**Department of Romance languages and literature - Romanian language**

Academic year 2021 / 2022

Date: 24.10.2021

# Studies

## University undergraduate double major study Romanian Language and Literature

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35979 | Introduction to General and Romanian Linguistics | 5 | 30/30/0 | | 39622 | Physical Education 1 | 0 | 0/0/30 | | 35981 | Romanian Language Exercises I | 7 | 0/0/90 | | 35980 | Romanian Language Phonetics and Phonology | 3 | 15/0/15 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35983 | Introduction to Romanian Civilization | 5 | 30/30/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | | 35985 | Romanian Language Exercises II | 5 | 0/0/60 | | 35984 | Romanian Language Morphology | 5 | 30/30/0 | |

**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52173 | History of Romanian Literature I | 5 | 30/30/0 | | 50927 | Physical Education 3 | 0 | 0/0/30 | | 52174 | Romanian Language Exercises III | 5 | 0/0/60 | |
| **Internal elective courses - choose at least 2 ECTS credits (6823)** |
| |  |  |  |  | | --- | --- | --- | --- | | 36887 | Latin Language for Students of Romance languages 1 | 2 | 15/0/0 | | 52175 | Literature Seminar I | 3 | 0/30/0 | |
| **Elective courses - choose at least 2 ECTS credits (4017)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 52175 | Literature Seminar I | 3 | 0/30/0 | | | **Courses from other departments** | | Number of courses: 220 | |
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**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 50932 | Physical Education 4 | 0 | 0/0/30 | | 52178 | Romanian Language Exercises IV | 5 | 0/0/60 | | 52177 | Romanian Language Syntax | 5 | 30/30/0 | |
| **Internal elective courses - choose at least 2 ECTS credits (3873)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225513 | Conversation Exercises 1 | 2 | 0/0/30 | | 36888 | Latin Language for Students of Romance languages 2 | 2 | 15/0/0 | |
| **Elective courses - choose at least 2 ECTS credits (6821)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 225513 | Conversation Exercises 1 | 2 | 0/0/30 | | | **Courses from other departments** | | Number of courses: 219 | |
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**5. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52180 | Romanian Language Exercises V | 5 | 0/0/60 | |
| **Internal elective courses - choose at least 2 ECTS credits (6824)** |
| |  |  |  |  | | --- | --- | --- | --- | | 52182 | Literature Seminar III | 3 | 0/30/0 | | 52181 | Romance Languages and Vulgar Latinity (Romanian) | 2 | 30/0/0 | |
| **Elective courses - choose at least 7 ECTS credits (3875)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 52182 | Literature Seminar III | 3 | 0/30/0 | | 52181 | Romance Languages and Vulgar Latinity (Romanian) | 2 | 30/0/0 | | | **Courses from other departments** | | Number of courses: 219 | |
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**6. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 69900 | Final Exam - Romanian Language and Literature | 5 | 0/0/0 | | 52185 | History of Romanian Literature II | 4 | 30/30/0 | | 52186 | Romanian Language Exercises VI | 3 | 0/0/30 | |
| **Internal elective courses - choose at least 2 ECTS credits (3876)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225514 | Conversation Exercises 2 | 2 | 0/0/30 | | 52187 | History of Romanian Language | 3 | 15/15/0 | | 52189 | Translation Exercises II | 3 | 0/0/30 | |

## University graduate double major study Romanian Language and Literature

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117750 | Romanian Language I | 5 | 15/0/45 | |
| **Internal elective courses - Choose at least 3 ECTS credits (10710)** |
| |  |  |  |  | | --- | --- | --- | --- | | 146661 | Language Contacts between Romanian and Slavic Languages | 5 | 15/15/0 | | 184207 | Linguistics for Romanicists | 3 | 15/15/0 | | 118196 | Romania and the Romanians in European Civilization Context | 5 | 15/15/0 | |
| **Elective courses - choose at least 5 ECTS credits (11998)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 146661 | Language Contacts between Romanian and Slavic Languages | 5 | 15/15/0 | | 118195 | Linguistic Description of a Selected Romance Language | 3 | 0/30/0 | | 118196 | Romania and the Romanians in European Civilization Context | 5 | 15/15/0 | | | **Courses from other departments** | | Number of courses: 217 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124477 | Romanian Language II | 5 | 15/0/45 | |
| **Internal elective courses - Choose 4 ECTS credits (11869)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125553 | Contemporary Romanian Prose | 5 | 15/15/0 | | 125554 | Introduction to Balkan Areal Linguistics | 5 | 15/15/0 | | 118194 | Language of the Bayash Roma in Croatia - Bayash-Romanian Dialects | 4 | 15/15/0 | |
| **Elective courses - Choose at least 6 ECTS credits (11997)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 125553 | Contemporary Romanian Prose | 5 | 15/15/0 | | 125554 | Introduction to Balkan Areal Linguistics | 5 | 15/15/0 | | 118194 | Language of the Bayash Roma in Croatia - Bayash-Romanian Dialects | 4 | 15/15/0 | | | **Courses from other departments** | | Number of courses: 188 | |
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**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117749 | Istro-Romanian | 5 | 15/15/0 | | 117751 | Romanian Language III | 5 | 15/0/45 | |
| **Elective courses - choose at least 5 ECTS credits (10810)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 146661 | Language Contacts between Romanian and Slavic Languages | 5 | 15/15/0 | | 118195 | Linguistic Description of a Selected Romance Language | 3 | 0/30/0 | | 118196 | Romania and the Romanians in European Civilization Context | 5 | 15/15/0 | | | **Courses from other departments** | | Number of courses: 217 | |
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**4. semester**

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| **Mandatory courses** |
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# Courses

## Contemporary Romanian Prose

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| **Name** | Contemporary Romanian Prose |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 125553 |
| **Semesters** | Summer |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the contemporary Romanian prose with the emphasis on short prose (Radu Pavel Gheo, Dan Lungu, Lucian Dan Teodorovici, Mircea Cărtărescu, Adriana Babeți, Ana Maria Sandu, Doina Ruști , etc. |
| **Teaching methods** | Presentation, discussion, text analysis, written assignments. |
| **Assessment methods** | Continuous tracking (regular homework), seminar paper, oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognize, explain and use basic literary-critical concepts necessary for the analysis of a literary work | | 2. | apply the literary-critical apparatus and key insights into stylistic formations in the analysis and interpretation of literary works | | 3. | abstract and analyse relevant patterns of literary-historical periods and individual works of Romanian literature | | 4. | interpret autonomously a contemporary literary text | | 5. | Learning outcomes at the level of the study programme: RN201 analyze and interpret literary texts in the context of their origin (aesthetic, social, cultural, biographical aspects) RN205 communicate and support with arguments one's ideas by integrating knowledge, as well as adapt to the context of academic communication, taking into account ethical and social responsibility | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Adriana Babeţi, Romanul, CV, Sarsanela | | 2. | Ana Blandiana, A fi sau a privi | | 3. | Mircea Cărtărescu, Ochiul căprui al dragostei noastre, De ce iubim femeile | | 4. | Simona Popescu, Exuvii | | 5. | Felicia Mihali, Ţara brânzei | | 6. | Florin Lăzărescu, Întâmplări şi personaje | | 7. | Radu Pavel Gheo, Numele mierlei | | 8. | Ana Maria Sandu, Pereţii subţiri | | 9. | Ana Maria Sandu, Fata din casa vagon | | 10. | Dan Lungu, Fetiţa care se juca de-a Dumnezeu | | 11. | Ioana Pârvulescu, Viaţa începe vineri / Inocenţii | | 12. | Filip Florian, Zilele regelui | | 13. | presentations by students (L. D. Teodorovici / Ioana Pârvulescu / Dora Pavel / Mircea Cărtărescu / Dan Lungu / Camelia Cavadia / Radu Pavel Gheo / Doina Ruşti) | | 14. | presentations by students (L. D. Teodorovici / Ioana Pârvulescu / Dora Pavel / Mircea Cărtărescu / Dan Lungu / Camelia Cavadia / Radu Pavel Gheo / Doina Ruşti) | | 15. | presentations by students (L. D. Teodorovici / Ioana Pârvulescu / Dora Pavel / Mircea Cărtărescu / Dan Lungu / Camelia Cavadia / Radu Pavel Gheo / Doina Ruşti) | | |
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## Conversation Exercises 1

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| **Name** | Conversation Exercises 1 |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 2 |
| **ID** | 225513 |
| **Semesters** | Summer |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises III |
| **Goal** | Development of students’ linguistic and communication competences, primarily through conversation. Correction of noticed pronunciation errors. Correction of potential errors in acquiring grammar-related lessons |
| **Teaching methods** | Conversation, presentation, reading and writing |
| **Assessment methods** | Continuous tracking and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Expand existing vocabulary and phraseology. | | 2. | Practice structures of the contemporary Romanian language. | | 3. | Acquire autonomy and self-confidence in using Romanian. | | 4. | Plan a presentation and orally present in Romanian in accordance with the given situation of communication. | | 5. | Learning outcomes: RN103 create original oral text in Romanian according to set principles; RN109 understand spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Teaching unit: What do we know about Romania? Content: revising vocabulary related to vacations, geography and landscape description. What I would like to see in Romania – conversation. | | 2. | Teaching unit: Sports and recreation. Content: vocabulary: sports, expressing likes and dislikes, reading a text and discussion related to the topic “Greatest cheats in sports”, short introduction to terminology used in courts | | 3. | Teaching unit: Music. Content: vocabulary: instruments, music genres, commentary of the short film “Unique Music” in one’s own words (vocabulary related to description), listening to a song and its translation. | | 4. | Teaching unit: My favourite destination: Content: vocabulary: various means of transport, advantages and disadvantages. Being abroad: language barriers – conversation. Reading fragments from a selected travel book – commenting. My dream journey – conversation. | | 5. | Teaching unit: Being on time! Content: vocabulary: What time is it? – iterative adverbs. A short psychological text (“agree” and alternative expressions). Being on time or being late? – discussion. Romanians and punctuality – reading and commenting on a text. | | 6. | Teaching unit: Going shopping. Content: vocabulary: food, clothes and footwear, types of shops. Shopping malls – pros and cons! Shopping at a market – informal conversation. Women spend more money than men – myth or truth? – discussion. Role play. | | 7. | Teaching unit: Cultural differences / Cultural behaviour. Content: vocabulary: gestures and gesticulation. May cultural differences create problems? – informal conversation (expressing positive opinion). Marrying a person of the same religion and culture? – discussion. Role play. | | 8. | Teaching unit: The other dimension. Content: vocabulary: planets and the universe. Is there life on other planets? – informal conversation (expressing negative opinion). Reading, understanding and commenting on a specific text. | | 9. | Teaching unit: Risk and career. Content: vocabulary: occupations. How much should one work and how much relax? – informal conversation. How to talk to colleagues at work? Vocabulary used while preparing for the discussion. | | 10. | Teaching unit: Stereotypes. Roles of women and men. Content: vocabulary: stereotypes and adequate behaviour. Are men raised differently? – informal conversation. Specific expressions used for persuasion | | 11. | Teaching unit: Media. Content: vocabulary: television, radio, newspapers. Internet: upsides and downsides – discussion. Impact of the media on language – reading several short articles and commenting on them. | | 12. | Teaching unit: Violence in the media. Content: vocabulary: types of TV shows. Impact of the media on human behaviour – discussion. Pros and cons – expressions. Impact of violence in the media on children – conversation. | | 13. | Teaching unit: Humour. Content: vocabulary: types of humour, verbs related to humour. Not every kind of humour is appropriate – discussion. Jokes – how to tell a joke and adapt it to Romanian. | | 14. | Teaching unit: Wedding. Content: vocabulary: wedding ceremony. Write a definition. Living together before marriage: pros and cons – discussion (reasons – expressions). Role play. | | 15. | Revision of vocabulary, expressions and topics. | | |
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## Conversation Exercises 2

