Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	SIMULTANEOUS INTERPRETATION	Instructor	CHANG, CHIEH-YING
Course Class	TFLXB4P DEPARTMENT OF ENGLISH, 4P	Details	◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG13 Climate action SDG17 Partnerships for the goals		

Departmental Aim of Education

Ⅰ. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.

Ⅱ. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.

Ⅲ. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.

Ⅳ. Strategies

　　1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.

　　2. Promote technologicalization and internationalization.

　　3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.

　　4. Launch a common English Proficiency Test and enhance students' competiveness in the job market.

　　5. Enrich international video conferencing.

　　6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

Subject Departmental core competences

A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)

B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)

C. Strengthen students' workplace English ability.(ratio:25.00)

D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)

E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)

Subject Schoolwide essential virtues

1. A global perspective. (ratio:10.00)

2. Information literacy. (ratio:10.00)

3. A vision for the future. (ratio:20.00)

4. Moral integrity. (ratio:10.00)

5. Independent thinking. (ratio:20.00)

6. A cheerful attitude and healthy lifestyle. (ratio:10.00)

7. A spirit of teamwork and dedication. (ratio:10.00)

8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction	This course trains students in Mandarin–English simultaneous interpreting, focusing on listening accuracy, cognitive agility, and delivery fluency. Core sub-skills such as anticipation, memory, and reformulation are emphasized. In selected weeks, AI-generated subtitles are introduced to help students reflect on how visual input affects auditory processing. Activities include live interpreting drills, peer feedback, and guided discussions. The goal is to cultivate critical, adaptable interpreters for real-world multilingual settings.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	This course aims to equip students with fundamental skills in Mandarin–English simultaneous interpreting. Students will develop active listening, memory, and reformulation strategies under time pressure. They will also learn to manage cognitive load, perform in real-time settings, reflect critically on their output, and become aware of how technologies such as AI-generated subtitles may affect interpreter performance and perception.	Cognitive

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
			The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment	
1	ABCDE	12345678	Lecture, Discussion, Practicum, Experience	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15～114/09/21	Introduction to Simultaneous Interpreting (SI)	
2	114/09/22～114/09/28	Different modalities and skillsets of SI (1)	
3	114/09/29～114/10/05	Different modalities and skillsets of SI (2)	
4	114/10/06～114/10/12	SI on Science and Technology	
5	114/10/13～114/10/19	SI on Economic Development	
6	114/10/20～114/10/26	SI on Business and Marketing	
7	114/10/27～114/11/02	SI on Latest High-Tech Developments	
8	114/11/03～114/11/09	SI on Travel and Tourism	
9	114/11/10～114/11/16	Mid-term exam	
10	114/11/17～114/11/23	SI on International Relations	
11	114/11/24～114/11/30	SI on the Creative Cultural Industry	
12	114/12/01～114/12/07	SI on Cognition	
13	114/12/08～114/12/14	SI on AI	
14	114/12/15～114/12/21	SI on Food and Entertainment	
15	114/12/22～114/12/28	SI on Art and Literature	
16	114/12/29～115/01/04	Final Week of Diverse Assessments	
17	115/01/05～115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12～115/01/18	Flexible Teaching Week for Teachers	

Key capabilities	self-directed learning Information Technology Social Participation Humanistic Caring Interdisciplinary
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching
Distinctive teaching	Translation Teaching Course Collaborative teaching (multiple teachers and business teachers in the school) course
Course Content	Computer programming or Computer language (students have hands-on experience in related projects) Intellectual Property (learning intellectual property) Logical Thinking AI application Sustainability issue
Requirement	Conditionally open Generative AI Ethics Statement This course encourages students to use AI for collaboration and mutual learning to enhance 3 4 course outcomes based on the principles of transparency and responsibility. This course adopts the following policy: Conditionally open, please specify how students use generative AI in the course outputs. Students should briefly explain how they use generative AI in the course assignments or reports in the "footnote on the title page" or "after the references," such as for brainstorming, text polishing, or structural references. If it is found that generative AI was used but not indicated in the assignment or report, the instructor, the university, or related units have the right to regrade or not grade it. Additionally, if the course materials or learning resources cite generative AI content, the instructor will indicate this in the slides or orally. Students enrolled in this course agree to the above ethics statement.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Videos, Worksheets Using teaching materials from other writers:Presentations, Handouts, Videos, Worksheets
References	Pöchhacker, F. (2022). Introducing interpreting studies. Routledge.
Grading Policy	◆ Attendance： 30.0 % ◆ Mark of Usual： % ◆ Midterm Exam： 35.0 % ◆ Final Exam： 35.0 % ◆ Other〈 〉： %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.
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