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Banner News

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CJ Payawal, above center, is a redshirt on the DMACC men’s basketball team this season.  
Photo by Jesse Rose

By Jesse Rose  
Staff Writer

As the DMACC men’s basketball team got their fifth game of the season under way, the most enthusiastic person on the Bears’ bench was not a coach or a key reserve player.

It was CJ Payawal. Payawal is a redshirt this season, meaning he can’t compete on the court, but that hasn’t stopped him from being involved with the team and cheering on his teammates. Payawal is one of only a handful of student athletes at DMACC who redshirt.

“We don’t see a lot of redshirts here. Usually athletes come here to play and choose to save their redshirt year for if they get the chance to play at a transfer school,” said DMACC Athletic Director Orv Salmon. Salmon estimates about 3 percent of DMACC athletes are redshirts.

Redshirting, whether it be at a four year university or at a community college, is when an athlete is allowed to have an extra year of eligibility, both academically and athletically, if they sit out one full year from their specific sport. This helps athletes move ahead academically at the pace they want while taking their athletic career at a slower pace. If an athlete redshirts, he or she must stay in classes an extra year.

Athletes can only redshirt one year throughout their collegiate careers even if they play for more than one school. While redshirts can’t play, they still can receive an athletic scholarship and practice with the team.

DMACC women’s basketball head coach Steve Krafcisin said it is more common at a university or a four year school for a player to redshirt because there are juniors and seniors on the roster. “There are more opportunities for athletes to play right away at a community college so there isn’t a need to redshirt from that perspective.”

Krafcisin said that the decision to redshirt is usually mutual between the athlete and coach and that there are a variety of reasons an athlete would decide to redshirt.

“At a university, especially with football, athletes’ bodies just aren’t physically ready for playing time and need an extra year of training to get their body where it needs to be to perform,” said Krafcisin. However at a community college the reasons can be different than just trying to enhance the body.

Krafcisin said that athletes usually redshirt because of an injury but could be for other reasons, which is the case for Payawal.

“I decided to play too late and the roster was already full when I spoke to the coaches. Redshirting was my only option if I wanted to play,” said Payawal.

An athlete needs to be physically ready to perform at the next level, even if it is only at the community college level. If an athlete is not, redshirting helps give them time to advance themselves.

“After playing sports for almost all of my life so far, towards the end of my high school career, my body was to the point of exhaustion, so I decided to stop playing. My coach spoke to the coaches. Redshirting was my only option if I wanted to play,” said Payawal.

Fourth at Nationals

The DMACC volleyball team finished fourth in the National Junior College Athletic Association (NJCAA) Division II Volleyball National Championship.

The Bears entered the tournament as the fourth seed and opened play with victories over Sauk Valley and Kirkwood on Nov. 19, the tournament’s opening day. The win over SVCC moved DMACC into the quarterfinals and the victory against KCC put the Bears in the semifinals against Parkland College, the tournament’s No. 1 seed.

DMACC dropped a 3-0 decision to PC on Nov. 19, and then lost to Glendale, the tournament’s No. 2 seed, 3-0, in the third-place match on Nov. 21 to finish fourth. The Bears closed the season at 34-10.


Freshman Peyton Benson of Triopolli had 27 assists for the Bears and freshman Jordyn Rittman of Ankeny had a pair of ace serves. Freshman Brooke Rasmussen of Lamber, Minn., led DMACC in digs with 13 and Case came away with 11. Johnson topped DMACC in blocks with four block assists.

Johnson had 11 kills as DMACC dropped a 25-16, 25-17, 25-21 decision to GCC. Case added nine kills, freshman Amara Chappelar of Ankeny had six and Meyer came away with five. Benson again led the Bears on assists with 31. Rittman led the way in digs with 17, Case had 13 and sophomore Shelby Schoutens of Alton had 10. Johnson contributed four blocks, including three block assists. Meyer and Chappelar also had three block assists apiece.
Capt. Sean Taylor, a DMACC professor, talked on Nov. 9 with students, faculty and members of the community about his nine-month deployment to Iraq. He talked about how the Iraqi people were excited to have the equipment his team delivered. Taylor shared a short video of one of the locals doing a “happy dance” and a video documenting a moment from each day of his deployment.

Photos by April Schumann, Banner News Staff

from IOWA to IRAQ

Capt. Sean Taylor, a DMACC professor, talked on Nov. 9 with students, faculty and members of the community about his nine-month deployment to Iraq. He talked about how the Iraqi people were excited to have the equipment his team delivered. Taylor shared a short video of one of the locals doing a “happy dance” and a video documenting a moment from each day of his deployment.
FBI agent shares tips to stay safe online

By April Schumann
Banner News Staff

A victim specialist with the FBI urged students not to share their personal information online, especially when posting on social media sites. Karen P. Gale, who has been working with the FBI for 10 years, was on campus on Oct. 28 for a Lunch and Learn sponsored by the Students Activities Council. About 25 people joined her for a discussion about the dangers of using the Internet.

Gale is the only FBI victim specialist in Iowa. She explained that although she is not a FBI agent, she works with victims of all types of federal crimes and with federal agents. Her main caseload consists of child pornography and bank robberies as well as Internet crimes.

