They are **AVAILABLE FOR DOWNLOAD** at [coursecasts.course.com](http://coursecasts.course.com) or directly from iTunes (search by CourseCasts).



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The screenshot shows the CourseMate website. At the top left is the CourseMate logo. To the right are navigation tabs: HOME, COURSES, and ENGAGEMENT TRACKER, along with a '24/7 Support' link. Below the navigation is a 'Home' section with a 'Welcome to CourseMate!' message and a sub-message: 'CourseMate gives you access to engaging, trackable teaching and learning tools that complement your textbook.' On the left side, there is a sidebar with a '1. Introduction' section and a 'Chapter List' containing links for 'Chapter eBook', 'Sample Quiz', 'Gradeable Quiz', 'Flashcards', 'Glossary', and 'Crossword Puzzle'.

## Student Resources: Hone Your Technical Reading Skills

**IF YOU WOULD LIKE TO IMPROVE THE WAY YOU COMPREHEND AND RETAIN THE INFORMATION FOUND IN TECHNICAL BOOKS AND DOCUMENTATION, READ ON.**

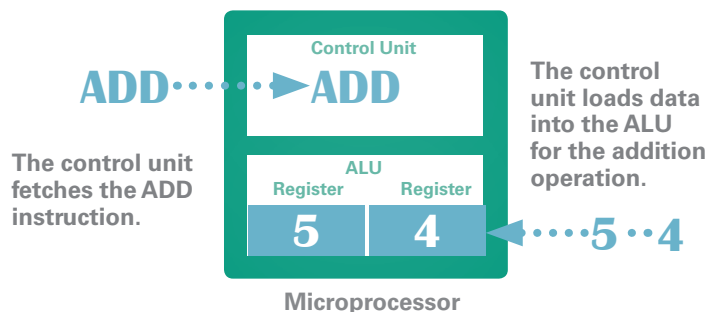
**PREPARE.** Your goal is to complete one section of a unit. That's a sufficient amount of material for one session. **LOOK AT THE CONCEPT MAP** at the beginning of the section. It is designed to help you connect concepts in a web of relationships, so they become more than random facts.

**DIVIDE AND CONQUER.** Don't expect to read technical material in the same way you'd read a novel. Trying to read without stopping from the beginning to the end of a unit, chapter, or section is likely to produce more confusion than confidence. Instead, **TAKE IT ONE PARAGRAPH AT A TIME.** Read the paragraph and then pause. Imagine that you are going to teach that material to someone else. Then summarize the main point in your own words.

**TAKE NOTES.** When you come across a fact that you want to remember, make a note. A study conducted by researchers at UCLA and Princeton University revealed that students who take lecture notes using a pen or pencil scored better on tests than students who took notes on their laptops. The same effect may come into play when taking notes as you read. Whether you make notes on screen or on paper, make sure to **USE YOUR OWN WORDS.** That will help you understand the essence of a concept and retain it for future use.

**HIGHLIGHT.** Use highlights to **MARK PASSAGES YOU DO NOT UNDERSTAND.** This advice may seem contrary to the idea of highlighting key concepts, but simply marking something in the book—or worse, copying and pasting passages from a digital book—does little to help you internalize a concept. Highlighting passages that you do not understand allows you to return to them after you've completed a section. You may find that the passage now makes sense. If not, you've marked a concept that will be a great question for your instructor.

**READ THE PICTURES.** The figures in this book are included to reinforce, explain, and **EXPAND THE INFORMATION PRESENTED IN THE WRITTEN NARRATIVE.** Concepts that may seem complex when explained in words may be much easier to visualize when you see an illustration, screenshot, or photo. So, take some time with each figure to make sure you understand how it is related to the text that precedes it.



