



SYLLABUS
The Structure of the Rromani Language
(Elements of Semantics and Principles of Vocabulary Standardization)
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	Romani 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 (Elements of Semantics and Principles of Vocabulary Standardization) <i>(PC1: Inter-dialectal Communication Strategies and Contextual Adaptation PC2: Professional Use of the Romani Language for Research or Media)</i> (in Romani and Romanian languages)					Course code	LLRr6121	
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	6	2.6. Type of assessment	E	2.7. Course status	Contents	SS	
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3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / practical course (laboratory)	24
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					30
Additional research (in the library, online scientific databases/platforms, or field documentation)					18
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					10
Tutoring					6
Assessment (examinations)					2
Other activities:					6
3.7. Total hours for individual study (ID) and self-study activities (SA)					72
3.8. Total hours per semester					120

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3.9. Number of credits	5
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4. Prerequisites (if necessary)

4.1. curriculum	is conditional on passing the exams in the practical courses, (PC1: Inter-dialectal Communication Strategies and Contextual Adaptation and PC2: Professional Use of the Romani Language for Research or Media) (in Romani and Romanian languages)
4.2. skills	Minimum knowledge of lexicology and semantics

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
PC15	Preserve original text
PC19	Keep up with language evolution
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.
PC15	2. The student/ graduate is familiar with, understands, explains, summarizes, and synthesizes knowledge from language studies, literature studies, cultural studies and translation studies.	2. 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.
PC19	3. 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.	3. The student/ graduate identifies specific problems, shades of meaning, cultural assumptions of the text to be translated, and chooses the suitable translation strategy.
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 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.	The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.

7. Subject-specific learning outcomes

Knowledge and comprehension
The student recognizes and understands linguistic, literary, and cultural aspects of the Romani language that vary regionally, historically, or contextually, or result from multilingual and/or multicultural phenomena.
The student recognizes, understands, describes, explains, summarizes, and synthesizes knowledge of the Romani language (phonetics, lexicology, morphology, syntax) and linguistics, relevant to historical development, dialect variation, and standardization.
The student understands and masters norms of translation theory and practice, recognizes text characteristics, and is familiar with translation strategies, applied to texts on the history and modernization of the Romani language.
Specific academic skills
The student analyzes and interprets explicit or implicit structures and meanings in oral or written communication in Romani, including texts with regional and historical variation.
The student identifies specific problems, meaning nuances, and cultural load of the text to be translated (to/from Romani) and chooses an appropriate translation strategy.

8. Contents

8.1 Course	Teaching methods	Remarks
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Earliest attestations.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Dialectal areas and main characteristics of dialects.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Written codification and the standardization debate. Common Romani.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Modernization and adaptation of Romani to new fields: administration, justice, mass media, and education.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Influence of modernization on phonology, syntax, and vocabulary.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Borrowed words; loan transfers: a) loan extensions b) loan translations; neologisms; hybridizations; doublets; syntactic changes, etc.	Participatory lecture, debate, dialogue, presentation, demonstration, exemplification	
Bibliography <ul style="list-style-type: none"> • Bloch, Jules. 1934. <i>L'indo-aryen, du Vêda aux temps modernes</i>, Paris : Maisonneuve. • Cardona, George si Jain, Dhanesh. 2003. <i>The Indo-Aryan Languages</i>. Routledge. • Chatterji, S.K. 1926. <i>The Origin and Development of the Bengali Language</i>, Calcutta University Press. • D'souza, Jean. 1986. "Language Modernization in a Sociolinguistic Area." <i>Anthropological Linguistics</i>, 28, 4 (Winter, 1986), pp. 455-471. • Grierson, George Abraham. <i>Linguistic Survey of India</i>, vol. I, Part II, Calcutta 1928. • Masica, Colin. 1991. <i>The Indo-Aryan Languages</i> (Cambridge University Press, New- York, Port Chester, Melbourne, Sidney). • Mayrhofer, Manfred. 1992. <i>Etymologisches Wörterbuch des Altindoarischen</i>, Erster band. Heidelberg: Carl Winter. • ЭСЦЯ: Ослон, М. В., and Кожанов, К. А. <i>Этимологический словарь цыганского языка</i>: rromanes.org/pub/ЭСЦЯ.pdf. • Oslon, Mikhail. 2025. „The position of Romani in Indo-Aryan revisited.” <i>Romani Studies</i> 35(1): • Rotaru, Julieta; Tirard, Aurore si Șapoval, Viktor. 2022. <i>Romani Lexicography in the Nineteenth Century</i>. Vol. 1: <i>Lexicon Româno-Țigănesc/Romanian-Gypsy Dictionary</i>, Lincom Series in Romani Linguistics. München: Lincom Academic • Sarău, Gheorghe, 2001, <i>Stilistica limbii rromani în texte</i>, Ed. CREDIS, [capitoul despre formarea cuvintelor]. • Sen, Sukumar. <i>Comparative Grammar of Middle Indo-Aryan</i>, Linguistic Society of India, Pune, 1960, • Tagare, G. 1948. <i>Historical Grammar of Apabhramśa</i>, Pune: Deccan College. • Turner, Ralph Lilley. 1926. <i>The Position of Romani in Indo-Aryan</i>. Edinburgh: T. & A. Constable. 		
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
PC1 <i>Mutual Intelligibility Strategies in the Romani Language</i> The study of correspondence between different dialects of the Romani language and their repercussions on writing and speaking. Distinguishing spheres of use with their specificities, strategies for avoiding difficulties in contexts where mutual intelligibility breaks down, adapting forms to the communication context.	Active participation; Exercise; Conversation	
PC 2 <i>Professional Use of the Romani Language for Research or Media</i> The course proposes learning research tools for the Romani language: a description of Romani grammars and dictionaries throughout time.	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 Romani that follows grammatical norms.	Ongoing written assessment. Course attendance is mandatory at 75%	1/3 of the grade
9.6 Basic performance standard			
<p>Course and seminar:</p> <ul style="list-style-type: none"> The student knows the main concepts related to sentence syntax, recognizes the main types of subordinate clauses, and analyzes them correctly; Specialized terminology is simple but correctly used; Successfully solves a minimum number of questions from the exam topics. <p>Practical course:</p> <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

		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

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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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