One of the main things Gale emphasized about Internet crime was that students need to not just distrust the Internet. “Know it happens, it is out there,” she said.

Gale said that if students are in a situation where something just doesn’t feel right then it probably isn’t. And it may not necessarily involve strangers.

“It could be somebody you know or even a family member,” she said.

For example, one case of child pornography she cited was a case involved a 23-year-old man’s girlfriend who had used his cell phone. In the process she found pornographic images of her 3-year-old daughter on it.

In Iowa 90 percent of Internet crime victims are females aged 11-15 and many report DMing (instant messaging online) from three to six hours a day. The predators who meet them online use their insecurities or need for human interaction to their advantage, convincing them that they are the only one that ‘gets’ them.

Gale explained that they get the child to trust them and feel safe and then make it a goal to meet in person and even possibly convince the young person to leave with them.

One of the reasons some think the issue isn’t as relevant as it is, is due to the fact that kidnappings aren’t actually on the rise. “These kids are going willingly,” she said.

For the college-aged population, meeting someone online via a social media site is more common. Often these online interactions lead to face-to-face meetings. Such meetings can be acceptable as long as safety precautions are taken. Gale suggested, “never go alone,” “meet in public” and “tell someone else where you are going, who you are meeting and when.”

Also be aware of what information you are posting online. “Even if it’s not illegal that doesn’t mean it’s OK,” Gale said. There are some “internetiquette” guidelines, she said. Personal pictures of friends and family are OK (with their permission) and casual conversation during games is acceptable. However personal information such as passwords, your location, what school you attend, your address and phone number are not safe to give out when chatting, especially for minors.

Gale also said harassment doesn’t have to be sexual to involve the police. If it goes unre ported, then the person is still under the impression that it is OK and that they can get away with it. Safety programs or chat room moderators may catch some things, but “technology can’t catch everything.” So students need to report harassment, she said.

To report Internet crimes or suspicious activities, visit www.cybertipline.com.

‘All work and no play’ is not the SAC way

By Jesse Rose
Banner News Staff

The DMACC Boone Student Activities Council or SAC offers a variety of free activities to students as, “We like to offer activities that students will enjoy or that will help them,” said Ashley Martin, who is an advisor for the SAC.

A variety of activities are offered to students. They include speakers, contests, and intramural activities. Intramural activities offered at DMACC include small weekly activities such as a dodgeball tournament. The small intramural activities take place twice a month at 12:10 p.m.

“We pick the activities for the students based of popularity. We have a fair amount of participants in our activities but we are always looking for more to get involved,” Martin said. She also added that giveaways are used to try to entice students to attend the activities.

Students who are looking to be involved in SAC are encouraged to attend council meeting, Martin said. Meetings take place once a month and usually are in room 171 at 12:10 p.m. Lunch is provided for those who attend.

Kiana Peterson, who is on the SAC and also participates in the many activities offered, said this, “SAC provides free interactive learning activities for DMACC students.”

Peterson added that activities help students socialize and learn and that more students need to be involved with the SAC.
Boone and Ames teachers say they are adapting to new roles made possible through Gov. Terry Branstad’s Teacher Leader and Compensation System.

The TLC System, now in its second year of funding, was developed to recruit and promote high-quality, outstanding teachers into leadership roles within each school district, compensating them with an additional financial stipend.

"In the classroom, it’s tough to remove yourself from the moment and objectively look at your teaching," says teacher leader Erin Miller, from the Ames Community School District. "A coach can ask questions, observe, and provide data in order to allow you to look at your teaching from a different perspective. Having time to gather those outside perspectives on your own is next to impossible; with a coach, meaningful change is much easier to achieve."

TEL began in the 2014-15 school year, funding one-third of Iowa’s students, not districts. Funding is based on total number of students enrolled in each district. Larger districts that applied for the grant made it look as though fewer districts received the funding during year one, yet this is not the case.

Funding for the current school year has already been allocated to Iowa’s second third of students.

In school year 2016-17, all school districts in Iowa will receive funding totaling $150 million annually thereafter.

So what do teacher leaders -- also called instructional coaches or other titles depending on the district -- do?

Carolyn Manard, Lincoln and Page Elementary School Principal and Director of Early Childhood and Special Education services for the Boone Community Schools, describes in an email the purposes and multiple tasks in which teacher leaders engage.

"The teacher leader program has allowed significant opportunities for our teachers, thus positively affecting our students. Our teacher leaders are strong teachers and are able to assist in many ways. They help teach in a classroom allowing the classroom teacher the opportunity to visit another classroom teacher to learn more strategies." Manard also mentions other ways by which instructional coaches are utilized, which include added literacy resources and instruction, modeling best teaching practices using data to guide instructional decisions, assisting teachers with problem solving strategies when facing curricular or other classroom related issues, facilitating professional development, co-teaching lessons with teachers in the classroom, the creation of student intervention groups, and assisting classroom teachers to provide differentiated instruction to students with multiple learning needs.

The tasks associated with each teacher leader are not typecast into only one role. Districts assign different teachers different roles; for instance, some teachers mentor new-to-the-district and/or beginning teachers. Others serve as model teachers whose classrooms are open for other teachers to visit and observe. Some teachers serve as Professional Learning Committee (PLC) leaders for their department or content area, (math, science, literacy, etc.)

