



THE VOICE

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LGBTQ+ Struggles

What's Been Happening in Alberta

Coronavirus

Should we be Worried?

A Letter to my Brother

An Anniversary

Plus:

*Beats from the Basement
Ziggy Needs to Study
and much more!*



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LETTERS TO THE EDITOR



We love to hear from you!
Send your questions and comments to voicemagazine.org,
and please indicate if we may publish your letter!

Hey! Did you know the Voice Magazine has a [Facebook page](#)?

No kidding! We also do the [twitter](#) thing once in a while if you're into that.

Editorial

Welcome, Welcome!

Karl Low



The votes are in, and your new AUSU Council has been elected! Congratulations to those who won, and a definite thank you to everyone who ran. The vote totals show that just under 400 votes were cast for the winner, with almost all candidates receiving over 300 votes, meaning that the election was very close. The total voter count has not been made available yet so we're not sure how many students cast their vote, with so close an election, it really does show that your individual vote can make a difference. You can find the full numbers at [AUSU's official statement of results](#).

In the end, 16 of the 19 candidates who initially put their names forward remained until the ballot, this is a fairly reasonable running rate, as it is quite common for AUSU elections to have one or two people drop out, especially as they realize that AUSU Council really does expect some work and activity from all elected members.

Five members of the previous council ran in this election, including two of the current executive committee. All five were re-elected and eight new members will be sitting alongside them. This is a good result, in my mind, with a base of returning councillors to help the new ones learn about what AUSU has been doing and how it operates, it will hopefully make for a relatively smooth succession. The new council has eight Albertans, three Ontarians, and two British Columbians, which will help to give a range of perspectives to council discussions.

And, of course, I need to give a thank you to the current AUSU councillors who chose not to run. Having been to so many council meetings, I have to say I was fairly impressed with this past Council, not only for being able to move forward so smoothly on many issues, but also for how the regular members of Council were involved with the Council activities and discussions on policy.

The appeals period will last until March 12, 2020, and the old Council remains in place until mid-April, helping to bring the new group up to speed and wrapping up what they can of their own work.

Meanwhile, this week at *The Voice Magazine*, our feature article explores some of the struggles that the LGBTQ+ community has been dealing with in Alberta, and also some of the things that are going on here at AU to help.

Also, as is on everybody's mind these days, we take our own look at COVID-19, colloquially known as coronavirus. Is it something that Canadians need to worry about? The jury may be out on that, but we'll give you a bit of the background to help you make an informed decision about what level of precautions you might want to take.

Plus, Barb Godin gives us a short but thoughtful letter to her brother. If you know Barb's work already, you know the theme, but as she explained to me, this is a theme that we all experience, but many have trouble expressing. And whether you're there or not, it's a good read that can't help but bring up a reaction, the best kind of read. And, of course, we also have our events, scholarships, reviews, thought-provoking articles, and more! Enjoy the read!

A handwritten signature in black ink, appearing to read 'Karl', written in a cursive, flowing style.

Alberta's Recent LGBTQ+ Struggles

Natalia Iwanek



Canada's recent federal election revealed an increasing intolerance, with cries of "Wexit" separatism, anti-immigrant diatribes, and overt xenophobia. However, this is not a new phenomenon. The Social Credit Party first introduced Albertans to the concept of secession in the 1930s. Unrest re-emerged once again during the 1970s, as Pierre Elliot Trudeau's initiatives of bilingualism, the National Energy Program, and the Charter of Rights and Freedoms were considered by many Albertans as an "affront to Alberta values."

Similar arguments still exist, with some directed against already marginalized groups such as Canada's LGBTQ+ community. Although various party platforms promised protections, the track records of the parties have created tension for queer Canadians. In particular, although the Conservative Party promised to propose laws to support the community, as recently as 2017, former leader Andrew Scheer

voted against Bill C-16. Since its passing, the Bill has added gender identity and gender expression to the Canadian Human Rights Act and the Criminal Code, as well as making discrimination based on these terms, illegal. Canada's hate speech laws now include these terms as well.

Turmoil has continued since the election. On November 22, 2019, an Alberta committee voted down Bill 207, amidst controversy. First proposed by Dan Williams of the United Conservative Party's (UCP), the formally known Conscience Rights (Health Care Providers) Protections Act would have allowed health care providers to deny services and referrals to patients on moral grounds. Physicians would not have been required to provide a patient with any form of referral "to another physician if the patient's needs conflict[ed] with their personal or religious beliefs."

Despite this Bill's name, conscience rights for Alberta doctors already exist. Alberta's College of Physicians and Surgeons states that doctors with moral objections can provide their patients with either information or referrals instead of service.

Concerns existed over the possibility of decreased support for medically assisted death and abortion rights, and limited access to contraception. In particular, Alberta's LGBTQ+ community feared lack of access to services and legalized discrimination against trans individuals. In Alberta, to access funding for gender surgery programs, trans community members must receive a gender dysphoria diagnosis from one of five provincial psychiatrists specializing in transgender psychiatry. Bill 207 could have made it legal for physicians to refuse this referral, as well as limiting access to hormone therapy. Although the bill will not move forward in legislature at this moment, it can be tabled again.

Alberta has faced other similar crises this past year. In July 2019, the UCP's education bill introduced changes regarding gay-straight alliances (GSAs) in secondary schools. On July 5, after nearly 40 hours in the longest recorded sitting day in Alberta's legislature, Bill 8, or the Education

Amendment Act was passed. Bill 8 rolls back parts of 2017's Bill 24, An Act to Support Gay Straight Alliances, which prohibited teachers from informing parents of their children's participations in GSAs. Originally created by the NDP, the Bill served to protect peer-support clubs for LGBTQ+ students.

Under Bill 24, school principals had to promptly establish GSAs in their school if requested, while Bill 8 has removed the word "immediately." Critics wonder if students' needs will be taken seriously, or if enough energy or resources will be put into creating GSAs. Others worry about declining enrollment in support clubs for already-vulnerable youth and fear the lack of specific protection for LGBTQ+ staff members. Although Bill 8 calls for a "welcoming" and "respectful" environment, Bill 24's specific protections against employment discrimination have been removed. Greg Jeffery, President of the Alberta Teachers Association, opposes the Bill, calling for increased protections for LGBTQ+ staff and students.

On a governmental level, the NDP believe that the act will serve to out LGBTQ+ students to their parents, while the UCP state that existing privacy legislation would prevent this. They also believe that the act will balance parent's rights with the children's protection. Educators can now inform parents if they fear the student is at risk of harm, countered by critics who state that existing rules already govern this.

This recent controversy can be traced back to March 2015's, Bill 10, which first permitted students access to GSAs at their schools. However, many consider Alberta's 2009 Human Rights Act, which stated, "parental rights require schools to inform parents when religion, sexuality or sexual orientation are to be discussed in class" to be a direct cause of problems as well.

In recent years, however, Alberta also has implemented certain positive changes for its LGBTQ+ citizens. In December 2015, the Alberta Human Rights Act prohibited discrimination based on gender and gender expression. In January 2016, David Eggen, Alberta's education minister announced twelve specific LGBTQ+ guidelines for Alberta's sixty-one school boards to follow, as a way to help students feel welcome, as well as safe. The twenty-one page document of guidelines makes specific provisions for the protection and treatment of transgender students, including the right to use and be addressed by their name and pronoun and the right to self-identify their gender.