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| **Name** | Conversation Exercises 2 |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 2 |
| **ID** | 225514 |
| **Semesters** | Summer |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises IV |
| **Goal** | Development of students’ linguistic and communication competences, primarily through conversation. Correction of noticed pronunciation errors. Correction of potential errors in acquiring grammar-related lessons. |
| **Teaching methods** | Conversation, presentation, reading and writing |
| **Assessment methods** | Continuous tracking and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Expand existing vocabulary and phraseology | | 2. | Practice structures of the contemporary Romanian language | | 3. | Acquire autonomy and self-confidence in using Romanian | | 4. | Plan a presentation and orally present in Romanian in accordance with the given situation of communication. | | 5. | Learning outcomes: RN103 create original oral text in Romanian according to set principles; RN109 understand spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Teaching unit 1: What do we know about Romania? Content: revising vocabulary related to vacations, geography and landscape description. What I would like to see in Romania – conversation. | | 2. | Teaching unit 2: Sports and recreation. Content: vocabulary: sports, expressing likes and dislikes, reading a text and discussion related to the topic “Greatest cheats in sports”, short introduction to terminology used in courts. | | 3. | Teaching unit 3: Music. Content: vocabulary: instruments, music genres, commentary of the short film “Unique Music” in one’s own words (vocabulary related to description), listening to a song and its translation. | | 4. | Teaching unit 4: My favourite destination: Content: vocabulary: various means of transport, advantages and disadvantages. Being abroad: language barriers – conversation. Reading fragments from a selected travel book – commenting. My dream journey – conversation. | | 5. | Teaching unit 5: Being on time! Content: vocabulary: What time is it? – iterative adverbs. A short psychological text (“agree” and alternative expressions). Being on time or being late? – discussion. Romanians and punctuality – reading and commenting on a text. | | 6. | Teaching unit 6: Going shopping. Content: vocabulary: food, clothes and footwear, types of shops. Shopping malls – pros and cons! Shopping at a market – informal conversation. Women spend more money than men – myth or truth? – discussion. Role play. | | 7. | Teaching unit 7: Cultural differences / Cultural behaviour. Content: vocabulary: gestures and gesticulation. May cultural differences create problems? – informal conversation (expressing positive opinion). Marrying a person of the same religion and culture? – discussion. Role play. | | 8. | Teaching unit 8: The other dimension. Content: vocabulary: planets and the universe. Is there life on other planets? – informal conversation (expressing negative opinion). Reading, understanding and commenting on a specific text. | | 9. | Teaching unit 9: Risk and career. Content: vocabulary: occupations. How much should one work and how much relax? – informal conversation. How to talk to colleagues at work? Vocabulary used while preparing for the discussion | | 10. | Teaching unit 10: Stereotypes. Roles of women and men. Content: vocabulary: stereotypes and adequate behaviour. Are men raised differently? – informal conversation. Specific expressions used for persuasion. | | 11. | Teaching unit 11: Media. Content: vocabulary: television, radio, newspapers. Internet: upsides and downsides – discussion. Impact of the media on language – reading several short articles and commenting on them | | 12. | Teaching unit 12: Violence in the media. Content: vocabulary: types of TV shows. Impact of the media on human behaviour – discussion. Pros and cons – expressions. Impact of violence in the media on children – conversation. | | 13. | Teaching unit 13: Humour. Content: vocabulary: types of humour, verbs related to humour. Not every kind of humour is appropriate – discussion. Jokes – how to tell a joke and adapt it to Romanian | | 14. | Teaching unit 14: Wedding. Content: vocabulary: wedding ceremony. Write a definition. Living together before marriage: pros and cons – discussion (reasons – expressions). Role play. | | 15. | Revision of vocabulary, expressions and topics. | | |
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## Final Exam - Romanian Language and Literature

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| **Name** | Final Exam - Romanian Language and Literature |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 69900 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) Ivana Olujić, PhD, Assistant Professor (primary) Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | To pass course it is necessary to pass course History of Romanian Literature I To pass course it is necessary to pass course Romanian Language Exercises V |
| **Goal** | Testing of the acquired knowledge on Romanian literature and on morphology and syntax of the Romanian language. Testing of the mastery of metalanguage and of the capacity of expressing oneself and structuring a text in Romanian. |
| **Teaching methods** | Written paper. |
| **Assessment methods** | Essay (evaluation of content and manner of expression). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Autonomously create an essay in Romanian related to a proposed linguistic or literary topic | | 2. | Demonstrate the competence of expressing oneself in Romanian | | 3. | Demonstrate the active operational knowledge about Romanian literature | | 4. | Describe and explain relevant morphological and syntactical categories of Romanian | | 5. | Evaluate personal interests and competences and choose appropriate areas for continued studies at a higher level (graduate university study programme) | | 6. | Learning outcomes at the level of the study programme:  RN103 create original written or oral text in Romanian according to set principles RN113 describe and explain within the framework of contemporary grammatical approaches the morphological and syntactic categories in Romanian and compare and connect them to the linguistic system of Croatian RN101 isolate and analyze relevant patterns of literary-historical periods and individual works of Romanian literature RN108 evaluate personal interests and competences and choose appropriate areas for continued education | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Autonomously write an essay in Romanian related to a proposed linguistic or literary topic (the scope is determined by the study programme). | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## History of Romanian Language

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| **Name** | History of Romanian Language |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 52187 |
| **Semesters** | Summer |
| **Teachers** | Gorana Bikić-Carić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romance Languages and Vulgar Latinity (Romanian) |
| **Goal** | Familiarisation with basic developmental elements of the Romanian language, especially those relevant for understanding and correct interpretation of certain phenomena in the contemporary Romanian language |
| **Teaching methods** | Direct teaching (explanation of terms); teaching by means of guided discovery and discussion; autonomous writing and presentation of a seminar paper |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to analyse the changes within Vulgar Latin which resulted in the creation of Romanian forms. | | 2. | Students will be able to explain the importance of the role of the Dacian substrate and the Slavic superstrate | | 3. | Students will be able to notice influences of other languages which used to be in contact with Romanian. | | 4. | Students will know how to recognize similarities between Romanian and other languages of the Balkan linguistic area. | | 5. | Students will be familiarised with Romanian dialects. | | 6. | Students will be able to analyse phonetic, morphosyntactic and lexical changes in various historical periods. | | 7. | Students will know how to compare specificities of Romanian as compared with other Romance languages | | 8. | Students will be able to state the most important concepts in general Romance studies with an emphasis on the Romanian language | | 9. | Students will be able to explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Indo-Europeans, Indo-European languages; original homeland of Indo-Europeans, their arrival to Europe; Thracian-Dacian substrate; Thracian and Illyrian | | 2. | Latin and its expansion; Roman conquests; Dacia: conquest, Romanisation, official abandonment, contact with the Western Roman World | | 3. | Specificities of Latin in that area; Vulgar Latin in various parts of the Roman empire, effects of substrates – creation of the Romanian language | | 4. | Arrival of Slavs; Slavic superstrate; influence of Church Slavonic as the language of liturgy | | 5. | Ancient Romanian, creation of dialects; common Romanian (from 7th/8th to 10th century) before Aromanians migrated to the South; Istro-Romanian as a branch of Daco-Romanian, Megleno-Romanian branch of Aromanian; Romanian of the Bayashi Roma in Croatia | | 6. | Influences of other languages (Hungarian, Greek, Turkish, etc.) | | 7. | Balkan linguistic area: Romanian, Bulgarian, Macedonian, Albanian, Modern Greek; Balkan bilingualism, migrations of shepherds; common features of those languages | | 8. | Romanian from the thirteenth to the sixteenth century; differences between loanwords from Church Slavonic and from the Slavic superstrate; as from the thirteenth century, first Romanian words in Latin or Church Slavonic texts; Cyrillic alphabet taken from Slavs | | 9. | Standard Romanian language from 1521 to 1780; the oldest kept text: a letter from 1521 | | 10. | Standard Romanian language from 1780 to 1830; religious and historical texts, grammars of the Romanian language | | 11. | Standard Romanian language from 1830 to 1880 and from 1880 up to date; standardisation of the language | | 12. | Romanian as compared to Latin and other Romance languages: phonetics and phonology | | 13. | Romanian as compared to Latin and other Romance languages: morphology and syntax | | 14. | Romanian as compared to Latin and other Romance languages: lexis I | | 15. | Romanian as compared to Latin and other Romance languages: lexis II | | |
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## History of Romanian Literature I

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| **Name** | History of Romanian Literature I |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 52173 |
| **Semesters** | Winter |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Introduction to Romanian Civilization |
| **Goal** | Familiarization with the key movements in the Romanian literature in the period from 1930s to the World War I. From 1830 to 1860; Dacia literară; poetry, prose and theater of that period; Vasile Alecsandri; great classics of Romanian literature: M. Eminescu, I. Creangă, I.L. Caragiale, I. Slavici; Romanian literature at the end of the nineteenth and the beginning of the twentieth century; B. Delavrancea, G. Coşbuc, O. Goga; poetry at the beginning of the twentieth century; symbolism in Romanian literature: Al. Macedonski, M.Codreanu, etc. |
| **Teaching methods** | Presentation, discussion, working on a text, etc. |
| **Assessment methods** | Continuous tracking (two tests) and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | apply the literary-critical apparatus and key insights into stylistic formations in the analysis and interpretation of literary works | | 2. | abstract and analyse relevant patterns of literary-historical periods and individual works of Romanian literature | | 3. |  | | 4. | recognize and explain specificities of literary-historical periods in the nineteenth and early twentieth century | | 5. | Learning outcomes at the level of the study programme: RN101: isolate and analyze relevant patterns of literary-historical periods and individual works of Romanian literature RN106: recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work RN107: apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works RN110: autonomously research, categorize, and comment on elements of Romanian culture and civilization | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Lecture: Overview of the course, defining the literature and the exam conditions. Romanian oral literature. Seminar: Mioriţa – reading and interpretation. | | 2. | Lecture: Early Romanian literature: first monuments of Romanian literacy; Humanism. Seminar: Ion Neculce, O samă de cuvinte (selected fragments). | | 3. | Lecture: Enlightenment, Erdély school. Seminar: Ion Budai-Deleanu, Ţiganiada (selected verses) – reading and interpretation; selection of poetry from the period of “paşoptism” – reading and interpretation. | | 4. | Lecture: Early Romanian modern literature, “paşoptism”: Vasile Cârlova, Gheorghe Asachi, Ion Heliade Rădulescu, Grigore Alexandrescu, Costache Negruzzi, Mihail Kogălniceanu, Nicolae Bălcescu, etc. Seminar: Costache Negruzzi, Alexandru Lăpuşneanu – interpretation after autonomous reading. | | 5. | Lecture: Early Romanian modern literature, “paşoptism”: Vasile Alecsandri, Alecu Russo, Dimitrie Bolintineanu, Nicolae Filimon, Alexandru Odobescu, Bogdan Petriceicu Hasdeu, etc. Seminar: Vasile Alecsandri, Balta-Albă (selected fragments) – interpretation after autonomous reading. | | 6. | Lecture: Junimea Group, literary journal Convorbiri literare and their role in forming Romanian literature in the second half of the nineteenth century; introduction to the era of great classics. Seminar: TEST 1; Mihai Eminescu and his love poetry – reading and interpretation of selected verses. | | 7. | Lecture: Mihai Eminescu, a classic of Romanian literature, Romanian national poet – life, literary activities, ars poetica, main topics of his poetry, etc. Seminar: Mihai Eminescu, reflexive poetry: Lucefărul – interpretation after autonomous reading. | | 8. | Lecture: Ion Luca Caragiale, a classic of Romanian literature, drama and prose works... Seminar: Ion Luca Caragiale, sketches (Vizita, Domnul Goe, etc.) – interpretation after autonomous reading. | | 9. | Lecture: Ion Creangă, a classic of Romanian literature, the art of storytelling, humour, language, style, etc. Seminar: Ion Creangă, fairy tales (Capra cu trei iezi / Soacra cu trei nurori / Fata bebei şi fata moşneagului, etc.) – interpretation after autonomous reading. | | 10. | Lecture: Ion Slavici, a classic of Romanian literature, prose writer, Mara, one of the first Romanian novels. Seminar: Ion Slavici, Mara (selected fragments) – interpretation after autonomous reading. | | 11. | Lecture: Poetics at the turn of the century; sămănătorism and poporanism, symbolism, journals promoting them; poets at the turn and the beginning of the century: Alexandru Macedonski, Ştefan Petică, Mihai Codreanu, Dimitrie Anghel. Seminar: Alexandru Macedonski, selected verses – reading and interpretation of selected verses. | | 12. | Lecture: Poets at the turn and the beginning of the century: George Coşbuc, Ştefan Octavian Iosif, Octavian Goga, etc. Seminar: Octavian Goga – reading and interpretation of selected verses. | | 13. | Lecture: Romanian short prose at the beginning of the twentieth century: Duiliu Zamfirescu, Barbu Delavrancea, Calistrat Hogaş, Gala Galaction, Ion Agârbiceanu, Emil Gârleanu, etc. Seminar: Ion Agârbiceanu, Luminiţă – interpretation after autonomous reading. | | 14. | Lecture: Playwrights and literary critics in the Romanian literature at the beginning of the twentieth century: playwrights Alexandru Davila, Victor Eftimiu; critics Nicolae Iorga, Garabet Ibrăileanu, Ovid Densusianu, etc. Seminar: reading of selected critical texts. | | 15. | Lecture: Second generation of symbolists in Romanian literature: Ion Minulescu, George Bacovia, Elena Farago, etc. Seminar: TEST 2; George Bacovia – interpretation of selected verses after autonomous reading. | | |
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## History of Romanian Literature II

