



SYLLABUS

Rromani Language and Literature (Early attestations of Romani in historical and literary sources)

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	Romani language and literature / Bachelor of Arts in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title			Rromani Language and Literature (Early attestations of Romani in historical and literary sources) – Optional Language and Literature Course 3: package – LLX4109) Practical course: <i>Text Drafting and Editing Exercises</i> (in Romani and Romanian languages)					Course code		LLRr4123 (2)	
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	C	2.7. Course status		Contents	SS	
									Mandatory	Opt	

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	2	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	-
3.4. Total number of hours in the curriculum	28	of which: 3.5 course	28	3.6 seminar / practical course (laboratory)	-
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					14
Additional research (in the library, online scientific databases/platforms, or field documentation)					28
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					19
Tutoring					-
Assessment (examinations)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					70

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3.8. Total hours per semester	98
3.9. Number of credits	4

4. Prerequisites (if necessary)

4.1. curriculum	Passing the discipline entails passing both components of the optional course Romani Language and Literature (The earliest attestations of the Romani language in historical and literary sources) and the practical course Exercises in drafting and editing texts.
4.2. skills	Minimum knowledge in the field of philology.

5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with a board; photocopies, laptop, books
5.2. for teaching seminars / practical courses (laboratory classes)	Classroom equipped with a board; photocopies, laptop, books

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

Professional competences	
Competence code	Competence
PC9	Study acquisition of language
PC18	Improve translated text
PC23	Apply teaching strategies
Transversal competences	
Competence code	Competence
TC4	Conduct research across disciplines
TC6	Use word-processing software

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.



PC9	1. 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.	1. The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.
PC18	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
PC23	3. The student/ graduate is familiar with EU and non-EU, as well as, national and institutional language policies (and related politics of identity), and understands how they impact language learning and teaching in specific contexts; is familiar with various language teaching methods and shifts effectively to practical strategies of teaching/ learning the studied language	3. The student/ graduate evaluates the advantages and disadvantages, the competing POVs and directions for development of national or institutional language policies. The student/ graduate evaluates the advantages and disadvantages of various teaching methods and their outcomes in the dynamic between the acquisition of knowledge of language and the development of communicative skills.
TC4	The student/graduate classifies oral or written texts in the studied language and describes their features.	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.
TC6	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

Knowledge and comprehension
The student recognizes, understands, defines, and explains key concepts and terminology in the field, applied to the philology and early history of the Rromani language.
The student acquires, under instruction and/or through individual study, knowledge of phonetics, vocabulary, and grammar in the Rromani language.
The student is familiar with European, national, and institutional language and identity policies and, comparatively, with those from non-European countries, and understands their impact on teaching the Rromani language; the student/graduate is familiar with methods of teaching and learning the Rromani language.
Specific academic skills
The student proofreads texts in their native language/dialect and in the standard Rromani language, translates different text types from one language into another, preserving meaning and nuances without additions/changes/omissions, using historical specimens.
The student applies linguistic norms both in their native language/dialect and in the standard Rromani language.

8. Contents

8.1 Course	Teaching methods	Remarks
History of the earliest attestations of the Romani language: in Western Europe and in Eastern Europe.	Lecture, explanation, demonstration, exemplification,	

