



## SYLLABUS

### Structure of the Rromani Language 4 (Elements of Sentence 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		Structure of the Rromani Language 4 (Elements of Sentence Syntax) <i>PC Structural Exercises in the Rromani Language</i>				Course code		LLRr4121	
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	II	2.5. Semester	4	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	5	of which: 3.2 course	1	3.3 seminar / practical course (laboratory)	4
3.4. Total number of hours in the curriculum	70	of which: 3.5 course	14	3.6 seminar / practical course (laboratory)	56
<b>Allotted time for individual study (ID) and self-study activities (SA)</b> <b>(5+6+11)</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>154</b>
<b>3.9. Number of credits</b>					<b>6</b>



#### 4. Prerequisites (if necessary)

4.1. curriculum	Passing the exam for <i>Structure of the Rromani Language 4 (Elements of Sentence Syntax)</i> is conditional upon passing the PC exams <i>Structural Exercises in the Rromani Language</i> .
4.2. skills	Elementary notions of morphology: the verb (aspect, mood, tense, person, voice; conjugation; verbs of movement; participle; gerund); the adverb; the preposition; the conjunction; the particle.

#### 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
PC7	Follow an ethical code of conduct for translation activities
PC17	Comprehend the material to be translated
PC21	Develop a translation strategy
Transversal competences	
Competence code	Competence
TC1	Apply scientific methods
TC5	Provide written information

#### 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
PC7	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.

<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>PC17</b>	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.
<b>PC21</b>	3. The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically.	3. The student/graduate places significant works and authors of the literature of the studied language) and of world literature in the appropriate historical and cultural contexts.
<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>TC5</b>	The student/ graduate acquires knowledge of the phonetics, vocabulary and grammar of the studied language, through formal instruction and/ or self-study.	The student/ graduate develops both receptive (listening-, reading- comprehension) skills and productive (writing, speaking) skills in the studied language.

## 7. Subject-specific learning outcomes

<b>Knowledge and comprehension</b>
The student understands and masters norms of translation theory and practice, recognizes text characteristics, and is familiar with text-type-specific translation strategies and ethical norms, applied to Romani sentence-level examples.
The student/graduate classifies texts (oral or written) in the Romani language and describes their characteristics, with a focus on syntactic structures.
The student describes, synchronically and diachronically, the main literary phenomena in Romani literature or in world literature, using relevant syntactic examples.
<b>Specific academic skills</b>
1. The student applies methodological and theoretical models specific to the study of natural languages and literature to the analysis of Romani syntax.
2. The student develops receptive (listening, reading comprehension) and productive (writing, speaking) competences in the Romani language by producing syntactically correct sentences

## 8. Contents

8.1 Course	Teaching methods	Remarks
Syntactic units	Presentation, demonstration, exemplification, dialogue, debate	
Subject	Presentation, demonstration, exemplification, dialogue, debate	
Predicate	Presentation, demonstration, exemplification, dialogue, debate	
Complement	Presentation, demonstration, exemplification, dialogue, debate	
Attribute	Presentation, demonstration, exemplification, dialogue, debate	
Sentence types	Presentation, demonstration, exemplification, dialogue, debate	



Conjunctions	Presentation, demonstration, exemplification, dialogue, debate	
Copulative coordination	Presentation, demonstration, exemplification, dialogue, debate	
Subordination: subordinating conjunctions	Presentation, demonstration, exemplification, dialogue, debate	

#### Bibliography

- Boretzky, Norbert. 1994. Rromani: Grammatik des Kalderaš-Dialektes mit Texten und Glossar. Balkanologische Veröffentlichungen 24. Wiesbaden: Harrassowitz Verlag
- Calvet, Georges. 1993. Dictionnaire tsigane-français, dialecte kalderash. Paris: L'Asiathèque.
- Hancock, Ian F. 1993. A Grammar of Vlach Rromani. Austin: Romanestan.
- Hancock, Ian F. 1995. A Handbook of Vlach Rromani. Columbus, OH: Slavica
- Matras, Yaron. 2013. "Mapping the Rromani dialects of Romania." Rromani Studies, continuing Journal of the Gypsy Lore Society (Fifth Series) 23: 199–243.
- Mihai-Cioabă, Luminița. 2001. Ghid de conversație român-țigănesc. Rumîniko-romano [gido]. [București]: Teora. [Înregistrarea CD-ului cu vocea Luminiței Mihai Cioabă: Acoustic Multi-media].
- Pobożniak, Tadeusz (1964). Grammar of the Lovari dialect. Kraków: PWN
- Sarău, Gheorghe. 2006. Dicționar rrom-român. 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; Cordovan, Ionel. 2016. Ghid de conversație român-rrom-englez-maghiar. Oradea: Editura PRIMUS.











8.2 PC Structural Exercises in the Rromani Language	Teaching methods	Remarks
<p>Practical course based on written and oral texts that revisit the elements taught in the course <i>Structure of the Rromani Language 4 (Elements of Sentence Syntax)</i></p> <ul style="list-style-type: none"> <li>• Training in grammatical transposition in the syntactic domain: direct and indirect speech, conditional, and continuation of morphology exercises started in the first semester.</li> <li>• Exercises in writing complex written messages.</li> <li>• Structural exercises: Imperative: 2sg and 2pl; for verbs in -el and -al, and for borrowed verbs in -ol</li> <li>• Negation of the verb in the indicative (Vlach and non-Vlach dialects): review</li> <li>• Negation of the verb in the imperative (Vlach and non-Vlach dialects)</li> </ul>	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 related to Rromani sentence syntax</li> <li>• Understanding the importance of the discipline studied and its connection to other specialized disciplines.</li> <li>• Attitudinal aspects: conscientiousness, individual and group study.</li> </ul>	Written exam of 2 hours, graded from 1 to 10 Completion of assignments throughout the semester	50% of the grade

	• Accuracy in pronunciation and writing.		
9.5 practical course <i>Structural Exercises in the Rromani Language.</i>	Accuracy in identifying sentence types and using appropriate conjunctions. • Knowledge regarding the enrichment of the inventory of subordinating conjunctions. • Solving exercises related to adverbs, prepositions, conjunctions, particles.	Completion of assignments throughout the semester Written assessments during the course Attendance at practical courses is mandatory (minimum 75%)	50% of the grade
9.6 Basic performance standard			
<p>Theoretical course:</p> <ul style="list-style-type: none"> <li>Assimilation of specialized terminology</li> <li>Correct acquisition of theoretical syntax concepts and their application in learning the Rromani language</li> <li>Correct use of subordinating conjunctions</li> </ul> <p>Practical courses:</p> <ul style="list-style-type: none"> <li>Correct identification of sentence types and use of appropriate conjunctions</li> <li>Vocabulary enrichment with various subordinating conjunctions and their correct use</li> <li>Practice and deepening of knowledge about invariable parts of speech: adverbs, prepositions, conjunctions, and particles.</li> </ul>			

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

		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,

<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."

Date of approval  
Name and signature of Dean



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Date of approval:

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Head of Department's name and signature,

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Date of approval  
Name and signature of Dean