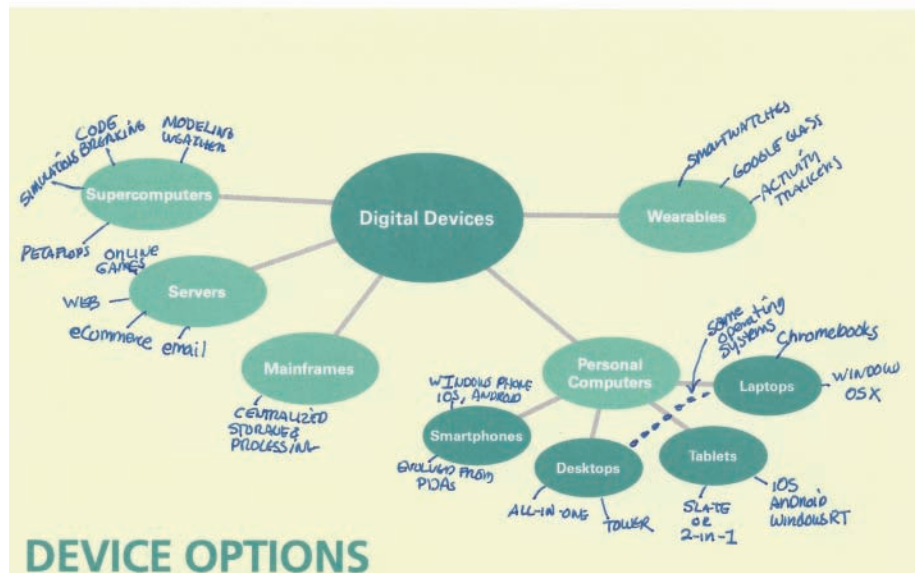


## Hone Your Technical Reading Skills (continued)

**TEST YOURSELF.** Researchers at Purdue University discovered that “practicing retrieval” through self testing is one of the **MOST EFFECTIVE TECHNIQUES FOR LEARNING**. NP2016 supplies you with lots of opportunities to retrieve material. Make sure to use the QuickChecks, QuickQuizzes, Interactive Summaries, and Interactive Situation Questions. Additional resources, such as flashcards and unit quizzes, are available with the NP2016 CourseMate and MindTap.

**BE AN ACTIVE LEARNER.** The concepts in NP2016 are not abstract theories. Most have practical applications for today’s digital lifestyles. You’ll find that concepts are much easier to remember if you can apply them and understand how they are relevant. The **TRY IT! ACTIVITIES** throughout every unit show you how to apply concepts. The best learning strategy is to complete these activities as you encounter them. They’ll give you a break from reading and help you to understand how all the practical and conceptual pieces fit together.

**GET THE CONNECTIONS.** The bubble diagrams supplied at the beginning of each section provide an overview of concepts and their linkages. After reading a section, you might want to **EXTEND THE CONCEPT MAPS** by adding more details. You can add another level of concepts. Also, think of additional relationships between the existing concepts and mark them with dotted lines.



## Instructor Resources

**NP2016 RESOURCES PROVIDE INSTRUCTORS WITH A WIDE RANGE OF TOOLS THAT ENHANCE TEACHING AND LEARNING. THESE RESOURCES AND MORE CAN BE ACCESSED FROM THE NP2016 INSTRUCTOR COMPANION SITE. LOG IN AT [WWW.CENGAGE.COM/SSO](http://WWW.CENGAGE.COM/SSO).**

**INSTRUCTOR'S MANUAL.** The NP2016 Instructor's Manual offers the following comprehensive instructional materials:

- Unit objectives and key terms
- Bullet-point lecture notes for each unit section
- Classroom activities and teaching tips

**SOLUTION FILES.** Your password-protected instructor resources provide answers to all the QuickChecks, Lab Assignments, Interactive Summaries, Interactive Situation Questions, Issue Try It!, and Information Tools Try It!.

**TABBING GUIDE.** If you've used previous editions of *New Perspectives on Computer Concepts*, you'll appreciate the Tabbing Guide that lets you see at a glance what's been updated for this edition. Use it to make revisions to your syllabus, as necessary.

**FLEXIBLE POWERPOINTS.** Instructors can customize and deliver engaging and visually impressive lectures for each unit with the professionally designed PowerPoint slides.

**TESTBANKS AND TESTING SOFTWARE.** Cengage Learning Testing powered by Cognero is a flexible, online system that allows instructors to author, edit, and manage test bank content from multiple Cengage Learning solutions and to create multiple test versions. It works on any operating system or browser with no special installs or downloads needed, so tests can be created from anywhere with Internet access.

**ENGAGEMENT TRACKER.** For courses that take advantage of the activities on the NP2016 CourseMate Web site, the Engagement Tracker monitors student time on tasks and records scores that help instructors keep track of student progress.