Despite these advances, discrimination against the community is apparent to this day. On May 31, 2018, Statistics Canada released the results of its 2014 General Social Survey on Canadians' Safety (Victimization), which reveals that 142 out of every 1,000 gay and lesbian Canadians have been a victim of sexual assault, physical assault, or robbery, as to opposed 69 for straight Canadians. The number is 267 for bisexual Canadians.

But at Athabasca University, various scholars and activists continue to work tirelessly to create a safer society for the LGBTQ+ community. *The Trans Community Says...* by former Athabasca alum Mateo Huezo contains a great deal of important information for those who would wish to learn a bit more about Alberta's trans community. The full 2018 thesis, The trans community says: An anti-oppressive, trans feminist research project with transgender communities, can be accessed via Athabasca online.

2019's Queering Representation: LGBTQ People and Electoral Politics in Canada, edited by Manon Tremblay, contains work by current Athabasca assistant professor Alexa DeGagne, "A True Match? The Federal New Democratic Party and LGBTQ Communities and Politics."

Students who wish to learn more about these issues can enroll in HSRV 421 Advocacy from the Margins, which offers topics such as Advocacy for Egalitarian Politics and Reform of the State,

POLI 350 Women in Canadian Politics, which focuses on issues of representation in democracy and impact on public policy, and WGST 301 Women's and Gender Studies.

Other helpful resources include Outlink, Calgary's Centre for Gender and Sexual Diversity, a community based not-for-profit charity, with a focus on support, education and outreach for the community and Edmonton's Pride Centre, which provides various programs and services.

Natalia Iwanek is currently completing her Bachelor of Arts in English at Athabasca University and is also a freelance editor and writer. She can be contacted at <https://www.nataliaiwanekediting.com>

A Letter to my Brother

Barb Godin



Your birthday just passed and I thought about you, but then I think about you a lot. I remember when you would visit Grandma and Grandpa when I lived with them. You walked in with your wife and little son. You always dressed up for grandma, you looked so handsome. I was so proud to have you for my older brother. During the summer we would sit outside; you always with a beer in your hand. Grandpa loved to show you his latest creation—whether it was a sun room he was building or a new dog house for Sandy the boxer. Those were good times.

I can't remember my very young days with you, only through pictures. Thirteen years is a big age difference. You were an older brother to three sisters. We all adored you. That infectious laugh and down-to-earth way you had about you made it easy to be with you. Growing up in a dysfunctional family doesn't make it easy to stay connected, so we all drifted and found our own places in this world. You had your family and tried your best to keep them together. It seemed to result in a separation from your three sisters. I understood, and I never held it against you. You were my brother, and the love survived the years apart.

I remember reconnecting with your son and granddaughter and learning that you had cancer. I was determined to see you. When I walked in the hospital room, I only saw my handsome older brother with a big smile. I didn't see the hospital bed, the gown, or the tubes. The years melted away, the bond was still there. I sat at your bedside and we talked, a little awkward at first, but then easy and light. You were given two more years on this earth and we all came together for you. I could see that you were in pain, but you said you were fine, still being the big brother.

We talked about our families. I knew you felt bad for the years apart, but now you seemed to want to spend some time with your sisters. We didn't talk about the past, it wasn't important anymore. It was important that our hearts connected while there was still time. You never spoke about the end coming, but we knew it was soon. January 31, 2015, was the day we said goodbye. I will always miss you, but I will choose to remember our special time together rather than the years of distance. And be thankful that I had a wonderful big brother.

Barbara Godin is a graduate of AU and writes the "Dear Barb" column. She lives in London, Ontario with her husband, and two dogs. She can be reached on twitter @BarbGod

Coronavirus

Should we be worried?

Francesca Carone



The outbreak of Coronavirus, now officially known as COVID-19, reminds me of SARS, but it has been said this is 10 times worse than SARS ever was. At the time of writing, the official death toll was only about 3400, some say the true number, in China alone, may be over 50,000 according to a billionaire whistleblower. ([Messamore, online](#)). How accurate that information is is up for debate; but nevertheless, the Coronavirus is freaking people out.

According to some experts, the word “pandemic” is not being used only because it will illicit fear and panic. Most believe that this virus would classify as a pandemic at this moment; however, Tedros Ghebreyesus, director-general of the WHO said in an interview that “This virus has pandemic potential” ([Picard, online](#)).

The disease has spread globally, and there are cases in every continent according to [the corona virus map](#), but Ghebreyesus feels it has not reached that point yet. In Canada, as of this writing, there have been 20 confirmed

cases so far, but gladly, no deaths. Those people are located in BC, Ontario, and Quebec.

So, I guess the question is, should Canadians be worried? I would say, “yes and no.” Despite Canada saying that we are prepared, they have yet to test this theory out, and I guess now is the time. I do not personally have too much faith in the health system, but many people believe we will be okay, I hope they are right. According to my own research, I can still get a flight from Chinese cities next to the biggest ones affected into any major airport in Canada. To be fair, Wuhan and other cities were placed on lockdown in early February and some in late January, which probably helped a lot.

Another problem is if the WHO waits too long to officially announce this pandemic, then it may delay the mitigation of the impact of this virus, “For Canada, that would mean preparing our health-care system for an increase in both imported cases and locally acquired cases, in addition to increasing our ability to conduct testing in order to identify and treat patients” ([Miller, online](#)). On the other hand, Canada’s Chief Public Health officer states that not much would be changed besides for they would begin “researching a vaccine, expanding testing capabilities and managing essential supplies” ([Miller, online](#)).

Canada says we are ready for it. But what if the whistleblower was right? What if there are a lot more cases than we ‘officially’ know about? Then in that case I would be more worried, but again, there may not be much to confirm that story as truth. However, in 2003 [Beijing had lied about and hid the full extent of SARS](#) to avoid a panic and now there are stories that China is mislabelling deaths on certificates (there has been increases in cremated bodies with suspected deaths but only few confirmed cases, thus giving the impression that there may be more deaths linked to the virus than what is being reported) ([Martel, online](#)), and so they are either pretending that they are handling this and/or are finding it difficult to keep up due to a flood of new cases with not enough doctors to treat or even test them. An article in the *Epoch Times* investigated, and reported that “of the 127 remains a Chinese funeral home director received on February 3 (116

were cremated that day), eight were confirmed coronavirus patients and 48 were suspected carriers” and that numbers “reveal a rough estimate of nearly 1,000 people incinerated per day” and which “do not align with the Communist Party policies issued on handling coronavirus remains.” (Martel, online). This is just concerning but is difficult to prove because of how hard it is getting information out of China.

Whatever the truth is, we need to be prepared. How do we reduce our chances of catching a virus? It boils down to sanitation and careful consideration. Health officials recommend washing your hands properly and frequently, keeping your hands away from your face, keep your distance from people who are coughing or sneezing, and disinfect high-touch surfaces daily (with a virus-killing product). Prevent other people from getting sick if you are, by staying home, seeking health care, and wearing a mask while out in public. Schools and other places where a large amount of people get together, are some of the places people should be more careful in. I think we can deal with the virus if people are vigilant with what they should be doing to prevent spreading it.

