

LING/PSYC 370A: Psycholinguistics (Fall 2026) CRN: 12012/13056

Time and place: Mon/Thu 11:30-12:45 p.m., MCK 150

Instructor: Dr. Martha McGinnis

Contact: After class, or mjmcginn@uvic.ca

Office hours: CLE D351, Fridays 11:30-12:30 p.m., or by appointment

The psychology of language, examining key aspects of language and cognition, including biological foundations of language, neurolinguistics and the processing of speech sounds, words, sentences and conversational discourse.

By the end of this course, you will be able to:

- Explain major theories and empirical findings concerning language comprehension and production
- Evaluate contributions from linguistics, psychology, and cognitive neuroscience to our understanding of language processing
- Analyze and interpret evidence from psycholinguistic and neurolinguistic research
- Compare competing accounts of language processing and evaluate them in light of empirical evidence

Textbook: Sedivy, Julie. 2020. *Language in Mind*. 2nd Edition. New York: Oxford University Press.

Articles: Available from UVic Library (linked on Brightspace)

Prerequisite: Minimum third-year standing

Programs: Fulfills requirements in Health Information Science BSc, Applied Linguistics BA, Linguistics BSc, and Concentration in Language and Speech within Linguistics BA

Dates	Topic	Text	Article (see references list)
Sep. 10	Introduction	Ch. 1	—
Sep. 14–17	Biological foundations of language	Ch. 2	Friederici et al. 2017
Sep. 21–24*	Neurolinguistics [Sep. 21: video lecture]	Ch. 3	Hickok & Poeppel 2015
Sep. 28–Oct. 1	Speech perception	Ch. 7	Ylinen et al. 2016
Oct. 5–15	Word recognition (<i>Oct 12: UVic closed</i>)	Ch. 8	Gwilliams & Marantz 2023
Oct. 19	<i>Midterm exam</i>		
Oct. 22–29**	Sentence processing	Ch. 9	Ding et al. 2016
Nov. 2–12	Speech production	Ch. 10	Indefrey 2011
Nov. 9–11	<i>Reading break: no classes</i>		
Nov. 16–19	Discourse and inference	Ch. 11	Delogu et al. 2019
Nov. 23–26	Sociolinguistics	Ch. 12	Feng et al. 2021
Nov. 30–Dec 3	Language, culture, and UG	Ch. 13	Forder & Franklin 2017
Dec. 7	Review		

*Sep. 25: Last day to add Fall courses

**Oct. 31: Last day to withdraw from Fall courses

Articles (available online through the UVic Library website)

- Delogu, F., Brouwer, H., & Crocker, M. W. (2019). [Event-related potentials index lexical retrieval \(N400\) and integration \(P600\) during language comprehension](#). *Brain and Cognition*, 135, Article 103569.
- Ding, N., Melloni, L., Zhang, H., Tian, X., & Poeppel, D. (2016). [Cortical tracking of hierarchical linguistic structures in connected speech](#). *Nature Neuroscience*, 19, 158–164.
- Feng, W., Yu, H., & Zhou, X. (2021). [Understanding particularized and generalized conversational implicatures: Is theory-of-mind necessary?](#). *Brain and Language*, 212, Article 104878.
- Forder, L., He, X., & Franklin, A. (2017). [Colour categories are reflected in sensory stages of colour perception when stimulus issues are resolved](#). *PLoS One*, 12(5), Article e0178097.
- Friederici, A. D., Chomsky, N., Berwick, R. C., Moro, A., & Bolhuis, J. J. (2017). [Language, mind and brain](#). *Nature Human Behaviour*, 1(10), 713–722.
- Gwilliams, L., & Marantz, A. (2023). [Neural processing of morphological structure in speech production, listening, and reading](#). In D. Crepaldi (Ed.), *Linguistic morphology in the mind and brain* (pp. 137–151). Routledge.
- Hickok, G., & Poeppel, D. (2015). [Neural basis of speech perception](#). *Handbook of Clinical Neurology*, 129, 149–160.
- Indefrey, P. (2011). [The spatial and temporal signatures of word production components: A critical update](#). *Frontiers in Psychology*, 2, 255.
- Ylinen, S., Huuskonen, M., Mikkola, K., Saure, E., Sinkkonen, T., & Paavilainen, P. (2016). [Predictive coding of phonological rules in auditory cortex: A mismatch negativity study](#). *Brain and Language*, 162, 72–80.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̱sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEC Peoples whose historical relationships with the land continue to this day.

Assignments

Seminar discussion and active participation	10%	Throughout
Weekly quizzes (x12, lowest 2 dropped)	30%	Mondays (except November 9)
Midterm	20%	October 19
Final exam	40%	December 10–23 (scheduled by Registrar)

Attendance

If you are registered in a course, you are expected to attend all classes. Attending this class in person is valuable for your understanding and academic success. However, if you are sick, please stay home, for your own sake and others'. Medical documentation for short-term absences is not required. I will be away from class on September 21; that day's lecture will be pre-recorded and posted on Brightspace. I will try to arrange for it to be played in the usual classroom during classtime.

Assignments

It is your responsibility to do the assigned readings from the textbook, skim the related articles, check Brightspace regularly for course materials, quizzes and announcements, and come to class ready to ask and answer questions.

