



# *Design JCR*

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A collection of work by Jillian C. Robb  
2006-2010

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# Introduction

It all starts with the Idea; someone somewhere thinks of something. The Idea can be anything; a product, a business, a club, a service, a new style restaurant, a political issue, a scientific development- the list is endless. But what good does that idea do if it is not shared with the public? How does this visionary send out his or her message?

Enter the writer, who sifts through the Idea and decides how best to describe and express it to the world. With the writer's help, that one person's big Idea is almost ready to reach out to the masses.

The job is not done after the writing, however. Design can make or break any Idea, no matter how powerful that Idea is. For example, who really wants to read a form that contains nothing but small, black text? Designers find the right balance of graphics and color. They can make a piece look formal without being stuffy. They know how to use simple things like emphasis, contrast, alignment, repetition, fonts and graphics to make that Idea attractive and appealing to its audience.

That one Idea now has the potential to change people's lives forever, or at least change their Friday night dining destination.

the handwriting-like font flows together like a musical phrase

color reinforces music as the unifying principle between the sentences

the main point is in red, which draw the eye's attention

“People who make *music* together *cannot be enemies*. At least while the *music* lasts.”

-Paul Hindemith

the speaker is usually to the right of the quotation

blue sky background evokes relaxation, similar to the feeling put into music, as well as the feeling music evokes in the listener

# Pull-Quotation

## Objective:

- Design a layout for a quotation


## Design Concepts:

- Repetition
  - music
- Emphasis
  - music, main point
- Alignment
  - speaker is right aligned
- Flow
  - handwring font, variations in background

This quotation is on the clock tower at Grand Valley State University. I relate to this quotation as both a musician and as a designer; when something beautiful is created by a group, the members put aside any personal differences and work as one.

logo gives visual connection with GVSU

a prominent title is the first step in visual hierarchy



## Grand Valley State University Application for Undergraduate Diploma

**DATE:** \_\_\_\_\_

**STUDENT INFORMATION**

Enter all information as you would like it to appear on your diploma.

First Name: _____	Student Number: _____	Telephone Number: _____
Middle Name: _____	Telephone Number: _____	Advisor: _____
Last Name: _____	Advisor: _____	
Current Mailing Address:		
Street	City	State
Street	City	State
Diploma Mailing Address (Home Address):		
Street	City	State
Street	City	State
Semester of Graduation (circle one):		
Year: _____	Fall	Winter
		Spring/Summer
Have you previously applied for graduation? _____		
Would you like your name to appear in commencement materials and be released to hometown papers? (application must be received on time) _____		

**DEGREE INFORMATION**

Indicate the your type of degree, your major(s), and (if applicable) your minor(s) and emphasis(es). Degree types available: BA (requires third semester proficiency of a foreign language), BBA, BFA, BM, BME, BS, BSN, BSW, BSE.

<p><b>FIRST DEGREE</b></p> <p>Major 1: _____ Emphasis 1: _____</p> <p>Major 2: _____ Emphasis 2: _____</p> <p>Minor 1: _____</p> <p>Minor 2: _____</p>	<p><b>SECOND DEGREE</b></p> <p>Major 1: _____ Emphasis 1: _____</p> <p>Major 2: _____ Emphasis 2: _____</p> <p>Minor 1: _____</p> <p>Minor 2: _____</p>
Are you also seeking a teaching certification? _____	
If yes, are you seeking Elementary or Secondary certification? _____	
Are you seeking any other teaching endorsements? _____	

date is easy to find for both students and filing later

heading is emphasized using color instead of predictable bold face

consistent 4 column alignment gives the form a clean look

# Form Makeover

## Objective:

- Find a form and redesign it bearing in mind the principles of design

## Design Concepts:

- Visual Hierarchy
  - title/logo, headings, date, questions
- Emphasis
  - title/headings
- Contrast
  - color
- Alignment
  - 4 columns
- Repetition
  - two headings

The original form was typed in ALL CAPITAL LETTERS, which is difficult and intimidating to read. That was the first thing to go. I also reorganized some of the information to make the form more accessible. The blue bar headings are also on the Housing Application, so they give the piece some unity with the other GVSU forms while emphasizing the headings in a unique way. Color gives the piece contrast and repetition at the same time; it sticks out against the black type, but it also connects the top and bottom of the form.



APPLICATION FOR AN UNDERGRADUATE DIPLOMA

Date \_\_\_\_\_

PRINT YOUR NAME AS YOU WISH TO HAVE IT APPEAR ON YOUR DIPLOMA:

First Name Middle Name Last Name

Student # Telephone # Advisor's Name

Semester and Year of Graduation:

Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring/Summer \_\_\_\_\_ Year \_\_\_\_\_

Have you previously applied for graduation? Yes \_\_\_\_\_ No \_\_\_\_\_

Commencement Program: If you apply on time your name will appear in commencement materials and be released to hometown papers.

