<table>
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<th>Course Goal</th>
<th>What it means</th>
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| Be able to provide a cultural and societal context for the practice of reporting in America | Can discuss book-length and article-length works of journalism re: the whys and hows of their reporting and writing  
Can discuss various approaches to reporting during key eras in journalism | • Assigned readings, especially *The Human Journalist / Reporters, Perspectives, and Emotions*  
• Class discussions | • Quality of contributions to class discussions  
• Quality of work as a Discussion Leader  
• Weekly Reports  
• Final Project |
| Be able to articulate how the roles of reporters have evolved              | Can discuss book-length and article-length works of journalism re: how they serve as examples of various types of reporting  
Can compare and contrast approaches to reporting in a historical context | • Assigned readings, especially *The Human Journalist / Reporters, Perspectives, and Emotions*  
• Class discussions | • Quality of contributions to class discussions  
• Quality of work as a Discussion Leader  
• Weekly Reports  
• Final Project |
| Be able to discuss the differences between the myths and realities associated with the practice of reporting in American society | Can compare and contrast your notions of reporting with the realities exhibited in the book-length and article-length works you read | • Assigned readings, especially those that are reporters' "memoirs"  
• Class discussions | • Quality of contributions to class discussions  
• Quality of work as a Discussion Leader  
• Weekly Reports  
• Final Project |
| Be able to articulate alternative perspectives on the reporting process     | Can discuss how reporters do their work in light of the options they have when crafting a story | • Assigned readings  
• Class discussions | • Quality of contributions to class discussions  
• Quality of work as a Discussion Leader  
• Weekly Reports  
• Final Project |