Reporters in Nepal Get Media Manual

By Jenna Martin
Staff Writer

EMU will now have a hand in how conflict gets reported in Nepal, thanks to a $35,650 United States Aid for International Development (USID) grant to the Conflict Transformation Program (CTP).

The grant, one of two awarded to CTP, has been given to create a media manual to guide journalists for Nepal’s main newspapers and television stations.

The manual will be studied by more than 45 journalists at the Post and at the Nepal Press Institute.

Proposed by a Nepalese student journalist, the program hopes to teach ways of reporting conflict that do not increase hostility.

The following year, another workshop will take place. There the “Best Conflict Reporter” will be awarded to the person who best applied their reporting in the new media manual.

Free Handouts Attract Possible Service Workers

By Lindsay Dale
Staff Writer

With signs bearing statements like “You could play soccer and learn Vietnamese” and offers of free mini-Frisbees and stickers, students were drawn to the mission agency displays in the Campus Center Greeting Hall last week.

The semiannual Mission and Service Days took place Oct. 13-15 throughout the EMU campus. Activities included special chapels on Monday and Tuesday, mission agency displays in the Campus Center, and class visits by mission agency representatives.

During chapel on Monday three EMU students shared their experiences with doing service in the community. Senior Kai Orenic began with a “confession” that, as a freshman, he had done all of his required service for First-Year Experience (now First-Year Seminar) during one day at the Relief Sale “just to get it over with.” Now, however, he values the time he has each week with the children he works with, and said that he plans to continue doing service even though he already completed the requirements for class.

Wednesday’s chapel was a light-hearted game show-style introduction to all of the mission and service agencies that were represented on campus that week.

A common complaint that students mention has to do with the amount of work required for that particular course. Tiffany Pallo said, “I don’t feel like I’ve been getting enough out of the class, considering how much time is put in to it.”

“The move to a 3 SH course is due to wanting this to be an academic, not just an orientation course as it has been,” said Ann Hersherberger, one of the course’s leaders. “There has been concern for years that there needs to be more emphasis on critical thinking, analysis, and writing in a freshman course.”

Described in the course description as “an interdiscipli- nary, team taught course that is introductory to both academics and the campus and surrounding community,” FYS consists of multiple meetings with different faculty.

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“Once a week the entire freshmen class meets and is presented with a faculty speaker. The second half of that period is devoted to discussion in break-out groups of about 15 students, which are led by members of the EMU faculty. Students meet once a week in sections of 20-25 students where one of four instructors, Hersherberger, Byron Peachey, Amy Springer, and Nancy Heisey, lead discussions mainly concerning the assignments of the previous week.”

This year a textbook was added in order for students to explore a variety of scholastic material as well. The selected text brings in a faith perspective that pushes students to analyze their own relationships with God.

Each week a number of readings are assigned, which are accompanied by journals in which students write responses to questions of faith and personal feelings. The course description states that the emphasis of the class is “on enlarging understandings of world views, and of the student’s place in relation to God, self, and others.”

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