I wish to have my name printed: Yes \_\_\_\_\_ No \_\_\_\_\_

INDICATE THE TYPE OF DEGREE YOU ARE SEEKING AND YOUR MAJOR(S) AND MINOR(S)

DEGREE TYPES AVAILABLE: BA (REQUIRES 3<sup>RD</sup> SEMESTER OF FOREIGN LANGUAGE), BBA, BFA, BM, BME, BS, BSN, BSW, BSE

First Degree:

Second Degree:

Major1 \_\_\_\_\_ Emphasis1 \_\_\_\_\_ Major1 \_\_\_\_\_ Emphasis1 \_\_\_\_\_
Major2 \_\_\_\_\_ Emphasis2 \_\_\_\_\_ Major2 \_\_\_\_\_ Emphasis2 \_\_\_\_\_
Minor1 \_\_\_\_\_ Minor1 \_\_\_\_\_
Minor2 \_\_\_\_\_ Minor2 \_\_\_\_\_

IF YOU ARE SEEKING TEACHER CERTIFICATION AS WELL AS A DEGREE INDICATE THE FOLLOWING:

ARE YOU SEEKING ELEMENTARY OR SECONDARY CERTIFICATION? Elementary \_\_\_\_\_ Secondary \_\_\_\_\_

Indicate any endorsements you are seeking: \_\_\_\_\_

Current Mailing Address:

Street City State Zipcode

Mailing Address for Diploma:

Street City State Zipcode



# Redesigned Form



## Grand Valley State University Application for Undergraduate Diploma

DATE: \_\_\_\_\_

### STUDENT INFORMATION

Enter all information as you would like it to appear on your diploma.

First Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Middle Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Last Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Current Mailing Address:

\_\_\_\_\_ Street City State Zip code

Diploma Mailing Address (Home Address):

\_\_\_\_\_ Street City State Zip code

Semester of Graduation (circle one):

Year: \_\_\_\_\_ Fall Winter Spring/Summer

Have you previously applied for graduation? \_\_\_\_\_

Would you like your name to appear in commencement materials and be released to hometown papers? (application must be received on time) \_\_\_\_\_

### DEGREE INFORMATION

Indicate the your type of degree, your major(s), and (if applicable) your minor(s) and emphasis(es). Degree types available: BA (requires third semester proficiency of a foreign language), BBA, BFA, BM, BME, BS, BSN, BSW, BSE.

#### FIRST DEGREE

Major 1: \_\_\_\_\_ Emphasis 1: \_\_\_\_\_

Major 2: \_\_\_\_\_ Emphasis 2: \_\_\_\_\_

Minor 1: \_\_\_\_\_

Minor 2: \_\_\_\_\_

#### SECOND DEGREE

Major 1: \_\_\_\_\_ Emphasis 1: \_\_\_\_\_

Major 2: \_\_\_\_\_ Emphasis 2: \_\_\_\_\_

Minor 1: \_\_\_\_\_

Minor 2: \_\_\_\_\_

Are you also seeking a teaching certification? \_\_\_\_\_

If yes, are you seeking Elementary or Secondary certification? \_\_\_\_\_

Are you seeking any other teaching endorsements? \_\_\_\_\_

bold title and section titles  
frame the page

introduction is different from  
the individual stories and  
separated by the divider

pull-text has the same colors  
as the title

section title  
also has the  
same colors  
as pull text  
and title

each picture  
and quick  
information  
has the same  
format

## Profiles of Four Nontraditional Writing Students

by Heather Noah

You're up before the sun, hoping to catch a few quiet moments before the kids wake up. Then it's off to work where you answer phones, shuffle papers, or work on the line for what seems like not nearly enough pay. Most evenings you return home exhausted and ready to dive head first into the sofa, but the kids need to be fed, the dishes washed and the lawn mowed. As you sit down with your checkbook ready to pay some bills, you remember the assigned reading due for discussion during your next class. You put the checkbook away, figuring the bills can wait until lunch time tomorrow and dig your textbook out of your bag. Welcome to a day in the life of a non-traditional student. According to the National Center for Education Statistics, nearly

28 percent of all undergraduates enrolled in the 1999-2000 academic year fit this profile. That's more than the 27 percent of traditional students who pursued a full-time education funded by their parents.

**More than the 27 percent of traditional students pursued a full-time education funded by their parents.**

At GVSU, those percentages drop sharply with a miniscule 4.3% of the undergraduate population over the age of 25 and enrolled in six credit hours or fewer. Of those numbers, only 13 students are Writing majors. While all college students at some time are faced with the challenge of balancing school and social life, older students with full-time jobs and family responsibilities are trying

to fit time for school into an already packed schedule. Some may find the stress is compounded by feelings of isolation and loneliness as they realize not one of their classmates is considering refinancing the house while interest rates are still low. So who are these people and why are they willing to sacrifice what little time they have to sitting in a classroom? What drives them and what plans do they have for their futures?

Below are a few folks who are making it happen. They have jobs, they have children and have multi-tasking down to a science, but above all, they are writers.