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Fly on the Wall You Are the You in the Mirror You've Been Waiting For

Jason Sullivan



Personalizing our Individualized Study Selves

Ever feel disenchanting and doubtful about your self-image as a successful student? Strive though we might, successes at our studies don't guarantee a standing ovation from those in our lives or even a satisfied sense of accomplishment. Sorry, kids. Everyone around us has their own stuff going on and, unlike at a brick and mortar university, we at AU typically aren't surrounded by others of our academic ilk. How we see our progress is largely up to us.

Here in the peaceful backwoods of our studies there are no grades posted on the walls to let us compare ourselves to others, no kudos from professors and peers to gloat about in conversations with family, and no classroom discourse to make you realize that the way to avoid dalliances is to go home and study the textbook for yourself. (This latter may be the single best attribute of distance education: less distractions from the actual learning objectives).

For many of us all this isolation is great; who needs a chattering class to tell us that we've learned something and demonstrated that knowledge. Our heads are down like motivated dynamos combining the best of passion with the essence of motivation. And yet something may yet seem missing in our academic identities; let's pause and reflect on what your AU means to you.

Through the Looking Glass...Which You Looks Back?

We see ourselves through the eyes of others, in many ways, and that includes the ideal version of ourselves that hangs in our mind over our many more mundane iterations. Charles Horton Cooley's 1902 conception of the 'looking glass self' applies; we see ourselves reflected in the reactions of others and judge our efficacy accordingly. People's identities arise in terms of "judgements they receive from others" such that folks "measure their own worth, values, and behavior" on the basis of these, often interpreted, reactions. ([Lesley University](#)) We never know how we look in another's eyes, all we have to go on are their actual responses in words, tone and body language.

To be sure, loved ones and friends (and even acquaintances inquiring about our AU swag—go buy some and be a social scientist in action!) may remark positively about our academic progress. Tutors also add to the chorus of positive reinforcement. But, in our heart of hearts, we are in the same boat as humans across the tinted spectrum of our species: we're social apes and our "self-concept is built not in solitude, but rather within social settings" ([Lesley University](#)). These settings depend upon our assessments; how do we define what goes on in these fleeting moments where others provide us with feedback? One need not be a Seinfeld fan to know that minute details can ruin a day (or provide cannon fodder for many episodes about nitpicky details). Likewise, if we predispose ourselves to a negative self-image, we may have cracked our mirror in advance; we hear condescension, platitudes or disinterest in the voices we encounter in the context of our studies.

May the Force of Good Self Esteem Be With You

But fear not! One of the greatest minds ever interviewed by CBC radio, in the humble view of this *Fly on the Wall*, was the psychologist Rollo May. In 1966 May described the truth about our looking glass selves: they're totally subjective, and yet, thanks to the nature of social consensus, we see the world as a series of objective facts. As we tease out external circumstances from personal reality, we uncover the fact that we are the arbiters of all that we see and feel in this life.

The truth is that there are no objective facts in our social lives. How we feel depends upon our interpretation of our reality. This takes on a sinister tone when we consider that old bugaboo of peer pressure; in society we are surrounded by images of ourselves that others portray in their reactions to our behavior. Yet at AU this clamor falls away and we are left alone with only ourselves and our self-image as we imagine it to be. Thus, we make life according to how it feels but this whole process may feel natural rather than intentional.

In other words, ask yourself if you're proud of your work on a given essay or exam and your answer will be the truest answer on offer. Why lie to ourselves? (Why we do is beyond the scope of this present article). Likewise, remember when a teacher would ask you to self-mark an assignment? Most of us probably under-evaluated our efforts, being polite Canadians and all. The

same is true in our AU studies; we easily can feel a bit uncertain or even panicky about our progress but once we look in the mirror of self-reflection we'll know how things feel to us.

Know Thyself To Thyself

Nobody knows ourselves better than ourselves and May demonstrates how even our basic language and culture unwittingly function to take this self-knowledge away from us.

“The capacity to relate to oneself is of tremendous and basic importance...It is the grasping of what something in the world means to me – eg. This bouquet of flowers on my desk is a reality and has a special meaning to me. D.T. Suzuki, a leading interpreter of Zen Buddhism to the West, has remarked that in Eastern languages adjectives always include the implication of ‘for-me-ness’, that is to say “the flower is beautiful” means *for me* the flower is beautiful. Unfortunately, in our Western dichotomy between subject and object, we have developed the habit of thinking that we have said what is most true of the flower if we can say it is beautiful entirely divorced from ourselves, as though a statement is most true in proportion to how little ourselves have to do with it” (May, 7) Flowers by other names might be just as beautiful, and have scent just as luscious, but the meaningful nature of the flower is not in its name or its meristem. Flowers resonate sublime magic because that is what they do for us. Likewise, others see us through the lens of their own perceptions and needs, hence the phrase, “what have you done for me lately?” We’d feel different if we spotted a certain chrysanthemum that we associated with funerals or a daring dahlia that had last crossed our vision prior to us being abandoned at the altar. To learn is thus to learn for ourselves personally; we make true connections with our textbook when we impart to the material the unique tones of our being.

Whither objectivity? Perhaps. For the sake of our self esteem it helps to ask ourselves how we really feel about our studies rather than how we imagine that we ought to feel. Consensus is based on agreed realities, but, when the reality of asserting a life-affirming identity as a scholar is in question, we may have to become a support army of one. We can’t expect the social media landscape to see the same erudite beauty in our essays as we do; social media is not a university classroom, it’s a realm that rewards memes and video. You can’t make a silk scarf out of a swine’s, oh never mind. And anyway, memes can be fun!

Positive Identities Online

For academic identities, positives do exist in the web-o-sphere. Mary Aiken, following Cooley’s conception of the looking-glass self, studied how “a person may possess many versions of the cyber self” and thus test out a panoply of personas. The “cyber self is far more malleable” than face to face interactive reality, and it allows participants to curate various selves to curry favour with various audiences. We probably know this personally, but it’s just as applicable scholastically. We at AU are largely self-dependent when it comes to our self-image as successful scholars; nobody else is physically in our class, so it helps to do some introspection and ask ourselves about our progress. Further, we can sign up on social media groups to discuss the topics we’re studying. We just need to be aware that anyone can claim knowledge of a theorist or topic without having actually studied it, either in private or through a university.

We partially inhabit a virtual world, and AU is, in 2020, more normal than ever before. Even classroom courses often have an online platform with forums. As Cooley noted, how we see ourselves through the eyes of others is really down to our interpretations of what we expect from their perceptions. We are the mirrors we’ve been waiting for just like everybody else.

For her part, Aiken’s research found that the cyber-self involved “self-concept changes ranging from being more accepting of their physical appearance to gaining confidence” ([Lesley University](#)). Good things come from being online and that includes our studies. Sonja

Lyubomirsky notes that “the more social comparisons you make, the more likely you are to encounter unfavourable comparisons, and the more sensitive you are to social comparisons, the more likely you are to suffer their negative consequences” (Lyubomirsky, 13). So, before we fall into the timeless trap of being bored or disgruntled for lack of positive feedback in our immediate surroundings (what are we, puppies?) we best remember that our image is up to us. How you feel personally about your schooling is the truest assessment of your reality. And reality, in the last instance, is yours and yours alone. You are your own mirror!

