MEET YOUR INSTRUCTOR

Dr. Clifford L. Highnam

Clifford Highnam grew up in the Puget Sound area of Washington State. He earned a Bachelor’s degree in speech pathology from Western Washington University in Bellingham. He attended the University of Washington to earn his Master’s degree in the same field. Dr. Highnam served as a U.S. Army speech-language pathologist (SLP) during the Viet Nam war era and earned his Certificate of Clinical Competence during that enlistment. After his discharge, he worked as an SLP for a residential school for disabled and deaf children in New Hampshire. He returned to school on the GI Bill at Bowling Green State University in Ohio, where he earned his Ph D in 1975.

In the same year, Dr. Highnam joined the Department of Speech Pathology and Audiology at UNI. He earned tenure in 1980, attained the rank of full professor in 1990 and served as head of the Department of Communication Sciences and Disorders from 2001 to 2010. His areas of research and instructional expertise are child language development and disorders of language in childhood. Dr. Highnam retired in 2010 as an emeritus professor and continues to make his home in the Cedar Valley. He spends his time writing, playing tennis, building fly rods, fishing, teaching occasional classes, and doing guided independent study. He is married (to a speech-language pathologist) and they have three adult children.

Contact Information:

Postal Address: 1622 Merner Ave., Cedar Falls, IA  50613
Phone: 319-240-4910
E-mail: highnam@uni.edu

COURSE OVERVIEW

This guided independent study reviews first and second language acquisition patterns of children. Students will be able to recognize and/or describe 1) relevant features of the brain, 2) organizational components of language, including phonology, syntax, semantics and pragmatics, 3) developmental patterns of behavior in the acquisition of these components, and 4) features of the learning environment that affect how they are acquired. Students will also plan and conduct a session where they record a live language sample from a child, transcribe it into written text and analyze the transcription over several assignments.

Textbooks:


Course Objectives:

The study is segmented into 12 assignments. Seven of these involve reading in one of the two texts and responding to questions. The
remaining five involve collecting and analyzing an authentic language sample from a child.

The assigned chapters in the Brice text should be read thoroughly. Much of what needs to be learned from these chapters has been used to formulate material for your examinations. Your study of the Brice chapters may be assisted by reading the overviews the instructor has written and also addressing the reflection questions at the end of each assigned chapter. Be certain to contact me with any matters you find confusing in these chapter readings, since this information forms a considerable share of what is to be learned in this guided independent study.

The written assignments that involve the eliciting and analyses of an authentic language sample from a child are intended as laboratory experiences. They should place into context many of the concepts that you will be learning from your readings, and should “bring to life” some of these ideas. Take them seriously, since (1) they resemble 1:1 clinical interactions that you may experience in later training, and (2) they earn nearly half of the points available to you by assignment.

Course Outline:

| Written Assignment 1 |
| Written Assignment 2 |
| Written Assignment 3 |
| Written Assignment 4 |
| Exam 1 |
| Written Assignment 5 |
| Written Assignment 6 |
| Written Assignment 7 |
| Exam 2 |
| Written Assignment 8 |
| Written Assignment 9 |
| Written Assignment 10 |
| Written Assignment 11 |
| Written Assignment 12 |
| Exam 3 |

COURSE ORGANIZATION

Please note that UNI Guided Independent Study requires that you submit all assignments and complete all exams to receive a grade in the course.

Written Assignments:

Each assignment addressing review questions for chapter readings is designed to generate from three to five pages of double-spaced text. Be certain to focus on the material in the chapter to answer the questions rather than depending upon your own personal experiences. If your answer draws from other sources like an article or a website, report that as well. If you have personal experiences regarding some of this material, you are welcome to share them but personal experiences should not constitute the bulk of your responses to these questions.

It is important that this written material is your own and not someone else's work. Plagiarism is a serious problem on all campuses and is dealt with sternly at UNI. Evidence of plagiarism may generate an F for the course. For information on UNI’s policies regarding academic honesty, refer online, to http://www.uni.edu/policies/301.

Five of the writing assignments involve the collection and analysis of a language sample. Details regarding these assignments are made clear on assignment sheets and in the Retherford workbook. Particular analyses
that you do will correspond somewhat with assigned readings in the Brice text. To that end, it will be to your advantage to complete the assignments in the numbered sequence. These assignments will receive different point values, depending upon how difficult or time-consuming they are to complete.

When collecting your language sample, you will need a recording device from which you make your transcription. This can be a digital or an analog device and it doesn’t need to be expensive (under $60). It must be of sufficient quality to provide an intelligible record of the session. Bear in mind that if you continue study in the field of speech-language pathology, you will find it convenient to have your own device at your disposal. An audio recorder is preferable to video because it is less intrusive upon your interaction with your subject. If necessary, you may use a video camera but it should be operated by a 3rd party or set on a tripod some distance from your interview. If no other options are available, an analog audio recorder can be borrowed from your instructor. If it is shipped, you will need to pay the postage in both directions and purchase the recording tape plus the batteries. You will be able to keep the recorder until you are finished with the transcription. The recorder will need to be returned prior to the assignment of a final grade.

Submit your assignment by clicking on the Assignment Submission link in the Course Content menu on the left and uploading your assignment. Need help? See the eLearning Tutorials for instructions on how to submit an assignment.

Exams:

There will be three 100–point exams for this guided study. The exams contain multiple choice, matching, short answer and essay questions. Each exam covers approximately 1/3 of the material. Exam request forms are posted on the table of contents. The examinations are proctored. Follow the procedures available for requesting and completing these examinations. You will need to schedule two hours to complete each exam, which provides just over one minute (70 seconds) per possible point to be earned.

Questions:

Please do not hesitate to pose questions about anything you are reading or otherwise encountering in your learning. Answers to these questions may constitute some of the most important information that you learn in the study. A student who asks questions is usually one who is engaging the material to be learned–so I enjoy answering them.

Graduate Students:

Students completing the course for graduate credit are required to do work beyond that required for undergraduate credit. They will be expected to complete an additional assignment, listed as “graduate credit project.” This project will take some effort, so these students are advised to consult the instructions for the project as soon as possible.

GRADING

Grades are calculated as a percentage of points earned from the total possible. Partial points of .5 and above are rounded up. The following scale will be used:

- A 93 and above
- A- 90-92
- B+ 88-89
B  83-87
B-  80-82
C+  78-79
C   73-77
C-  70-72
D+  68-69
D   63-67
D-  60-62
F   59 and below