



## SYLLABUS

### The Structure of the Rromani Language 3 (Morphology and Syntax) Academic year 2027-2028

#### 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		<b>The Structure of the Rromani Language 3(Morphology and Syntax)</b> (PC1 <i>Oral Expression in the Rromani Language</i> , PC2 <i>Oral Reception and Comprehension in the Rromani Language</i> and PC3 <i>Structural Exercises in Rromani</i> ) (in the Rromani and Romanian languages)					Course code	<b>LLRr3121</b>	
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	II	2.5. Semester	3	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	8	of which: 3.2 course	3	3.3 seminar / practical course (laboratory)	5
3.4. Total number of hours in the curriculum	112	of which: 3.5 course	42	3.6 seminar / practical course (laboratory)	7
<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)					28
Additional research (in the library, online scientific databases/platforms, or field documentation)					14
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					33
Tutoring					-
Assessment (examinations)					2
Other activities:					7
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>84</b>
<b>3.8. Total hours per semester</b>					<b>196</b>

Date of approval  
Name and signature of Dean



<b>3.9. Number of credits</b>	<b>8</b>
-------------------------------	----------

#### 4. Prerequisites (if necessary)

4.1. curriculum	Passing the exam for <i>Structure of the Rromani Language 3 (Morphology and Syntax)</i> is conditional upon passing the exams for the practical Rromani language courses in the respective semester (PC1 <i>Oral Expression in the Rromani Language</i> , PC2 <i>Oral Reception and Comprehension in the Rromani Language</i> , and PC3 <i>Structural Exercises in Rromani</i> )
4.2. skills	Elementary notions of morphology: parts of speech (noun, adjective, numeral, pronoun, verb); grammatical categories (gender, number, case, declension, aspect).

#### 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)<sup>1</sup>

Professional competences	
Competence code	Competence
PC5	Review translation works
PC9	Study acquisition of language
PC10	Master linguistic norms
Transversal competences	
Competence code	Competence
TC1	Apply scientific methods
TC6	Use word-processing software

#### 6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)<sup>2</sup>

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills

<sup>1</sup> 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.

<sup>2</sup> 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.



<b>PC5</b>	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.
<b>PC9</b>	2. The student/ graduate acquires knowledge of the phonetics, vocabulary and grammar of the studied language, through formal instruction and/ or self-study.	2. The student/ graduate develops both receptive (listening-, reading- comprehension) skills and productive (writing, speaking) skills in the studied language.
<b>PC10</b>	3. The student/graduate classifies oral or written texts in the studied language and describes their features.	3. 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.
<b>TC1</b>	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.
<b>TC6</b>	The student/graduate describes the main linguistic phenomena and grammatical structures of the studied language synchronically and diachronically, and analyzes texts in the studied language.	The student/graduate applies linguistic norms in both the mother tongue, and the foreign studied language.

## 7. Subject-specific learning outcomes

<b>Knowledge and comprehension</b>
1. 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, applied to Romani/Romanian texts for morphology and case syntax.
2. The student/graduate classifies texts (oral or written) in Romani and describes their features, using examples from morphology and syntax (cases, postpositions).
3. The student recognizes, understands, defines, and explains key concepts and terminology specific to the field, for morphology and syntax in Romani.
<b>Specific academic skills</b>
1. The student corrects texts in the mother tongue and in Rromani, 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 morphology and syntax structures (cases, postpositions).
2. The student develops critical thinking and academic expression specific to the field, in written or oral discourse, on topics in Romani morphology and syntax.
3. ...

## 8. Contents

8.1 Course	Teaching methods	Remarks
Introduction to Rromani dialects: phonological systems and specific pronunciation	Presentation, demonstration, exemplification, dialogue, debate	
Morphology of the nominal group: declensions and agreements (determiner, noun, adjective)	Presentation, demonstration, exemplification, dialogue, debate	