**SAM AND MINDTAP READER EBOOK.** SAM (Skills Assessment Manager) is a robust assessment, training, and project-based system that enables students to be active participants in learning valuable Microsoft Office skills. The MindTap Reader version of *New Perspectives on Computer Concepts 2016* works within the SAM environment for courses that combine concepts and Office skills. Let SAM be an integral part of your students' learning experience! Please visit [www.cengage.com/sam](http://www.cengage.com/sam).

**MINDTAP.** This powerful online environment includes analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion rates.



## From the Author

So much has changed since the first edition of *Computer Concepts* was published in 1994! From year to year, the changes have been subtle, but looking back, it is clear that technology, students, and even education has progressed in amazing and sometimes unexpected directions. The conceptual framework of the original text served students and instructors well for over twenty years, but for NP2016, we took a fresh look at the digital landscape to restructure the content as the digital age enters a new phase.

Many of today's students have substantially more practical experience with digital devices than their counterparts of fifteen years ago, but even these students may lack a cohesive framework for their knowledge. The goal of *New Perspectives on Computer Concepts* is to bring every student up to speed with computer basics, and then go beyond basic computer literacy to provide technical and practical information that every college-educated person would be expected to know.

Whether you are an instructor or a student, we hope that you enjoy the learning experience provided by our text-based and technology-based materials.

### ACKNOWLEDGEMENTS

The book would not exist—and certainly wouldn't arrive on schedule—were it not for the efforts of our media, editorial, and production teams. Grateful thanks to Kate Russillo for her developmental edit and tireless work on every detail of the project; Suzanne Huizenga for a miraculously detailed copy edit; Kathleen McMahon, Amanda Lyons, and Kate Mason for their executive leadership of the *New Perspectives* series; Jennifer Goguen McGrail for managing production; Marisa Taylor for managing the day-to-day schedule; and our brilliant sales reps for encouraging instructors to adopt this book to enhance their introductory courses.

The MediaTechnics team worked tirelessly and deserve a round of applause. Thank you to Tensi Parsons for her extraordinary devotion to desktop publishing and infographic design; Keefe Crowley for his versatile skills in creating videos, taking photos, compiling test banks, and maintaining the InfoWeb site; Donna Mulder for revising the screentours; and Chris Robbert for his clear narrations. Dan Oja is our technical guru and digital education visionary; his pioneering efforts to create the first online testing system and interactive digital textbook set a high standard for today's developers.

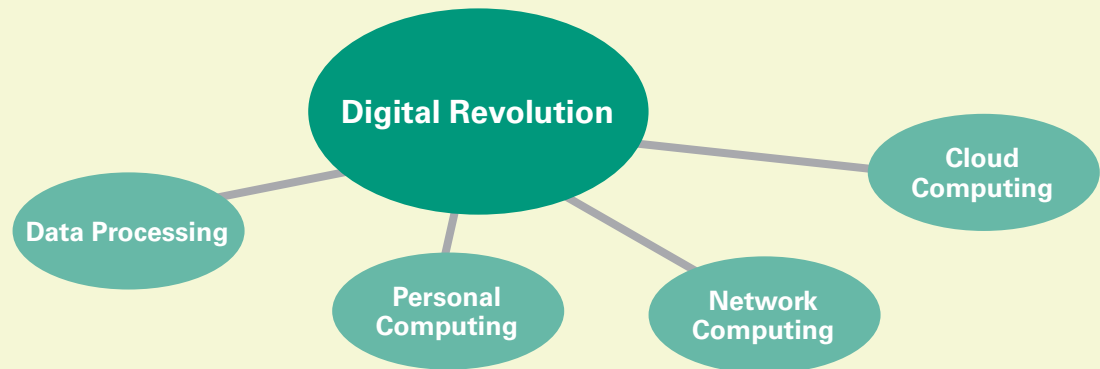
Additional acknowledgements go to the *New Perspectives* Advisory Committee members, reviewers, and students who have made a tremendous contribution to every edition of *Computer Concepts*. Thank you all!

June Parsons



*NEW PERSPECTIVES*

# Computer Concepts 2016



# THE DIGITAL REVOLUTION

## INTRODUCTION

### WE LIVE IN THE INFORMATION AGE:

a period in history when information is easy to access and affects many aspects of everyday life, from the economy to politics and social relationships. The importance of information is not new. It has always been a powerful tool. Scrolls treasured by monks during the Middle Ages, scientific knowledge collected during the Renaissance, and intelligence data collected during the Cold War were all critical in shaping world events. The Information Age is unique because of its underlying technology based on digital electronics. This introduction offers an overview of the digital revolution that continues to reinvent the Information Age.



