

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	AI-ENABLED NEW RESEARCH PATHWAYS OF TRANSLATION AND INTERPRETING STUDIES	Instructor	CHANG, CHIEH-YING
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG9 Industry, Innovation, and Infrastructure SDG10 Reducing inequalities SDG17 Partnerships for the goals		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
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' competitiveness 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.			
S u b j e c t D e p a r t m e n t a l c o r e c o m p e t e n c e s			
A. Establish a foundation for academic specilization in literature, translation, language teaching and linguistics.(ratio:50.00) B. Act on the global digital trend and train teaching competency that combines computer technology and internet research.(ratio:25.00) C. Cultivate professional ethics.(ratio:25.00)			
S u b j e c t S c h o o l w i d e e s s e n t i a l v i r t u e s			
1. A global perspective. (ratio:5.00)			

<div>2. Information literacy. (ratio:25.00)</div> <div>3. A vision for the future. (ratio:5.00)</div> <div>4. Moral integrity. (ratio:25.00)</div> <div>5. Independent thinking. (ratio:25.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:5.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:5.00)</div>		
Course Introduction	With the core aim of harnessing and coexisting with AI, the course explores how AI tools may empower new research in Translation and Interpreting Studies while encouraging students to start using an LLM on a paid plan (optional). Graduate students will learn to critically select, assess, and integrate AI-based technologies—such as machine translation, ASR, and text analytics—into their research workflows. Emphasis is placed on ethical use, methodological innovation, and scholarly reflexivity. Ideally, students will be equipped to design AI-informed research with rigor and creativity.	
<div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div>		
No.	Teaching Objectives	objective methods
1	With the core objective of harnessing and coexisting with AI, while this course encourages the students to start using an LLM on a paid plan (optional), the training aims to help students develop abilities to integrate AI tools into research in Translation and Interpreting Studies. Students will learn to evaluate, apply, and reflect on AI technology use cases. Emphasis is placed on critical thinking, ethical use, and methodological innovation for AI-informed academic inquiry.	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABC	12345678	Lecture, Discussion, Practicum, Experience, Imitation	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	(1) Course overview (2) AI Literacy in T&I and (3) Encouraging the students to start using an LLM on a paid plan		
2	114/09/22 ~ 114/09/28	Mapping AI in Translation and Interpreting		
3	114/09/29 ~ 114/10/05	Prompting for (Cognitive) T&I Research		
4	114/10/06 ~ 114/10/12	Automatic Speech Recognition (ASR) in Interpreting Research & Study/Lab Setup		
5	114/10/13 ~ 114/10/19	Using AI to Tidy and Analyze Corpora		
6	114/10/20 ~ 114/10/26	AI in Multimodal T&I Research		
7	114/10/27 ~ 114/11/02	Machine Translation and Post-editing		
8	114/11/03 ~ 114/11/09	AI for Research Question/Hypothesis Explorations/Generation		
9	114/11/10 ~ 114/11/16	Midterm Presentation: Research Proposal Ideation		
10	114/11/17 ~ 114/11/23	Ethics and Bias in AI-Aided T&I Research		
11	114/11/24 ~ 114/11/30	Quantification and Visualization (Eye-Tracking)		
12	114/12/01 ~ 114/12/07	Qualitative Data Coding, Transcription, Reflexivity Aided by AI		
13	114/12/08 ~ 114/12/14	AI in Comparative Translation/Interpreting Studies		
14	114/12/15 ~ 114/12/21	Peer Review Workshop I		
15	114/12/22 ~ 114/12/28	Final Project Consultation: Framing AI in Methodology		
16	114/12/29 ~ 115/01/04	Peer Review Workshop II		

17	115/01/05 ~ 115/01/11	Independent Study Week / Final Revisions	
18	115/01/12 ~ 115/01/18	Final Presentation & Submission	
Key capabilities			
Interdisciplinary			
Distinctive teaching		USR curriculum Project implementation course Translation Teaching Course Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course	
Course Content		Intellectual Property (learning intellectual property) Logical Thinking AI application	
Requirement		<p>This course adopts the following policy: Conditionally open, please specify how students use generative AI in the course outputs.</p> <p>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.</p> <p>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.</p>	
Textbooks and Teaching Materials		Self-made teaching materials:Presentations, Handouts, Videos, Worksheets Using teaching materials from other writers:Presentations, Handouts, Videos, Worksheets	
References			
Grading Policy		◆ Attendance : 45.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other 〈Report〉 : 55.0 %	

Note	<p>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.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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