



SYLLABUS

The Structure of the Rromani Language 5 (Elements of Lexicology, Formation of the Rromani Lexicon, and Etymological Aspects)

Academic year 2028-2029

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 5 (Elements of Lexicology, Formation of the Rromani Lexicon, and Etymological Aspects) (PC1 <i>Oral Communication in the Rromani Language</i> , PC 2 <i>Professional Use of the Rromani Language for Research or Media</i> and PC 3 <i>Structural Exercises in the Rromani Language</i>) (in Rromani and Romanian languages)					Course code	LLRr5121		
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	III	2.5. Semester	5	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	4	of which: 3.2 course	1	3.3 seminar / practical course (laboratory)	3
3.4. Total number of hours in the curriculum	56	of which: 3.5 course	14	3.6 seminar / practical course (laboratory)	42
Allotted time for individual study (ID) and self-study activities (SA) (4+5+9)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					40
Additional research (in the library, online scientific databases/platforms, or field documentation)					10
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					11
Tutoring					-
Assessment (examinations)					2
Other activities:					7

Date of approval
Name and signature of Dean



3.7. Total hours for individual study (ID) and self-study activities (SA)	70
3.8. Total hours per semester	126
3.9. Number of credits	5

4. Prerequisites (if necessary)

4.1. curriculum	Passing the course <i>Structure of the Rromani Language 5 (Elements of Lexicology. Formation of Rromani Vocabulary. Etymological Aspects)</i> requires successfully completing the practical courses (<i>PC1 Oral Communication in the Rromani Language, PC2 Professional Use of the Rromani Language for Research or Media, and PC3 Structural Exercises in the Rromani Language</i>).
4.2. skills	Minimum knowledge of lexicology

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
PC1	Demonstrate intercultural competence
PC11	Revise translation works
PC12	Follow translation quality standards
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.



PC1	1. The student/ graduate recognizes and understands the regional, temporal and contextual variation of language, literature and culture, or the impact of multilingual/ multicultural phenomena; is familiar with concepts and theories in intercultural studies; has an in-depth understanding of the culture(s) and society of the country/ countries where the studied language) is used	1. The student/ graduate provides analyses and interpretations of structures and implicit or explicit meanings in spoken or written communication; of academic or literary texts, which show regional, temporal or contextual variation.
PC11	2. 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	2. 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.
PC12	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.
TC4	The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically.	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.
TC6	The student/graduate connects the literatures of the studied languages, world literatures or literary trends, and critically compares authors and works.	The student/graduate interprets and analyzes texts from various literary genres and subgenres.

7. Subject-specific learning outcomes

Knowledge and comprehension
The student recognizes and understands linguistic, literary, and cultural aspects specific to the Romani language that vary regionally, historically, or contextually, or result from multilingual and or multicultural phenomena.
The student is familiar with European, national, institutional, and comparatively non-European language and identity policies, and understands their impact on teaching the Romani language in specific contexts.
The student recognizes, understands, defines, and explains key concepts and terminology specific to the field of Romani studies, and masters academic vocabulary and norms of academic writing and rhetoric.
Specific academic skills
- The student analyzes and interprets explicit or implicit structures and meanings in oral and written communication in the Romani language.
- The student evaluates the advantages, disadvantages, perspectives, and development directions of language policies concerning the Romani language at national or institutional level.

8. Contents

8.1 Course	Teaching methods	Remarks
Stages of Rromani vocabulary formation	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	