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Jason Hazel-rah Sullivan is a Masters of Integrated Studies student who loves engaging in discourse while working in the sunny orchards and forests of the Okanagan.



Course Exam

Brittany Daigle

COMP 378 (Introduction to Database Management) is a three-credit, senior-level computer science course that is developed along the database development life cycle, allowing students to easily relate topics to one another along a logical path. The structure of the course follows the development of the material in Modern database management. Students must successfully complete COMP 361 (Systems Analysis and Design) prior to enrolling into COMP 378. This course has a challenge for credit option, for those who are interested in taking that route.

Introduction to Database Management is made up of nine units, one assignment weighing ten percent, two assignments that weigh fifteen percent each, a project worth twenty percent, an online quiz worth ten percent, and a final examination worth thirty percent. The nine units within this course cover various aspects of database management, such as physical database design, SQL (Structured Query Language), two-tier and three-tier architectures, data warehousing, data modeling, object-oriented databases, and much more. To receive credit for COMP 378, students must achieve an average grade of at least a “D” or fifty percent from the combined marks of the invigilated final examination and the online quiz, and an average grade of at least a “D” or fifty percent from the combined marks of the assignments and project.

Computer Science 378 is accompanied by a set of labs and a project to familiarize students with the database techniques and languages that are being used in work environments. The labs use the Teradata University Network, while the project can be implemented using either SQL Server or Oracle. You can download SQL Server using the SCIS access to the MSDN Academic Alliance Software Center, or download the free version of the Oracle database.

Students who are concerned about not meeting the prerequisites for this course are encouraged to contact the course coordinator before registering.

Will Kiiskila is a full-time, fourth year student in the Bachelor of Science program, majoring in Computing and Information Systems at Athabasca University. Will provides an introduction, stating “I started as a Computer Science major at UNBC (University of Northern British Columbia), and transferred to Computing Science at TRU (Thompson Rivers University) before ending up at Athabasca University. I’m not working now but have been at different times throughout my degree.”

When asked to explain the course to students, Will explains that COMP 378 “Covers the essentials to creating and using relational databases. You learn to properly create databases, which you will end up doing in further upper level classes such as COMP 466. You also learn to get familiar with SQL, which you will be using in other COMP courses and your professional career. The textbook was great at introducing a lot of the topics but can often get too detailed into niche cases that are irrelevant for the course.”

As for the structure of the course, Will states that “The course consists of one quiz, two labs, three assignments, one project, and a final exam. The quiz is entirely multiple-choice and relates directly to what is covered in the textbook. The two labs are ungraded but give you a chance to practice writing SQL. All three assignments are written short answer questions. The project contained a handful of short answer questions, as well as creating and designing a complex database. The project also requires you to create a program that accesses a database; however, the professor was very flexible about the tools you can use to accomplish this. I haven’t taken the final exam yet, but the practice exam has a simple format. There are a few descriptions of problems with lots of background information, and a handful of short answer questions to answer about each problem.”

Will would recommend other students to take COMP 378, stating “COMP 378 will help you in your future classes, and professional career. The course is not very difficult compared to other 300/400 level COMP courses, but it has its fair share of complex topics that are covered. I found writing SQL became very easy after working through a lot of practice problems, however designing databases can become very complex when you are working with a large system with complex relationships.”

As for any tips or tricks to successfully completing this course, Will states “Near the start of the course I would complete a tutorial (that COMP 466 recommends) to help you practice writing SQL. It’s free and you do not have to download anything to use it. There is also an eight-hour video which summarizes everything covered in the course, that I found to be a wonderful summarizer to prepare for the final exam.”

When asked how communications with his tutor was, he explains that “The marking for this course was incredibly quick, as well as all communications. They were very helpful and understanding of the problems I encountered. The tutor provided feedback on each question I lost marks on in the assignments and helpful feedback on my project.”

Whether COMP 378 is a degree or program requirement of yours, or the topics discussed above are of interest to you, this course will have you learning a lot of interesting content surrounding the topic of database management.

Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.



Beats from the Basement Boston: *Greatest Hits*

Milica Markovic



Growing up with a rock n' roll dad meant that I would be familiarized with virtually every 70s and 80s band as part of my childhood initiation. Not that I ever minded; there aren't many genres that manage to make me feel as transcendent and impassioned as rock does. But with a lack of bona fide bands in the mainstream nowadays, does rock music stand the test of time?

On the docket, we have Boston's *Greatest Hits*, a selection of songs I'd generally describe as melodically spiritual symphonies that make good use of the organ. Rather than starting us off with a bang, however, we are mesmerized by the resonating soft power of "Tell Me", a romantic ballad that is light on the progression yet immersive with gentle, raspy vocals by David Sikes, who reminds me of former Pink Floyd member David Gilmour.

The sacred journey of "Higher Power", a precursor to heavy metal, is where the bang really begins. There are several parts to this song that keep it varied: the subtle whispers of Fran Cosmo, Tom Scholz, and Brad Delp harmonized with the guitar and at one point culminating in a triumphant "YEAH!"; a buildup with dreamlike ambience; and the seldom-heard sounds of the harmonica and hi-hat symbol.

We're then treated to Boston's most popular song and the highlight of my car rides, "More Than a Feeling." What could I say, other than that it sums up the band's shtick? It has everything you'd expect: spirit, adrenaline, and an anthemic spectacle for the ages.

Their other well-known song, "Peace of Mind", is the kind that could mark the beginning of a great new day as you stroll happily in the city. It sounds folkish at times, and Delp's vocals are more engaged than usual. It's no wonder, considering the lyrics encourage you to take life at your own pace and enjoy it without wasting your energy on apprehension before your time is up.

While "Don't Look Back" is thematically similar to that song, there are distinctions that help it earn its place on the album. Produced in the 70s, it sounds as clean as an 80s track because of how tight the instrumental harmonies are. The electric guitar riffs, especially those shivering moments on the bridge, are reminiscent of Kansas or even Styx, and the arrangements are somehow simple though complicated, a welcomed conundrum. Unlike "Peace of Mind", this song also takes some quiet time for itself—an opportunity for listeners to breathe, no doubt.

"Cool the Engines" is one of the few tunes here characterized by a cosmic motif. The prelude is like an unidentified flying object beaming you up, and Delp's singing is unusually higher pitched. The song is a favourable combination of "Peace of Mind", "Don't Look Back", and "Higher Power", ending in a relaxing ride off into the sunset.

We then revert back to the sweet, calming romanticism heard in “Livin’ for You” that the album started off with, but it’s more subdued than “Tell Me” with Cosmo’s and Sikes’ angelic trills and vibratos.

The similarities to “Peace of Mind” and “Don’t Look Back” become a little stale in “Feelin’ Satisfied”. It’s a fun, celebratory bop that I could otherwise enjoy dancing to as long as I listen to it in isolation from half the songs on the album.

I was worried that “Party” would follow suit; at first, I was pleasantly surprised. You get this feeling it’ll be a reflective piece that asks, “What happens when the party is over?” but it doesn’t sink in as the song quickly turns into a full-blown jam. I would’ve preferred something subversive, though I won’t deny that the initial surprise threw me in for a loop.