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| **Name** | History of Romanian Literature II |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 4 |
| **ID** | 52185 |
| **Semesters** | Summer |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course History of Romanian Literature I |
| **Goal** | Familiarisation with the Romanian literature in the period between the two World Wars (poetry: T. Arghezi, L. Blaga, I. Barbu; prose: tendencies, representatives, development of Romanian novel in the period between the two World Wars, M. Sadoveanu, L. Rebreanu, Camil Petrescu, Hortensia Papadat-Bengescu) and after the World War II (poetry: N. Stănescu, M. Sorescu; prose: M. Eliade, M. Preda, F. Neagu; playwrights of the twentieth century: Camil Petrescu, L. Blaga, M. Sorescu) with a short overview of contemporary literature. Placing within the context of European literature(s). Acquiring knowledge of the most important representatives of the Romanian literature of the related periods, tendencies and influences as well as development of certain literary genres, especially the novel. Acquiring autonomy in analysing and interpreting of literary works. |
| **Teaching methods** | Presentation, discussion, working on a text, etc. |
| **Assessment methods** | Continuous tracking (two tests) and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognize, explain and use basic literary-critical concepts necessary for the analysis of a literary work | | 2. | apply the literary-critical apparatus and key insights into stylistic formations in the analysis and interpretation of literary works | | 3. | abstract and analyse relevant patterns of literary-historical periods and individual works of Romanian literature | | 4. | recognize and explain specificities of literary-historical periods in the twentieth century | | 5. | Learning outcomes at the level of the study programme: RN101: isolate and analyze relevant patterns of literary-historical periods and individual works of Romanian literature RN102 use relevant primary and secondary sources of information and apply them in an adequate manner RN106: recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work RN107: apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Lecture: Overview of the course, agreeing about the literature and exam. Pre-war Romanian prose. Calistrat Hogaş, Gala Galaction, Ion Agrâbiceanu. Seminar: Ion Vinea, Manifestul activist către tinerime. | | 2. | Lecture: Overview of poetics between the two world wars. Avant-garde. Seminar: George Bacovia – selected verses. | | 3. | Lecture: Poetry between the two world wars. George Bacovia, Lucian Blaga, Tudor Arghezi. Seminar: Tudor Arghezi – selected verses. | | 4. | Lecture: Poetry between the two world wars. Ion Barbu, Vasile Voiculescu, Ion Pillat, Adrian Maniu, etc. Seminar: Vasile Voiculescu – selected verses. | | 5. | Lecture: Prose between the two world wars. Mihail Sadoveanu, Liviu Rebreanu, Camil Petrescu. Seminar: Liviu Rebreanu – short stories. | | 6. | Lecture: Prose between the two World Wars. Mircea Eliade, George Călinescu, Gib I. Mihăescu, Hortensia Papadat-Bengescu, Anton Holban, Max Blecher, Mateiu I. Caragiale. Seminar: Anton Holban – fragment from a novel. | | 7. | Lecture: Drama between the two World Wars. Mihail Sorbul, Camil Petrescu, Lucian Blaga, etc. Literary criticism and literary history between the two world wars. Eugen Lovinescu, George Călinescu, Tudor Vianu, Vladimir Streinu, Emil Cioran. Seminar: Camil Petrescu – drama. | | 8. | Lecture: Romanian literature after World War II. Poetry. Constant Tonegaru, Geo Dumitrescu, Gellu Naum, Ştefan Augustin Doinaş, Radu Stanca, Dimitrie Stellaru, Emil Botta, Ion Caraion, A. E. Baconsky, Nichita Stănescu. Seminar: Period between the two World Wars – written test. Selection of poetry. | | 9. | Lecture: Romanian literature after World War II. Poetry. Ana Blandiana, Marin Sorescu, Cezar Baltag, Leonid Dimov, Mircea Ivănescu, Ileana Mălăncioiu, Emil Brumaru, Mircea Dinescu, Mircea Cărtărescu. Seminar: selection of poetry. | | 10. | Lecture: Romanian literature after World War II. Prose. Vasile Voiculescu, Marin Preda, Ştefan Bănulescu, Fănuş Neagu, etc. .Seminar: Vasile Voiculescu – short stories. | | 11. | Lecture: Romanian literature after World War II. Prose. Nicolae Breban, Augustin Buzura, Alexandru Ivasiuc, Mircea Horia Simionescu, Gabriela Adameşteanu, Mircea Nedelciu, Mircea Cătrărescu, etc. Seminar: Gabriela Adameşteanu – fragment from a novel. | | 12. | Lecture: Romanian literature after World War II. Drama. Marin Sorescu, Teodor Maziliu, Matei Vişniec. Seminar: Marin Sorescu – drama. | | 13. | Lecture: Literary history and literary criticism after World War II. Nicolae Manolescu, Ion Bogdan Lefter, Constantin Noica, Andrei Pleşu.Seminar: Romanian literature after World War II – written test. Nicolae Manolescu – selected critical works. | | 14. | Lecture: Contemporary Romanian authors: Mircea Cărtărescu, Dan Lungu, Florin Lăzărescu, Ana Maria Sandu, Doina Ruști, etc. Seminar: Adriana Bittel – a short story. | | 15. | Lecture: Revision. Seminar: Reading and interpretation of texts chosen by students. | | |
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## Introduction to Balkan Areal Linguistics

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| **Name** | Introduction to Balkan Areal Linguistics |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 125554 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with and interpretation of the linguistic reality of Balkans; acquisition of some ways of treating the fundamental question of Balkans areal linguistics and a comparison of the Romanian with some genetically unrelated but geographically close languages of Balkans. |
| **Teaching methods** | Direct teaching (lectures). Individual student moderation of one thematic unit. Acquiring of some elementary competences in some Balkans languages (Bulgarian, Albanian, Greek). Discussion about acquired knowledge and commenting on chosen problems (analysis). |
| **Assessment methods** | Continuous evaluation. Evaluation of moderated unit. Oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | explain the historical development of the Balkans languages area (Balkan Sprachbund) | | 2. | explain the sources and methods of studyof balkanisms | | 3. | acquire some elementary competencies in some Balkans languages | | 4. | apply the acquired competencies to the observation and valid interpretation of balkanisms in the selected corpus | | 5. | explain and critically relate the development of Balkans idioms to the extralinguistic reality of the Balkans | | 6. | communicate and support with arguments one's ideas by integrating knowledge, as well as adapt to the context of academic communication, taking into account ethical and social responsibility | | 7. | describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | A notion and the scope of Balkans areal linguistics. Short historical overview. | | 2. | Interpretation of development of the Balkan languages speaking area (Balkan Sprachbund). Substratum. | | 3. | Latin and Greek in Balkans and their role in creation of the Balkan Sprachbund. | | 4. | Role of Slavic languages. | | 5. | Overview of primary and secondary balkanisms. Presentation of written and audio samples. | | 6. | Phonetics. Vowels and consonants. Bulgarian. | | 7. | Morphology. Question of merge of genitive and dative forms. Reduction of flexion and organization of nominal syntagm. Bulgarian. | | 8. | Periphrastic future. Subjunctive. Albanian. | | 9. | Specificities of analytical comparison and numbers from 11 to 19. Albanian. | | 10. | Syntax. Postponed article, Albanian. | | 11. | Reduplication of the object. Possessive function of enclitic pronouns. Greek. | | 12. | Causes and consequences of the loss of infinitive forms. Greek. | | 13. | Other balkanisms. Greek. | | 14. | Analysis of parallel texts. | | 15. | Analysis of parallel texts. Recapitulation of acquired knowledge. | | |
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## Introduction to General and Romanian Linguistics

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| **Name** | Introduction to General and Romanian Linguistics |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 35979 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the key concepts of contemporary linguistics and elements of the linguistic description with the emphasis on their application to the Romanian language. Linguistics as a science; basic linguistic concepts; basic linguistic movements and their characteristics. Short review of the development of the linguistic thought; levels of the linguistic description. |
| **Teaching methods** | Direct teaching (lectures) and teaching by means of guided discovery and discussion (seminar). |
| **Assessment methods** | Continuous tracking and written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define linguistics and basic linguistic concepts, define the key linguistic disciplines | | 2. | State the most important facts related to the history of linguistics from the antiquity until the end of the nineteenth century | | 3. | State the most important facts related to de Saussure’s linguistic theory | | 4. | State the most important facts related to the American linguistics and linguistic theories of the twentieth century | | 5. | Present the basic classification of languages according to genealogical and typological criteria (especially of the European languages) | | 6. | State the most important data related to Romance languages | | 7. | State the most important facts related to the Romanian language (basics of the language history and historical dialects of Romanian) | | 8. | State relevant facts related to variants of the Romanian language spoken in the territory of Croatia | | 9. | Briefly present (orally and in writing) a linguistic topic of one’s own choice, using appropriate literature sources | | 10. | Learning outcomes at the level of the study programme:  RN102 use relevant primary and secondary sources of information and apply them in an adequate manner RN104 state the most important concepts in general Romance studies with an emphasis on the Romanian language RN105 explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure. Definition of linguistics; basic linguistic concepts. Origin of the language. Language, opinion and communication. | | 2. | History of linguistics: Greece and Rome, India; the Middle Ages. | | 3. | Humanism and Renaissance, Enlightenment. Great authors of the linguistics of the nineteenth century. | | 4. | Development of the Croatian linguistic thought. Neogrammarians. Linguistic geography. Areal linguistics. | | 5. | F. de Saussure – founder of the modern linguistics. Linguistic sign; dichotomies. | | 6. | Reception of F. de Saussure. Structuralism. Prague phonological school. | | 7. | Summarising previous units. | | 8. | American linguistics. Contemporary linguistic theories. | | 9. | Linguistic disciplines; sociolinguistics, semantics, pragmalinguistics. | | 10. | Languages and scripts of the world – genealogical and typological classification. | | 11. | Romance languages. | | 12. | Romanian language within the “Roman World”. Basics of the history of the Romanian language. | | 13. | A short overview of historical dialects of Romanian: Daco-Romanian, Istro-Romanian, Megleno-Romanian, Aromanian. | | 14. | Summarising previous units. | | 15. | Revision and preparation for the exam. | | |
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## Introduction to Romanian Civilization