Another notable feature of the program in both the Boone and Ames school districts is training in "Cognitive Coaching." In Cognitive Coaching, the teacher leader/mentor never makes a judgment on any matter but asks teachers several questions and further follow-up questions on a related matter. The philosophy is to guide each teacher to the answer as opposed to casting what can appear as judgment on a teacher's instructional choices. This allows individual teachers to still make their own decisions, allowing them continued autonomy and ownership of their classrooms.

Vonda Junck, one of the primary coordinators of teacher leaders for Ames Community Schools, says, "We felt it was important to train all of our teacher leaders in Cognitive Coaching this past summer, and they will continue with the second part of the training next summer. This training has taken our practice to a whole new level. It helps us talk as 'one voice' with one vision to spread to all our teachers. Our mentors are, in essence, coaches for the new teachers they support. Our model teachers can coach a teacher who has come to observe in their classroom. We can all use planning and reflecting conversations to help us improve our instruction for all students."

According to Annie Carpen- ter, teacher leader for the Boone Community School District, the goal of the TLC System is not to remove teachers from the classroom, per se, but to provide teachers with the resources and assistance in managing the significant workload the public does not often see for which teachers are responsible. She describes her job as busier than when she was in the classroom, meeting with various teachers, collecting data, and planning lessons with other teachers or preparing for professional development.

As for the struggles?

"This is so new that it can feel foreign. There is definitely a learning curve involved."

Carpenter says the biggest personal struggle for her is "building(ing) strong relationships with students when I do not consistently work with the same groups. I do miss having my own classroom and family of students."

"The majority of teachers seem to feel positive about the initiative. Carpenter says she has heard nothing negative from teachers or administrators. How- ever, Carpenter emphasizes that the program is so new right now, most teachers are still trying to figure out how these leaders can be best utilized.

Carpenter says the only complaint she has faced from teachers is not being able to help them as much as they want.

"Apparently," she says, "I’m in high demand!"

All in all, results speak. According to Iowa.gov, the end-of-year report summary, "The department’s analysis, which is based on reports from the first 39 school districts on how well they met their goals, shows progress is being made. Eighty-nine percent of districts mostly or fully met their goals for increasing educator collaboration. Sixty percent most- ly or fully met the goals they set for improving student achievement. The report found that prog- ress is being made toward each of the five Teacher Leadership System goals including attracting new teachers, retain effective teachers, promote collaboration, reward professional growth and effective teaching and improve student achievement. In addition, students in the first 39 school districts that participated in the Teacher Leadership System saw proficiency scores rise on state tests in both reading and math."

Given the positive results of the program thus far, it does not appear to be going anywhere in the near future.

"There is evidence to sup- port that this structure positively impacts student performance," says Carpenter. "I believe this program will gain momentum ev- ery year it is implemented. Only time will tell the full impact of the program, but I believe we will see great gains.

By Brad Grout
Banner News Staff Writer
Mouhamad Said Diallo, a DMACC Boone Campus student from Ames and formerly from Senegal, has been selected to receive a $1,000 scholarship from the Phi Theta Kappa (PTK) Honor Society as a 2015 Coca-Cola Leaders of Promise Scholar.

Selected as 2015 Coca-Cola Leaders of Promise Scholars, 207 Phi Theta Kappa members have been awarded a total of $207,000 in scholarships. Chosen from more than 1,100 applications worldwide, the scholars receive scholarships of $1,000 each to further their associate degree studies. Independent judges evaluate the applications based on scholastic achievement, community service and leadership potential.

The Coca-Cola Leaders of Promise Scholarship Program provides new Phi Theta Kappa members with financial resources to help defray educational expenses while enrolled in associate degree programs. Scholars are also encouraged to assume leadership roles by participating in Society programs.

The Coca-Cola Scholars Foundation provides $200,000 in funding for the scholarships, with $25,000 set aside for members who are veterans or active members of the U.S. military. The remaining amount is supported by donations to the Phi Theta Kappa Foundation and provides Leaders of Promise Global Scholarships, earmarked for international students.

“The funds provided by the Coca-Cola Scholars Foundation not only aid college completion, but provide students with the opportunity to engage in Society programs and develop leadership skills to become future leaders in their communities,” said Dr. Nancy Rieves, CEO of the Phi Theta Kappa Foundation. “Research shows that Phi Theta Kappa members are four times more likely to complete a college degree than their peers. The Leaders of Promise Scholarships recognize students for what they have achieved already and assure that financial need isn’t an obstacle to achieving their academic goals.”

“The Coca-Cola Scholars Foundation has a long history of providing financial assistance to outstanding students at community colleges,” said J. Mark Davis, President of the Coca-Cola Scholars Foundation. “We are proud to partner with Phi Theta Kappa and make it possible for deserving students to achieve their educational goals.”

Diallo is Iowa Coca-Cola Scholar

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Redshirting can help with athleticism and academics

REDSHIRT, from page 1

decided that I should be a red- shirt due to the amount of time I had taken off from the sport. I never quit completely, but I hadn’t played competitively for a while,” said DMACC women’s basketball redshirt, Sarah Jacobs.