After that disappointment, I was nevertheless grateful when “Long Time” brought back the much-needed extraterrestrial atmosphere with its aggressive staccatos, the occasional, mysterious organ chords stylized like The Doors near the end, and a jovial turn after such a tense escalation. Not bad for a song about trying to move on from a failed relationship.

If you’ve ever listened to Guns N’ Roses’ cover of “Knocking on Heaven’s Door”, you’ll undoubtedly notice some parallels with the next love song, “Amanda”, which features particularly haunting and beautiful vocals by Delp at the end.

“Rock n’ Roll Band” is another one of those revved up tunes we’ve already heard, but it’s nonetheless exciting like watching a cinematic fight scene or dangerous drag race. As the dramatized version of the band’s story – or, more accurately, its members’ hopes and dreams—it’s also a necessity in any enthusiast’s collection.

Although “Smokin” carries a comparable vibe, you can successfully do the twist to its organ-heavy progression.

Lyrically, “A Man I’ll Never Be” is my favourite of the bunch. It reads like a letter laced with a sense of hopeful vulnerability to someone its writer presumably strives to emulate, whether religiously or otherwise. Delp’s vocals elevate this idea, lying somewhere on the spectrum between Steve Perry’s wails and the late Freddie Mercury’s theatrics, along with the softer piano chords.

Boston’s instrumental rendition of “The Star-Spangled Banner” should’ve closed off the album. It opens with static, an industrial and otherworldly distortion that soon transforms into an intense march befitting of the American national anthem. In such a short time, this cover accomplishes a variety of moods.

The Kaldoner edit of “Higher Power”, on the other hand, does the opposite of that. I may be alone in my thinking, but I don’t believe the original is too long or disjointed that it needed a shorter and cleaner version. It has character, rendering the edit pointless.

Still, the point of a greatest hits compilation is to appease the wider audience who popularized them, so I understand why several songs, as safe as they may be, made it onto the album. With indie bands slowly taking over the genre and music biopics on the rise, there may still be a chance for rock to shine through again. If nothing else, we’ll always have Boston to remind us of what still is and can be, no matter how much time has passed.

Milica Markovic is a Toronto AU student enrolled in the MA-IS program with a BA in criminology and political science.

The Fit Student

Morning Fun Time to Help You Flourish

Marie Well



Are you a single mom AU student, wanting to wake up in the wee hours to find time to study? Or are you a budding author, wanting to squeeze in an hour of writing before sunrise? Or are you frazzled in the morning, waking up last minute, rushing out the door, stressed? Author Katie Stone says, “If you start your day by snoozing your alarm, then eventually rushing around, hurrying to work – you’re telling your brain you are in stress, in survival mode” (0%). Instead, aim to make your mornings your luxury me-time, where you recharge, grow, unwind, and flourish.

Yes, go to bed early, and look forward to your morning fun time. Here is a list of me-time morning rituals that’ll skyrocket your success, according to Katie Stone, author of *Morning Rituals: Increase Your Productivity, Success and Happiness with Just 30 Minutes Per Morning*:

Meditate for a mindful morning.

“Meditating every morning can bring you happiness and peace of mind, sharpen your

focus and memory, and improve your decision-making” (26%). If I knew how meditation worked its magic on the brain, I would’ve meditated at least fifteen minutes a day during university. And why not? It’s a double whammy: meditation boosts your brain power while lowering your stress. **Time estimate: 15 minutes.**

Study or hone skills in your sweet-spot morning.

“Often, our ‘main’ work fills most of the day, leaving us exhausted in the evening. That’s why using some of the time in the morning to further your personal goals is much better than trying to make time in the evening” (37%). One fellow student said she studied best in the mornings. Good for her! Early bedtimes followed by morning study sessions prime us for success. Even motivational speakers say early risers claim the prizes. **Time estimate: 20 minutes or more.**

Make your bed for a quick morning thrill.

“Additionally, tidiness is actually a very beneficial factor for your mental well-being. A made bed adds to that tidiness in your home with just 10 seconds of work” (47%). I get a rush out of making the bed while tossing in a load of laundry to start my day. Top it off by scrubbing the dishes as soon as a dish dirties, and you’ll be the master of your morning. **Time estimate: 2 minutes.**

Ease into a good book that draws you toward morning mastery.

“I would start by reading books in your field of expertise, including those closely related, to become an expert. Additionally, you can read books that are somehow related, but not directly, to broaden your horizon, giving you an edge over any competition” (55%). If I read every book that piqued my interest, I’d master nothing. But mastering your area of expertise in the mornings shapes you into a hot commodity. **Time estimate: 15 minutes.**

Prep an evening to-do list for morning smooth-sailing.

“Every evening, prepare for the coming day by writing your to-do-list. Focus on 3 to 6 important tasks that need to be done and leave some time to attend everything else” (56%). One prof told me that too much choice, (in other words, too many options), can block progress. So, limit your tasks to three to six: “Many of the most successful CEOs recommend only having three to six real tasks per day” (59%). By planning the night before, you free yourself to cherish your smooth-sailing sunrises. **Time estimate: 0 morning minutes.**

Get fit and full of endorphins with a morning high intensity workout.

“A study found that the effect of a short morning workout is as much as twice as effective as caffeine when it comes to increasing your cognitive performance” (62%). I recommend high intensity workouts because you get more gains in less time, and they’ll sculpt your body better than Leonardo da Vinci could. The secret to high intensity is to do cardio (cycling, running, jumping Jacks, etcetera) at super-fast speed for either 30 seconds, one minute, or two minutes, followed by a 30 second rest. And then repeat. Oh, you’ll look amazing. Your skin will glow. Your tummy will tighten. And your brain power will surge. **Time estimate: 20 minutes.**

Savor time to live your passions.

“Spend some time every morning doing what you love, 100% focused on simply enjoying it, no worrying about the day allowed” (71%). If you dream of writing a book, learning to knit, making a robot, or creating a podcast, then live it up in the morning. Or maybe you just want to sip hot cocoa while listening to your 90’s playlist. It’s your time for pleasure. And it’s your right to enjoy pleasures throughout your day. It’s actually healthy. **Time estimate: 15 minutes.**

Go bananas over a mouth-watering super-healthy breakfast.

“Eating breakfast in the morning has many benefits, not only providing your body with the nutrients and vitamins it needs, but also regulating blood sugar levels and even increasing your mental performance. If you are concerned about your weight, eating breakfast plays a significant role in helping you lose weight” (80%). The trick is to mix and match your favorite proteins, carbs, and fats. These days I eat Fiber 1 cereal with flaxseed, blueberries, and milk followed by an apple. When the budget is there, I love to substitute plain Greek yogurt for milk and add a side almond butter smothered banana. Oh my! But don’t forget to do dishes to create a tidy, happy dwelling. **Time estimate: 30 minutes. Yes, savor it!**

Morning fun-times lead to successful lifetimes. So, let that sunrise find you zesty, relaxed, and pumped—tickled to tackle most any task.

References

Stone, Katie. (n.d.). *Morning Rituals: Increase Your Productivity, Success and Happiness with Just 30 Minutes Per Morning*. E-book.