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| **Name** | Introduction to Romanian Civilization |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 35983 |
| **Semesters** | Summer |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) Castilia Manea-Grgin, PhD, Associate Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introduction to the origins and development of the Romanian civilisation and its key values. |
| **Teaching methods** | Frontal teaching including interactive learning through IT accessories (Power Point), group work, presentation of a seminar paper, discussion. |
| **Assessment methods** | The grade is based on class attendance (10%), activities in the class (20%), short seminar paper (20%) and oral exam after the completion of the course (50%). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire basic general knowledge related to the Romanian history and culture. | | 2. | Build capacities to communicate the acquired knowledge orally and in writing, in Croatian. | | 3. | Learning outcomes at the level of the study programme: RN102 use relevant primary and secondary sources of information and apply them in an adequate manner RN110 autonomously research, categorize, and comment on elements of Romanian culture and civilization RN114 compare and comment on cultural, social, and historical processes in Romania and the Republic of Moldova | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | Overview of the geographical map | | 3. | Latin oasis | | 4. | Political and cultural history from the Middle Ages until the first half of the twentieth century | | 5. | Communism in Romania (1945 – 1989) | | 6. | Between the past and the future (since 1989) | | 7. | Romanians and others | | 8. | Introduction to folk literature: Miorita, Mesterul Manole, etc. | | 9. | Beginnings of literacy and literature | | 10. | Art of painting and sculpture (including folk art) | | 11. | Music (including folk music) | | 12. | Cinematography and theatre | | 13. | Romanian national pantheon | | 14. | A stroll through Bucharest and other major cities | | 15. | Romanian cuisine | | |
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## Istro-Romanian

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| **Name** | Istro-Romanian |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 117749 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Learning about Istro-Romanian as a language without its own institutions. Overview of the structure of sounds, grammatical forms, basic syntactic schemes and organisation of a dictionary, key phenomena of interference between Croatian and Istro-Romanian as well as Italian and Istro-Romanian with regard to phonetics, grammar and lexis, overview of fundamental historical data about Istro-Romanians, selection of commented texts. |
| **Teaching methods** | Direct teaching (lectures) and teaching by means of guided discovery and discussion (seminar). |
| **Assessment methods** | Continuous tracking and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | State the most important facts related to the four historical dialects of Romanian language | | 2. | State the most important data about the so-called Balkan Vlachs and the origin of speakers of Istro-Romanian | | 3. | State the key linguistic features (phonological and morphosyntactic) of Istro-Romanian | | 4. | Recognize differences and similarities between Istro-Romanian and other varieties of Romanian | | 5. | Recognize the key features of the Istro-Romanian lexis | | 6. | Recognize and state the key features of influence of Croatian in Istro-Romanian | | 7. | Interpret texts in Istro-Romanian | | 8. | Learning outcomes at the level of the study programme:  RN203 demonstrate and apply specific knowledge in Romanian dialectology closely related to the territory of Croatia (Istro-Romanian, Romanian of the Boyash Roma) RN209 interpret and summarize different academic-specialized texts and express one's critical opinion in Romanian RN212 autonomously lead and execute tasks and transfer knowledge related to acquired language competences | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure. | | 2. | Origination of the Romanian language. Historical dialects of the Romanian language. | | 3. | Origin of “Istro-Romanians”. | | 4. | Balkan Vlachs. | | 5. | Phonetics and phonology of Istro-Romanian. | | 6. | Morphology of Istro-Romanian. Overview of forms. Nouns. | | 7. | Summarising previous units. | | 8. | Morphology of Istro-Romanian. Adjectives. Article. | | 9. | Morphology of Istro-Romanian. Pronouns. Verbs. | | 10. | Lexis of Istro-Romanian. | | 11. | Istro-Romanian in relation to other Romanian dialects. | | 12. | Reading and interpretation of texts (North). | | 13. | Reading and interpretation of texts (South). | | 14. | Summarising previous units. | | 15. | Revision and preparation for the exam. | | |
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## Language Contacts between Romanian and Slavic Languages

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| **Name** | Language Contacts between Romanian and Slavic Languages |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 146661 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) Sandra Požar, PhD, Scientific Associate |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with Slavic elements present in the course of development of the Romanian language, with specificities of the Romanian language within the framework of the Roman World. Development of capacities to notice and interpret certain phenomena in the older and the contemporary language phase. |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided discovery and discussion (seminar). |
| **Assessment methods** | Continuous tracking of students, participation in seminars and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Notice and recognize Slavic elements in the Romanian language at all linguistic levels | | 2. | Recognize basic phonological characteristics of individual groups of Slavic languages | | 3. | List the grammatical categories and key phonological characteristics of the Old Church Slavonic language | | 4. | Connect loanwords with the giver language (more precise determination of the origin of influence with regard to classification of Slavic languages) | | 5. | Notice and differentiate between two layers of Slavic loanwords in Romanian (in speech and in literature) | | 6. | Orient oneself in texts in Romanian redaction of the Old Church Slavic language | | 7. | Read Romanian texts written in Cyrillic script | | 8. | Learning outcomes at the level of the study programme:  RN209 interpret and summarize different academic-specialized texts and express one's critical opinion in Romanian RN213 autonomously conduct research into Romanian language and Romanian literature using research skills transferable to other professional contexts RN214 describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure | | 2. | Slavs: issue of the original homeland and ethnogenesis, settlement; spatial and temporal context of contacts with Romanians | | 3. | Socio-historical circumstances as a presumption of Romanian-Slavic bilingualism; fundamental terms of contact linguistics | | 4. | Slavic language family; Old Church Slavonic, comparative method | | 5. | Basics of Old Church Slavonic phonology (phonological system, sound changes) | | 6. | Introduction to the Cyrillo-Methodian problematics; Slavic scripts: Cyrillic and Glagolitic; Romanian texts written in Cyrillic script | | 7. | Old Church Slavonic as the first Slavic standard language; basics of its phonology and morphology; examples of texts | | 8. | Basics of syntax and lexis in Old Church Slavonic; examples of texts | | 9. | Old Church Slavonic as standard language of Romanians; properties of the Romanian redaction of Old Church Slavonic; corpus of texts written in Old Church Slavonic in Romanian redaction | | 10. | Slavic influences in the Romanian language: history of research; phonetics, phonology, morphology | | 11. | Slavic influences in the Romanian language: semantics, lexis, word formation | | 12. | Issue of the oldest Slavic elements in Romanian; issue of the Daco-Slavic element | | 13. | Reconstruction of a Daco-Slavic vocabulary (P. Skok) | | 14. | Romanian toponymy of Slavic origin | | 15. | Romanian elements in South Slavic languages; conclusion | | |
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## Language of the Bayash Roma in Croatia - Bayash-Romanian Dialects

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| **Name** | Language of the Bayash Roma in Croatia - Bayash-Romanian Dialects |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 4 |
| **ID** | 118194 |
| **Semesters** | Summer |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the language of the Bayash Roma – dialects of Daco Romanian spoken at the territory of the Republic of Croatia. |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided discovery and discussion (seminar). |
| **Assessment methods** | Continuous tracking of students, participation in seminars and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | State relevant historical and socio-linguistic data about the Roma (in Croatia and in general), in particular the Bayash Roma | | 2. | State the key linguistic features (phonological and morphosyntactic) of the Bayash dialects in Croatia | | 3. | Recognize differences and similarities between Bayash dialects and other Daco-Romanian dialects | | 4. | Recognize and state the key features of the Croatian-Bayash language interference | | 5. | Acquire basics of the linguistic corpus analysis – transcribed texts and audio materials | | 6. | Recognize a Bayash dialect (transcribed or audio-recorded) and define it | | 7. | Interpret a transcribed text in Bayash dialect | | 8. | Learning outcomes at the level of the study programme:  RN203 demonstrate and apply specific knowledge in Romanian dialectology closely related to the territory of Croatia (Istro-Romanian, Romanian of the Boyash Roma) RN214 describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian RN202 analyze the meaning of texts in Romanian belonging to different types of discourse and different functional styles | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure; origin of the Roma, the Roma in the world, Croatia and Romania; the Bayash Roma in Croatia and the South-East Europe. | | 2. | Distribution of Bayash dialects in Croatia; socio-linguistic and demographic data; methodology of research of Bayash dialects. | | 3. | Phonological system of Bayash dialects; comparison with standard Romanian; basics of the analysis of dialectological materials. | | 4. | Nouns in Transylvanian dialect; declination, articles, postpositive adjectival pronouns. | | 5. | Nouns in Baranya Muntenian dialect and Ludari Muntenian dialect; declination, articles, postpositive adjectival pronouns; comparison with standard Romanian. | | 6. | Descriptive adjectives in Bayash dialects; comparison with standard Romanian. | | 7. | Summarising previous units; analysis of dialectological materials (audio-recordings, transcriptions). | | 8. | Adjectival pronouns and pronouns in Bayash dialects; comparison with standard Romanian. | | 9. | Numbers in Bayash dialects; verbs in Transylvanian dialect. | | 10. | Verbs in Baranya Muntenian dialect and Ludari Muntenian dialect. | | 11. | Comparison of verbs in Bayash dialects with standard Romanian; analysis of dialectological materials (audio-recordings, transcriptions). | | 12. | Invariable parts of speech in Bayash dialects; comparison with standard Romanian. | | 13. | Croatian-Bayash language contact; analysis of dialectological materials (audio-recordings, transcriptions). | | 14. | Summarising previous units. | | 15. | Revision and preparation for the exam. | | |
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## Linguistic Description of a Selected Romance Language

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| **Name** | Linguistic Description of a Selected Romance Language |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 118195 |
| **Semesters** | Winter |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) Delia Georgeta Ćupurdija, Lector |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the key concepts of Romance languages with an emphasis on the application to French and Romanian |
| **Teaching methods** | Languages: Romanian and French Concise, but systematic description of the key features of the selected Romance idioms (French and Romanian languages) accompanied by the analysis of appropriate units of the selected corpus, focusing on features which make those idioms specific within the framework of the Roman World – phonetic/phonological and morphological level; morphosyntactic, syntactic and lexical level. |
| **Assessment methods** | Continuous tracking and writing a seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire the apparatus for researching Romance idioms and critical valorisation of results | | 2. | Familiarisation with the linguistic reality of the entire Romance territory. | | 3. | Critical valuation of and creative participation in solving new and complex problems starting from descriptive and methodological concepts relevant for the linguistic description of the Romanian language by combining knowledge from various areas of linguistic analysis | | 4. | Integrate knowledge and discover linguistic proof of relevance of differentiating between levels of linguistic analysis from a synchronic and diachronic perspective, interrogate similarities and differences in their recognition | | 5. |  | | 6. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction – familiarisation with the course, students’ obligations and topics | | 2. | From Latin to French and Romanian – origination of the French and Romanian languages, substrate, superstrate, most important variations in French and Romanian in relation to Latin | | 3. | Phonetics and phonology. Phonological system of French and Romanian –the most characteristic phonological features. | | 4. | Theoretical description and comparison of the selected morphological categories I. | | 5. | Theoretical description and comparison of the selected morphological categories I. | | 6. | Theoretical description and comparison of the selected morphological categories III. | | 7. | Syntax – specificities of French and Romanian sentences | | 8. | Selected topics from French and Romanian syntax | | 9. | Lexicology – French and Romanian linguistic interactions | | 10. | Contacts of French and Romanian with other languages – loanwords from other languages in French and in Romanian | | 11. | Phrasemes – overview by types and frequency of use in everyday speech | | 12. | Basic concepts of text linguistics | | 13. | Summarising previous units | | 14. | Grading of students. Students’ presentations I. | | 15. | Grading of students. Students’ presentations II. | | |
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## Literature Seminar I