Along with the many rea- sons for redshirting, there are also many advantages to becoming a redshirt. “The biggest advantage really depends on your reason. If you redshirted because of injury, then the advantage is you get to get better. Otherwise it is all about maturity. There is a night and day difference between sophomores and freshmen. Sophomores are mentally and physically better than they were as freshmen,” said Krafcisin.

The maturity advantage is the same from both an athlete’s and a coach’s perspective. “In my time as a redshirt, it has helped me get a lot stronger and my level of play is picking up,” said Payawal. “Another big advantage is getting to practice with the team. It gives me a little more ex- perience and helps me know what to expect next year when I am able to play.”

Jacobs has found yet another advan- tage to redshirting that he had not looked over. “The biggest advantage so far, would be the fact that I get to have a year of a great team and yet not feel so much pressure. My coaches are willing to help me with my game from basketball to my academics. They have put me in a situation where I can find my footing one step at a time and where I will have a greater chance for success.” Krafcisin added that academ- ics is the main reason athletes are in school and that should be kept in mind when athletes choose whether or not to redshirt.

With everything in life, ad- vantages come with disadvan- tages. “I think the biggest disadvantage is redshirts don’t graduate with the class they come in with. Athletes have a tremendous bond with group they come in with and it can be hard on some people,” said Krafcisin. He also added that if redshirting doesn’t help an ath- letic academically, then he would consider that to be a disadvantage.

Athletes are competitors at heart and want to play their sport all the time and this too can be a disadvantage. “I think the biggest disadvantage is wanting to play or sitting on the bench knowing you can’t help the team, espe- cially when they’re struggling and knowing that I have the talent to do it but can’t,” said Jacobs. “That is by far the toughest part about being a redshirt.”

Jacobs agreed with Payawal. “The only disadvantage I can re- ally find would be the feeling of sitting on the bench and watch- ing during games. When you play a sport that you are so passionate about, it is so hard to put in hours on hours of work to just sit by and watch. You are really just ready to be playing again once the season finally begins.”

Redshirting helps athletes but it also helps them as people. “Choosing to redshirt has defi- nitely made an impact on my life so far. Not only has it given me a chance as an ath- lete and a person, but it has taught me to appreciate the opportuni- ties given in life. I have learned how to push myself to the break- ing point,” said Jacobs.

Many athletes may go into college and immediately bypass ev- en thinking about redshirting for a variety of reasons. “I think that redshirting is something all college athletes should consider, no matter the level. I feel as if most high school athletes feel they ‘just are not good enough or ready enough for the college level. Due to this, most people either quit after graduation or jump into something unprepared and unhappy. I think redshirting is an opportunity for you to prove yourself and give a chance to adjust to college. You are not pressured to be perfect, but all about working hard while still being a part of the team. I think if more people realized the benefits of this decision, there would be more college athletes across the country,” Jacobs said.

Payawal agreed that redshir- ting is a viable option for athletes to consider. “I definitely think more ath- letes should consider redshir- ting. It gives you one more year to develop skills, and it makes you more prepared for the next level.”

DMACC is also looking to a core of freshmen this season. We have a very deep freshmen class. All of the new players have stepped up already in the young season,” said Krafcisin.

According to Krafcisin, key newcomers include Amanda Cartney from Hudson, Kelley Peetz from Columbus Junction, Shyla Dean from Zeaering, and Angel Ashot from Rochester, Minnesota.

Krafcisin said the depth of talent and team chemistry is the teams biggest strength. “We have gotten better with additions and, it has been really fun to see how this team has meshed together.”

With every game comes a weakness and Krafcisin believes his team’s weakness is inexperience. “We wish our ten freshmen were ten sophomores. They have talent but maturity and experience goes along with it.”

From player to player, Emily Knittel expressed high hopes for the season. “The season has been going very well so far. We still have a ways to go but if we continue to work hard and trust the process, we have great potential.”

Opinion: Rhoads needs to go

By Jesse Rose

Staff Writer

Iowa State head football coach Paul Rhoads is in despera- tion mode as he fights to keep his job with the Cyclones. The biggest discussion in Ames this year has been around Rhoads as many argue on whether he should remain the Cyclones head coach following this season.

This is a very compelling question that has been head coach since 2009 but I think he needs to be on his way out if he fails to reach a bowl game this season.

Rhoads took over in 2009 after Gene Chizik left the Cy- cones for a job for the upcoming 10th season as head coach for the Cyclones. Iowa State has one of the hardest ream- ings given in life. I have learned like sports are and how limited your time enjoying them truly is,” said Jacobs.

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Social media use hinders, helps youth

By Dylan Nikkel
Contributing Writer (Intro to Mass Media)

Social media use takes a toll on adolescent development. Though there are positive effects, research shows that sites like Facebook, Twitter, Snapchat, Instagram, Tumblr, and Pinterest can hold back young adults as they develop socially, educationally, and emotionally.

Mary-Kate Bandstra, a ninth grader at Pella Christian High School, was unsurprised to learn of the drawbacks. “It makes sense,” she says. “[Twitter, Instagram, and Snapchat] hinder me with school, because I should be doing homework, but I use them instead; it’s a distraction and it’s addicting sometimes. But I let myself do it, because homework stinks.”

Though she sometimes struggles to detach, Bandstra does set limitations, typically, she tries to do all of her social media participation all at once, then focuses on homework or other activities.

