



SYLLABUS

The Structure of the Rromani Language 1 (Phonetics and Morphology) Academic year 2026-2027

1. Information about the study program

1.1. University	„Babeș -Bolyai” University
1.2. Faculty	Faculty of Letters
1.3. Department	Department of Asian, Classical and Slavic Languages and Literatures
1.4. Field of study	Language and literature
1.5. Study cycle (BA/MA)	Bachelor's level
1.6. Study programme/Qualification	Rromani language and literature / Bachelor of Arts in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		The Structure of the Rromani Language 1 (Phonetics and Morphology) <i>(CP1: Written Comprehension in Rromani + CP2: Oral Expression)</i>				Course code		LLRr1121	
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU				
2.3. Seminar / practical course (laboratory) tutor					Conf. univ. dr. Julieta ROTARU				
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status		Contents	SS
								Mandatory	Man

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	7	of which: 3.2 course	3	3.3 seminar / practical course (laboratory)	4
3.4. Total number of hours in the curriculum	98	of which: 3.5 course	42	3.6 seminar / practical course (laboratory)	56
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					20
Additional research (in the library, online scientific databases/platforms, or field documentation)					12
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					14
Tutoring					-
Assessment (examinations)					3
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					56
3.8. Total hours per semester					154
3.9. Number of credits					6



4. Prerequisites (if necessary)

4.1. curriculum	To pass the <i>Rromani Language Structure 1</i> exam (<i>Phonetics and Morphology</i>), you must first pass the practical Rromani language course exams (CP1: <i>Written Comprehension in Rromani</i> + CP2: <i>Oral Expression</i>) from the same semester.
4.2. skills	Elementary phonetics concepts: sound production and letter spelling; vowel and consonant identification; stress marking; intonation; syllables; orthoepy; orthography.

5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books
5.2. for teaching seminars / practical courses (laboratory classes)	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books Attendance at practical courses is mandatory at a rate of 75%

6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competences	
Competence code	Competence
PC4	Speak different languages
PC6	Use dictionaries
PC21	Apply grammar and spelling rules
Transversal competences	
Competence code	Competence
TC2	Apply research ethics and scientific integrity principles in research activities
TC3	Consult information sources

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills
PC4	1. The student/ graduate acquires knowledge of the phonetics, vocabulary and grammar of the Rromani language, through formal instruction and/ or self-study.	1. The student/ graduate develops both receptive (listening-, reading- comprehension) skills and productive (writing, speaking) skills in the Rromani language.

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence.



PC6	2. The student/ graduate understands translation theories and makes competent use of translation methodologies and good practices; identifies text types by their specific features and applies the appropriate translation strategy.	2. The student/ graduate identifies specific problems, shades of meaning, cultural assumptions of the text to be translated, and chooses the suitable translation strategy.
PC21	3. The student/ graduate is familiar with, understands, explains, summarizes, and synthesizes knowledge from language studies, literature studies, cultural studies and translation studies.	3. The student/ graduate applies such knowledge to provide text/ phenomenon interpretations and/or descriptive/ argumentative or critical analyses. The student/ graduate creates links and transfers knowledge between various disciplines studied in order to develop an integrated cognitive model / global view of the study of language and literature. The student/ graduate follows the research and technological development in the field.
TC2	The student/ graduate is familiar with digital resources and information technologies and follows the ethical guidelines for responsible use.	The student/ graduate searches, accesses, evaluates the quality of and references appropriately digital information, ethically and securely.
TC3	The student/ graduate understands and makes competent use of methodologies for carrying out research and follows principles of scientific integrity and research ethics.	The student/ graduate, under guidance, problematizes a research question, based on literary texts or linguistic, literary, cultural data and, subsequently, develops an analysis thereof.

7. Subject-specific learning outcomes

Knowledge and comprehension
1. The student acquires, under guidance and/or through individual study, knowledge of phonetics, vocabulary, and grammar in Romani (alphabet, sounds, basic forms).
2. The student understands and masters norms of translation theory and practice, recognizes text features, and is familiar with text-type-specific translation strategies and ethical conduct norms (Romani/Romanian texts).
3. The student recognizes, understands, describes, explains, summarizes, and synthesizes knowledge of language (phonetics, lexicology, morphology, syntax), linguistics, literature, literary theory, culture and civilization, and translation studies relevant to Romani.
4. The student identifies specific issues, meaning nuances, and cultural load in the text to be translated and chooses an appropriate translation strategy (Romani/Romanian).
Specific academic skills
1. The student is familiar with digital resources and information technologies and understands and masters the ethical norms for accessing and using them (resources for Romani).
2. The student understands and masters research methodology and the norms of academic and professional ethics in the field (Romani studies).