### Rebecca Cistaro



Age: 27  
Children: Mark, 8  
Virginia, 7  
Luke, 5  
Marianna, 3  
Home: Holland

Everyone thought Rebecca Cistaro should be a nurse. Her mother is an RN, her sister a veterinarian, and her husband Mark is pursuing a biology degree in hopes of one day also becoming a veterinarian. For a few years Cistaro worked full time as a medical assistant while she and Mark shared the responsibility of home schooling their four

children. The two worked opposite shifts, an arrangement that worked well for school and day care but left little time for the family to be together as a whole.

Once Cistaro made the decision to go back to school, she kept her family's needs in mind. She wanted to pursue something she would enjoy while still being both physically and emotionally available to her children. "It was really hard to decide what to pursue when I returned," she says. "I wanted something fulfilling that wouldn't eventually take me back out of the home."

Cistaro found what she was looking for at GVSU. She quit her job as a medical assistant and is currently in her second semester of the Creative

Writing program. While she enjoys writing, she feels editing to be her ultimate career goal. "It's something I could easily do from home," she says.

**"It was really hard to decide what to pursue when I returned. I wanted something fulfilling that wouldn't eventually take me back out of the home."**

While she has toyed with the idea of becoming a teacher, her experiences with home schooling have made Cistaro realize she could never give each child in a traditional

classroom the attention he/she deserves. "I kind of shy away from that idea now," says Cistaro of the possibility of working in a public school. With her husband in school and working full time, Cistaro has taken on the responsibility of schooling her children during the day. "Mark still handles their religious education, but I take care of most everything else now," she says. So when does Cistaro have time for her own smiles? "After the kids are in bed," she says with a smile.

In spite of the challenges she faces, Cistaro is happy to be older and have more responsibility than the average student. "I think I appreciate it more," she says. "It's my money and my time. I really cherish it."

to graduate at the same time my oldest daughter was graduating from high school," he says.

**Berry, who works full time at the Orchard Market in Fruitport, has served on the fishladder staff and placed in the Oldenburg contest two years in a row, both times in poetry.**

After daughter Evien was born, Berry cut his course load in half so that he could spend more time at home. The reduced schedule meant graduating later, something he finally did this summer.

Berry, who works full time at the Orchard Market in Fruitport, has served on the fishladder staff and placed in the Oldenburg contest two years in a row, both times in poetry. Outside of work and school, Berry also writes for two West Michigan newspapers. He's a community columnist for the Grand Haven Tribune and also writes a family column for the Fruitport Area News.

The Tribune assignment was the result of a contest the paper sponsored to search for a community columnist. "I mostly write about being middle-aged and having a baby," he says. For the News, Berry submitted an essay to the paper about a baseball field he frequented as a child that was going to be used for commercial development. The News invited Berry to write more and he has since sent regular submissions of family and community interest.

Berry looks to freelance writing as his next step. "I'd like to start writing for parenting magazines," he says. While he would ultimately like to teach writing at the college level, Berry realizes any further education will have to wait until Evien is older. "We just bought a house and have a baby, so more school is out of the question now," he says. "At this point I just want to be done." While Berry has never felt a huge gap

### Grant Berry



Age: 45  
Children: Natalie, 19  
Hillary, 16  
Evien, 1  
Home: Spring Lake, MI

About a year ago Grant Berry found himself in a position he never thought he'd be in again: he was the father of a newborn baby girl.

Berry has taken classes on and off for 15 years. He earned his associate's degree at Muskegon Community College and transferred to GVSU as a Creative Writing major. "The plan was

### Claire Fairchild-Brock



Age: 45  
Stepchildren: Matthew, 21  
Jeff, 17  
Theresa, 14  
Home: Sparta

When asked when the plans to graduate, Claire Fairchild-Brock smiles a little and sighs. "That's a good question," she says. With only one night of her week available for school, Fairchild-Brock has found it difficult to fit in the foreign language requirement necessary to earn a Bachelor of Arts at GVSU. "They don't offer Spanish just one night a week. It's always spread out over two," she says.

When looking at Fairchild-Brock's schedule, it's no surprise she only has one evening to pursue her degree. She works full time between two different Amway distributors, teaches piano, plays piano for two churches, and helps to care for her two cognitively impaired stepchildren.

"I suppose I could drop some piano students if I wanted to, but I don't want to," she says.

Fairchild-Brock's academic career started off with a full music scholarship to Michigan State University in

edition of fishladder.

While she sometimes laments her status as a perpetual student, Fairchild-Brock does admit that she would miss taking classes if she finally had her degree.

"I know I'm taking time away from my family and money from our budget, but this is the one thing I do for myself," she says. "When I'm studying, my family knows that, unless the house is on fire, don't bother me!"

### Charmel Mack



Age: 39  
Children: Marquis, 23  
Brandon, 20  
Courtney, 16  
Home: Grand Rapids, MI

At the age of 16, Charmel Mack was faced with some major life changes. She found herself pregnant, and she started a job with the Meijer corporate office where she still works today. "It was never about being at a certain age and deciding that I had to go to school," she says. "I went when I finally had some time, but work and family were my priority."