Learning-related effects of social media could be lifelong, according to an article from raisesmartkid.com, which describes findings by Susan Greenfield, a neuroscientist at Oxford University Greenfield says that social media can have a re- gressive effect, training the brain to think like that of “…small children who are attracted by buzzing noises and bright lights, who have a short attention span and live for the moment.” Not only does the use of social media distract the user, but it digresses aspects of learning and development. Research suggests that the more students look at the relationship between their social development and social media use. “I guess the biggest change [for students] I have seen happens in the halls and outside of class,” says Vander Wal. “During break and noon hour, before and after school, kids are either playing games together on iPads or phones. It is not uncommon to see eight to ten guys sitting in a line, all staring at their electronic devices.”

Vander Wal says that the result of this technology and social media use is a lack of peer interaction and physical activity during break times.

In addition, social media use could result in a more social approach. Though social media sites can be a positive place for more introverted, shy young adults to express their thoughts and feelings, this can become dangerous. The Raise Smart Kid article describes how social media sites can become a platform that both children and young adults may use to say or do things they wouldn’t otherwise do. Through derogatory comments, pictures, and posts, young adults can gain attention and express their thoughts without much repercussion threatening them. “It’s as if the part of our nervous system that registers the feelings of others has been paralyzed or removed when we’re communicating electronically,” Lickerman says, “as if we’re drunk and don’t realize or don’t care that our words are hurting others.”

Lickerman also suggests that some young adults may experience social isolation. This isolation occurs as a result of individuals con- cluding that online social interaction is sufficient to completely feed their social des- sires. However, because online so- cial engagement is so much different from face-to-face interaction, they eventually feel iso- lated.

Emotional development and wellbeing can also be widely affected by social media. Because it is so easy for adoles- cents and young adults to express their thoughts without a filter online, cyber-bullying has become a prominent social media issue. Young adults may take to dehumanizing other- ers, developing negative emotions that can, eventually, lead to suicide. The article on Raise Smart Kids also points out the sense of sadness and lack of fulfillment that can become a result of social media use. Seeing the experiences of someone else or viewing images of a perfect-looking person evokes feelings of jealousy, insecurity, and dissatisfaction with oneself. “The more you adults use Facebook, the worse they feel moment-to-moment and the less they feel satisfied with their lives overall,” says rais- esmartkids.com.

The physical commitments to social media can also induce emotional problems. A study conducted by Dr. Heather Cleland Woods of Glasgow University, as presented in an article by Daily Mail, questioned over 450 teenagers testing the relationship between sleep and emotional problems. The study revealed that the more time students spent on social media, the less sleep they got. Emotional disorders, such as depression and anxiety, can also emerge as a result of too much use, especially at night. “This may be mostly true of individuals who are highly emotionally invested…” said Woods.

Despite the many downsfalls suggested by research, Raise Smart Kid does indicate positive aspects of social media. “Kids communicate and interact more than ever…” They remember people’s birthday and greet them. [They] comment on pictures, videos and statuses[es] of their friends. They create longer-term friendships by being in touch online even when friends are no longer physically meeting.

Bandstra agrees that there is vital support for and against social media usage for adolescents. “I think [using social media] is valuable for staying connected,” she says, “but [today’s youth] are basically the first people to use this much social media at this age, so I think we need to be careful.”
By Dylan Nikkel

Being transgender in Iowa: Good, but we can do better

Tell us what you think!
Submit a letter to the editor or your own opinion column to bannernews@dmacc.edu or Room 115

Opinion

Serious facts: what’s not to love about “Keeping Up with the Kardashians”? Since I was 11, I’ve been infatuated by the documentation of the Kardashian-Jenner family. As a devout Kardashian follower, I was promptly forced to educate myself on the concept of transgenderism when patriarch of the family, Bruce Jenner, announced that he would be transitioning into a woman (now known as Caitlyn).

I was not alone in my spur of the moment research – an abundance of fans and nonfans alike were relatively oblivious to the topic of transgenderism before Jenner stole the media spotlight. Prior to her announcement to transition, I possessed a close-minded view of the transgender community – in my narrow education of the topic, I had essentially been told to think that transgender people are cross-dressers. After doing some research and familiarizing myself with the topic (first through Jenner’s series and familiarizing myself with the cross-dressers), I think that transgender people are much more than that.

I began to consider, I assumed that being transgender in Iowa is less difficult than in other states. Based on what I know about attitudes in Iowa’s bigger cities versus its smaller towns, I guessed that the experience is more difficult in the smaller, more rural towns. However, Hayden Moffitt, a transgender man who attends Iowa State University, told me that news of his transition was not met with negativity from the citizens of Moffitt’s hometown of Eldridge, Iowa, which he describes as a “rural farm town.”

“People reached out to me and gave support. It was really reassuring. I don’t know if that would have happened if I wasn’t from a small town in Iowa... I think that it kind of goes back to the whole concept of ‘Iowa nice,’” says Moffitt.

At school in Ames, Moffitt says that he has not experienced any blatant discrimination since beginning his transition last March, though he does recall being labeled a “dyke” by inebriated individuals as he walked passed bars at night before beginning his medical transition.

“I think the most hurtful things anyone has said to me about my transition came from my family... before they were onboard with everything,” says Moffitt.

