

Teaching Beginning Ancient Greek: New and Improved

This panel brings together five papers, each devoted to demonstrating the new and improved future for teaching Greek, whether by rethinking the foundations of course organization and terminology or by spotlighting progressive tools for teaching and assessing beginning Greek.

Paper #1, “Don’t Be Passive! Stay in the Middle!,” targets the difficulties common in beginning Greek with teaching and learning the voice system, specifically the hybrid “middle/passive” idea. The paper argues that beginners today are best served by learning the middle via more colloquial expression (e.g., “Socrates gets hit by a rock”) and the “passive” should be deprecated.

Paper #2, “Middle Voice and Deponent Verbs: Reordering the Topics,” provides a practical and improved way to present the different voices in Greek, by introducing middle (“deponent”) verbs on par with active $-\mu\iota$ and $-\omega$ verbs. This simple but profound arrangement introduces students to the basic morphology and high-frequency vocabulary in ways that will foster rapid and meaningful understanding of otherwise bewildering Greek verb forms.

Paper #3, “The Past and Future of the College Greek Exam,” pivots to a critical turning point in the history of the College Greek Exam. The presentation reflects on the challenges of composing the exam, the results of the tenth annual (2018) exam, and looks to the future as CAMWS takes over administration of the CGE.

Paper #4, “Spring into Accents: Innovating in a Greek Program,” reports on two related strategies one college department has used to broaden the appeal of its Greek program. One strategy involves starting Greek in the Spring semester rather than the traditional Fall. The other

engages students in the research and creation of a digital application for practicing accents and more.

Paper #5, “Lessons from a Competency-Based Online Greek Course,” reports on the successful implementation of a fully online, asynchronous first-year Greek sequence. The course both boosted enrollments and prompted a positive reconfiguration of basic assessment and pedagogical goals for beginning Greek, along with capitalizing on cutting edge digital delivery.

Combined, these papers demonstrate that aggressive and thoughtful innovations in the teaching of beginning Greek will result in appeal, rigor and excitement for the future of Greek programs.