Classification of Rromani within modern Indo-Aryan languages (NIA) and the development of Old, Middle, and Modern Indo-Aryan languages (OIA, MIA, and NIA)	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Reconstruction of Proto-Rromani evidence in the absence of preserved written records	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Influence of pre-Balkan and Balkan languages on Rromani	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
The Rromani language and the history of attempts to record it in writing	Presentation, dialogue, debate, analysis, explanation	
Phonetics as experienced in daily life by speakers	Presentation, dialogue, debate, analysis, explanation	
The Rromani language, its dialects, and varieties spoken in Romania (approached predominantly from a lexicological perspective)	Presentation, dialogue, debate, analysis, explanation	
<p>Bibliography</p> <p>Mayrhofer, Manfred. 1992. <i>Etymologisches Wörterbuch des Altindoarischen</i>, Erster band. Heidelberg: Carl Winter.</p> <p>Miklosich Franz, 1877-78. <i>Über Mundarten Und Die Wanderungen Der Zigeuner Europa's</i>. Band VII, VIII. Denkschriften der Kaiserlichen Akademie der Wissenschaften, Philosophisch-Historische Classe, Wien: K. Gerold's Sohn.</p> <p>Rotaru, Julieta; Tirard, Aurore și Șapoval, Viktor. 2022. <i>Rromani Lexicography in the Nineteenth Century. Vol. 1: Lexicon Româno-Țigănesc/Romanian-Gypsy Dictionary</i>, Lincom Series in Rromani Linguistics. München: Lincom Academic</p> <p>Sarău, Gheorghe, 1998, „Distribuția elementelor lexicale din idiomul rromilor spoitori (din punctul dialectal Oltenița) în funcție de limba donatoare,” în: <i>Dicționar rrom (spoitoresc) – român</i> București: Kriterion, p. 125-139.</p> <p>Sarău, Gheorghe, 1998, „Indice de idiomuri indo-ariene moderne,” <i>Bibliotheca Indica [București]</i> nr. 1, pp. 44-55; nr. 2, pp. 51-55.</p> <p>Sarău, Gheorghe, 2000, „Mijloace de îmbogățire a lexicului limbii rromani,” în <i>Lingua Pax</i>, Vol. I, <i>Interculturalitate și democrație</i>. Ed. Olga Murvai, București: Editura Cavaliotti, pp. 206-220.</p> <p>Sarău, Gheorghe, 2004, <i>Rromani Leksikologia</i>, București: Editura Universității din București.</p> <p>Sarău, Gheorghe, 2006, „Cuvinte formate prin compunere în limba rromani,” în <i>Antic și modern. In honorem Luciae Wald</i>, București: Editura Humanitas, pp. 468-483.</p> <p>Sarău, Gheorghe, 2002, „Vocabular biblic,” pp. 120-132 în: <i>Biblikane teksturen-qo kidipen anθ-i rromani čhib. Culegere de texte biblice în limba rromani</i>. București: Kriterion.</p> <p>Sarău, Gheorghe, 1992, <i>Mic dicționar rom-român</i>, București: Kriterion, 176 p. [cu o schiță Morfologia dialectului vlah de varietate românească al limbii romaní. Schiță, pp. 25-81].</p> <p>Sarău, Gheorghe, 1998, <i>Dicționar rrom (spoitoresc)-român</i>, București: Kriterion, 144 p. [Biblioteca rromă: nr. 2; cu indexul <i>Distribuția elementelor lexicale din idiomul rromilor spoitori (din punctul dialectal Oltenița) în funcție de limba donatoare</i>, pp. 125-139].</p> <p>Sarău, Gheorghe și Colceriu, Corneliu, 1998, <i>Dicționar român-rrom (căldărăesc) și Dicționar rrom (căldărăesc)-român</i>, București: Kriterion.</p> <p>Sarău, Gheorghe, 2000, <i>Dicționar rrom-român</i>, Cluj-Napoca: Editura Dacia, 232 p.</p> <p>Southworth, Franklin Chester. 1958. <i>A test of the comparative method (a historically controlled reconstruction based on four Modern Indian languages)</i>. (Doctoral dissertation, New Haven: Yale University; 204pp.)</p> <p>Turner, R. L. (Ralph Lilley), Sir. <i>A comparative dictionary of Indo-Aryan languages</i>. London: Oxford University Press, 1962-1966. Includes three supplements, published 1969-1985. https://dsal.uchicago.edu/dictionaries/soas/</p> <p>Turner, Ralph Lilley. <i>A Comparative Etymological Dictionary of the Nepali Language</i>; with indexes of all words quoted from other Indo-Aryan languages compiled by Dorothy Rivers Turner. - 2nd ed. rev. London, 1965.</p>		



Szabó, Géza, 2000, *Magyar-cigány szótár. Cigány-magyar szótár*, Kolozsvár – Cluj-Napoca: Komp-Press Kiadó [5-53: *Magyar-cigány szótár*, 55-96: *Cigány-magyar szótár*].

8.2 Practical Course	Teaching methods	Remarks
PC 1 <i>Oral Communication in the Rromani Language</i> Interaction on abstract topics and works (cinema, newspapers, literary prose). Understanding presentations in fields beyond the Rromani domain (interviews, medicine, employment, mediation, etc.). Preparation of student presentations.	Active participation; Exercise; Conversation	
PC 2 <i>Professional Use of the Rromani Language for Research or Media</i> The course proposes learning research tools for the Rromani language: a description of Rromani grammars and dictionaries throughout time.	Active participation; Exercise; Conversation	
PC 3. <i>Structural Exercises in the Rromani Language</i> : Practical course in the form of exercises, based on written and oral texts that review elements taught in the Rromani Grammar and Linguistics course. Stylistics: Exercises in producing written messages (postcards, text messages, emails, chat).	Active participation; 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	Understanding and applying theoretical concepts discussed in class	2-hour written exam	2/3 of the grade
9.5 practical courses	Understanding main grammatical concepts and sustaining a conversation in Rromani that follows grammatical norms.	Ongoing written assessment. Course attendance is mandatory at 75%	1/3 of the grade
9.6 Basic performance standard			
Course and seminar: <ul style="list-style-type: none"> The student knows the main concepts related to sentence syntax, recognizes the main parts of a sentence, and analyzes them correctly; Specialized terminology is simple but correctly used; Successfully solves a minimum number of questions from the exam topics. Practical courses: <ul style="list-style-type: none"> The student knows the main concepts, recognizes them, and defines them; The student has read the main works analyzed; The student has an overview of the field. 			

10. SDG labels (Sustainable Development Goals)³

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



		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,

.....

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