A creative writing major, Mack has always enjoyed writing but never had the confidence to pursue her dream because no one ever encouraged writing as a career. She credits Veta Tucker, a GVSU English professor whom Mack first met while taking classes at Grand Rapids Community College, for inspiring her and providing that much-needed encouragement.

Since transferring to GVSU in 1996, Mack has slowly chipped away at her degree while working full time and caring for her children. Most mornings she wakes between 4:00-4:30 a.m. and studies for an hour and a half. "Nobody bothers me that early," she says. "I parcel out my day so I always have time for school work."

While many people could become easily overwhelmed by so much responsibility, Mack has maintained a positive attitude throughout. "There's absolutely nothing negative about what I'm doing," she

says. "When I step onto campus, the sun is brighter and the snow is colder. I'm more alive." That inspiration has served Mack well. In 2004, she earned a third place prize in the Oldenburg Contest for her personal essay titled "Secret Passageway."

While admittedly older than many of her classmates, Mack feels as much a part of the campus community as any full-time student living in the dorms. She does feel the younger students are a bit more candid in the classroom, though. "This generation talks about sex a lot more than mine ever did at that age. That's been hard to get used to," she says.

**"There's absolutely nothing negative about what I'm doing. When I step onto campus, the sun is brighter and the snow is colder. I'm more alive."**

With graduation approaching in April, Mack's thoughts are towards what is yet to come. While she would like to go on to graduate school, she plans on taking some time off to see her 16-year-old daughter through high school and off to college. Eventually she would like to teach with an emphasis on women's studies and African-American Studies.

# Newspaper Design

## Objective:

- Create a newspaper layout with the text/pictures provided

## Design Concept:

- Contrast
  - headings, pictures, pull-text
- Visual Hierarchy and Emphasis
  - section title, article title, pictures/pull-text
- Alignment
  - consistent 3 column
- Repetition
  - colors, pull-text, quick biography/picture

Text heavy layouts all present the same challenge: make the page visually pleasing without making it difficult to focus on the story. Pull-text makes these documents more interesting while also summarizing the main or interesting information. The dark blue text on light blue background gives the piece some consistency, and it also contrasts the black text. Pictures add interest and some more varied color.

street sign title on every piece  
gives unity to the advertisements

border frames the page  
and gives it definite edges

**EXAM CRAM**  
**Dec. 4-10**

**Zumberge:** Allendale Monday Open  
Tues-Sun Open

**Steelcase:** Grand Rapids Mon-Thurs 7:30A

*Writing Consultants!*

**Exam**

**Zumberge:** Allendale

**Steelcase:** Grand Rapids

**Frey Learning Center:**

*Late Nights @ the Libraries!*

**EXAM CRAM**  
**Dec. 4-10**

**Zumberge:** Allendale Monday Open 6 AM  
Tues-Sun Open 24 hours

**Steelcase:** Grand Rapids Mon-Thurs 7:30AM-2AM  
Friday 7:30AM-9PM  
Saturday 9AM-9PM  
Sunday 11AM-2AM

**Frey Learning Center:** Mon-Thurs 7:30AM-10PM  
Friday 7:30AM-5PM  
Saturday 8AM-4PM  
Closed Sunday

*Writing Consultants!*  
*Free Massages!*

**Exam Week (Dec. 11-14)**

**Zumberge:** Allendale Mon-Wed Open 24 hours  
Thursday Open until 9PM

**Steelcase:** Grand Rapids Mon-Wed 7:30AM-2AM  
Thursday 7:30AM-Midnight

**Frey Learning Center:** Mon-Thurs 7:30AM-10PM

*Late Nights @ the Libraries!*

**EXAM CRAM**  
**Dec. 11-14**

**Zumberge:** Allendale

**Steelcase:** Grand Rapids

**Frey Learning Center:**

*Writing Consultants!*  
*Free Massages!*

**Exam Week (Dec. 11-14)**

**Zumberge:** Allendale Mon-Wed Open 24 hours  
Thursday Open until 9PM

**Steelcase:** Grand Rapids Mon-Wed 7:30AM-2AM  
Thursday 7:30AM-Midnight

**Frey Learning Center:** Mon-Thurs 7:30AM-10PM

*Late Nights @ the Libraries!*

services in different font and red for emphasis

hours listed by weeks is easier to process for a stressed student

real people are more interesting than clip art

GVSU logo

# Library Advertisements

## Objective:

- Create fliers, table and web ads, quarter page fliers, and posters advertising the extended hours at the Grand Valley State University Libraries during the final weeks of the semester

## Design Concepts:

- Flow
  - Easy and Quick to Read
- Visual Hierarchy and Emphasis
  - Title/pictures, dates, services
- Contrast
  - services, pictures
- Repetition/Consistency
  - street signs/specialty fonts

Street signs became the theme for this project. As a current student at the time of this design, I knew that most students do not carefully read every flier seen on campus, so this had to be unique and simple to be effective. Information is organized by date, week and day for ease of scheduling because some students allow dates alone to sneak up on them. The services are in the red handwriting text for emphasis; many students only show up for the massages. Instead of using stock clip art, I asked my friends to pose as “students freaking out.” Having real people on the fliers allowed students to relate, and it made them truly unique.