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| **Name** | Literature Seminar I |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 52175 |
| **Semesters** | Winter |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Introduction to Romanian Civilization |
| **Goal** | Reading selected prose texts belonging to modern Romanian literature, their analysis and interpretation within the framework of the period and movement to which they belong as well as of the literary theory in general |
| **Teaching methods** | Discussion, text analysis, presentations, etc. |
| **Assessment methods** | Continuous tracking (regular homework), participation in interpretation in the class. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognize, explain and use basic literary-critical concepts necessary for the analysis of literary works | | 2. | apply the literary-critical apparatus and fundamental insights into stylistic orientations in the analysis and interpretation of literary works | | 3. | abstract and analyse relevant patterns of literary-historical periods and individual works of Romanian literature | | 4. | recognize and explain the use of fantastic elements in a literary work with regard to the literary genre (fairy tale, short story) | | 5. | recognize and explain how characters are created in a literary work | | 6. | Learning outcomes at the level of the study programme: RN106: recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work RN107: apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Ioan Slavici, Spaima zmeilor | | 2. | Ion-Luca Caragiale, La hanul lui Mânjoala | | 3. | Vasile Voiculescu, Lostriţa | | 4. | Gala Galaction, Moara lui Califăr | | 5. | Mircea Eliade, Douăsprezece mii de capete de vite | | 6. | Mihai Sadoveanu, Zâna lacului, Hanul boului | | 7. | Ana Blandiana, Gimnastica de seară | | 8. | Sorin Titel, Dimineaţa | | 9. | Mircea Cărtărescu, Arhitectul | | 10. | Mircea Cărtărescu, Arhitectul | | 11. | Ştefan Bărbulescu Delavrancea, Bunicul, Bunica | | 12. | Emil Gârleanu, Nucul lui Odobac | | 13. | Marin Preda, Salcâmul | | 14. | Hortensia Papadat-Bengescu, Camera cu vedere | | 15. | Ileana Vulpescu, Candidaţi la fericire | | |
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## Literature Seminar III

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| **Name** | Literature Seminar III |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 52182 |
| **Semesters** | Winter |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course History of Romanian Literature I |
| **Goal** | Reading selected prose texts belonging to modern Romanian literature (with the emphasis on fantastic elements and characters), their analysis and interpretation within the framework of the period and movement to which they belong as well as of the literary theory in general. |
| **Teaching methods** | Discussion, text analysis, presentations, etc. |
| **Assessment methods** | Continuous tracking. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognize, explain and use basic literary-critical concepts necessary for the analysis of literary works | | 2. | apply the literary-critical apparatus and fundamental insights into stylistic orientations in the analysis and interpretation of literary works | | 3. | abstract and analyse relevant patterns of literary-historical periods and individual works of Romanian literature | | 4. | recognize and explain the use of fantastic elements in a literary work with regard to the literary genre (fairy tale, short story) | | 5. | recognize and explain how characters are created in a literary work | | 6. | Learning outcomes at the level of the study programme: RN106: recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work RN107: apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Ioan Slavici, Spaima zmeilor | | 2. | Ion-Luca Caragiale, La hanul lui Mânjoala | | 3. | Vasile Voiculescu, Lostriţa | | 4. | Gala Galaction, Moara lui Califăr | | 5. | Mircea Eliade, Douăsprezece mii de capete de vite | | 6. | Mihai Sadoveanu, Zâna lacului, Hanul boului | | 7. | Ana Blandiana, Gimnastica de seară | | 8. | Sorin Titel, Dimineaţa | | 9. | Mircea Cărtărescu, Arhitectul | | 10. | Mircea Cărtărescu, Arhitectul | | 11. | Ştefan Bărbulescu Delavrancea, Bunicul, Bunica | | 12. | Emil Gârleanu, Nucul lui Odobac | | 13. | Marin Preda, Salcâmul | | 14. | Hortensia Papadat-Bengescu, Camera cu vedere | | 15. | Ileana Vulpescu, Candidaţi la fericire | | |
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## Master's Thesis - Romanian Language and Literature

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| **Name** | Master's Thesis - Romanian Language and Literature |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 15 |
| **ID** | 124481 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) Ivana Olujić, PhD, Assistant Professor (primary) Petar Radosavljević, PhD, Associate Professor (primary) Gorana Bikić-Carić, PhD, Assistant Professor (primary) Castilia Manea-Grgin, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** | Test knowledge and competences of autonomous research and mastering of the methodology of writing a specialised paper. Test mastery of metalanguage as well as of autonomous research and structuring of a longer text in Romanian. |
| **Teaching methods** | Individual tutorial with students. |
| **Assessment methods** | The Thesis Committee evaluates the master’s thesis taking into account the manner of processing the issue, the scope of research and the proficiency in Romanian |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Plan the structure of and write a paper in Romanian, researching the primary and secondary corpus and collecting data | | 2. | Present and defend one’s own work in Romanian | | 3. | Learning outcomes at the level of the study programme:  RN210 develop learning skills that facilitate lifelong education in the field of Romanian language and literature, culture, and linguistics RN204 plan the structure of and write a paper in Romanian, researching the primary and secondary corpus and collecting data RN212 autonomously lead and execute tasks and transfer knowledge related to acquired language competences | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Preparing the master’s thesis in Romanian based on continuous tutorial. | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Romance Languages and Vulgar Latinity (Romanian)

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| **Name** | Romance Languages and Vulgar Latinity (Romanian) |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 2 |
| **ID** | 52181 |
| **Semesters** | Winter |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Latin Language for Students of Romance languages 1 To enrol course it is necessary to pass course Latin Language for Students of Romance languages 2 To enrol course it is necessary to pass course Introduction to General and Romanian Linguistics |
| **Goal** | Familiarisation with the linguistic and extralinguistic reality of the Romance languages speaking area, basic linguistic elements common to Romance languages and fundamental elements of their diversification; understanding the development of Romance idioms |
| **Teaching methods** | Direct teaching (lectures). Commenting on examples. |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand and explain historical dynamics of the expansion of the Latin language | | 2. | Understand and explain sources and methods of getting insights into the structure of Vulgar Latinity | | 3. | Explain linguistic properties of Vulgar Latin | | 4. | Analyse relations between elements of contemporary Romance idioms and underlying Latin equivalents | | 5. | Critically correlate the development of Romance idioms and its outcome with the extralinguistic reality of the Romania | | 6. | state the most important concepts in general Romance studies with an emphasis on the Romanian language | | 7. | explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | The oldest evidence of individual Romance written (standard) languages: Portuguese and Galician, Spanish and Asturian, Catalan, Occitan and Gascon, French, Franco-Provençal, Rhaeto-Romance (Grischun, Tyrolian, Friulian), Italian, Sardinian, Istro-Romanian, Dalmatian (incl. Vegliote), Romanian (with four historical idioms and Moldavian). Secondary forms: Judaeo-Spanish; Sabir (contact languages) and Creole languages (on French, Portuguese, Spanish bases). Overview of Romance languages on the map of Europe. | | 2. | Names of Romance languages, especially the ones continuing Latin: Lingua Latina/Latine (Latium), Lingua Romana/Romane (Roma), Lingua Romanica/Romanice (Romania). Names of Romance languages from other sources (Italia, Gallia, Hispania, Francia, Provincia, Forum Iulii, etc.); name Romania in the Antiquity (destiny of the name Romania in the territory of the Eastern Roman Empire), renewal of the name Romania and the name Romania in Romance studies. | | 3. | Articulation of Romania and classification(s) of Romance languages. The Jireček Line. Eastern and Western Romania + Sardinia. Muljačić’s dynamic classification of Romance languages. | | 4. | Origin and development of Roman languages, Latin and the concept of Vulgar Latin (Vulgärlatein). Disputes regarding Vulgar Latin and their settlement. Latin within the framework of related languages (Indo-European family, Italic group of Indo-European languages). Latin and languages of ancient Italy (non-Indo-European and Indo-European related to Latin). Bilingualism. | | 5. | Concept of adstrate, substrate and superstrate (in order to be designated as a substrate or superstrate in linguistics, an idiom as a rule needs to cease to be used independently; adstrates are, as a rule, co-existent languages in the same period, in the same or neighbouring territory). | | 6. | Chronology of Roman conquests (relevant for Romance languages). Periods in the history of the Latin language (archaic, pre-classical, classical, post-classical and late Latin/low Latin periods; Medieval Latin and scientific Latin). Classical Latin and Vulgar Latin. Vulgar Latin and Romance languages. | | 7. | Possible definitions of Vulgar Latin. Periods in the development of Vulgar Latin. Sources for learning about Vulgar Latin. Written sources (classification) and reconstruction (direct and indirect sources). | | 8. | Properties of Vulgar Latin: in phonetics (accent; vocals, consonants) and morphology (nominal words and verbs; adverbs, prepositions and conjunctions). | | 9. | Nouns in Vulgar Latin and in Romance languages (reduction of cases). Emergence of the article as a key phenomenon. | | 10. | Adjectives in Vulgar Latin and in Romance languages (comparison). | | 11. | Pronouns (in particular personal pronouns) and adjectival pronouns (demonstrative, possessive, indefinite) in Vulgar Latin and in Romance languages. Degree of obligation of personal pronouns (in the Nominative case) with personal forms of verbs. | | 12. | Numbers. Adverbs. Prepositions. Conjunctions. | | 13. | Verbs. Categories in Classical Latin and in Vulgar Latin. System development from Vulgar Latin to Romance languages. | | 14. | Key syntactic properties (syntax of a sentence) in Vulgar Latin and their development in Romance languages. | | 15. | Lexis (vocabulary) of Romance languages in relation to Latin lexis. Emergence of differences. Sources of innovations: internal development and loanwords. | | |
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## Romania and the Romanians in European Civilization Context

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| **Name** | Romania and the Romanians in European Civilization Context |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 118196 |
| **Semesters** | Winter |
| **Teachers** | Ivana Olujić, PhD, Assistant Professor (primary) Castilia Manea-Grgin, PhD, Associate Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Acquiring a broader perspective over historical and cultural development of the Romanian people, with emphasis on its relationship to Croatian and European civilizations. |
| **Teaching methods** | Frontal teaching including interactive learning through IT accessories (Power Point), group work, presentation of a seminar paper, discussion. |
| **Assessment methods** | The grade is based on class attendance (10%), activities in the class (20%), short seminar paper (20%) and oral exam after the completion of the course (50%). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To expand knowledge of historical and cultural phenomena and processes in the development of the Romanian people. | | 2. | To connect on a higher degree the most important historical and cultural events, phenomena and processes within European civilization, especially between the Romanian and Croatian civilizations. | | 3. | To communicate the acquired knowledge in Romanian, in speach and in writing. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction - General history of the Romanians and Romanian states in the European context | | 2. | Ethnogenesis of the Romanians | | 3. | The Middle Ages | | 4. | Early Modern Era | | 5. | The Modern Era | | 6. | Contemporary History | | 7. | Discussions on Romanian culture and its place in European culture | | 8. | The terms "synchronism" and "protochronism" in Romanian culture | | 9. | The position of Romanian culture during socialism (1946-89) | | 10. | Romanian exile in European (world) culture | | 11. | Romanian minorities in Europe; the Romanian minority in Croatia | | 12. | National minorities in Romania; Croatian national minority | | 13. | A Review of Croatian-Romanian Historical Relations and Ties | | 14. | Contemporary Romanian-Croatian Relations (20th Century) | | 15. | Current cultural and political-economic position of Romania in the European context | | |
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## Romanian Language Exercises I