Date of approval  
Name and signature of Dean



Declension of phrases formed from article + adjective + noun	Presentation, demonstration, exemplification, dialogue, debate	
Postposition	Presentation, demonstration, exemplification, dialogue, debate	
Morphology of the verbal group: conjugations in present and future, imperative, negation	Presentation, demonstration, exemplification, dialogue, debate	
Morphology of the demonstrative pronoun: I. proximal pronouns and II. distal pronouns	Presentation, demonstration, exemplification, dialogue, debate	
Interrogative-relative pronoun (i relacienqi sarnavni)	Presentation, demonstration, exemplification, dialogue, debate	
Indefinite pronoun (i nisavutni sarnavni)	Presentation, demonstration, exemplification, dialogue, debate	
Negative pronouns	Presentation, demonstration, exemplification, dialogue, debate	
Syntax of the simple sentence: syntactic functions and the accusative case	Presentation, demonstration, exemplification, dialogue, debate	
Practical oral expression exercises: conversations and text reformulations	Presentation, demonstration, exemplification, dialogue, debate	
Audio comprehension: progressive texts, songs, stories in various dialects	Presentation, demonstration, exemplification, dialogue, debate	
Writing systems in Rromani dialects: characteristics and comparisons	Presentation, demonstration, exemplification, dialogue, debate	
<b>Bibliography</b> <ul style="list-style-type: none"> <li>• Borcoi, Jupiter ; Moisescu, Sorin-Cristian ; Petrilă, Daniel-Samuel ; Vidrașcu, Elena-Alexandra. 2019. Dicționar dialectal al limbii romani, București, Editura Centrului Național de Cultură a Romilor, [Rec.: Andrei A. Avram, Ph], 18, nr. 1 (35), 2022, 347–350].</li> <li>• Cortiade, Marcel. 1991. Rromani versus Para-Rromani. In The margin of Rromani: Gypsy languages in contact, ed. Peter Bakker and Marcel Cortiade, 1–15. Amsterdam: Instituut voor Algemene Taalwetenschap.</li> <li>• Courthiade, Marcel. 1998. „La langue romani. Structure dialectale de la langue rromani.” Interface 31: 9–14.</li> <li>• 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.</li> <li>• Elšík, Viktor and Beníšek, Michael. 2020. “Rromani Dialectology” In: Y. Matras and A. Tenser (eds.), The Palgrave Handbook of Rromani Language and Linguistics, <a href="https://doi.org/10.1007/978-3-030-28105-2_13">https://doi.org/10.1007/978-3-030-28105-2_13</a></li> <li>• Matras, Yaron. 2005. “The classification of Rromani dialects: A geographic-historical perspective.” In: General and Applied Rromani Linguistics, Schrammel, Barbara, Halwachs, Dieter. W. and Ambrosch, Gerd (eds.), 726. Munich: Lincom Europa.</li> <li>• Hancock, Ian. 1995. A handbook of Vlax Rromani. Columbus: Slavica.</li> <li>• Alexandre Queraltó. 2005. Curso de Romaní (dialecto de los Kalderaš) Presentación de Ignasi-Xavier Adiego. Lacho Baji Cali.</li> <li>• Sarău, Gheorghe. 2000. Ghid de conversație român-rrom. București: Kriterion.</li> <li>• Sarău, Gheorghe. 2006. Dicționar rrom-român. București: Sigma.</li> <li>• Sarău, Gheorghe. 2008. Curs practic de limba rromani pentru toți (cu CD). Ed. Sigma.</li> <li>• Sarău, Gheorghe. 2012. Dicționar român-rrom. București: Sigma.</li> <li>• Sarău, Gheorghe; Cordovan, Ionel. 2016. Ghid de conversație român-rrom-englez-maghiar. Oradea: Editura PRIMUS.</li> <li>• Sumi, Yusuke. 2017. Elemente românești în graiul rromilor din Poiana-Turda. București: Editura Muzeul Litaeraturii Române</li> </ul>		
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
PC1 <i>Oral Expression in the Rromani Language</i> : Conversation exercises (advanced level). Activities designed to consolidate and deepen grammar and vocabulary.	Explanation, participatory lecture, demonstration, exercise, conversation	