# Quarter page (side 1) and table ad

## Before Exam Week December 4 - 10

**Zumberge Library**  
Monday - Open at 6:00 am  
around the clock - 24 hours per day

**Grand Rapids**

<p><b>Steelcase Library DeVos</b></p> <p>Monday - Thursday 7:30 am - 2:00 am</p> <p>Friday 7:30 am - 9:00 pm</p> <p>Saturday 9:00 am - 9:00 pm</p> <p>Sunday 11:00 am - 2:00 am</p>	<p><b>Frey Learning Center CHS</b></p> <p>Monday - Thursday 7:30 am - 10:00 pm</p> <p>Friday 7:30 am - 5:00 pm</p> <p>Saturday 8:00 am - 4:00 pm</p> <p>Sunday Closed</p>
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*Late Nights @ the Libraries*  
[www.gvsu.edu/libraries](http://www.gvsu.edu/libraries)

schedule prior to exam week on front

title graphic gives the pieces unity

different font and red text emphasizes services

**Before Exam Week  
December 4 - 10**

*Writing Consultants -  
Zumberge only*

## EXAM CRAM

**During Exam Week  
December 11 - 14**

*Free Massages -  
Zumberge and Steelcase*

**Zumberge (Allendale) 24 hrs starting 12/4**      **Steelcase & Frey Learning Center Open longer**

*Late Nights @ the Libraries*  
[www.gvsu.edu/libraries](http://www.gvsu.edu/libraries)

Side two of quarter page and web ad

**EXAM CRAM**

Before Exam Week  
December 4 - 10

During Exam Week  
December 11 - 14

Late Nights @ the Libraries  
[www.gvsu.edu/libraries](http://www.gvsu.edu/libraries)

arrows also  
add continuity  
between pieces

**EXAM CRAM**

**During Exam Week  
December 11 - 14**

**Zumberge Library**  
around the clock - 24 hours per day  
Thursday - Closed at 9:00 pm

**Grand Rapids**





Steelcase Library DeVos	Frey Learning Center CHS
Monday - Wednesday 7:30 am - 2:00 am	Monday - Thursday 7:30 am - 10:00 pm
Thursday 7:30 am - 12:00 am	

Late Nights @ the Libraries  
[www.gvsu.edu/libraries](http://www.gvsu.edu/libraries)

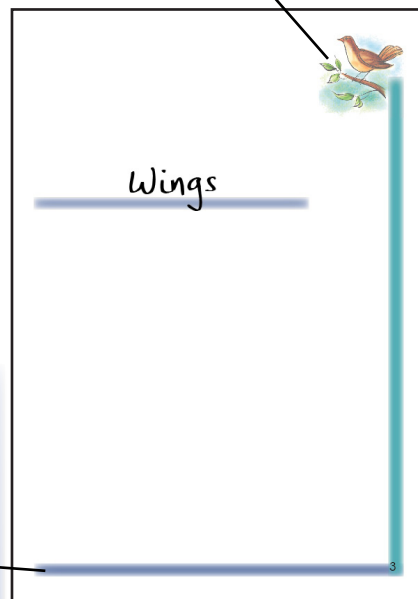
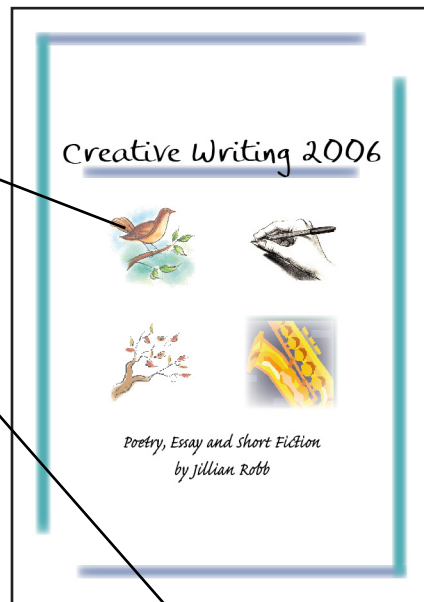
exam  
week  
schedule  
on back

pictures represent the individual story

**Contents**

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2



borders add consistency  
as well as frame the page



# Creative Writing Portfolio

## Objectives:

- Create a portfolio consisting of four pieces from the class, preferably including at least one short story, one essay and one poem.

## Design Concepts:

- Repetition
  - border/layout
  - title page format
  - cover/table of contents
- Flow
  - corner art/border
- Contrast
  - corner art

This portfolio contains my best work from a Creative Writing class taken in college. The focus of this project was the writing, so the simple layout is designed to enhance the text. Each page repeats the border image, which draws the eye across the page. The pictures in corner vary with each piece. Colors add interest and contrast on the text heavy pages, but the pastel colors do not distract from the writing. The images used to represent the pieces appear on the cover as well as the table of contents, giving this portfolio a sense of unity throughout.

