



## SYLLABUS

### *Current Trends in the Morphology of the Romanian Language*

Academic year 2025-2026

#### 1. Information about the study program

|                                    |  |
|------------------------------------|--|
| 1.1. University                    | Babeș-Bolyai University                                    |
| 1.2. Faculty                       | Letters  |
| 1.3. Department                    | Romanian Language and General Linguistics                  |
| 1.4. Field of study                | Language   |
| 1.5. Study cycle (BA/MA)           | Master   |
| 1.6. Study programme/Qualification | Romanian Language in Romance Context / Master in philology |
| 1.7. Enrolment frequency           | Full time  |

#### 2. Information about the subject

|  |   |               |   |                         |                               |                    |             |  |         |  |
|--|---|---------------|---|-------------------------|-------------------------------|--------------------|-------------|--|---------|--|
| 2.1. Course title                                  |   |               | Current Trends in the Morphology of the Romanian Language |                         |                               |                    | Course code |  | LME1230 |  |
| 2.2. Course tutor                                  |   |               |   |                         | Conf. univ. dr. Daiana CUIBUS |                    |             |  |         |  |
| 2.3. Seminar / practical course (laboratory) tutor |   |               |   |                         | Conf. univ. dr. Daiana CUIBUS |                    |             |  |         |  |
| 2.4. Year of study                                 | I | 2.5. Semester | 2   | 2.6. Type of assessment | E                             | 2.7. Course status | Contents    |  | DSIN    |  |
|  |   |               |   |                         |                               |                    | Mandatory   |  | DO      |  |

#### 3. Total estimated time (teaching hours per semester)

|   |    |                      |    |   |              |
|---|----|----------------------|----|---|--------------|
| 3.1. Number of hours per week   | 4  | of which: 3.2 course | 2  | 3.3 seminar / practical course (laboratory) | 2            |
| 3.4. Total number of hours in the curriculum  | 56 | of which: 3.5 course | 28 | 3.6 seminar / practical course (laboratory) | 28           |
| <b>Allotted time for individual study (ID) and self-study activities (SA)</b>                       |    |                      |    |   | <b>hours</b> |
| Study based on textbook, course manual, recommended bibliography, personal notes (SA)               |    |                      |    |   | 50           |
| Additional research (in the library, online scientific databases/platforms, or field documentation) |    |                      |    |   | 50           |
| Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports   |    |                      |    |   | 10           |
| Tutoring  |    |                      |    |   | 14           |
| Assessment (examinations)   |    |                      |    |   | 2            |
| Other activities: [e.g.: two-way communication with the subject holder/tutor]                       |    |                      |    |   | 14           |
| <b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>                    |    |                      |    |   | <b>140</b>   |
| <b>3.8. Total hours per semester</b>  |    |                      |    |   | <b>196</b>   |
| <b>3.9. Number of credits</b>   |    |                      |    |   | <b>8</b>     |

#### 4. Prerequisites (if necessary)

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| 4.1. curriculum | -  |
| 4.2. skills     | Basic theoretical and practical skills in the field of Romanian morphology |

#### 5. Conditions (if necessary)

|   |  |
|---|--|
| 5.1. for delivering lectures  | Classroom with blackboard, audio-CD, laptop, photocopies, books  |
| 5.2. for teaching seminars / practical courses (laboratory classes) | Classroom with blackboard, audio-CD, laptop, photocopies, books<br>Attending practical courses is mandatory in proportion of 75% |

#### 6. Acquired specific skills

|                               |  |
|-------------------------------|--|
| Professional/essential skills | <ul style="list-style-type: none"> <li>• Proficient communication in Romanian and English, both in speaking and writing</li> <li>• Development of the capacity to appropriate theoretical and practical knowledge in the field of Romanian morphology, specifically those related to parts of speech, grammatical categories, and so forth</li> <li>• Training students' skills and abilities regarding the correct use of different parts of speech</li> <li>• Training students' skills and abilities regarding: morphological (morphematic) analysis within the contemporary Romanian language; active application of theoretical knowledge to practical courses</li> <li>• Acquiring theoretical perspectives and analytical tools in the field of morphology, according to the new theories and guidelines of academic grammars, as well as critical reporting, where necessary, to the latter</li> </ul> |
| Transversal skills            | <ul style="list-style-type: none"> <li>• Using language components (morphology) in full accordance with professional ethics</li> <li>• Team networking; Interpersonal communication and taking on specific roles</li> <li>• Organizing an individual lifelong learning project; achieving training objectives through information activities, team projects and participation in institutional programs for personal and professional development</li> <li>• Identifying and applying notions (and knowledge) of morphology both at theoretical and practical level in various other (complementary) fields of linguistics, such as: syntax, language history, dialectology, etc.</li> <li>• The use of morphology notions within transdisciplinary teams in various other fields of research and on different levels and scientific compartments</li> </ul>   |