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	dialogue, debate, analysis.	
<p>Bibliography</p> <ul style="list-style-type: none"> • Adiego, Ignasi-Xavier Historical Sources on the Romani Language, The Palgrave Handbook of Romani Language and Linguistics, Yaron Matras · Anton Tenser (Editors) Palgrave Macmillan, 2020. • Rotaru, Julieta et al. 2022. Romani Lexicography in the Nineteenth Century. Vol. 1: Lexicon Româno-Țigănesc/Romanian-Gypsy Dictionary, Lincom Series in Romani Linguistics. München: Lincom Academic Publishers 		
8.2 Seminar / practical course (laboratory class): <i>PC Exercises in drafting and editing texts</i>	Teaching methods	Remarks
<p>Morpho-syntactic analysis and translation of the first specimen in the Romani language (1542)</p> <p>Bibliography</p> <ul style="list-style-type: none"> • Borde [Boorde], Andrew. 1542(?). The fyrst boke of the introduction of knowledge... London: Wyllyam Copland. • Borde, Andrew. 1870. The fyrst boke of the introduction of knowledge... edited by Frederik James Furnivall. London: N. Trübner and Co. <p>Analysis of the word list in Vulcanius (1597)</p> <p>Bibliography</p> <p>Vulcanius [= De Smet], Bonaventura. 1597. De literis et lingua Getarum siue Gothorum, Ludguni Batavorum [= Leiden]: ex officina Plantiniana, apud Franciscum Raphelengium.</p> <p>Word lists, vocabularies, glossaries: Johannes ex Graefing (1510–1515), Johan van Ewsum (1570)</p> <p>Bibliography</p> <ul style="list-style-type: none"> • Kluyver, A. 1911. Un glossaire tsigane du seizième siècle. Journal of the Gypsy Lore Society, n.s., 4: 131–142. • Knauer, Georg Nicolaus. 2010. The earliest vocabulary of Romani words (c.1515) in the Collectanea of Johannes ex Graefing, a student of Johannes Reuchlin and Conrad Celtis. Romani Studies, 5th ser., 20 (1): 1–15. <p>Anglo-Romani specimen in 'Winchester Confessions' (1616)</p> <ul style="list-style-type: none"> • Bakker, Peter. 1997. Review of McGowan (1996). Journal of the Gypsy Lore Society, 5th ser., 7 (1): 49–50. • McGowan, Alan. 1996. <i>The Winchester confessions 1615–1616</i>. South Chailley, East Sussex: Romany and Traveller family History Society. <p>First Romani specimen from the Balkans</p> <p>Bibliography:</p> <p>Friedman, Victor A., and Robert Dankoff. 1991. The earliest text in Balkan (Rumelian) Romani: A passage from Evliya Çelebi's Seyâhat-nâme. Journal of the Gypsy Lore Society, 5th ser., 1: 1–20.</p> <p>Hiob Ludolf, Commentarius ad historiam suam Aethiopicam, 1691 Bocskor kódex (1700) Björckman entitled Dissertatio academica de Ciganis (1730) Beytrag zur Rottwellischen (1755)</p> <p>Comparative study of the earliest grammars</p> <p>1. Graffunder, Alfred 1835. Über die Sprach der Zigeuner. Eine grammatische Skizze. Erfurt: F.W. Otto.</p> <p>2. von Kogălniceanu, Michail 1840 (1837 in French). Skizze einer Geschichte der Zigeuner, ihrer Sitten und nebst einem kleinen Wörterbuche dieser Sprache. Stuttgart: F. Cast'sche Buchhandlung.</p>	Participatory lecture, debate, dialogue, demonstration, exemplification	



3. Predari, Francesco 1841. Origine e vicende dei zingari con documenti intorno le speciali loro proprietà fisiche e morali, la loro religione, i loro usi e costumi, le loro arti e le attuali loro condizioni politiche e civili in Asia, Africa e Europa. Milano. Paolo Lampato. 4. Vaillant, Jean-Alexandre 1861. Grammaire, dialogues & Vocabulaire de la langue Rommanedes sigans. Paris: Typographie Pilloy. 5. von Wlislocki, Heinrich 1884. Die Sprachen der transsilvanischen Zigeuner.		
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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	Accuracy in mastering knowledge related to philology, text editing, and editorial techniques. Knowledge of the chronology of the earliest specimens of the Romani language. Attitudinal aspects: conscientiousness, individual and group study.	Written exam (2 hours), graded from 1 to 10. Oral exam: presentation of a paper.	50%
9.5 Seminar/practical course (laboratory class)	Identifying and analyzing the different writing systems used for the Romani language. Assessing and solving specific transcription problems. Applying standard orthography principles in text editing.	Written exam (2 hours), graded from 1 to 10.	50%
9.6 Basic performance standard			
Course: <ul style="list-style-type: none"> - assimilation of specialized terminology - correct acquisition of notions of philology, text editing, and editorial techniques - basic notions in collecting and processing onomastic material Seminar: <ul style="list-style-type: none"> - knowledge of the different orthographies of old texts preserved in the Romani language - rendering Old Romani specimens in modern orthography. 			

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label
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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."



								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