## “Jupiter Jazz”



The lone saxophone sings out through the silent, darkened room. The piano sneaks in and adds a light support for the heaviness of the haunting notes. A low, refined yet purring melody permeates the audience, and they become part of the music as each identifies with the emotion in the phrase. Though the song lacks lyrics, it clearly speaks of longing. The saxophonist raises the fourth as he restates the melody, in effect he changes key and lightens the piece’s feel, which gives it an almost surreal happiness. He always returns to his home key in the darker B flat, scattering his improvisation with suspensions and strange sounding resolutions. His accompaniment begins to strengthen and speed up. The soloist closes his eyes as he crescendos to the climax of the piece, and he allows a certain coarseness to creep into his tone. He flats the seventh, further darkening the sound’s color, and he scales up a few more notes before he starts the final line. The saxophone melody begins to fade, and the pianist plays an echo of the opening statement as the piece ends.

The audience remains silent for a short moment after the music finishes, then they applaud happily. A smile crosses the soloist’s face, and he nods his head slightly to acknowledge their appreciation. His smile spreads to his eyes, though they are slightly glazed and do not seem to be seeing the room. He runs a hand through his already messy dark hair, and with his other hand, he gestures toward his accompanist, who also gives a miniscule nod before leaving the stage. The crowd only stops applauding when the saxophonist approaches the microphone.

“Thank you, folks,” he says, “but it’s time to speed things up again. Come on back out, guys.” He beckons to the other members of the saxophone quartet offstage. The soprano, alto and baritone sax players saunter casually on to the stage, and the group strikes up a playful, bouncy tune that could not be more different from the previous song.

\*

“So, you coming with us for a drink?” asks the bari sax player after the show.

The soloist pulls a cleaning cloth through the body of his tenor saxophone.

# Other Pieces Included

consistent border  
unifies the portfolio

The words are not coming so easily this time;  
I want to write about him,  
But for this, I thought of your story first.  
And I am hung up on him as it is,  
Even without immortalizing him in writing.

*A smile crosses the saxophonist's face  
His eyes slightly glazed, looking past the room*

This story streams out through my hands like a river overflowing,  
Like a 'rainbow waterfall' of ideas crashing.  
I climb through the falling 'words that we couldn't say,'  
Filling up page after page,  
For once, I look at what I have written and am satisfied.

*"So, you coming with us for a drink?"  
"You've got that 'Goodnight, Julia' look again.  
What is it with you and that song?"*

With you, there are just as many possibilities,  
Your story is just as good.  
I did not want my life to come to an abrupt stop;  
You wanted me to want to wait.  
How can two points of view be more different?

*She sits across from the stage door  
Twirling a lock of her auburn hair*

But your story must be forced from my hand.  
The words cannot climb out of the deep recesses of my mind.  
I can only retell; I cannot make a point.  
The times were fun, but they are long gone,  
And their return would no longer be welcome.

*Sweet scent; always clean body essence and sax reeds  
She bites her lip before they break apart*

Even writing about writing about you comes out in a fog.  
Perhaps your lasting effects on me have dissipated, after all.  
It appears that he is my muse, the Spike to my 'Goodnight Julia.'  
He has unknowingly inspired me to lift my pen again.  
I'm sorry, but these scenes put my writing about you to shame.



12

corner art gives each piece  
an identity, and repetition of  
the identity ties everything  
together

In the courtyard, the birds sit on the dying tree late into the autumn night. The small birds twitter softly to each other as they wait for the morning light. The streetlights are beginning to fade, and a few rays of light shine over the treetops in the distance. A window nearby is open, and a few kids in their early twenties can be seen sitting around a table, which is covered with nearly empty bottles and shot glasses. The birds hear singing from other birds inside, while the other kids all turn to a guy leaning his chair on the wall.

"Bird calls?" says the girl sitting next to him.

"Hey, it beats the default Cingular ring tone," says another guy as he pours out the last of the Grey Goose for everyone. As he moves on to pour shots of Sprite, the first guy pulls out his phone. Upon seeing the caller ID, he downs his shot and chaser, takes his thick glasses out of his pocket and puts them on, then he answers the call. Within minutes, he retreats to his bedroom and slams the door, apparently to continue the conversation in private.

The others take their shots and chasers, and some of the girls grab the last parts of the gigantic sub from earlier. Another girl is passed out on the couch with her empty glass sitting on the nearby table. One of the guys grabs a few more beers for everyone and a deck of cards from his room.

"Aidan still on the phone?" he asks. Everyone stops talking momentarily to listen for sounds of life beyond the closed bedroom door.

"It's all quiet. I'll bet anything it was his girlfriend, calling to yell at him again. She's enough to make anyone pass out," laughs one of the girls.

"Ok, well then he gets to miss out on one last game of Ring of Fire," he says as he places an empty cup in the center of the table and spreads a deck of cards around it. "Face, you go first."