#### 7. Course objectives (derived from the acquired specific skills)

|                                 |   |
|---------------------------------|---|
| 7.1 General objective of course | <ul style="list-style-type: none"> <li>• Consolidation of the most important theoretical and practical knowledge in the field of Romanian language morphology, as well as acquiring and consolidating grammatical terminology specific to morphology</li> <li>• Awareness of the importance of the studied discipline and its connection with other disciplines of linguistics</li> </ul> |
|---------------------------------|---|



|                                       |  |
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| <p><b>7.2 Specific objectives</b></p> | <ul style="list-style-type: none"> <li>• Unfolding and deepening for those conceptual grounds and knowledge in the field of contemporary Romanian language morphology that were previously acquired at bachelor level courses</li> <li>• Revealing and introducing for the students' grammatical competence the concept of "current trends in language dynamics" and, in these terms, opening perspectives for interpreting grammatical phenomena</li> <li>• Gaining pass, through an inventory of researched facts, to doctoral schools, by providing a substantial set of possible topics for doctoral theses in Romanian grammar</li> <li>• Providing concrete models of scientific research in the field of grammatical theory and analysis, pointing out a certain methodology and sequence of stages in a scientific research in this perimeter</li> <li>• Providing an inventory of a set of strengths (theses, antitheses, hypotheses, arguments) within the perimeter of the Cluj School of Grammar, requesting the continuation through new research of this direction in Romanian linguistics</li> <li>• Cultivating, by analyzing / interpreting bibliographical texts of reference, the critical, inquisitive and creative spirit, which is necessary to unfold a certain placement towards the results of research such as they were included in the space of controversial issues and, naturally, towards the options / solutions offered in the new academic treatise on grammar (<i>Gramatica limbii române</i>, I. Cuvântul, II. Enunțul, Bucharest, Romanian Academy Publishing House, 2005/2008 – <i>GALR, Gramatica de bază a limbii române</i>, Bucharest, Univers Enciclopedic Gold Publishing House, 2010)</li> <li>• Emphasizing the dynamics of grammar research in accordance with the dynamics of contemporary Romanian language itself</li> </ul> |
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## 8. Contents

| 8.1 Course  | Teaching methods   | Remarks |
|---|--|---------|
| 1. The concept of <i>current trends</i> in the morphology of the Romanian language. Inventory and main reasons (both objective and subjective) that generate them – the most important theoretic frames developed by the current schools of grammar (Bucharest, Iasi, Cluj).  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 2. The semi-independent pronouns. I) The possessives – concept, distribution, and traditional interpretation. <i>Al</i> + „possessive” without a noun – possessive object in the structure – pronominal features of <i>al</i> . Group „ <i>al</i> + possessive” – possessive sintagm (features). Possessive pronoun vs. possessive pronominal adjective. The hypothesis of possessives as genitive elements of the personal pronouns. The viewpoint in <i>GALR</i> (2005), vol. I and II. | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 3. The semi-independent pronouns. I) The possessives – concept, distribution, and traditional interpretation. <i>Al</i> + „possessive” without a noun – possessive object in the structure – pronominal features of <i>al</i> . Group „ <i>al</i> + possessive” – possessive sintagm (features). Possessive pronoun vs. possessive  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |

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| pronominal adjective. The hypothesis of possessives as genitive elements of the personal pronouns. The viewpoint in <i>GALR</i> (2005), vol. I and II.  |  |  |
| 4. The semi-independent pronouns. II) The possessives – <i>al</i> in coordination; the relation in regard to the possessed objects; structures with <i>al</i> in Nominative (Accusative); structures with <i>al</i> in Genitive (Dative); the hypothesis of coordination movement towards the possessors; the concept of pro-case; <i>al</i> and the prepositions with the Genitive; the quality of <i>al</i> being a substitute – pronoun or pro-preposition?; the hypothesis of the semi-independent nouns – advantages and disadvantages for the grammatical analysis. | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |  |
| 5. The semi-independent pronouns. II) The possessives – <i>al</i> in coordination; the relation in regard to the possessed objects; structures with <i>al</i> in Nominative (Accusative); structures with <i>al</i> in Genitive (Dative); the hypothesis of coordination movement towards the possessors; the concept of pro-case; <i>al</i> and the prepositions with the Genitive; the quality of <i>al</i> being a substitute – pronoun or pro-preposition?; the hypothesis of the semi-independent nouns – advantages and disadvantages for the grammatical analysis. | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |  |
| 6. The semi-independent pronouns. II) The possessives – <i>al</i> in coordination; the relation in regard to the possessed objects; structures with <i>al</i> in Nominative (Accusative); structures with <i>al</i> in Genitive (Dative); the hypothesis of coordination movement towards the possessors; the concept of pro-case; <i>al</i> and the prepositions with the Genitive; the quality of <i>al</i> being a substitute – pronoun or pro-preposition?; the hypothesis of the semi-independent nouns – advantages and disadvantages for the grammatical analysis. | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |  |
| 7. The semi-independent pronouns. III) Possessives – <i>al</i> + possessive with noun – object possessed in the structure; doubling the possessed object through <i>al</i> ; the concept of pro-case and pro-functional doubling; possessives syntagms with <i>de</i> (+ <i>al</i> at singular or plural); <i>al</i> extra-possessive.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |  |
| 8. The semi-independent pronouns. III) Possessives – <i>al</i> + possessive with noun – object possessed in the structure; doubling the possessed object through <i>al</i> ; the concept of pro-case and pro-functional doubling; possessives syntagms with <i>de</i> (+ <i>al</i> at singular or plural); <i>al</i> extra-possessive.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |  |



|   |  |         |
|---|--|---------|
| 9. The semi-independent pronouns. IV)<br>Demonstratives – the quality of substitutes vs. articles; semi-independent demonstrative pronouns vs. semi-independent demonstrative adjectives; structures with demonstratives and numerals; cel in the relative superlative of adjectives and adverbs.   | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 10. The grammatical category of determination: arguments and counterarguments for article as a speech part vs. morpheme; special issues – <i>un/o</i> as undefined article / morpheme of undefined determination; the 0 article; the article as a morpheme of the category of determination – consequences on the nominal flexion.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 11. The issues of the numeral in Romanian grammar. Concept. Members of the class. Grammatical values. Controversies.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 12. The issues of the diatheses in Romanian grammar. Concept. Members of the category. Grammatical values. Members inventory. Controversies.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 13. The degrees of intensity and the category of comparison regarding the adjectives – interpretations and controversies; the degrees of verbal transitivity.   | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| 14. Summarizing main issues discussed and instructions given for the final assessment.  | Presentation, explanation, demonstration, exemplification, dialogue, debate, exercise, analysis. |         |
| <p><b>Bibliography</b><br/>           ***: <i>GALR</i>, vol. I. Cuvântul, Ed. Academiei, 2005.<br/>           ***: <i>GBLR</i>, București, Ed. Univers Enciclopedic, 2010.<br/>           ***: <i>Dicționar ortografic, ortoepic și morfologic al limbii române</i>, București, Editura Univers Enciclopedic, 2021.<br/>           ***: <i>Dicționar de termeni gramaticali și concepte lingvistice conexe</i>, București, Editura Univers Enciclopedic, 2023.<br/>           ***: <i>Limba română contemporană</i>, sub coordonarea acad. I. Coteanu, vol. I, București, 1985.<br/>           DIMITRIU, Corneliu: <i>Gramatica limbii române explicată</i>, Iași, 1994.<br/>           DIMITRIU, Corneliu: <i>Tratat de gramatică a limbii române. I. Morfologia</i>, Iași, Institutul European, 1999.<br/>           DRAȘOVEANU, D.D.: <i>Teze și antiteze în sintaxa limbii române</i>, Cluj-Napoca, Ed. Clusium, 1997.<br/>           GUȚU ROMALO, Valeria: <i>Sintaxa limbii române. Probleme și interpretări</i>, București, EDP, 1973.<br/>           IORDAN, Iorgu - GUȚU ROMALO, Valeria – NICULESCU, Alexandru: <i>Structura morfologică a limbii române contemporane</i>, București, 1967.<br/>           IORDAN, Iorgu - ROBU, Vladimir: <i>Limba română contemporană</i>, cap. <i>Morfologia</i>, București, 1978.<br/>           IRIMIA, Dumitru: <i>Structura gramaticală a limbii române. Verbul</i>, Iași, 1976; <i>Numele și pronumele. Adverbul</i>, Iași, 1987.<br/>           MANOLIU MANEA, Maria: <i>Sistematica substitutelor din limba română contemporană standard</i>, București, Ed. Academiei, 1968.<br/>           NEAMȚU, G.G.: <i>Cel (cea, cei, cele) – schiță morfosintactică</i>, în CL, XXXVIII, nr. 1-2, p. 191-203.<br/>           NEAMȚU, G.G.: <i>Statutul gramatical al lui cel (cea, cei, cele) în structura superlativului relativ</i>, în STUBB, XLI, Philologia, 1, p. 7-15.<br/>           NEAMȚU, G.G.: În problema „articolului nehotărât” <b>un, o</b>, în StUBB, Philologia, Fasc. 1, p. 26-33.</p> |  |         |
| 8.2 Seminar / practical course (laboratory class)   | Teaching methods   | Remarks |



