Design Page Video Script

The first artifact I would like to share is the results of TWC 521: Principles of Web Authoring, a project called "Web Authoring by Design." For this course, I was charged to create a persona badge for a 15-year-old nonbinary aspiring influencer. This was my first dive into understanding what is expected, wanted, and needed from a user's experience. Through the creation of the persona badge, I was further challenged to create a website for this user; I had the freedom to decide what they would want to use their website for, who their potential audience would be, and what their goals would be for the design that was created. The only information I was given was that my persona (Micah) was 15 years old, nonbinary, obsessed with anime, and hoping to start a YouTube channel with their best friends.

Ultimately, I created a blog-type website for Micah. The website had a homepage with four additional internal pages. The website's "Animekup" content consisted of make-up tutorials based on their favorite anime. The assignment allowed me to grow as a communicator. My understanding of user-based design and information design shifted. I researched brands and tutorials to understand standard site designs I might want to implement. I investigated anime culture and learned about cosplay, which developed the website's theme of mashing anime and make-up tutorials together. This assignment was my first experience designing a website. It was intimidating, but being able to design under the persona of Micah was helpful because I created content as them and for them, removing myself as a designer and creator from the equation. This artifact allowed me to break through several preconceptions. I was intimidated by the requirement of a live website, but once I accepted that I was designing as a 15-year-old and that persona I developed exuded confidence, I could settle into the task of designing.

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I'm very proud of the research, design, and content created through this artifact, as it allowed me to better understand the web design process and learn new software and technology.

The second design artifact in the portfolio is the personal identity mark. This project spanned the course's duration and went through the creative process of creating sketches, receiving feedback, creating comps, receiving feedback, and creating a final product. The design of this assignment (like many other assignments in the MSTC program) mirrored that of the professional realm, where we were charged with creating content receiving critiques and feedback, and then make revisions based on the audience and client. The personal identity mark required knowledge of fonts, readability, design, and using Illustrator.

I sketched nine logos using my initials with different fonts and concepts in mind. The roughs varied in concept and execution. From the roughs and the feedback they received, I created three black-and-white comps in Illustrator. This process challenged my technical ability and skill in responding to and receiving criticism. This course, TWC 511 Principles of Visual Communication, was also my first design-based course and presented the concept of genre and audience to me in a very different light.

Considering that the personal identity mark was for my own personal brand, I wanted the design to be accessible to a wide audience and incorporate how I wanted to be perceived as a professional communicator. The final product is a personal logo with color and two fonts.

The third and final artifact I would like to discuss is my TWC 511 Principles of Visual Communication typography poster. This was a course I took in the second session of my first

semester in the program. TWC 511 challenged my concept of design in profound ways. Before

entering the MSTC program, I needed to gain more understanding and knowledge of design

principles and absolutely no experience with software used for design. This course gave me

skills and understanding that were crucial to growing and evolving through the program.

After learning and discussing design principles, the class was tasked with designing a poster

using appropriate typography for a guest lecturer at the polytechnic campus. My first step in

the process was to research the lecturer. Her name is Shelia Levrant de Bretteville, a graphic

designer, artist, and feminist who has used her skills and knowledge to break boundaries within

the design world. I studied her style and art to understand what type of poster would convey

her as a speaker to the potential audience. After examining her works, I decided to incorporate

one of her designs into the poster and implant a font to create a cohesive design. I used a

graphic on the front page of Everywoman magazine in 1970 and started researching fonts that

could match the style of the poster. I chose a font called Magillo Regular, which captured the

style I was trying to convey to the audience.

I chose a simple color scheme that would allow de Bretteville's graphic to "pop" and

complimented it with a text pairing. I was conscious of where the text should go, in what order,

and the font size as I wanted to give the audience all the information they needed in the order

they would want in a way that didn't overwhelm them.

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The process of this assignment taught me patience. I was working with new software and starting to understand and learn concepts that began to break down my understanding of design and information. It was a captivating process that taught me skills and principles I could apply throughout my MSTC program coursework.