The girl sitting by the wall draws a card. "It's a nine. What's that mean again, Max?"



4

Seeing colors scattered around the ground during autumn is a normal occurrence. Trees' leaves change color as they die, as the tree prepares for the barren temperatures and snow blanket of winter. Some plants form more buds when petals fall off; others do not. The leaves fall, and they color the ground before the snow buries them for the next three or four months. Flowers also shrivel up when the frosts begin to come. The once smooth and silky petals dry up and become brittle. Their various smells dissipate with the velvety texture of the bloom.

Unavoidably, some leaves and some flowers fall from their mother plant long before winter. Animals or humans brush too closely and shake the flowers loose. Sometimes the wind blows stronger than usual and takes the green leaves right off the trees. The otherwise healthy blossoms, still as bright and sweet smelling as those on the plant, lie on the ground and await a fate of trampling or gradual starvation. The petals do not immediately lose their soft feeling, and the colors remain vivid for hours, even days.

Against the barren city concrete and skyscrapers, plants tamed by man add beauty and calm to the otherwise busy metropolis. Their aroma permeates the air around, making for a refreshing breath of fresh air in the smoggy city. People take comfort in the small experience of domesticated nature that the city offers. They often do not take time to notice a small, claret red petal lying on the ground by a potted plant. It may not have lost its floral scent and fabric like texture yet, and by all evaluations, it seems perfectly alive. Why did this petal fall prematurely? At least a month remains before the plant itself will shrivel in the cooling winter climate. The petal is so full of life that it seems out of place on the city concrete; it is so life like and obviously removed before its natural time.

My grandparents' house in the Ada woods offered a priceless view of nature and its life cycles. Every spring, we saw a strange combination of seasons: everything was beginning to bud like a normal spring, but the snow always hung around as



# BLÚ BRASS



## QUINTET RECITAL

8 pm Thursday December 3rd  
Sherman Van Solkema Recital Hall

### FEATURING SELECTIONS FROM

Gabrieli Ewald Cheetham  
Mercury Maurer

Reception to Follow



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Reception to Follow



# Quintet Recital 1 Fliers

## Objectives:

- Advertise for our recital, and distinguish our fliers from all the others

## Design Concepts:

- Contrast
  - blue background, metal-toned border and instruments
  - varied pictures
- Emphasis
  - large, bold heading
- Flow
  - centered alignment and instruments across bottom keep the eye moving
- Repetition
  - same layout on each flier for continuity
- Visual Hierarchy
  - title and bolded headings

The end of each semester means recital season in any college performing arts program. Hallways are littered with fliers and advertisements, and some clearly reflect that music students are not design students. When my brass quintet decided to give our first full recital, I took it upon myself to design fliers that would stand out from all the rest.

We spent an afternoon taking pictures with a friend in Grand Valley's photography program. Each poster uses several poses from the same location; it gives variety and repetition at once. Many students, we have found through experience, accidentally miss recitals because they do not connect a day of the week with the date of a recital. I made sure to include both. The fliers were very effective, and our audience filled the recital hall.



# BLÚ BRASS

Canzona Per Sonare No. 4.....Giovanni Gabrieli  
(1554/1557 - 1612)

Quintet No. 3 in D-flat Major.....Victor Ewald  
(1860 - 1935)

- I. Allegro Moderato
- II. Intermezzo
- III. Andante
- IV. Vivo

Intermission

Scherzo.....John Everett Cheetham  
(b. 1939)

Three Pieces.....Ludwig Maurer  
(1789 - 1878)

- I. Maestoso alla Marcia
- II. Andante con Moto
- III. Allegro Grazioso, un Poco Agitato

Bohemian Rhapsody.....Freddie Mercury  
(1946 - 1991)

Please join us afterward for a reception  
in the choir room!

All photos by Jamie Yeager of The Photoist  
Programs and fliers by Jillian Robb

## BLÚ BRASS



**QUINTET RECITAL**  
8 pm Thursday December 3rd  
Sherman Van Solkema Recital Hall

Alex Wilson, Trumpet  
Paul Hardaker, Trumpet  
Jillian Robb, Horn  
Cory Daniell, Euphonium  
Brielan Andersen, Tuba

## BLU BRASS



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Brielan Andersen, Tuba

# Quintet Recital 1 Programs

## Objectives:

- Create a professional program for the recital

## Design Concepts:

- Contrast
  - gold border
  - varied pictures
- Emphasis
  - large, bold heading
- Flow
  - indentation for individual movements
- Repetition
  - same layout as fliers
- Visual Hierarchy
  - title and bolded headings

Usually, students can submit their information to the music office and receive a program. Again, I decided to design them myself. The front side, for unity, is almost identical to the fliers I created. The program side is very clear and basic for easy skimming during the recital, while still aesthetically pleasing.