Because he comes from a “conservative, Republican, Catholic family,” seeing eye-to-eye with his family has been the most challenging part of the transition for Moffitt. But through explanation and education, Moffitt improved relations with his family.

Sophia Stone, director of support and education group Transformations Iowa, who is from the larger area of Indianapolis, has similar thoughts to Moffitt when it comes to the acceptance of Iowans.

“I would say it’s better to be transgender in Iowa than it is in other places in the United States,” says Stone, who is a transgender female herself. “We Iowans are pretty easy-going. We just want people to just go about their business... and we don’t really care what people do.”

In addition to social acceptance, resources are also important for the transgender community. There are few state-funded resources in Iowa – social, medical, and psychological – but there is room for more. Groups like One Iowa and Transformations Iowa provide support and information for the transgender community in the state. At IU, Moffitt has access to various resources that make his transition an easier, more educated process. He is a member of Gamma Rho Lambda (GRL), a gender-neutral sorority for LGBTQ students. The sorority has 16 chapters, which are dispersed across the country.

“It’s been a good resource to get me in contact with people all over. Because I can reach out to people from different chapters,” says Moffitt.

Though GRL has been perhaps the most valuable resource provided by the state, Moffitt has also been able to get in contact with an LGBTQ Club on campus as well as campus therapists. These resources provide support and advice for individuals like Moffitt as they begin an unexperienced process.

However, both Moffitt and Stone emphasized a lack of medical resources in Iowa.

“The legal status of Iowa is similar to its resources – there are positive elements in place, but further steps need to be taken to maximize the quality of life for transgender individuals in Iowa,” says Moffitt. “In 1965, the state of Iowa passed the Iowa Civil Rights Act (ICRA), providing comprehensive laws that prohibit discrimination of certain groups. At the time it was passed, the ICRA did not include protections of transgender people, but they were added in 2007. Iowa is one of 19 states (including Washington, D.C.) that has these comprehensive laws. Some states vary on their laws, but the ICRA includes protections in education, housing, harassment, and employment among other areas.

“Despite being ahead in its legislation, Iowa does lack hate crime laws specifically for crimes against the transgender community; these laws would increase punishments for crimes against trans people that are clearly fueled by hate and discrimination. Though there are hate crime laws regarding gender and sexual orientation, there are not yet hate crime laws that focus on gender identity.”

While the ICRA provides standards of employment, there can be issues in a fair hiring process. In addition, employers can find ways to dismiss a newly outed transgender employee without explicitly using their gender identity as the reason.

Stone – with Transformations Iowa – says that, despite these drawbacks, there are opportunities for employment for transgender people in Iowa. “It can be difficult to find employers who are supportive of the transgender community,” says Stone, “but many bigger ones like Principle Financial, Wells Fargo, and Nationwide are typically good employers because they seem to not have an issue hiring trans employees.”

Perhaps more important than employment are aspects of physical and social well-being for members of the transgender community in Iowa. Even though Iowa lacks the security of hate crime laws, there are no recorded murders in Iowa of transgender individuals. However, that doesn’t mean there isn’t work to be done to make the transgender community more comfortable. “I know of people in Iowa who have committed or attempted suicide because of harassment or micro-aggressions,” says Stone, “because it is too difficult to be transgender.”

And Stone says that hearing stories and watching the news often instills fear for simply being transgender, even without visible threats in the area, it is frightening to ask what could happen.

Is Iowa a good place to be transgender? The short answer is no – because no state provides a perfectly equal platform for transgender individuals as far as safety, resources, social acceptance, employment, and the law.

But when the pros and cons are compared to other states, it seems that Iowa is a “good” place to be transgender by certain standards. However, there are clearly strides to be taken by the citizens and leaders of the state to make the “good” to be transgender in Iowa without having to seek a positive outlook by juxtaposition.

Dylan Nikkel is a second-year DMACC honors student from Pella, taking classes online and at the Urbandale campus. He is studying Liberal Arts, and hopes to one day be a Board Certified Behavioral Analyst. He submitted this column as a part of his honors project for his letter to social Media and Diversity and Media class. He will graduate from DMACC in December of 2015 and transfer to UNI or ISU to major in Psychology and Early Childhood Education.
Behind Iron Maiden's 'Tears of a Clown'

By April Schumann
Staff Writer

When I tried to comfort you, I heard a new album called Book of Souls we were excited. This was the total op-posite of our reaction to the news we heard on August 11, 2014, when the world learned of the tragic death of Robin Williams. Before we got more information about Book of Souls we had no idea that the two huge events had a connection. It was both sad and fascinating news when we learned of Iron Maiden's front man Bruce Dickinson's comment "My favourite song is one I didn't write," which he said in an interview for Italian publication Corriere della Sera. "It's 'Tears of a Clown' which talks about Robin Williams. I ask myself, 'How could he be so depressed when he always seemed to be so happy?'

The song is not, as one might initially assume, a remake of Smokey Robinson and the Miracles' hit song with the same title. Instead it is a tribute to the late Robin Williams and expresses much of what many people thought as we all reacted to the news of his "ap- parent suicide." The lyrics seem very fitting when speaking of a person suffering from depression.