## Terminology

digital centralized computing data processing  
 personal computing local software  
 computer network Internet Web  
 cloud computing convergence Web 2.0  
 social media Internet of Things



## Objectives

- ▶ Name the four phases of the digital revolution and place each on a timeline.
- ▶ Describe the digital devices that were popular during each phase of the digital revolution.
- ▶ List at least five characteristics of each phase of the digital revolution.
- ▶ Find two similarities and two differences between the data processing era and today's digital environment.
- ▶ Evaluate the strengths and weaknesses of today's digital environment.
- ▶ Make an informed prediction about the evolution of the next digital era.
- ▶ Consider the tradeoffs we make when living in a digital society.

## THE DIGITAL REVOLUTION

The **digital revolution** is an ongoing process of social, political, and economic change brought about by digital technology, such as microchips, computers, and the Internet.

► **What is digital?** Digital refers to data represented by numbers, such as 1s and 0s. The word *digital* comes from the root *digit*, which refers to a numeral less than 10. In Latin, the word *digitus* means finger or toe. The modern use of the term *digital* is probably derived from the idea of counting on your fingers.

Like the agricultural revolution and the industrial revolution, the digital revolution offers advantages but requires adaptations. Digital innovations challenge the status quo and require societies to make adjustments to traditions, lifestyles, and legislation.

The technology driving the digital revolution is based on digital electronics and the idea that electrical signals can represent data, such as numbers, words, pictures, and music. An interesting characteristic of digital content is that it can be easily duplicated with no loss of quality. Before digital, photocopies of paper documents usually looked blurred. Copying a movie on tape reduced its quality, and every subsequent copy became progressively worse. Now, digital copies are essentially indistinguishable from originals, which has created new possibilities for content distribution on platforms such as iTunes and Netflix.

Digital devices, including computers and smartphones, have transformed our world. Without them, your favorite form of entertainment would probably be foosball, and you'd be listening to a bulky old Victrola instead of carrying a sleek iPod (Figure 1).

**FIGURE 1: IS MUSIC CHEAPER TODAY?**

# 1922

For \$1.00, you could purchase a record containing two songs.

That's **\$14.11** in today's money.



# 2016

On iTunes, one song costs \$1.29.

Two songs cost only **\$2.58** today.

### TRY IT!

Music is clearly less expensive today than it was back in 1922, but what about books? Can you find the price of a book during the 1920s and the price of an equivalent Kindle book today? Don't forget to convert the cost into today's dollars. (Search online for *inflation calculator*.)

## DATA PROCESSING

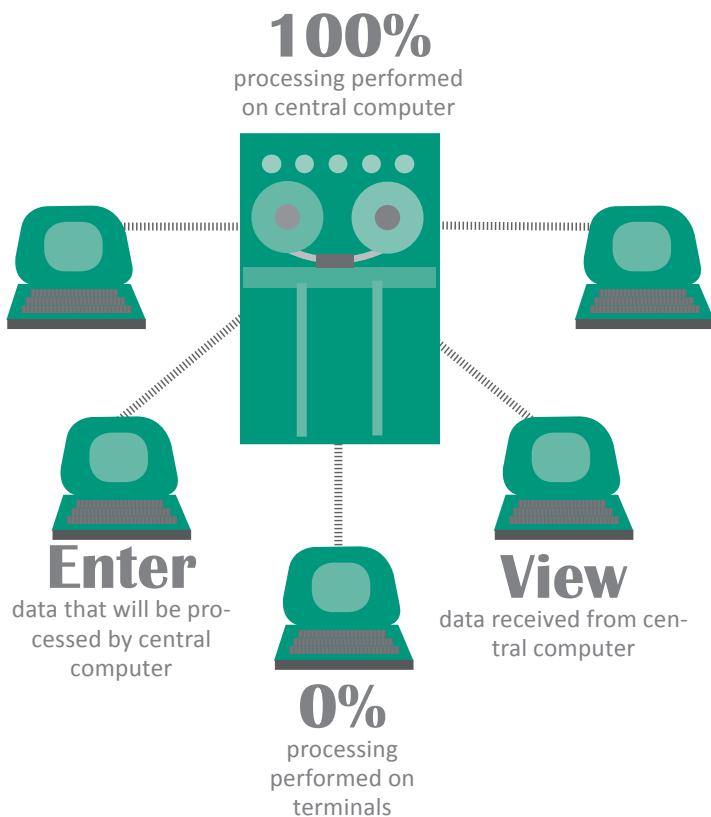
Some historians mark the 1980s as the beginning of the digital revolution, but engineers built the first digital computers during World War II for breaking codes and calculating missile trajectories. In the 1950s, computers were marketed for business applications, such as payroll and inventory management.