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| **Name** | Romanian Language Exercises I |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 7 |
| **ID** | 35981 |
| **Semesters** | Winter |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 90 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences. |
| **Teaching methods** | Work based on the course book and didactically adapted texts, dictations, assignments related to grammar and vocabulary. |
| **Assessment methods** | Written and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Develop capacities for written and oral understanding and communication in Romanian | | 2. | Acquire of grammar, vocabulary and phraseology | | 3. | Practice structures and develop students’ linguistic and communication competences | | 4. | Learning outcomes at the level of the study programme: RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN112 summarize and interpret the meaning of texts in Romanian belonging to different types of discourse and functional styles. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Week 1: Unit: Bine aţi venit! GRAMMAR: alphabet, personal pronouns, verb 'a fi = to be'; VOCABULARY: greetings, personal data (name, nationality), continents, countries, towns | | 2. | Week 2: Unit: Bine aţi venit! GRAMMAR: adverbs of place, indefinite pronouns, prepositions with AC: pe, în; VOCABULARY: days in a week, months in a year, seasons | | 3. | Week 3: Unit: Bine aţi venit! GRAMMAR: indefinite article in singular form, conjunctions; VOCABULARY: things in the classroom | | 4. | Week 4: Unit: Despre noi! GRAMMAR: verb ‘a avea = to have’; VOCABULARY: personal data (age, address, occupation) | | 5. | Week 5: Unit: Despre noi! GRAMMAR: cardinal numbers; VOCABULARY: shopping | | 6. | Week 6: Unit: Despre noi! GRAMMAR: cardinal numbers – revision, prepositions; VOCABULARY: telling time (What time is it? / periods of time) | | 7. | Week 7: Unit Casă dulce casă!; GRAMMAR: plural of nouns; VOCABULARY: house, rooms in a house/flat | | 8. | Week 8: Unit Casă dulce casă!; GRAMMAR: interrogative pronouns, ordinal numbers; VOCABULARY: house (revision), furniture | | 9. | Week 9: Unit Casă dulce casă!; GRAMMAR: indefinite article in plural form, adverbs of time, conjunctions; personal hygiene items, names of geographic locations | | 10. | Week 10: Unit O zi liberă!; GRAMMAR: verbs – indicative present tense (verbs ending in –a, -i and î); VOCABULARY: leisure activities | | 11. | Week 11: Unit O zi liberă!; GRAMMAR: indefinite pronouns created by means of ‘ni’ (niciun, nicio), adverbs of time, numeral adverbs; VOCABULARY: duration of activities | | 12. | Week 12: Unit: Poftă bună! GRAMMAR: definite article, mult/puţin/tot (a lot, a little, all – quantifiers); VOCABULARY: food and beverages | | 13. | Week 13: Unit: Poftă bună! GRAMMAR: indefinite verbs, verb 'a-i plăcea – to like’; VOCABULARY: kitchen utensils | | 14. | Week 14: Unit: Poftă bună! GRAMMAR: personal names in dative, unstressed forms of Dative; VOCABULARY: where we buy food, where we eat | | 15. | Week 15: revision | | |
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## Romanian Language Exercises II

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| **Name** | Romanian Language Exercises II |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 35985 |
| **Semesters** | Summer |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 60 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises I |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences |
| **Teaching methods** | Work based on the course book and didactically adapted texts, dictations, assignments related to grammar and vocabulary |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Practice structures and develop students’ linguistic and communication competences | | 2. | Develop capacities for written and oral understanding and communication in Romanian | | 3. | Acquire grammar, vocabulary and phraseology | | 4. | Learning outcomes at the level of the study programme: RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN112 summarize and interpret the meaning of texts in Romanian belonging to different types of discourse and functional styles. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Week 1: Revision. GRAMMAR: revision – indefinite and definite articles, plural of nouns, cardinal and ordinal numbers, indicative present tense, indefinite verbs, personal names in Dative; VOCABULARY: revision – days in a week, months in a year, seasons, telling time, house, leisure activities, food and beverages | | 2. | Week 2: Unit: Vacanţa! GRAMMAR: indicative present tense (verbs ending in –eşi, -ea); VOCABULARY: terms related to vacations and accommodation, holiday destinations | | 3. | Week 3: Unit: Vacanţa! GRAMMAR: adverbs of frequency, adverbs of time; VOCABULARY: travelling, means of transportation | | 4. | Week 4: Unit: O zi din viaţa mea. GRAMMAR: verbs: reflexive diathesis, reflexive verbs with a pronoun in Accusative; VOCABULARY: daily routine | | 5. | Week 5: Unit: O zi din viaţa mea. GRAMMAR: reflexive verbs with a pronoun in accusative; VOCABULARY: how to write a letter | | 6. | Week 6: Unit: O zi din viaţa mea. GRAMMAR: adverbs of frequency (iterative), adverbs of duration, temporal connectors; VOCABULARY: personal hygiene | | 7. | Week 7: Unit: Cine suntem, cum arătăm, ce purtăm...... GRAMMAR: adjectives in four, three, two forms, adjectives in one form; VOCABULARY: family members | | 8. | Week 8: Unit: Cine suntem, cum arătăm, ce purtăm...... GRAMMAR: possessive adjectives and possessive pronouns; VOCABULARY: clothes and footwear | | 9. | Week 9: Unit: Cine suntem, cum arătăm, ce purtăm...... GRAMMAR: personal names in genitive, opposite adjectives; VOCABULARY: names of colours, physical and psychological characteristics of people | | 10. | Week 10: Unit: A venit presa! GRAMMAR: short revision, verbs: past tense; VOCABULARY: media | | 11. | Week 11: Unit: A venit presa! GRAMMAR: conjunctions, temporal adverbs (related to the past); VOCABULARY: types of TV shows | | 12. | Week 12: Unit: Ce stii să faci? GRAMMAR: verbs: conjunctive present tense; VOCABULARY: occupations, capacities | | 13. | Week 13: Unit: Ce stii să faci? GRAMMAR: verbs: popular form of future tense; VOCABULARY: leisure activities (hobbies) | | 14. | Week 14: Unit: Ce stii să faci? GRAMMAR: verb ‘moci’ + infinitive, conjunctive; VOCABULARY: virtues and flaws | | 15. | Week 15: Revision | | |
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## Romanian Language Exercises III

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| **Name** | Romanian Language Exercises III |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 52174 |
| **Semesters** | Winter |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 60 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises II |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences |
| **Teaching methods** | Guided practice and tracking of performance |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to use properly the morphosyntactic structures of Romanian, to acquire reading and writing comprehension required for the A2 level. | | 2. | Students will be able to use the vocabulary related to the topics of the course in speech and in written texts in Romanian. | | 3. | Students will be able to write an invitation, a greeting card, a letter of intent, and to describe sports activities. They will be able to give advice, recommendations and to express prohibition | | 4. | Learning outcomes at the level of the study programme: RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN112 summarize and interpret the meaning of texts in Romanian belonging to different types of discourse and functional styles. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Revision (plural of nouns, adjectives, present and past tense of verbs, possessive adjectives, prepositions). | | 2. | Unit: Ce ştii să faci? Occupations, skills. Forms of conjunctive in the present tense. | | 3. | Unit: Ce ştii să faci? Hobbies. Virtues and flaws. Interview for a job. | | 4. | Unit: Ce ştii să faci? Conjunctive/Imperative. Use of conjunctive. Future form o + conjunctive. | | 5. | Unit: Sporturi şi sportivi. Demonstrative pronouns for proximity and distance. | | 6. | Unit: Sporturi şi sportivi. Description of sports activities. Demonstrative pronouns for identicalness. Ordinal numbers | | 7. | Unit: Caracteristici geografice. Gradation of adjectives. Revision. | | 8. | Unit: Minte sănătoasă în corp sănătos. Human body, health. Verb ‘a durea’. | | 9. | Unit: Minte sănătoasă în corp sănătos. Personal hygiene, medicines. Personal pronoun in Accusative. | | 10. | Unit: Minte sănătoasă în corp sănătos. Visiting a doctor. Conjunctive dacă. Ocazii speciale: aniversări, sărbători. Personal pronoun in Dative | | 11. | Unit: Vin sărbătorile... Tradiţii şi obiceiuri de iarnă. Gifts, decorative items. Greeting cards. Dative of nouns. | | 12. | Unit: Vacanţa de iarnă. Verbs with a personal pronoun in dative. Stil de viaţă. Imperative in singular and plural forms. | | 13. | Unit: Stil de viaţă. Recommendations for a healthy life. Imperative + personal pronoun in accusative and dative. | | 14. | Unit: Activităţi relaxante. Giving advice, recommendations. Imperative + reflexive pronoun. | | 15. | Revision. | | |
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## Romanian Language Exercises IV

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| **Name** | Romanian Language Exercises IV |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 52178 |
| **Semesters** | Summer |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 60 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises III |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences |
| **Teaching methods** | Guided practice and tracking of performance |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Proper use of morphosyntactic structures of Romanian | | 2. | Reading and writing comprehension at the A2/B1 level | | 3. | Use of vocabulary related to the topics of the course in speech and in written texts in Romanian | | 4. | Being able to give directions, book a room, write about an interesting excursion, tell about a past event | | 5. | Learning outcomes at the level of the study programme: RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN111 autonomously translate texts requiring no specific specialized knowledge from Romanian into Croatian and from Croatian into Romanian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Unit: Tradiţii de primăvară. Mărţişorul. Demonstrative pronoun in Genitive and Dative. | | 2. | Unit: Un film. Imperfect tense. | | 3. | Unit: În vacanţă la bunici. Verbs ‘a trebui’, ‘a putea’, ‘a voi’ in imperfect tense. | | 4. | Unit: Imperfect / past tense. Exercises. | | 5. | Unit: Obiceiuri de Paşti. Possessive articles. | | 6. | Unit: O capodoperă: Voroneţul. Gerund. | | 7. | Unit: Veşti importante. Reflexive verbs with a pronoun in dative. Revision. | | 8. | Unit: Am nevoie de notiţele tale. Position in the sentence of unstressed forms of personal pronouns in Accusative and Dative. | | 9. | Unit: Alegeri importante. Conditional. | | 10. | Unit: Sistemul de învăţământ românesc. Indefinite pronouns. | | 11. | Unit: Amintiri din şcoală. Relative pronoun ‘care’ in genitive and dative. | | 12. | Unit: Studii. Cursuri profesionale. Reflexive pronoun in dative + personal pronoun in accusative. | | 13. | Unit: Carieră. Piaţa muncii. Veznici pentru că, deoarece, deşi. | | 14. | Unit: Pregătiri de concediu. Verbal phrases with the verbs ‘a face’, ‘a lua’, ‘a pune’. | | 15. | Revision. | | |
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## Romanian Language Exercises V