The chorus, in part says:

We saw the sadness in his eyes
It came as no surprise
And now of course we'll never know
Tomorrow comes tomorrow goes
But the cloud remains the same
Wonder why he's feeling down
Tears of a clown

It mentions he was "forever feeling down" and this seems a fitting tribute to a suicidal man. However in recent weeks we have learned there was much more to the story, and the confusion of how such a seemingly full-of-life man could so quickly move undetected to the point of suicide is possibly answered. This answer comes not in the form of an explanation of his known depression, but in the informa-tion gained from his autopsy. In November 2015 about 15 months after the death of her husband, Susan Williams spoke out about some details of the autopsy report we hadn't previously heard. In a report made at the coroner's office in San Francisco, Robin Williams was suffering from a previously undetected medical condition known as Lewy body dementia. According to the Mayo Clinic, Lewy body dementia is marked by visual hallucinations in the form of objects, animals and people only seen by the sufferer. People with LBD exhibit disturbing behavior, such as having conversations with deceased loved ones. In a report on the issue Thirty Mile Zone reports that their sources revealed that "Lewy Body Dementia was the 'key factor' they believe drove him to kill himself" and that "Williams' doctors say that the disease was the critical factor leading to his suicide."

Williams' widow responds to the statement "Most people believe he killed himself " and that "Williams' doctors agree that the disease was the critical factor leading to his suicide."

"We don't know what the next man's going through... " And in this case indeed none of us did.

By Nathaniel Sillin
Syndicated Columnist

If you want to uncover new ways to save money, start by thinking about what you spend on lunch every day.

A new Visa survey shows that American consumers are spending nearly $3,000 on midday meals each year. But don't lose your appetite – this is actually a great opportunity to budget and save.

Visa 2015 survey, intended to call customers' attention to opportunities to save and budget in their discretionary spending, reports that the average American consumer spends roughly $53 a week or $2,746 per year on lunch. For meals out, that's an average of $21 per week or $1,043 per year. Additionally, Americans eat lunch out an average of nearly twice a week and spend more than $11 per outing compared with only $6.30 a day preparing their own.

Who are the biggest spenders on average in the lunch-out crowd? The survey shows that men spend more on a whim 60 percent. Men pay an average of $24.93 each week on meals out, while women dole out $15.56 by comparison. As for the biggest spenders, the survey found that 1 percent of diners spend $50 or more lunching out for an average of more than $9,000 spent a year. Meanwhile, 32 percent of respondents reported they don't buy lunch out at all.

Additionally, students eat lunch out most often and spend the most with a weekly average of $27.47; retirees spend the least at $13.92. One worrisome number is that unemployed Americans purchase lunch out more than once a week on average, spending over $15 weekly.

The most popular spot to eat lunch in America is at home, according to the Visa survey. Forty-two percent of American consumers report that they typically eat lunch at home. The second most popular location to eat lunch is a healthy expense, for an average of more than $1,001.
Final Exam Schedule - Fall 2015

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YOUR EXAM TIME IS 8:05 a.m.

Friday, December 4

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YOUR EXAM TIME IS 8 a.m.

Weather Cancellation Information
DMACC, Boone Campus & Hunziker Center

Weather cancellations for Boone Campus, Hunziker Center in Ames and the Van Kirk Career Academy in Perry will be made by the Boone Campus Provost or will be made independently from other campuses.

Cancellations will most generally be made around 6 a.m. for daytime classes.

Cancellations for afternoon/evening classes (classes beginning at 3 p.m. or later) will most generally be made by 2 a.m.

Weather cancellations will be announced through DMACC's Emergency notification system. To get these important messages, sign up for RAVE, DMACC Alert - emergency notification system:

- If you previously signed up for DMACC Alerts you do not need to do it again. 
- Log on to www.getrave.com/login/dmacc
- Your Rave username is your DMACC email address.
- The DMACC Alert password is NOT your regular DMACC password.
- Select "Forgot password?" if you have not activated your Rave account.
- Check your DMACC email for your RAVE password and follow the instructions for the next step.
- Once you are logged in, you may add your cell phone number, landline numbers and additional email addresses.

Weather cancellations will also be announced in the following ways:

- DMACC’s website www.dmacc.edu
- DMACC’s Boone Campus main phone line, 515-432-7203
- DMACC’s toll free number 1-800-362-2127, press 6 for a specific DMACC campus, press 2 for Boone Campus
- DMACC e-mail
- Local television and radio stations listed below

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IOWA STATE UNIVERSITY SCHOLARSHIPS AVAILABLE

In honor of Roy J. Carver who achieved success through initiative and hard work

Twenty $5,200 Scholarships will be awarded for 2016-2017

Eligibility Requirements:
- Iowa Resident
- 2.80 Cumulative GPA
- Junior Status Fall 2016
- Demonstrate financial need by filing the FAFSA prior to March 1

Social/other barrier to attending college full-time

Apply online at: www.carvertrust.org

For questions call 515-294-0103

Deadline April 1, 2016

BEAR BRIEFS

Transfer Program

Have you heard about the University-College Transfer Program at DMACC? If not, check out the following website at https://go.dmacc.edu/uct/Pages/welcome.aspx. The goal is to guide you through your two-year degree and to prepare you for the four-year college of your choice.

Honors seeks applicants

The DMACC Honors Program is seeking highly motivated students to apply for honors. There are openings for current DMACC students who want to challenge themselves and graduate from the Honors Program.

