



SYLLABUS

The Structure of the Rromani Language 2 (Morphology and Syntax) 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 2 (Morphology and Syntax) (PC1 <i>Written Comprehension in the Rromani Language</i> , PC2 <i>Oral Expression</i> , PC3 <i>Oral Reception and Comprehension in the Rromani Language</i>) (in the Rromani and Romanian languages)					Course code	LLRr2121	
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 studv	I	2.5. Semester	2	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		of which: 3.2 course		3.3 seminar / practical course (laboratory)	5
3.4. Total number of hours in the curriculum		of which: 3.5 course		3.6 seminar / practical course (laboratory)	7
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					21
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)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					56
3.8. Total hours per semester					154

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3.9. Number of credits	6
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4. Prerequisites (if necessary)

4.1. curriculum	To pass the <i>Rromani Language Structure 2 (Morphology)</i> exam, you must first pass the practical Rromani language course exams from the same semester: PC1 (<i>Written Comprehension</i>), PC2 (<i>Oral Expression</i>), and PC3 (<i>Oral Reception and Comprehension</i>).
4.2. skills	Fundamental theoretical and practical knowledge in morphology.

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
PC6	Use dictionaries
PC8	Translate different types of texts
PC18	Improve translated text
Transversal competences	
Competence code	Competence
TC3	Consult information sources
TC5	Provide written information

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

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	1. 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.	1. The student/ graduate identifies specific problems, shades of meaning, cultural assumptions of the text to be translated, and chooses the suitable translation strategy.
PC8	2. The student/graduate classifies oral or written texts in the studied language and describes their features.	2. The student/graduate corrects texts in their mother tongue or in the studied language, translates various types of texts from one language to another, preserving the meaning and nuances of the original text, without adding/omitting anything, while avoiding expressing personal feelings and opinions.
PC18	3. The student/ graduate is familiar with, understands, defines, and explains key concepts, notions and vocabulary in the field; understands and makes proficient use of academic language and norms of academic writing and rhetoric.	3. The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.
TC3	The student/ graduate is familiar with, understands, explains, summarizes, and synthesizes knowledge from language studies, literature studies, cultural studies and translation studies.	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.
TC5	The student/graduate describes the fundamental concepts of general linguistics and literary theory and correlates them with elements of the studied language and/or the literature of the studied language.	The student/graduate applies specific methodological and theoretical models to the study of natural languages and of literature.

7. Subject-specific learning outcomes

Knowledge and comprehension
1. The student understands norms of translation theory and practice, recognizes text features, and is familiar with text-type-specific translation strategies and ethical conduct norms, applied to Rromani texts with grammatical content (morphology).
2. The student/graduate classifies texts (oral or written) in the Rromani language and describes their features, including texts and examples in morphology and case syntax.
3. The student recognizes, understands, defines, and explains key concepts and terminology specific to the field, especially concepts and terminology of morphology in Rromani.
Specific academic skills
1. The student corrects texts in the mother tongue and in the Rromani language, translates different types of texts from one language to another, preserving the meaning and nuances of the original text, without additions/modifications/omissions, avoiding the expression of personal feelings and opinions, including texts with morphological and syntactic structures (cases, postpositions).
2. The student develops critical thinking and academic expression specific to the field, in written or oral discourse, on topics in Rromani morphology and syntax.