AU-thentic Events Upcoming AU Related Events

FHSS Research Talks:

Education and Literacy

Fri, Mar 6, 2:00 to 4:00 pm, MST
AU Edmonton, Peace Hills Trust Tower,
Room 1112

In person and online

Hosted by FHSS

news.athabascau.ca/events/winter-2020-fhss-research-talks-education-and-literacy
Access online through above link

Looking ahead...

Three-Minute Thesis Competition

Tue, Mar 17, 9:30am to 4:00 pm MDT
Online

Hosted by FGS

news.athabascau.ca/events/three-minute-thesis-competition

More info at above link

All events are free unless otherwise noted.



Porkpie Hat A New Universe

Darjeeling Jones



"listen: there's a hell/ of a good universe next door; let's go" - e.e. Cummings

He's right, you know, take it from me! I've been back and forth quite a bit lately because I'm planning a permanent move, if only in my imagination. Frankly, this one has been getting pretty sketchy. There's a lot to recommend this alternate world, believe me. For one thing, Studio 54 is still in business, and Paris is a train ride away from New York. On any given day, you might bump into Bowie at a sidewalk cafe, drinking an espresso with Frida Kahlo and Björk. Every day is another pride parade, every night is a carnival. Come for the culture, stay for the dancing. And there are no orange-skinned creeps holding high office, so that alone is worth the admission.

Have you ever felt that way? That life could be so much sweeter, so much more decent, so much more fun? Have you ever just wanted to be spirited away? A friend of mine, when he was a child, saw a u.f.o. Hovering over a cornfield. He told me he was so terrified that he wet his pants. He told me, at the same

time, though, that it was the most intense and beautiful experience he had ever had. The strange silver-grey ship hovering in a cloud of cream-and-purple light. The sense he had that nothing would ever be the same. He told me he has been searching for that feeling ever since.

I had the same feeling myself, one time. Seven maybe, or eight years old, at the fairground, watching the lights of the rides, a thunderstorm closing in, the smell of electricity and spun sugar. There is no denying it, there are just some moments in life when we feel more fully, well, alive. Our skin just bristles with the sense of possibility. That sense that there is more potential to life that we've let ourselves believe.

I think many of us have felt this way. I think many of us have tried to wedge a foot in those doorways of possibilities, to step through into a world that might have been. Often ineffectively, and sometimes tragically, we try to gain access with alcohol or drugs. I've bought that ticket myself too many times. Sometimes we catch a glimpse of this world between the lines of a poem, or between the bars of a song. Sometimes we see its landscape reflected in another's eyes. Always, though, it seems to be fleeting. At best, we're left with a brief remembrance, a fading postcard.

Of course, there is no permanent escape, at least in this life. We're stuck with the world that we have, that we are every day, forever, creating as we go. But what if we worked really hard? What if we lived with our minds and hearts a little more open? What if we laughed more often, dreamed bigger, cared more, and worked harder to lift our brothers and sisters up? What if each of us devoted ourselves, in whatever ways we can, to bestowing out gifts upon the world? Might we live more intensely, more fully, with more resonance and delight? Might we find the doorways we want to walk through lead *into* the world, instead away from it?

The Not-So Starving Student DIY Simple Steak

Xin Xu



While steak may seem outside of the student budget, there is still a lot of opportunity for students to celebrate in lieu of taking a vacation. After all a steak dinner is still much more affordable than flying abroad. During Christmas break, I had the chance to perfect my steak recipe and wanted to share my favorite tips and tricks for preparing the perfect steak. Some of the lessons I learned came from making many mistakes in the kitchen and finally after many experiments, I tasted one of the best steaks that was not prepared in a restaurant.

Unlike other recipes I've shared on this blog, steak requires very little seasoning and ingredients because of the natural tender and rich flavor of meat. Especially, if AU students splurge on a slightly better cut of beef, it can truly make a difference! In today's example, I've used the bottom round steak which is a leaner cut and comes from the posterior part of the cow. While it's considered less tender, it is also healthier cut with less fatty tissues. Typically to prepare the best tasting steak, using a cast iron frying pan will help bring forward the natural flavors from the meat. Moreover, the combination of iron ions from the pan and the beef protein creates a taste that's unlike the effect created from your average teflon pan. While the steak recipe is often simple, a lot of the magic happens in the preparation steps as well as the cooking technique rather than seasoning.

Ingredients

- 1 tbsp salt
- 1 tbsp coarse ground black pepper
- 1 tsp fresh chopped thyme
- 2 tbsp vegetable oil
- 1 tbsp minced garlic
- 1 tsp unsalted butter
- 4 slices of bottom or top round steak (1.5 inch thickness)

Tools

- Cast iron frying pan
- Spatula

Steps

1. Ensure beef is at room temperature before cooking and pat dry with a paper towel if lots of moisture is present. Set aside for 30 minutes
2. Set the round steak on a cutting board and coat evenly on both sides with salt and black pepper
3. Rub the salt and pepper grains into the beef and allow it to sit for 30 minutes
4. Preheat the cast iron pan to 160 degrees F and pour vegetable oil in while the pan heats
5. Before placing steak into the pan, add a pinch more salt and pepper to both sides
6. Place the steak into the pan and press down with a spatula to ensure contact is made
7. Add half of the thyme and garlic on the top surface and save the other $\frac{1}{2}$ for the other side of the steak



My fully prepared final dish to show the family over winter break

8. After 1 minute, a thickened brown crust should be seen on that contact surface, now flip to the other surface
9. Add the other half of the thyme and garlic for the other side of the steak
10. Add unsalted butter into the pan
11. Once both sides are evenly browned with a crust, then turn the steak on its side and cook the four sides of the beef
12. Tip the cast iron pan to its side and scoop the liquified vegetable oil and butter in the pan onto the steak to add flavor
13. Touch the steak with the spatula and check the meat texture by pressing into the steak.
14. Continue cooking on 120 degrees F for the optimal (medium rare) texture, keep flipping the steak on each side and turn heat to 80 degrees F for rare and 160 degrees for well done
15. Remove steak and place on cutting board, let rest for 5 minutes
16. Serve by cutting along from the grain of the meat



*Another opportunity to show off my uparaded knowledae and understanding of steak
Xin Xu is a post-graduate health-science AU student, aspiring clinician, globe-trotter, parrot breeder and tea-connoisseur.*



Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: BeArt-Presets Academic Scholarship

Sponsored by: BeArt-Presents

Deadline: April 1, 2020, 11:59pm EST

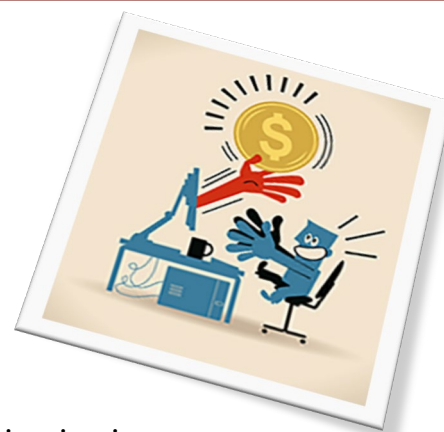
Potential payout: \$2000 USD

Eligibility restriction: Applicants must be a high school senior, or an undergrad or grad student at an accredited university/academic institution.

What's required: A completed online application, along with a maximum 1000-word essay on how this scholarship will help you achieve your education and career goals.

Tips: Read the section on Conditions of Eligibility & Important Information carefully.