8. Contents

8.1 Course	Teaching methods	Remarks
Classification of the Rromani language: Indo-Aryan language	Presentation, demonstration, exemplification, dialogue, debate	
Elements of Proto-Rromani language reconstruction	Presentation, demonstration, exemplification, dialogue, debate	
The Rromani language in pre-Balkan, Balkan, Romanian, European, and global contexts	Presentation, demonstration, exemplification, dialogue, debate	



History of attempts to record the Rromani language in writing	Presentation, demonstration, exemplification, dialogue, debate	
The alphabet of common Rromani (the normative language)	Presentation, demonstration, exemplification, dialogue, debate	
Phonetics and phonology	Presentation, demonstration, exemplification, dialogue, debate	
Understanding the normative language alphabet	Presentation, demonstration, exemplification, dialogue, debate	
Correct use of Rromani-specific letters	Presentation, demonstration, exemplification, dialogue, debate	
Simple vowels and diphthongs (iotated)	Presentation, demonstration, exemplification, dialogue, debate	
Consonants (distinguishing aspirated and non-aspirated consonants)	Presentation, demonstration, exemplification, dialogue, debate	
Phonetic changes and features of Rromani: analyzing phonetic mutations and explaining their causes	Presentation, demonstration, exemplification, dialogue, debate	
Phonetic features of Rromani dialects in Romanian space (Kalderash, Ursari, Spoitori, and Carpathian dialects)	Presentation, demonstration, exemplification, dialogue, debate	
Grammar and morphology: Using the verb "to be" in affirmative, negative, and interrogative forms across all three persons, singular and plural	Presentation, demonstration, exemplification, dialogue, debate	
Expressing possession	Presentation, demonstration, exemplification, dialogue, debate	
<p>Bibliography Cardona, George si Jain, Dhanesh. The Indo-Aryan languages. Routledge, 2003. Courthiade, Marcel. 1998. „La langue romani. Structure dialectale de la langue rromani. ” Interface 31: 9–14. Grierson, George Abraham. Linguistic Survey of India, vol. I, Part II, Calcutta 1928. Hancock, Ian. 1988. „The development of Rromani linguistics.” In: Languages and cultures. Studies in honor of Edgar C. Polome, ed. Mohammad Ali Jazayery and Werner Winter, 183–223. Berlin: Mouton de Gruyter. Matras, Yaron. 2002. Rromani: A linguistic introduction. Cambridge: Cambridge University Press. Sarău, Gheorghe. 2006. Dicționar rrom-român. București: Sigma. Sarău, Gheorghe. 2006, 2007, 2008. Manual de limba și literatura rromani pentru clasa a IX-a. București: Sigma. Sarău, Gheorghe. 2008. Curs practic de limba rromani pentru toți (cu CD). București: Sigma. Sarău, Gheorghe. 2009. Rromii. Incursiune în limba și istoria lor. București: Sigma. Sarău, Gheorghe. 2012. Dicționar român-rrom. București: Sigma. Sarău, Gheorghe. 2015. Curs practic de limba rromani pentru elevi, tineri și adulți. București: Editura Centrului Național de Cultură a Rromilor. Sarău, Gheorghe și Vidrașcu, Alexandra. 2019. Dicționar trilingv rrom-român-englez. București: Editura Centrului Național de Cultură a Rromilor. Turner, Ralph Lilley. 1962–1966. A comparative dictionary of Indo-Aryan languages. London: Oxford University Press.</p>		
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
CP1: <i>Written comprehension in the Rromani language</i> Reading and understanding written sentences, fictional conversations, situational descriptions, and fragments of oral and written literature in simple language. Translation from Rromani to Romanian. Vocabulary acquisition covering: family and kinship relations, asking questions about family, describing family members by occupation, describing the home, and answering questions about oneself, family, and home.	Participatory lectures, conversations, explanations, demonstrations, exercises	
CP2: <i>Oral expression</i> Conversation exercises (elementary level). Activities to consolidate and deepen grammar and vocabulary learned in the course. Repeating short messages heard or read. Personal	Participatory lectures, conversations, explanations, demonstrations, exercises	



introductions, simple commands, describing images and situations. Using correct grammatical forms in simple sentences. Asking for clarification when a message is unclear. Expressing numbers, time, dates, and prices. Telephone conversations.		
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9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	Understanding and applying theoretical concepts in Rromani phonetics and phonology. Knowing the normative language alphabet. Using letters specific to the Rromani alphabet correctly. Simple vowels and diphthongs (pre-iotated). Consonants—distinguishing between aspirated and unaspirated forms. Understanding the discipline's importance and its connections to other specialized fields. Attitude—conscientiousness, individual study, and group study. Accuracy in pronunciation and writing.	Two-hour written exam, graded from 1 to 10 Oral exam Completion of assignments throughout the semester	50% of the grade
9.5 Seminar/practical course (laboratory class)	Accuracy in identifying phonetic and phonological phenomena specific to the Rromani language.	Ongoing written assessments Attendance at practical courses is mandatory—75% minimum	25% of the grade
	Knowledge of phonetic, grammatical, and lexical concepts discussed in practical courses.	Ongoing written assessments Attendance at practical courses is mandatory—75% minimum	25% of the grade

9.6 Basic performance standard

Degree of assimilation of specialized language
Knowledge of the normative language alphabet.
Correct use of letters specific to the Rromani alphabet:
Simple vowels: j [i], ẽ=[ə], i=[ɨ]
Diphthongs: ă [ia], ẽ [ie], ȩ [ii], ȧ=[io]
Consonants: c [ʈ], x [h], ș [ʃ], ț [ʧ], ȣ [dʒ], ȣ [ʒ], rr
Listening and pronunciation:
Distinguishing between aspirated and unaspirated consonants: ț, k, p, t and țh, kh, ph, th

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label						
								
								No label applies

Date:
26.03.2026

Course tutor's name and signature

Conf. univ. dr. Julieta ROTARU

Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's)
name and signature,
Conf. univ. dr. Julieta ROTARU

Date of approval:

....

Head of Department's name and signature,

.....

³ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

Date of approval
Name and signature of Dean