The participation grade will reflect contributions to class meetings. I will provide you with materials to make a name card; please display it in class. Oral participation is encouraged and will be an important part of the classroom culture. Written contributions on the online classroom whiteboard will also be welcome as participation in the discussion. To receive a participation grade, you must make a substantive contribution in at least three class meetings during the term; more are encouraged! Substantive contributions can be various types of things, such as thought-provoking questions, responses to classmates, applications of course concepts, analyses of findings, evidence of reading beyond class lectures, careful reasoning, and so on.

The quizzes are to be done independently; please review and internalize the material discussed in class. Your two lowest quiz grades will be dropped, including quizzes that are missed for any reason. If an unexpected and unavoidable circumstance or conflicting responsibility prevents you from completing any additional quizzes or exams, you may submit a [Request for Academic Concession](#). No make-up quizzes or midterms will be scheduled. If an academic concession is granted, the weight of a missed midterm will be transferred to the final exam, while the weight of a missed quiz will be transferred to the next upcoming exam (midterm or final)—or, if this would result in the final exam being worth more than the (60%) maximum, to the remaining quizzes instead. You can take a missed midterm or quiz for practice and feedback, not credit.

Grading

Any request for reviewing a grade must be submitted to me within a week after the graded assignment is returned to you. Numerical grades correspond to letter grades as indicated in the [Calendar](#). ***An N grade (of 49% or less) will be assigned unless you complete at least 75% of the work for the course, including the final exam.*** That is, if you receive a participation grade, you must complete at least (a) the final, the midterm, and two quizzes (76% of the work), or (b) the final and nine quizzes (77% of the work) in order to pass the course. If you do not receive a participation grade, you must complete at least the final, the midterm and five quizzes (75% of the work) in order to pass the course.

Communication

For content questions, please ask in person—for example, during or after class, or in office hours. If you have administrative questions, please feel free to reach out in person or by email. Please send any e-mail from a UVic address and include “370A” in the subject line; otherwise your e-mail may end up in a spam folder. I will normally reply to e-mail by the end of the next business day. For questions about Brightspace or your computing devices, please contact the [Computer Help Desk](#). For questions about Linguistics or Psychology, please contact the undergraduate advisor (LING: me; PSYC: Bryan Silverman, psycadv@uvic.ca). Other good resources are the course unions for Linguistics (Instagram [@uvicunderlings](#)) and Psychology ([@pugs.uvic](#)).

Professional behaviour

Please be aware of UVic's [Student Non-Academic Misconduct Policy](#), which reflects UVic's commitment to promoting a safe, respectful and supportive learning, living and working environment; and the [Policy on](#)

[Academic Integrity](#), which reflects UVic's commitment to honesty, trust, fairness, respect, courage and responsibility in academic work. LTI's course on Undergraduate Integrity in Practice can be found online [here](#).

Violations of academic integrity involve submitting or presenting work in a course as if it were the student's own work done honestly and expressly for that particular course, when, in fact, it is not. Some examples of violations include the following:

- plagiarism – i.e. using others' ideas and/or words (including from an AI) without proper citation
- using the services of a human or AI editor (unless explicitly permitted)
- multiple submission of the same work for more than one academic requirement
- falsifying materials such as lab results, papers, or references
- cheating on assignments, tests, and examinations
- aiding others to do any of the above

Note that lectures, lecture slides, handouts, recordings, quizzes and exams are the intellectual property of the instructor, and must not be distributed without the instructor's permission. Penalties for violating academic integrity include: failing the assignment, failing the course, disciplinary probation, or permanent suspension.

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience, and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment. When you log into UVic's learning systems or interacting with UVic's online resources or course-related communication platforms, you are engaging in a university activity; all interactions within this environment are also subject to the university's expectations and policies. For more information, see the Office of Student Life's webpages on [Student Conduct](#). Any concerns about conduct will be reviewed and responded to in accordance with the appropriate university policies.

Mental Health

This is a note to remind you to take care of yourself. Challenges in both academic and non-academic aspects of your life can contribute to decreased academic performance. Doing your best to engage in self-care and maintain a healthy lifestyle will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The UVic [Student Wellness Centre](#) provides cost-free and confidential counselling and mental health services to support you in managing personal challenges that may have an impact on your emotional or academic well-being.

Additional resources:

- [UVic Libraries](#)
- [UVicLearn](#) (digital academic resources)
- [Academic Skills Centre](#)
- [Learning Assistance Program](#) (tutors and learning strategists)
- [Centre for Accessible Learning](#) (CAL)
- [Indigenous Student Support](#)
- [Ombudsperson](#) (problem/dispute resolution)

University statements/policies:

- [Information for all students](#)
- [Academic concessions and accommodations](#)
- [Undergraduate requests for academic concession](#)
- [Accessibility](#)
- [Academic accommodations](#)
- [Policy on human rights, equity and fairness](#)
- [Discrimination and harassment prevention and response](#)
- [Sexualized violence prevention and response](#)
- [Creating a respectful, inclusive and productive learning environment](#)
- [Accommodation of religious observance](#)
- [Student non-academic misconduct](#)
- [Equity statement](#)