► **What was computing like back then?** In the first phase of the digital revolution, computers were huge, complex, and expensive devices that stored data on reels of magnetic tape. They existed in limited numbers, primarily housed in big corporations and government agencies. Computers were operated by trained technicians. Each computer installation required specialized software. The idea that computers might be used by ordinary people in their homes was only a glimmer of an idea in the minds of science fiction writers.

Back then, processing components for computers were housed in closet-sized cabinets. The main computer unit did not usually include a keyboard or display device. Computers were accessed using the keyboard and display screen of a terminal. Terminals had little processing capability of their own, so they were simply used to enter data and view results produced by software that ran on the main computer.

This method of computing, in which a main computer holds all of the data and performs all of the processing, is called **centralized computing**. It is the main technology model used during the data processing era. Devices such as terminals and printers are connected to a centralized computer with cables, as shown in Figure 2.

FIGURE 2: CENTRALIZED COMPUTING



### QUICKCHECK

Data processing was characterized by \_\_\_\_\_.

- centralized computing
- primitive digital devices such as calculators and watches
- standalone computers such as Apple IIs and IBM PCs
- local software and data storage

### Terminology

A *terminal* is an input and output device that depends on a centralized “host” computer for processing and data storage. Can you identify similarities between these old-fashioned devices and the way today’s digital devices interact with the Internet?



► **Who had access to computers?** During the antiestablishment era of the 1960s, the digital revolution was beginning to transform organizations, but ordinary people had little direct contact with computers.

As with many new technologies, computers were initially viewed with suspicion by consumers. IBM’s corporate slogan “THINK” conveyed to some people a disturbing image of giant machine “brains.”

Computers seemed remote. They were housed out of sight in special facilities and were inaccessible to ordinary people. Computers also seemed impersonal. To uniquely identify people, computers used sequences of numbers such as Social Security numbers. The fact that computers tracked people by numbers, rather than by their names, alienated many students and workers.

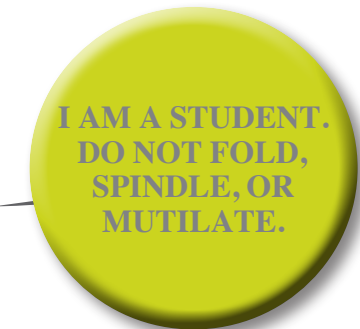
In the 1960s, computers and punched cards became a symbol of the establishment. Students were uncomfortable with the use of punched cards for storing student records (Figure 3). Said one leader of a protest on the University of California, Berkeley campus, “You’re processed. You become a number on a set of file cards that go through an IBM machine.”

► **What is data processing?** Throughout the first phase of the digital revolution, businesses adopted computers with increasing enthusiasm based on benefits such as cutting costs and managing mountains of data. Computers and data processing became crucial tools for effective business operations. **Data processing** is based on an input-processing-output cycle. Data goes into a computer, it is processed, and then it is output (Figure 4).