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| **Name** | Romanian Language Exercises V |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 52180 |
| **Semesters** | Winter |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 60 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises IV To enrol course it is necessary to pass course Romanian Language Syntax |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences |
| **Teaching methods** | Guided practice and tracking of performance |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Proper use of morphosyntactic structures of Romanian | | 2. | Being able to give advice, formulate an opinion, express one’s own points of view, express agreement, disagreement, interest, insecurity, surprise, belief. | | 3. | Use of vocabulary related to the topics of the course in speech and in written texts in Romanian | | 4. | Reading and writing comprehension at the B1 level | | 5. | Learning outcomes at the level of the study programme: RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN111 autonomously translate texts requiring no specific specialized knowledge from Romanian into Croatian and from Croatian into Romanian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | A newspaper article, grammar revision. | | 2. | Unit: Să facem cunoștință. Vocabulary. Word formation: suffixes and prefixes for formation of adjectives. | | 3. | Unit: Cum e vremea? Gradation of adjectives. Position of adjectives. | | 4. | Unit: Pe stradă. La telefon. Expressing agreement/disagreement. Presumptive mood in present and past tenses. Adverbs of manner | | 5. | Unit: Să cumpărăm mâncare! Vocabulary. Prepositions and prepositional phrases with accusative. | | 6. | Unit: La magazin. La piață. Passive voice. Prepositions and prepositional phrases with genitive and dative | | 7. | Unit: La restaurant. Common and proper nouns in genitive and dative. Vocative. | | 8. | Unit: La gară. Taxi! Adverbs of manner (mai, încă, doar, etc.) Suffixes expressing the agent. | | 9. | Unit: La hotel. La poștă. Expressing opinion, interest. Clauses of manner. | | 10. | Unit: Casa mea. În familie. Relative clauses. | | 11. | Unit: La bancă. La secretariat. La bibliotecă. Indefinite pronouns. | | 12. | Unit: La doctor. Conditional clauses | | 13. | Unit: La aeroport. La poliție. Negative pronouns. | | 14. | Text: La coafor, la frizerie. Ce se mai poartă? Demonstrative article (cel, cea, etc.). | | 15. | Revision. | | |
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## Romanian Language Exercises VI

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| **Name** | Romanian Language Exercises VI |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 52186 |
| **Semesters** | Summer |
| **Teachers** | Delia Georgeta Ćupurdija, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises V |
| **Goal** | Acquisition of grammar, vocabulary and phraseology; practicing structures and development of students’ linguistic and communication competences |
| **Teaching methods** | Guided practice and tracking of performance |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Proper use of morphosyntactic structures of Romanian | | 2. | Reading and writing comprehension at the B2 level | | 3. | Use of vocabulary related to the topics of the course in speech and in written texts in Romanian | | 4. | Being able to describe characteristics of a fairy tale figure, request additional information on a product, create a virtual character, write a short story based on set materials, express opinions and lack of interest, make concessions. | | 5. | Learning outcomes at the level of the study programme: RN108 evaluate personal interests and competences and choose appropriate areas for continued education; RN103 create original written or oral text in Romanian according to set principles; RN109 understand written and spoken Romanian and communicate by using appropriate morphosyntactic structures in Romanian; RN111 autonomously translate texts requiring no specific specialized knowledge from Romanian into Croatian and from Croatian into Romanian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Unit: La mare, la munte. În excursie. Vocabulary. Indefinite pronouns. | | 2. | Unit: Text. Sărbători. Aorist. | | 3. | Unit: Generatii. Past perfect, imperfect tenses. | | 4. | Unit: O scrisoare de la munte. Suffixes for diminutives | | 5. | Unit: În cartierul Balta Albă. Supine. | | 6. | Unit: Aparenţe. Succesul social. Possessive adjectives. | | 7. | Unit: Familia mea. Concessive clauses. | | 8. | Unit: La poștă. Relative pronoun ceea ce / ce. | | 9. | Unit: Planuri de vacanță. Consequential clauses. | | 10. | Unit: Mergem la spectacol. Past Conditional. | | 11. | Unit: La magazinul „Unirea”. Past Conjunctive. | | 12. | Unit: O aniversare. Prepositions with Genitive. Fractions. | | 13. | Unit: Ce profesie să aleg? Emphatic pronouns (însuşi, însăşi). | | 14. | Unit: Despre sport. La un meci de fotbal. Vocabulary. | | 15. | Revision | | |
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## Romanian Language I

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| **Name** | Romanian Language I |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 117750 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | None |
| **Goal** | Expressing oneself spontaneously and precisely, using language for professional purposes, developing sociolinguistic competences, application of acquired grammar-related lessons, structures and lexis with the aim of achieving a high level of language proficiency. |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided practicing and tracking of performance (exercises). |
| **Assessment methods** | Continuous tracking |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire linguistic competences at the B2/C1 level | | 2. | Express precisely one’s own ideas and opinions | | 3. | Reformulate a text by avoiding gerunds or multiple genitives | | 4. | Understand literary texts and recognize characteristics of an oral style | | 5. | Learning outcomes at the level of the study programme:  RN202 analyze the meaning of texts in Romanian belonging to different types of discourse and different functional styles RN210 develop learning skills that facilitate lifelong education in the field of Romanian language and literature, culture, and linguistics RN211 autonomously translate texts requiring specific knowledge of general language from Romanian into Croatian and vice versa RN214 describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Text: Originea limbii române. Text belonging to contemporary Romanian prose. Analysis. | | 2. | Text: Geografie: România. Suffix -ime. Fractions. Description. | | 3. | Text: Castelul Peleş. Text from a travel guide and a tourist commercial. Geographic legends. Description by comparison. Avoiding gerund. | | 4. | Text: Drumuri. Calea Victoriei. Nouns with multiple plural forms. Semantic fields. Expressing conclusions and conditions. | | 5. | Text: Drumuri. Transfăgărăşanul. Expressing place and time. Expressing reality and possibility using the conjunctions că and să. | | 6. | Text: În vacanță la bunici. Proper nouns with definite articles. Participle. Making lists. | | 7. | Text: Din istoria României. Revision. | | 8. | Text: Literatura română. Adverbs with an adjectival form. Genitives in a row. | | 9. | Text: Mihai Eminescu. Personal pronoun in the polite form of address. Forms of address containing Vocative. Oral style. | | 10. | A text belonging to contemporary Romanian prose. Analysis. | | 11. | Text: Cântecul vârstelor. Idiomatic expression containing the particle ‘o’. Capital letter in writing. Ceremonial forms of address. | | 12. | Text: Știința românească. Homonyms. Homographs. Homophones. | | 13. | Text: Brâncuși. Arta românească. Arguments, explanations, justifications. | | 14. | Text: Hora. | | 15. | Text: Originalitatea culturii românești. | | |
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## Romanian Language II

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| **Name** | Romanian Language II |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 124477 |
| **Semesters** | Summer |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language I |
| **Goal** | Expressing oneself spontaneously and precisely, using language for professional purposes, developing sociolinguistic competences, application of acquired grammar-related lessons, structures and lexis with the aim of achieving a high level of language proficiency. |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided practicing and tracking of performance (exercises). |
| **Assessment methods** | Continuous tracking + written and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire linguistic competences at the C1 level. | | 2. | Understand literary texts and recognize stylistic differences. | | 3. | Get familiarised with the value of basic prefixes and suffixes. | | 4. | Expand vocabulary by identification of semantic fields. | | 5. | Summarise a scientific paper. | | 6. | Learning outcomes at the level of the study programme:  RN202 analyze the meaning of texts in Romanian belonging to different types of discourse and different functional styles RN204 plan the structure of and write a paper in Romanian, researching the primary and secondary corpus and collecting data RN211 autonomously translate texts requiring specific knowledge of general language from Romanian into Croatian and vice versa RN214 describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | A text belonging to the contemporary Romanian prose. Analysis. | | 2. | Universul cărţii. Despre cuvinte şi limbaj, de N. Stănescu (fragment). Presentation of a cultural event. Vocabulary, word pool. | | 3. | Literatură: Căldură mare, de I.L. Caragiale. Colloquial forms of the future tense. Opposition. Conclusion. An absurd dialogue. Word formation. | | 4. | Cinematografie românească. Loanwords. Expressing time in direct and indirect speech. Procedure of revision and summing up. Irony. | | 5. | Anotimpurile poeziei românești (fragment). Compound words. Changing a grammatical category. Arguments, explanations. | | 6. | Recipes from Romanian cuisine. Din rețetele lui Radu Anton Roman. Summarising and expanding a narrative text. | | 7. | Istorie: Dracula sau Vlad Ţepeş? Changing the subject. Certainty and assumption when telling about a past event. Romanian rulers. History, legends and myths. | | 8. | Religie şi artă: Mănăstirea Voroneţ. Vocabulary related to Christianity. Vocabulary related to painting. Explaining by an apposition. Expressing time (anteriority, simultaneity, posterity). Emphasizing. Revision. | | 9. | A text from the contemporary Romanian prose. Analysis. | | 10. | A scientific text. Neologisms. Summarising a scientific text. | | 11. | Politică. Separarea puterilor în stat. Variants of adjectives. Expressing intent. Impersonality of scientific presentations. | | 12. | Economie. Politicile de personal. Legislative and economic texts. Wording of contracts. Expression of opposition. | | 13. | Moromeţii, de M. Preda (fragment). Expressive value of punctuation. Nominal and verbal phrases. Reorganisation of a text. | | 14. | Anotimpurile poeziei românești II. | | 15. | Revision. | | |
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## Romanian Language III

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| **Name** | Romanian Language III |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 117751 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language II |
| **Goal** | Development of capability to identify differences among languages and one’s own mistakes, performing autonomous activities related to language, reaching an excellent language proficiency level. |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided practicing and tracking of performance (exercises). |
| **Assessment methods** | Continuous tracking, written and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire linguistic competences at the C1 level. | | 2. | Understand literary texts and recognize stylistic differences. | | 3. | Write about complex topics in a letter, composition or report. | | 4. | Properly use phrasemes, expand vocabulary by identification of words with multiple meanings. | | 5. | Learning outcomes at the level of the study programme:  RN205 communicate and support with arguments one's ideas by integrating knowledge, as well as adapt to the context of academic communication, taking into account ethical and social responsibility RN206 use appropriate forms of communication and acquired linguistic competences in accordance with current needs of the labor market in the public and private sector RN207 follow the economic, cultural, social, and political life in Romania and the Republic of Moldova as well as the relations between Croatia and those two countries taking into consideration their historical and contemporary relations and connections and the political-economic situation RN215 argue one's opinions on cultural, social, and historical phenomena in Romania and the Republic of Moldova, as well as critically evaluate them | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Stilurile functionale ale limbii. | | 2. | A text belonging to the contemporary Romanian prose. Analysis. | | 3. | Lectură: Mircea Eliade, Citate despre dragoste şi femei. Syntactic values of the verb 'a fi'. Phrasemes with the verb 'a fi'. Possessive article. | | 4. | Lectură: Mircea Eliade, Voievodul Dragoş şi vânătoarea rituală. Founding myths. Direct and indirect speech. | | 5. | Text: Ovidiu, poetul Romei si al Tomisului. | | 6. | Text: Din istoria României. Row of synonyms. | | 7. | Filmul românesc. | | 8. | Lingvistică. Despre româna vorbită azi. Cacophony. Fashionable words, snobbism and clichés. Choice or alternation. Difference or opposition. Reformulation of a text by using synonyms. | | 9. | Când o face plopu’ mere! I.L. Caragiale, Conu Leonida faţă cu reacţiunea (fragment). Phrasemes with the verb ‘a face’. Paronyms. Folk etymology. | | 10. | Ion Creangă, Amintiri din copilărie (fragment). Linguistic properties of folk speech. Archaisms. Revision. | | 11. | Ce mai avem de făcut? Texts: M. Sadoveanu: Fragmente, Generaţia X: Amintiri. Phrasemes with the verb ‘a avea’. Inverted constructions of the verb ‘a avea’. Monosemy, polysemy. Pleonasm. | | 12. | A text belonging to the contemporary Romanian prose. Analysis. | | 13. | Medicină: Gerovitalul: „elixirul” tinereţii fără bătrâneţe. Prefixes îm-/în-. Stylistic synonymy. Expressing approval, concession. | | 14. | Agricultură: Produse ecologice. Preposition DE + noun or verb in infinitive. Expressing intent. Romanian products recognized in the European market. Traditional products. | | 15. | Tehnologie şi mediu. Energie fără poluare? Expressing proportions. Modal values of the conditional. Environmental protection. Renewable energy sources. | | |
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## Romanian Language Morphology