Don't miss the Last Flight of the

# BLU BRASS!



Alex Wilson, Trumpet  
Paul Hardaker, Trumpet  
Jillian Robb, Horn  
Cory Daniell, Euphonium  
Brielan Andersen, Tuba

6 PM IN COOK DEWITT  
THIS SUNDAY  
APRIL 25

FEATURING SELECTIONS FROM:  
*Bach Praetorius Simon*  
*Arnold*

RECEPTION

Accept no im



## BLU BRASS

Alex Wilson, Trumpet  
Paul Hardaker, Trumpet  
Jillian Robb, Horn  
Cory Daniell, Euphonium  
Brielan Andersen, Tuba

Toccata and Fugue, in D minor.....Johann Sebastian Bach(1685-1750)  
arr. Fred Mills

Dance Suite from "Terpsichore" .....Michael Praetorius (1571-1621)  
ed and arr. Allan Dean

Ballet De Grenoville  
Two Courantes  
Pavane de Spaigne  
La Bourrée  
Volte

Quintet.....Anton Simon (1850-1916)  
arr. Walter Sear

I. Divertissement  
II. Melodie  
III. Entracte  
IV. Impromptu

Intermission

Quintet.....Malcolm Arnold (1921-2006)

I. Allegro Vivace  
II. Chaconne, Andante Con Moto  
III. Con Brio

Escape.....Kevin McKee (b. 1982)

This recital fulfills no requirements for any of our degrees; we just like playing for you.



# Quintet Recital 2

## Fliers and Programs

### Objectives:

- Advertise for our recital, and distinguish our fliers from all the others
- Create professional programs for the recital

### Design Concepts:

- Contrast
  - script and serif fonts for different elements
  - picture in top corner
- Emphasis
  - large, bold headings
  - date centered and in capitals
- Alignment
  - pictures along left, centered text column
- Repetition
  - same layout on each flier for continuity
- Visual Hierarchy
  - bold title and important information in capitals
- Flow
  - indents for individual movements

For our second and final recital, I decided to make the fliers more sophisticated. I had the same set of pictures, and my challenge was to make those same pictures still look varied. To accomplish this, I used pictures all from different locations. I also included all our names on the fliers this time to make us more identifiable. Again, I listed both the day and the date. These fliers went up one week before the recital because students start to ignore posters that have been up for too long, so I specified “THIS” Sunday.

I chose one-sided programs this time to cut down on both ink and excess white space. I chose that specific walking-away picture for the program to represent that it was the group’s final recital. The final small print on both the poster and the programs give each piece the group’s personal touch.

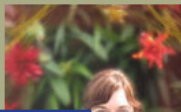
# Writing & Design

by Jillian C Robb

- Home
- Writing & Design
- Creative Projects
- About Me

## Welcome!

Writer. Designer. Musician. Geek. Jack (or more accurately, Jill) of all trades, master of some. All are accurate descriptions of me.



## Writing & Design

### ROOTS

*"People who make music together cannot be enemies. At least while the music lasts."*  
—Paul Hindemith

There it is—the same dimly-lit sign over the door as always. The red neon writing flickers just like it always did. It's supposed to say "Jack's Back Room," but the top and bottom of the B have been trying to die for years, so it just says "Jack's Hack Room" most of the time. A man in a long black coat steps in front of the door and stares in the front window. Past his own dark reflection, he sees small tables surrounding the stage, which is just big enough for an upright piano and a microphone. He picks up the black case next to him and walks in to the amber-lit room. Each small table has a lamp sitting in the center, and low-hanging ceiling lights light the bar.

"Danny! How are you?"

A short balding man has pushed his way through the tables toward the jacketed man. He grabs Danny's hand and shakes it with both his own. "How've you been, my boy?"

"Hi, Mr. Tate," Danny replies. "It's just Dan, now, and I've been great, sir." He sets down his case and surveys the small room. Dirk figures sit at the small tables and line the bar. It's mildly crowded tonight, so shadows permeate the room, making it impossible for Danny to see anything past the first few rows of people. The stage is still dark and empty, save for the piano and the microphone.

## Contact Me

**Your Information**

Name  Company

Email  Phone

City  State  Zip

**Reason for Contact**

Employment opportunity  Creative interest  General feedback

**Position Details**

Copy writing  Advertising  Web presence  Media relations

**Comments**

Please explain position description and requirements, or any other comments/feedback

# Website

<http://www2.gvsu.edu/~robby/designJCR>

## Objectives:

- Maintain a website that displays my resume and design work, as well as creative projects and musical endeavors

## Design Concepts:

- Contrast
  - navigation images (hover)
  - images and link colors
- Alignment
  - menu on left side for ease of locating
- Repetition
  - consistent layout on each page
  - consistent color pallet
- Visual Hierarchy
  - page and section headings

This project began as my Honors College senior project. It grew into a place to showcase my professional and creative writing, exercise my design skills, and show my musical side.

The site is organized by category for easy navigation. I also kept the layout the same on each page for the same purpose. PDF copies of all my works are available on the site, but I also included quick previews as well by using Light Box coding.

The contact page is done as a form. This way, information is already organized when I read it, and site visitors only have to do minimal typing. Also, web-crawling bots cannot find my email this way, which minimizes spam.