Student reformulation of a complex message heard or read. Expressing the purpose of a visit, a family request, an invitation, a simple problem from daily life. Learning formulas of respect and greetings, narrating an event from daily life, describing a scene or an image.		
PC2 <i>Oral Reception and Comprehension in the Rromani Language</i> Understanding progressive texts addressed to the student in an oral interaction. Understanding texts that are not specifically addressed to the student: audio fragments from radio, songs, films, stories and narratives. Familiarization with the accent of different dialects.	Explanation, participatory lecture, demonstration, exercise, conversation	
CP3 <i>Structural Exercises in Rromani</i> Practical course in the form of exercises, based on written and oral texts that revisit the elements taught in the course Structure of the Rromani Language 3 (Morphology and Syntax). Training in grammatical transposition by categories: changes in number, gender, and person. Exercises in producing simple written messages. Grammar exercises on present tense conjugation Subject function and object function in the sentence Accusative case for noun, personal pronoun, kon, adjective, definite article, indefinite article, adjective Reading texts to identify different nominal cases Listening to songs and group translation	Explanation, participatory lecture, demonstration, exercise, conversation	

## 9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	<ul style="list-style-type: none"> <li>Accuracy in acquiring theoretical and practical knowledge of Rromani word structure (nouns, adjectives, numerals, pronouns).</li> <li>Understanding the importance of the discipline and its connections to other specialized fields.</li> <li>Attitudinal aspects: conscientiousness, individual and group study.</li> <li>Accuracy in pronunciation and writing.</li> </ul>	<p>Written exam of 2 hours, graded from 1 to 10</p> <p>Completion of assignments throughout the semester</p>	50 % of the grade
9.5 Seminar/ practical course (laboratory class)	PC1 <i>Oral Expression in the Rromani Language</i> <ul style="list-style-type: none"> <li>Presentation of a personal experience, using the appropriate verb tenses</li> <li>Simulation of a conversation between two people to solve an everyday problem (e.g. making a doctor's appointment)</li> <li>Oral reformulation of the content of a given text, keeping the main ideas</li> <li>Detailed description of a family photograph, using specific vocabulary.</li> </ul>	<p>Complete assignments throughout the semester</p> <p>Written assessments during the course</p> <p>Attendance at practical courses is mandatory (minimum 75%)</p>	15 % of the grade



	<p><i>PC2 Oral Reception and Comprehension in the Rromani Language</i></p> <ul style="list-style-type: none"> <li>Listening to a news fragment in the Rromani language and questionnaire with specific questions</li> </ul> <p>Identification of the main theme and secondary ideas from a traditional Roma song</p> <ul style="list-style-type: none"> <li>Recognition and explanation of dialectal particularities from a given audio text</li> <li>Transcription and translation of a short dialogue from a film in the Rromani language</li> </ul>	<p>Complete assignments throughout the semester</p> <p>Written assessments during the course</p> <p>Attendance at practical courses is mandatory (minimum 75%)</p>	<p>15 % of the grade</p>
	<p><i>PC3 Structural Exercises in Rromani</i></p> <ul style="list-style-type: none"> <li>Conjugation of given verbs in all persons, present tense</li> <li>Morphological and syntactic analysis of the components of a given sentence</li> <li>Transformation of nouns and pronouns from the nominative case to the accusative case</li> <li>Identification and correction of grammatical errors in a given text</li> <li>Filling in blank spaces with the correct form of definite and indefinite articles</li> </ul>	<p>Complete assignments throughout the semester</p> <p>Written assessments during the course</p> <p>Attendance at practical courses is mandatory (minimum 75%)</p>	<p>20 % of the grade</p>
9.6 Basic performance standard			
<p>Theoretical course:</p> <ul style="list-style-type: none"> <li>the degree of assimilation of specialized language</li> <li>correct understanding of theoretical notions of morphology and their application in learning the Rromani language</li> <li>correct use of different case forms of nouns, adjectives, numerals, pronouns</li> </ul> <p>Practical courses:</p> <ul style="list-style-type: none"> <li>verb conjugation</li> <li>identification of case forms of nouns, adjectives, numerals, pronouns</li> <li>knowledge of vocabulary elements used in different communication situations</li> </ul>			

## 10. SDG labels (Sustainable Development Goals)<sup>3</sup>

		Sustainable Development Generic Label
--	--	---------------------------------------

<sup>3</sup> 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."



								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,  
.....

Date of approval  
Name and signature of Dean