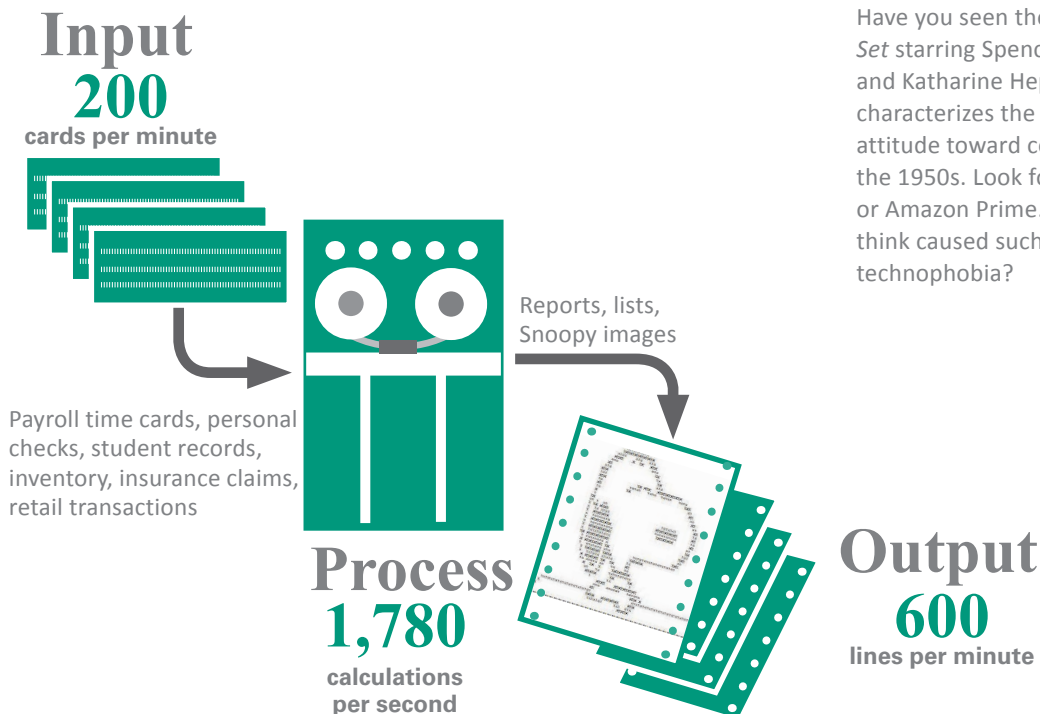
The data processing era lasted from the 1940s through the 1970s. Data processing installations still exist today, but other technologies emerged, making computing available to a more diverse group of users.

**FIGURE 3: ANTIESTABLISHMENT**

In the 1950s and 1960s, data used by government and business computers was coded onto punched cards that contained the warning “Do not fold, tear, or mutilate this card.” Similar slogans were used by protesters who were concerned that computers would have a dehumanizing effect on society.



**FIGURE 4: DATA PROCESSING**



**TRY IT!**

Have you seen the film *Desk Set* starring Spencer Tracy and Katharine Hepburn? It characterizes the public’s attitude toward computers in the 1950s. Look for it on Netflix or Amazon Prime. What do you think caused such widespread technophobia?



## PERSONAL COMPUTING

Digital devices were first available to consumers in the 1970s, when handheld calculators and digital watches hit store shelves. The first personal computers made their debut in 1976, but sales got off to a slow start. Without compelling software applications, personal computers, such as the Apple II and IBM PC, seemed to offer little for their \$3,000 price tag. As the variety of software increased, however, consumer interest grew.

► **What is personal computing?** The second phase of the digital revolution, **personal computing**, is characterized by standalone computers powered by local software. **Local software** refers to any software that is installed on a computer's storage device. Today, local software resides on hard disks, solid state drives, and flash drives. In the personal computing era, local software was often stored on floppy disks.

During this phase of the digital revolution, computers were used to enhance productivity. Writing, gathering numbers into easily understood charts, and scheduling were popular computer-based activities. Computers and video-game machines emerged as entertainment devices, with the game industry driving the development of ever faster and more sophisticated digital components.

During the personal computing phase of the digital revolution, computers were not connected to networks, so they were essentially self-contained units that allowed users to interact only with installed software. On the business front, large computers continued to run payroll, inventory, and financial software. Some managers used personal computers and spreadsheet software to crunch numbers for business planning.

If you owned a computer back in the second phase of the digital revolution, it was probably a standalone machine with primitive sound capabilities. The display device looked like an old-fashioned television (Figure 5).

**FIGURE 5: PERSONAL COMPUTING CIRCA 1985**



### QUICKCHECK

Personal computing was characterized by \_\_\_\_\_.

- software housed on a centralized computer
- sophisticated software applications
- storing data in the cloud
- local software and data storage

### TRY IT!

Imagine that there is no Internet. Take a look at your computer and make a quick list of programs that you'd be able to use in a world without the Internet.