Where to get info: www.beart-presets.com/beart-scholarship-program



The Study Dude Ziggy Needs Good Study Habits

Marie Well



Ziggy needs good study habits. But don't we all, despite our high IQ's and vastly unlimited potential? Well, Ziggy's no different.

In grad school, I took a statistics course in Sociology, which was outside of my faculty. The first assignment was worth 5%. It took over twenty pages to complete.

Ziggy, a grad student within the Sociology Department, skipped the first assignment while I sunk hours into completing it. Most every 5% assignment thereafter took at least twenty pages, each assignment building on the last.


During the course, I asked a lot of stupid questions—really stupid questions like, “What is a case?” halfway through a lecture on surveys. The professor replied, “You're a case,” and the class howled.

But the laughter died the final week.

On the final week of the course, the professor escorted out the door 40% of the class, all of whom had withdrawn or failed. Of all the people from external faculties, I was the only one left. Many others from within the Sociology Department were escorted out. One sociology guy yelled at

me an obscenity as he got ushered out the door.

When Ziggy entered the room, the professor asked Ziggy to leave, but Ziggy reminded him that they had an “arrangement.” Ziggy couldn't believe I was still in the class, so the professor asked me to give Ziggy advice. In front of the class, I told Ziggy that, if I hadn't done that first 5% assignment, I would've bombed. What I learned in that first assignment built the groundwork for every assignment that followed.

Ziggy slapped his forehead. He had the brains, he had the background, but not the study habits. Ziggy learned his lesson. 

But Ziggy could've flourished if he monitored his learning process. The course *Learning to Learn* from *The Open University* teaches us just that: how to learn.

According to this course from the Open University, there's a 4-phase process for effective learning: preparing, exploring, implementing, and reviewing. These phases may overlap, but you never want to overlook a single phase.

Let's dissect each phase:

Phase 1: Preparing

“In this phase, you are encouraged to pause and think ahead about how and when you will tackle both studying the material and the assessment task itself” (17%).

At AU, I took an unstructured project-based course. Near the end of the course, I was unaware of what was expected of me in the assignments. It took me ages to find the grading rubrics, which

were buried deep within the site. Mix that with anxiety attacks, and you've got brewing a hyperlink phobia.

(I wished that AU had taken their online curriculum and put it in Amazon e-book format. I find e-books make learning easier than online screens. But you may have a different learning style than I. Hey, you might prefer to put on a lab coat, rubber gloves, and dig in. That's if you're a kinesthetic. And if you're a kinesthetic who likes woodwork, why aren't you studying to be a surgeon?)

The Open University says to do the following to prep for your courses:

"Scan through your course material, looking at section headings, activities etc. Check any other components of the course This could be other reading, audio-visual material, or electronic texts. Then look at the assignment. Take particular note of any guidance you've been given. This may have been given verbally by your tutor or in student notes. Also look at the criteria that will be used in marking it" (20%).

After that, create your action plan: "An action plan can be just a list of things to do, a chart giving deadlines, a diagram showing how the various parts of your plan interact, or a set of sticky notes on a sheet [or on a calendar]" (21%). I recommend you print off an online calendar, a single page per month. Tape the pages on your wall. Write the deadlines in red ink and color the calendar square. Then put colorful sticky notes on your calendar that layout your action plan. Oh yeah, I forgot, it's 2020: there's an app for that.

Phase 2: Exploring

"Exploring is the phase when most of your studying is done ... and preparing for the assignment" (18%).

A professor asked us to come up with metaphors for learning. I said learning was like climbing a mountain, but sticking close to the professor guide. But that was 2001. Internet didn't exist back then. Okay, it did. (I knew you'd remember playing Donkey Kong on the Web at age two.)

But my point is that the Internet gives us a ton of supplementary tools to aid our learning. Use as many as you find helpful in carving your A.

The Open University says exploring "may include ... reading or media components, possibly attending a tutorial, accessing any other information that you need and making notes or records of it" (24%).

But to get top grades, you want to know it all. That means mastering whatever makes you stumble. "Knowing when help is needed and where to go for it is important Check if there are any skills workshops or supplementary materials available Some courses offer help online - make sure you know what is available and make use of it. Other sources of help may be informal - other students, self-help groups, friends or colleagues" (24%).

Phase 3: Implementing

"Implementing covers the actual doing of your assignment" (18%).

This is why you should print out your grading rubric, frame it, photograph it, and read it every night before prayers: It could mean the difference between an A and a C. The Open University says, "Make sure you check and re-check any guidelines or criteria given and any student notes or guidance you've received It is very easy to lose sight of the question as you immerse yourself in study and then rush into producing the assignment. Advice in student notes and grading

criteria are sometimes ignored by students who then cannot understand why their grades are disappointing" (27%).

Reviewing

"Reviewing is the phase when your work is returned" (18%).

I bet your papers and exams bring you pride. If not, just think of the poor young lady who had severe exam anxiety, who got pigeon-holed in a faculty that had few, if any, exams. That's where I was heading, too, at AU. Most everyone, though, make mistakes on exams. Even top students make errors. So, what do you do when faced with red X's?

According to the Open University, you should "go back to the feedback and comments from your tutor and re-read it. Can you understand what your tutor is saying? On a separate sheet of paper, or at the end of the assignment, write down one or two main points - pieces of advice; mistakes you see you made; things to remember - points which you need to bear in mind when you write the next assignment or when you revise for your exam. Make a note of anything that still puzzles you; comments which confuse you; criticism you feel is unjustified etc." (33%).

So, what does this all have to do with Ziggy and me? Well, Ziggy failed to do the assignment; I, at AU, failed to prep properly for the course. You see, missing just one phase in the process can topple our success. So, reread the above phases to plan your surefire future: the donning of your cap and gown.

References

Open Learn: Free Learning from The Open University. (2016). *Learning How to Learn*. U.K.: The Open University. E-book course extract.



Student Sizzle — AU's Hot Social Media Topics

Following What's Hot around AU's Social Media Sites.

AthaU Facebook Group

Group admin posts a reminder that the group serves as a peer support forum, and is not a substitute for information best obtained directly from AU. Shauna asks about switching certificate programs; replies direct her to AU advising. Jacqueline seeks tips for overcoming resistance to essay-writing; many students respond with their best strategies.

Other posts include academic writing courses, timing for tuition increases, "super-easy" courses, and courses ECON 248, ENGL 211, and ENVS 200.

reddit

A student asks for insights to help decide between PSYC 387 Learning and PSYC 355 Cognitive Psychology; early responses lean toward 387.

Twitter

@AthabascaU tweets: "For students who plan to travel during their gap year, online courses are a great supplement to their experiences. <https://bit.ly/38pMvSl> #GapYear #University #onlineuniversity."

@au_press tweets: "Now available! 25 YEARS OF ED TECH by @mwellers is THE retrospective you need on educational technology. Download your copy here: <https://aupress.ca/books/120290-2>."