If you have completed one college-level English and one college-level math class or are currently enrolled, you will have completed a minimum of nine (9) college credits and fewer than fifty (50) credits at the end of summer with a cumulative GPA of 3.5 or higher, you are eligible to become a DMACC Honors Student.

To read more about Honors and submit an application, go to dmacc.edu/honors and get started on your way to a rewarding, challenging educational opportunity.

Preparing for final research projects and essays?

Visit the Writing Center for help getting started, staying motivated, and finishing your research.

Writing Center Hours:
- Boone Campus, room 170
- Monday-Friday: 9 a.m. - 6 p.m. (or until all work is completed)
- Van Kirk Career Academy, room 105
- Monday-Thursday: 9 a.m. - 6 p.m. (or until all work is completed)

BREATHE

If you're not feeling great, don't come to class. It's not worth the risk to yourself and your classmates. Take care of yourself and come back when you're feeling better.

If you have a cold or flu, take this opportunity to learn more about how to prevent spreading germs. The flu shot is available in the nursing classrooms and main entrances of the Boone campus. Thank you for supporting the Boone campus community.

If a student has a more significant need for food/resources than a visit to our campus food pantry can assist with, contact Erin Neumann, eaneumann@dmacc.edu.

Childcare & transportation help

A program called Iowa New Choices offers assistance with childcare and transportation for qualifying single parents and displaced homemakers (separated, divorced, widowed or spouse disabled.) For information, contact Erin Neumann, Room 124, eaneumann@dmacc.edu. Or call 515-433-5037.

Phi Theta Kappa

Phi Theta Kappa is the International Honor Society for two-year colleges. For more information, contact Nancy Woods, nawoods@dmacc.edu, 515-433-5061. Or Stacy Amling, slamling@dmacc.edu, 515-433-5089.

If you haven't already, please consider donating non-perishable food items at the boxes available in the nursing classrooms and main entrances of the Boone campus. Thank you for supporting the Boone campus community.
In recognition of Veterans Day, Nov. 11, 2015, the Banner News hosted an event in the Courter Center. People were encouraged to “thank” a Veteran by writing a note and posing for a photograph. The pictures were posted on the Facebook page for Banner News.
Your weekly horoscope

**SAGITTARIUS**

(TNS) Aries (March 21-April 19) -- Today is a 7 -- Go play. Someone finds you attractive, but stay in your lane. Rest and relax. Learn a new trick from someone interesting. Follow the rules exactly. Your energy is at an peak, and the tide’s in your favor. Amazing results are possible.

Taurus (April 20-May 20) -- Today is a 6 -- Handle home repairs and chores. Collect resources, sort and organize. Build a strong foundation. Take physical as well as spiritual action. Bless your home with a familiar ritual. invite family to share. Solve philosophical questions together. Create something special.

Gemini (May 21-June 20) -- Today is a 7 -- Make payment arrangements and send invoices. Make a meaningful discover. Handle housework before guests arrive. Make creative, expensive repairs. Go over the details with a fine-toothed comb. Inspire your team to victory. Love gives you strength.

Cancer (June 21-July 22) -- Today is a 9 -- Work fast and make more money. Have faith in your own imagination. Choose your words carefully. Friends help you make a profitable connection. Keep to the high road. Increase your security, especially online. Emotional energy drives you.

Leo (July 23-Aug. 22) -- Today is a 9 -- You may find the answer in a dream. New career opportunities surface. Work the numbers. Your sympathy calms another’s anxiety. Go further with a punch. Slash away more for later. Invest in success. Draw upon hidden assets.

Virgo (Aug. 23-Sept. 22) -- Today is a 5 -- Finish old business. Make a move. Your experience makes you a valuable resource. Put next to your family. Invest in success. Draw upon hidden assets. Intellecual dealings provide success. Clean up your workspace and recharge batteries. Two hearts beat as one.

Libra (Sept. 23-Oct. 22) -- Today is a 7 -- Schedule meetings for today. Friends help you stay on track. Let go of emotional baggage. Excitement spurs you to action. You have what you need. You’re gaining confidence. Encourage another’s enthusiasm. Loved ones teach you, too.

Scorpio (Oct. 23-Nov. 21) -- Today is a 7 -- Stand outside on a controversy. Be respectful and stay out of the way. Famine opens to shifting circumstances. Upgrade your image and replace an old household item. Stretch your mind with a new game or toy.

Sagitarius (Nov. 22-Dec. 21) -- Today is an 8 -- One person’s ideas spark another’s. To avoid a potential problem, play the game exactly by the book. Be a strategist, rather than impulsively reacting. Don’t touch your savings. Acknowledge old agreements. Follow through on promises.

Aquarius (Jan. 20-Feb. 18) -- Today is an 8 -- Let someone else direct the show for a couple of days. Get help for a particularly difficult part. Be frugal with your savings. Acknowledge old agreements. Follow through on promises. Focus creative energy on making money grow. Your decisions move you into the action.

Pisces (Feb. 19-March 20) -- Today is a 9 -- Start planning a fun new project. Give yourself full creative freedom. Get into the groove and let things cook. Love something new as you only know how. You’re rewarded for your loyalty. Trust love.