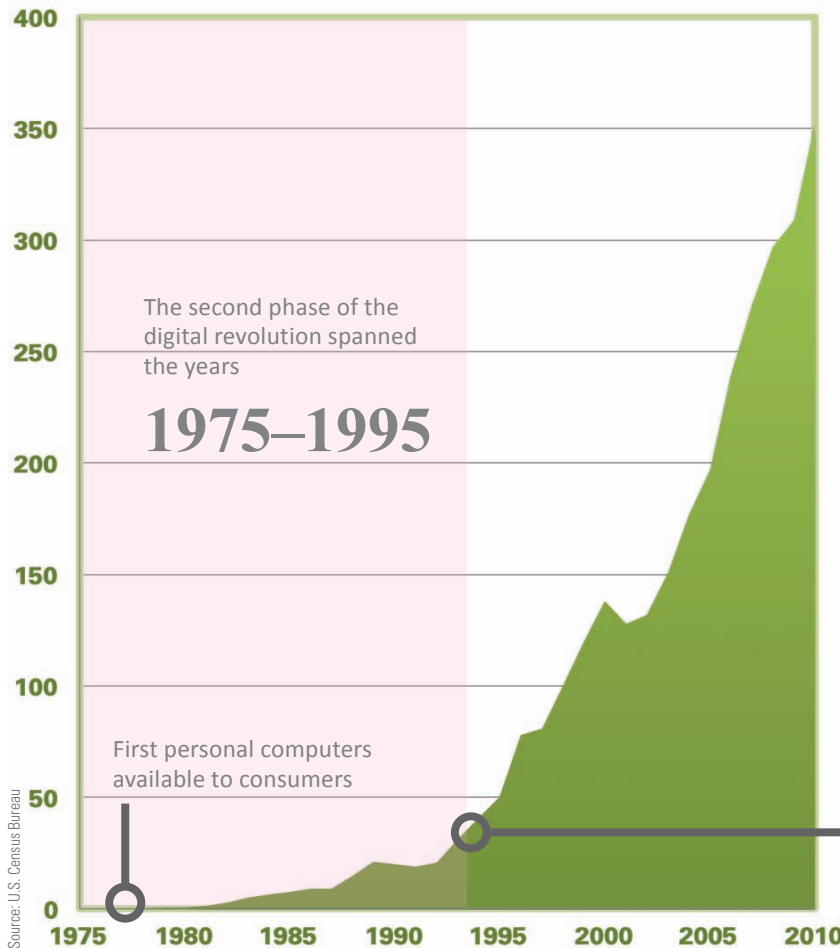
► **How extensive was computer use?** In contrast to the corporate focus of the data processing phase, personal computing promised to put the power of digital devices in the hands of ordinary people. Computers were no longer a symbol of the corporate establishment. As a new generation of computing devices evolved, IBM's "THINK" slogan was upstaged by Apple's message: "Think Different."

The promise of populist computing, however, was not backed up with compelling reasons to invest in a computer. In 1982, fewer than 10% of U.S. households had a computer. Working on a standalone computer wasn't for everyone. People without an interest in typing up corporate reports or school papers, crunching numbers for accounting, or playing computer games weren't tempted to become active soldiers in the digital revolution.

Social scientists even worried that if personal computing became widespread, people would become increasingly isolated as they focused on computer activities rather than social ones. Although rudimentary email systems existed on centralized corporate computer systems, home computers were not connected, so there was no way to transmit email messages.

► **How long was the second phase of the digital revolution?** Computer ownership increased at a gradual pace until the mid-1990s, and then it accelerated into the third phase of the digital revolution (Figure 6).

**FIGURE 6: PERSONAL COMPUTER OWNERSHIP (MILLIONS OF HOUSEHOLDS)**



**QUICKCHECK**

What problem arising from personal computing worried social scientists?

- a. Big corporations spying on customer behavior
- b. Increasing isolation as people spent more and more time using a computer
- c. Privacy
- d. Piracy

**QUICKCHECK**

During the second phase of the digital revolution, which one of the following was making news headlines?

- a. A new band called The Beatles
- b. The first space flights
- c. Think Different
- d. WikiLeaks

## NETWORK COMPUTING

The third phase of the digital revolution materialized as computers became networked and when the Internet was opened to public use. A **computer network** is a group of computers linked together to share data and resources.

Network technology existed before the Internet became popular, but it was mainly deployed to connect computers within a school or business. Those networks were complicated to set up and they were often unreliable. Before the Internet opened to public use, online services, such as CompuServe and America Online operated centralized computer networks that could be accessed by the public from dial-up modems.