|   |  |  |
|---|--|--|
| Grammar analysis. Discussions and interpretations.  | Explanation, demonstration, exemplification, dialogue, exercise, analysis. |  |
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**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

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- The contents of the discipline are reflected in a major proportion in the study programs of the university level, both national and international, among which we state the following: University from Bucharest, West University from Timisoara, University Alexandru Ioan Cuza from Iasi
- During the two years of study, master students can take part in numerous scientific and cultural events organized by the Faculty of Letters, Babeș-Bolyai University, but also by other faculties from other university centers
- Master's graduates can enroll in doctoral studies
- Master's graduates can hold seminars on Contemporary Romanian Language within a philological department
- Master's graduates can become teachers or work in different fields, such as: diplomacy, airlines, translation offices, radio and TV, publishing houses, written or audio-visual press, in the field of cultivating the current Romanian language

### 10. Assessment (examination)



| Type of activity                                 | 10.1 Assessment criteria   | 10.2 Assessment methods | 10.3 Weight in the final grade |
|--|--|-------------------------|--------------------------------|
| 10.4 Course                                      | Correctness in the process of acquiring theoretical and practical knowledge related to the morphology of Romanian language<br>Understanding the importance of the course and its connection to other specialized courses | Written exam            | 50%                            |
|  |  |                         |                                |
| 10.5 Seminar/practical course (laboratory class) | Acquiring knowledge of morphological analysis<br>Correctness in identifying morphological phenomena<br>Attitude aspects: conscientiousness, self-study and group study   | Written exam            | 50%                            |
|  |  |                         |                                |

### 10.6 Basic performance standard

- to have a solid stock of knowledge regarding Romanian language morphology, which should be substantially richer than that of a bachelor's degree graduate
- to have the knowledge, courage and scientific platform to be able to enroll in a PhD in linguistics, namely Romanian grammar
- to be able to build a set of possible themes from which to choose one, in adequate terms of information, for the doctoral cycle
- to be able to conceive and support an optional course of Romanian language morphology in high school or a course of prescriptive grammar and expression
- to be advantaged, through the knowledge he acquired, in various examinations (tenure, completion, second degree)
- to be able to conduct personal scientific research even outside institutional forms of organization



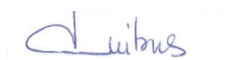
### 11. Labels ODD (Sustainable Development Goals)

|  |  |
|--|--|
|  | General label for Sustainable Development                                |
|  | Ensuring quality education and promoting lifelong learning opportunities |

Date:  
22.01.2025

Course tutor's name and signature

Daiana-Theodora CUIBUS



Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,  
Daiana-Theodora CUIBUS



Date of approval:  
22.01.2025

Head of Department's name and signature,

Daiana-Theodora CUIBUS



Date of approval  
Name and signature of Dean