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| **Name** | Romanian Language Morphology |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 35984 |
| **Semesters** | Summer |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Phonetics and Phonology |
| **Goal** | Acquisition of fundamental elements of the morphological system of the Romanian language, its theoretical but also normative aspect. Theoretical description of grammatical categories and their characteristics (variable and invariable parts of speech and associated categories). |
| **Teaching methods** | Direct teaching (lectures) and teaching by means of guided discovery and discussion (seminar). |
| **Assessment methods** | Continuous tracking, written and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define basic linguistic concepts related to morphology (and Romanian morphological system) | | 2. | Describe and recognize grammatical categories and properties of nouns (and the category of the article) in standard Romanian | | 3. | Describe and recognize grammatical categories and properties of adjectives in standard Romanian | | 4. | Describe and recognize grammatical categories and properties of pronouns in standard Romanian | | 5. | Describe and recognize grammatical categories and properties of numbers in standard Romanian | | 6. | Describe and recognize grammatical categories and properties of verbs in standard Romanian | | 7. | Describe and recognize invariable parts of speech in standard Romanian | | 8. | Describe and recognize (make a morphological analysis) individual elements of the morphological system in texts written in Romanian (students are already familiarised with the texts) | | 9. | Learning outcomes at the level of the study programme:  RN104 state the most important concepts in general Romance studies with an emphasis on the Romanian language RN105 explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language RN113 describe and explain within the framework of contemporary grammatical approaches the morphological and syntactic categories in Romanian and compare and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure. Grammatical categories in Romanian. | | 2. | Noun: gender, number. | | 3. | Noun: cases, declination. | | 4. | Article: types and forms. | | 5. | Adjective: gender, number, case, grades. | | 6. | Pronouns: types. | | 7. | Pronouns: forms. Summarising previous units. | | 8. | Numbers. | | 9. | Verbs: classification; voice, mood, tense, person, number. | | 10. | Verbs: conjugation, irregular verbs, reflexive verbs, forms of passive voice. | | 11. | Adverbs: types, grades. | | 12. | Prepositions. | | 13. | Conjunctions, interjections. | | 14. | Summarising previous units. | | 15. | Revision and preparation for the exam. | | |
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## Romanian Language Phonetics and Phonology

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| **Name** | Romanian Language Phonetics and Phonology |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 35980 |
| **Semesters** | Winter |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) Delia Georgeta Ćupurdija, Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Speech exercises | 15 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the Romanian phonetic system at the level of perception and articulation |
| **Teaching methods** | Direct teaching (lectures) and teaching by guided practicing and tracking of performance (exercises) |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define basic linguistic concepts related to phonetics and phonology | | 2. | State how sounds are formed in the standard Romanian language (vocals, consonants) | | 3. | Pronounce more appropriately the elements of the Romanian phonological system which are problematic for Croatian speakers | | 4. | State the key morphonological phenomena in Romanian | | 5. | Transcribe shorter texts in Romanian (broad transcription) | | 6. | Analyse shorter texts in terms of phonetics and phonology | | 7. | Learning outcomes at the level of the study programme:  RN104 state the most important concepts in general Romance studies with an emphasis on the Romanian language RN105 explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the structure of the course. Phonetics and Phonology (lectures). Alphabet. Vocals in Romanian (exercises). | | 2. | Human speech organs and principles of sound formation, in general (lectures). Consonants in Romanian (exercises). | | 3. | Notation of sounds and phonemes: transcription systems (lectures). “Short”, final i. Consonant + l; r + i. Practicing differentiation of the vocals ă/a, e/i, i/â, u/o, etc. (exercises). | | 4. | Romanian vocals. System of vocals and their distinctive features (lectures). Practicing differentiation of the vocals a/â, a/e, ă/e, ă/â, a/ă/â, â/u, etc. (exercises). | | 5. | Romanian diphthongs and triphthongs: inventory, examples, realisations (lectures). Consonants. Practicing differentiation of the consonants: b/p, d/t, g/c, j/ş, z/s, v/f, b/v, ge/ce, gi/ci, ghe/che, ghi/chi, etc. (exercises). | | 6. | Romanian consonants. System and distinctive feature (lectures). Consonant alternations. Double vocals and consonants (exercises). | | 7. | Summarising previous units (lectures). Romanian diphthongs: ea, ia, oa, ou, io, oi, iu, ui, etc. (exercises). | | 8. | Consonant clusters: initial, internal, final (lectures). Romanian diphthongs (ău, ăi, âi, ău, âu, etc.). Phonetic alternations: ea/e, ia/ie, oa/o, o/oa, etc. (exercises). | | 9. | Romanian prosody. Role of the accent position. Intonation (lecture). Romanian triphthongs: eai, eau, eoa, iei, etc. (exercises). | | 10. | Morphonological phenomena. Vocal alternations: apophony (lectures). Hiatus. Accent. Meaning of words depending on the accent (exercises). | | 11. | Morphonological phenomena. Consonant alternations (lectures). Intonation (exercises). | | 12. | Sounds (pronunciation) and graphic systems for their notation: IPA and related systems (lectures). Revision (exercises). | | 13. | Phonetic and phonological analysis of a text: transcription (lectures). Revision (exercises). | | 14. | Summarising previous units (lectures). | | 15. | Revision and preparation for the exam. | | |
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## Romanian Language Syntax

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| **Name** | Romanian Language Syntax |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 5 |
| **ID** | 52177 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Morphology |
| **Goal** | Familiarisation with basic procedures of syntactic analysis of a sentence; orientation in syntactic descriptions (i.e. handbooks of grammar) and acquisition of significant elements of the normative syntax of Romanian and their use in the construction of original verified sentences. |
| **Teaching methods** | Direct teaching (lectures). Discussing the acquired knowledge and doing exercises accompanied by comments (analysis). |
| **Assessment methods** | Continuous evaluation. Oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand the fundamental syntactical structure of Romanian sentences | | 2. | Understand and explain the process of creation of compound and complex sentences | | 3. | Understand and explain properties of modalities and forms of Romanian sentences | | 4. | Conduct a complete syntactical analysis of a Romanian sentence | | 5. | Explain how the syntactical analysis of a sentence is related to the understanding and creation of texts and utterances | | 6. | describe and explain within the framework of contemporary grammatical approaches the morphological and syntactic categories in Romanian and compare and connect them to the linguistic system of Croatian | | 7. | explain and use the basic apparatus of linguistics on various levels language study and apply it in the analysis of phonetics, phonology, morphology, and syntax of the Romanian language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: agreement on the methods of work, student’s obligations and the exam; overview of the content of the course. Syntax within the framework of linguistics. | | 2. | Approaches to syntax and definitions. Sentence as a basic unit of the syntactic analysis. | | 3. | Levels of analysing utterances. Defining a sentence, its fundamental structure (canonical models). Visualisation of syntactic structures. | | 4. | Approaches to syntactical analysis of a sentence; specific problems related to the Romanian syntactical analysis: differentiation of the subject (NG) and direct object (NG). | | 5. | Specific problems related to the Romanian syntactical analysis: differentiation of the object in dative and noun modifiers (atributul substantival) in genitive. Order of elements in a linear sequence. | | 6. | Order of elements in a linear sequence: restrictions. | | 7. | Overview of modalities and forms of Romanian sentences. Interrogative sentence. | | 8. | Negation. | | 9. | Compound and complex sentences: interpretation of the manner of their forming, constituent elements and their relations. | | 10. | Coordination. Subordination. Dependent clauses with primary functions: propoziţia subiectivă, propoziţia predicativă. | | 11. | Other dependent clauses with primary functions: propoziţia predicativă suplimentară, propoziţia completivă de agent. Adverbial clauses: propoziţia circumstanţială de loc, propoziţia circumstanţială de timp. | | 12. | Adverbial clauses: propoziţia circumstanţială de mod, propoziţia circumstanţială de cauză, propoziţia circumstanţială consecutivă, propoziţia circumstanţială de scop. | | 13. | Adverbial clauses: propoziţia circumstanţială concesivă, propoziţia circumstanţială condiţională,, other adverbial clauses. | | 14. | Dependent clauses at the second level of proximity: propoziţia atributivă, propoziţia apozitivă. | | 15. | Summarising previous units as a preparation for the exam. | | |
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## Translation Exercises II

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| **Name** | Translation Exercises II |
| **Organizational unit** | Department of Romance languages and literature - Romanian language |
| **ECTS credits** | 3 |
| **ID** | 52189 |
| **Semesters** | Summer |
| **Teachers** | Petar Radosavljević, PhD, Associate Professor (primary) Delia Georgeta Ćupurdija, Lector |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romanian Language Exercises V |
| **Goal** | Analyze the source text, identify translation problems and apply the appropriate translation strategies and procedures with regard to the requirements of the communication situation and the needs of the reader of the translation. Use the most important tools and resources needed for translation and acquire the skill of editing own and someone else's translation. |
| **Teaching methods** | Frontal, group and individual work; discussions on translated texts. Students translate texts on different topics from Croatian into Romanian both during exercises and at home. They receive advice and guidance from the professor and feedback on the (in)acceptability of certain solutions with explanations of the reasons for such an assessment. Students receive texts for the translation from the teacher in printed form or in electronic form on the course website. They receive feedback on their translations orally, during the exercises, in writing or electronically on the course website. |
| **Assessment methods** | Students are assessed by continuous evaluation and a written exam consisting of the translation of a few short texts from Croatian into Romanian. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Mastering basic translation techniques on the examples of Croatian texts. | | 2. | Activating acquired knowledge and improving understanding of the modern language | | 3. | Clarifying language and other difficulties in order to find equivalents and expressions in the B language. | | 4. | Acquisition of certain automatisms which are useful in translation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course description, literature and the types of texts to be translated. Definition, main types and forms of translation. Translator aids and resources. | | 2. | Translation of a text in the field of education - translation of a diploma and a short newspaper article on the topic of diplomas. | | 3. | Translation of a driver's license and a short newspaper article related to the topic of driver's licenses. | | 4. | Translation of a birth certificate and a corresponding short newspaper article. | | 5. | Translation of a text from the field of medicine - a medical test and a text on medical research. | | 6. | Translation of a recommendation and a short text related to compiling a recommendation. | | 7. | Repetition of processed material. First test. | | 8. | Translation of a text from the field of education - transcript of grades and advertisements for enrollment in a private university. | | 9. | Translation of audiovisual material - a part of Croatian film. | | 10. | Translation of a short text from the field of classical literature. | | 11. | Short political speeches - simultaneous and consecutive interpretation | | 12. | Translation of a text from the field of modern literature - a book summary. | | 13. | Interpretation and translation in criminal proceedings. Translating a short excerpt from different court decisions. | | 14. | Revision. Second test | | 15. | Revision and preparation for the written exam. | | |
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# Teachers