The New Guy



Dear
Barb

Barbara Godin

Dear Barb:

I married my ex when we were both quite young. Even though our relationship was difficult we tried our best to stay together for our daughter. Eventually, though, it got to the point that we were arguing constantly and we both felt it wasn't the best atmosphere to raise our daughter. We separated when Melanie was nine years old. My ex met someone right away and Melanie didn't like her, but since she didn't live with her dad, it wasn't a big trauma for her. Her dad spends time alone with our daughter and that seems to be working out. Fast forward a few years and Melanie is now a teenager and I have begun dating. I wasn't interested in seeing anyone for quite a while, but recently I met this guy at work and we just clicked. When Melanie got wind of the situation she freaked! She does not want me to see anyone. Her reaction was similar to the way it was when her dad began dating his girlfriend. Since Melanie lives with me most of the time, I cannot do what her dad has done and not include my new guy into our lives. I am not sure how to handle this situation. I love my daughter and want her to be happy, but I really like this guy. He's very understanding and knows that I have to put my daughter first. I don't know what to do now. Looking for some advice.

Thanks, Heather.

Hey Heather:

Good question! First, I would like to say having a teenager has its own challenges, adding a divorce and new relationships adds even more stress and adjustments. The most important thing is not to rush things. Allow your daughter to slowly get used to your boyfriend. Also, take time to get to know this person and make sure he is someone that you want to introduce to your children. You did say he's very understanding, but you didn't say whether he has children. That will add another dimension to the mix. Your daughter will have a whole new family to adjust to. Initially have short visits, begin with the three of you going to a place of your daughter's choosing. That way she will feel she has some input and is still important. Also, it's essential not to spend a lot of time away from home with the new person. This may cause resentment with your daughter. Try to manage your time with him, while your daughter is visiting her dad. As your relationship progresses reassure your daughter that you are not replacing her father, he will always be her father. If your daughter is not willing to open up and accept someone new into your lives, then I would suggest you and your daughter seek some professional counseling to help with the adjustment phase. Take it slow, one step at time.

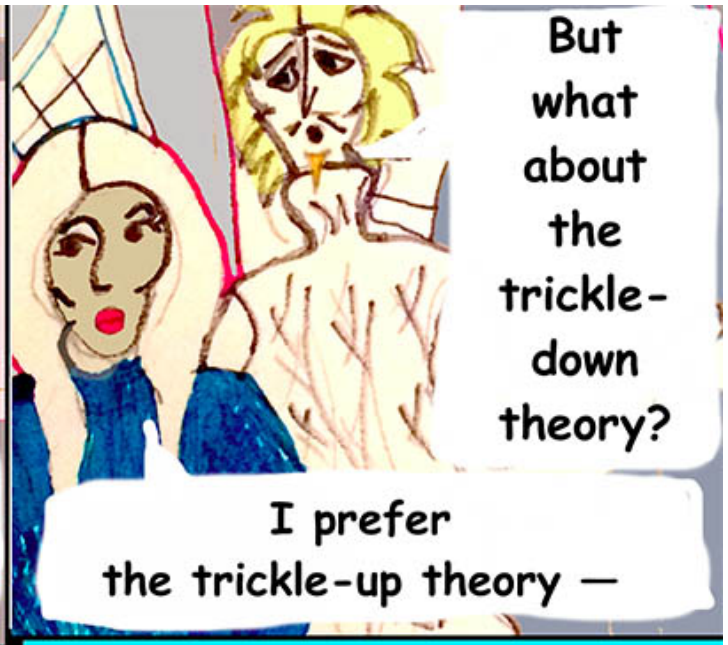
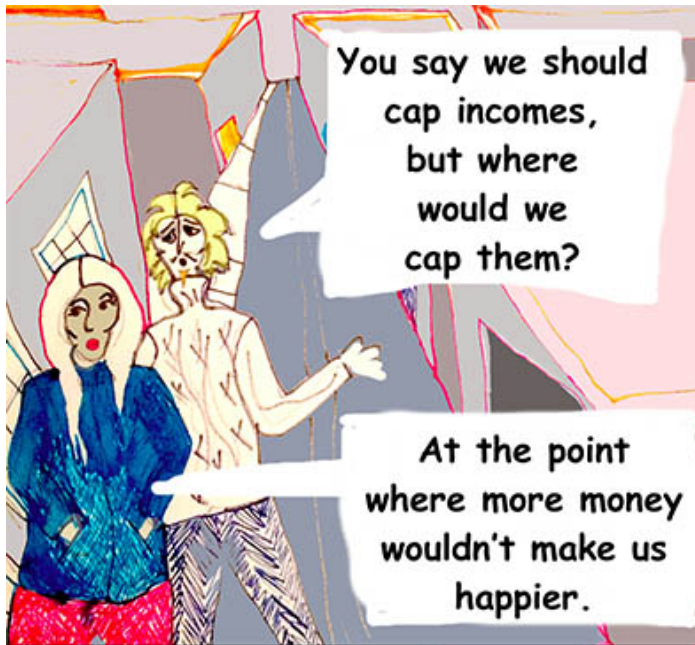
Thanks for your question Heather.

Email your questions to voice@voicemagazine.org. Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.



Poet Maeve
Trickle Up Theory

Wanda Waterman



The information on this page is provided by the AU Students' Union. The Voice does not create this content. Contact AUSU at services@ausu.org with any questions about this article.

IMPORTANT DATES

- **Feb 29:** [Deadline to apply for course extension for Apr](#)
- **Mar 5:** [AUSU Election Candidates Announced](#)
- **Mar 10:** [Deadline to register in a course starting Apr 1](#)
- **Mar 15:** [Apr degree requirements deadline](#)
- **Mar 31:** [Deadline to apply for course extension for May](#)
- **Apr 10:** [Deadline to register in a course starting May 1](#)

Student Council Election Results!

Thank you to all AUSU members who voted and ran in the AUSU 2020 Student Council Election!

The new 2020-2022 AUSU student council members are:
(in alphabetical order by last name)

Name

Brittany Daigle
Natasha Donahue
Monique Durette
Darcie Fleming
Kathryn Hadden
Jasmine Hernandez Banda
Stacey Hutchings
Regan Johnson
Amanda Lipinski
Katy (Catherine) Lowe
Devon Romanick
Joshua Ryan
Ian Stewart

Location

Kitchener, ON
Barrhead, AB
Okotoks, AB
Lethbridge, AB
Williams Lake, BC
Calgary, AB
Calgary, AB
Sylvan Lake, AB
Prince George, BC
Calgary, AB
St. Jacobs, ON
Orleans, ON
Edmonton, AB

You can access the complete vote tally online [here](#).

Welcome aboard to all our new councillors - we look forward to working with you!

Questions or Appeals

The appeals period runs from March 5 to March 12, 2020. Contact the Chief Returning Officer, Bailey Daines, at cro@ausu.org with any questions or concerns.

Find out more on the AUSU website [here](#).

Executive Blog – Advocacy Wins!

In February 2020, our AUSU president, Brandon Simmons, and VP External and Student Affairs, Natasha Donahue attended the annual Advocacy Week with the Canadian Alliance of Student Associations (CASA) on Parliament Hill in Ottawa.



This year, our Advocacy Week was a huge win for post-secondary students in Canada as the **federal government announced its commitment to 4 specific asks that we brought forward to Parliament!**

Our VP EX Natasha Donahue talks about this year's amazing Advocacy Week in our latest Executive Blog!

Check out the full story and photo gallery on the AUSU website [here](#)!



CLASSIFIEDS

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Contact voice@voicemagazine.org for more information.

THE VOICE

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