► **What role did the Internet play?** The **Internet** is a global computer network that was originally developed as a military project and was later handed over to the National Science Foundation for research and academic use. When restrictions on commercial use of the Internet were lifted in the early 1990s, newly emerged ISPs offered fee-based Internet access. America Online, CompuServe, and other online services expanded to offer Internet-based chat and Web access. Excerpts from the AOL ad in Figure 7 may help you to appreciate the digital environment during this phase of the digital revolution.

### TRY IT!

Internet connections were initially made over telephone lines with a device called an acoustic modem. You'll be surprised to see how these modems work. Search for a photo of one online. Could you use this type of modem with your smartphone?

FIGURE 7: USING AN ONLINE SERVICE IN THE 1990S



Step 1: Mail in your application and wait to receive your software.



Step 2: Your software arrives on a floppy disk. Insert it in the disk drive and install it.



Step 3: Fire up the software and your modem to make a connection. If you have an acoustic modem, put your telephone handset into it.



Step 4: Download software, send email, post messages, and mingle with people from all over the world in online chat rooms.

## Own a Modem?

*Try America Online for FREE*

If you own a computer and modem, we invite you to take this opportunity to **try the nation's most exciting online service.**

Build a software library by downloading selected files from a library of thousands—productivity software, games, and more!

Get computing support from industry experts at online conferences and through easy-to-use message boards.

**DETACH AND MAIL TODAY**

**YES**, I want to try America Online! Send me FREE software and a FREE trial membership to try the service.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Disk type and size:  5.25  3.5

High Density  Double Density

Source: Wired May 1993

► **What about the Web?** When historians look back on the digital revolution, they are certain to identify the Web as a major transformative influence. The **Web** (short for *World Wide Web*) is a collection of linked documents, graphics, and audio that can be accessed over the Internet.

A key aspect of the Web is that it adds content and substance to the Internet. Without the Web, the Internet would be like a library without any books or a railroad without any trains. Online storefronts, auction sites, news, sports, travel reservations, and music downloads made the Web a compelling digital technology for just about everyone.

► **So what was computing like during this phase?** From 1995 to 2010, computing was characterized by the increasing use of laptops (Figure 8) and the following elements:

**Sophisticated software.** The network computing phase may have been the peak for productivity software. Computer owners amassed large collections of software, purchased in boxes containing multiple distribution CDs. Software such as Microsoft Office, Norton's Internet Security suite, and Corel Digital Studio required local installation and provided more features than most people had any desire to use. This trend reverses during the next phase of the digital revolution, when applications become simpler and more focused on specific tasks.

**Stationary Internet access.** Even as laptop computers began to displace desktop models, connecting to the Internet required a cable that effectively tethered computers to a nearby phone jack or cable outlet. In the next phase of the digital revolution, Internet access breaks free from cables and goes mobile.

**Online communication.** Email was the first widespread technology used to communicate over the Internet. Online services such as CompuServe and AOL pioneered chat rooms, which were primitive versions of Google Hangouts, and forums, which were similar to Facebook newsfeeds. A technology called Voice over IP allowed participants to bypass the telephone company to make phone calls over the Internet, and that technology eventually developed into Skype and similar video chat services.

**Multiplayer games.** Sophisticated computer games reached a peak during the network phase of the digital revolution. Audio and visual hardware components improved to support video-realistic game environments, artificial intelligence opponents, and multiple players logging in remotely and chatting with other players over headsets. In the next phase, mobile devices become popular gaming platforms, but hardware limitations restrict the feature set.

**Music downloads.** During the network computing phase, an online business called Napster pioneered the concept of sharing and downloading music. Subscribers exchanged millions of music files, which they played through the speakers of their computers. The music was protected by copyright, however, making sharing and distribution illegal. This type of file sharing activity and rampant software piracy became one of the defining problems associated with the network phase of the digital revolution.

iTunes and other services for legally downloading music soon appeared, along with dedicated playback devices, such as the iPod. Video distribution over the Internet lagged behind until connection speeds increased in the next phase of the digital revolution.

## QUICKCHECK

The Web and the Internet are not the same. Why?

- The Internet is a communication network, but the Web consists of content that is distributed by the Internet.
- The Internet consists of sites such as Twitter and Facebook, whereas the Web links devices such as iPods and computers.

## FIGURE 8: LAPTOPS

Laptop computers were the primary devices for accessing the Internet prior to 2010, but applications, media, and data remained on the local hard disk.