8. Contents

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8.1 Course	Teaching methods	Remarks
Morphological units. Morphological particularities in the Rromani language	Presentation, demonstration, exemplification, dialogue, debate	
The verb: presentation of grammatical categories. Thematic and athematic conjugation	Presentation, demonstration, exemplification, dialogue, debate	
Conjugations, voices	Presentation, demonstration, exemplification, dialogue, debate	
The noun and types of nouns	Presentation, demonstration, exemplification, dialogue, debate	
Declension and case syntax	Presentation, demonstration, exemplification, dialogue, debate	
Direct and oblique cases. The direct case: Nominative	Presentation, demonstration, exemplification, dialogue, debate	
Oblique cases: Accusative, Genitive, Dative, Ablative, Associative-Instrumental, Locative, Vocative	Presentation, demonstration, exemplification, dialogue, debate	
The article	Presentation, demonstration, exemplification, dialogue, debate	
Formation of diminutives from adjectives and nouns	Presentation, demonstration, exemplification, dialogue, debate	
nouns	Presentation, demonstration, exemplification, dialogue, debate	
The adjective. Classification of adjectives: Classified by origin. Classified by declension: variable (buxle) and invariable (tang)	Presentation, demonstration, exemplification, dialogue, debate	
Classified by origin. Classified by declension: variable (buxle) and invariable (tang)	Presentation, demonstration, exemplification, dialogue, debate	
The pronoun	Presentation, demonstration, exemplification, dialogue, debate	
The numeral	Presentation, demonstration, exemplification, dialogue, debate	
Bibliography <ul style="list-style-type: none"> • Courthiade, Marcel. 2009. Morri angluni rromane čhibăqi evroputni lavustik. Első rromani nyelvű európai szótár: cigány, magyar, angol, francia, spanyol, német, ukrán, román, horvát, szlovák, görög. Budapest: Fővárosi Onkormányzat Cigány Ház, Romano Kher. • Dároczi (Choli), József and Levente Feyér. 1988. Zhanes romanes? Cigány nyelvkönyv, Budapest: Magyarországi Cigányok Kulturális Szövetsége. • Hancock, Ian. 1995. A handbook of Vlax Rromani. Columbus: Slavica. • Alexandre Queraltó. 2005. Curso de Romaní (dialecto de los Kalderaš) Presentación de Ignasi-Xavier Adiego. Lacho Baji Cali. • Sarău, Gheorghe. 2000. Ghid de conversație român-rrom. Bucuresti: Kriterion [Biblioteca rromă, nr. 7]. • Mihai-Cioabă, Luminița. 2001. Ghid de conversație român-țigănesc. Rumînisko-romano [gido]. [Bucuresti]: Teora. [Înregistrarea CD-ului cu vocea Luminiței Mihai Cioabă: Acustic Multi-media]. • Sarău, Gheorghe. 2006. Dicționar rrom-român. Bucuresti: Sigma. • Sarău, Gheorghe. 2008. Curs practic de limba rromani pentru toți (cu CD). Ed. Sigma. • Sarău, Gheorghe. 2012. Dicționar român-rrom. Bucuresti: Sigma. • Sarău, Gheorghe. 2015. Curs practic de limba rromani pentru elevi, tineri și adulți. Bucuresti: Editura Centrului Național de Cultură a Rromilor. Sarău, Gheorghe; Cordovan, Ionel. 2016. Ghid de conversație român-rrom-englez-maghiar. Oradea: Editura PRIMUS. 		
8.2 Seminar / practical course (laboratory class) PC1 <i>Written Comprehension in the Rromani Language</i> , PC2 <i>Oral Expression</i> , PC3 <i>Oral Reception and Comprehension in the Rromani Language</i>	Teaching methods	Remarks



PC1 Written Comprehension in the Rromani Language Reading and understanding written sentences and fictional conversations, describing situations, fragments of oral and written literature in simple language. Translation from Rromani to Romanian.	Participatory lectures, conversations, explanations, demonstrations, exercises	
PC2 Oral Expression Conversation exercises (elementary level). Activities designed to consolidate and deepen grammar and vocabulary. Students reformulate a simple message they have heard or read. Explaining the purpose of a visit, a family request, an invitation, or a simple everyday problem. Learning polite formulas and greetings, recounting an everyday event, describing a scene or an image.	Participatory lectures, conversations, explanations, demonstrations, exercises	
PC3 Oral Reception and Comprehension in the Rromani Language Understanding simple texts and conversations addressed to the student. Vocabulary: Learning the most common adjectives, parts of the body discussions about food and meals of the day, the seasons (le beršivaxta); listening and transcription.	Participatory lectures, conversations, explanations, demonstrations, exercises	

9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	Accuracy in acquiring knowledge of morphology and syntax (case syntax). Understanding the importance of this discipline and its connection to other specialized fields. Attitudinal aspects: conscientiousness, individual and group study. Accuracy in pronunciation and writing.	2-hour written exam, graded 1–10 Completion of assignments throughout the semester Ongoing written assessments Attendance at the practical course is mandatory (75% minimum)	2/3 of the grade
9.5 Seminar/practical course (laboratory class)	Written comprehension: reading and understanding texts, translations from Rromani to Romanian, Oral expression: elementary conversations, formulating simple messages, expressing everyday situations. Oral comprehension: understanding simple texts and conversations		1/3 of the grade
9.6 Basic performance standard			
Theoretical course: <ul style="list-style-type: none"> the degree of assimilation of specialized terminology correct acquisition of theoretical notions of morphology and their application in learning the Rromani language identification of morphological elements in a text in the Rromani language (identification of cases, case endings, etc.) Practical courses:			



- recognition of noun cases
- knowledge of pronominal forms learned in class

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."

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