

## Spring into Accents: Innovating in a Greek Program

Faced with declining enrollments in Greek, and faculty colleagues within the college who were hesitant to encourage first-year students to take any language, let alone Greek, the department decided to offer our first-semester Greek course in the Spring semester. We experimented with a “turbo” model for that first semester, and with a “staggered” model thereafter. The turbo model entailed packing one year of beginning Greek into that Spring semester. The staggered model simply maintained the same pace as a traditional college course, which meant extending our beginning sequence into the following Fall semester. I will talk about the challenges and rewards entailed in both of these approaches, and address how they have resulted into an overall increase in our Greek enrollments.

Paired with this approach, we have lately tried to incorporate the student research model, and institutional incentives, into our beginning Greek teaching. We have done this in the hopes of getting wider exposure within the College among students and among faculty. I will concentrate on one particular project, which is the creation of an iOS application, which we have named *Diakritikos*, dedicated to helping students learn and practice the rules for Greek accentuation. We hope to add vocabulary and syntax exercises to this same app in the future. My participation on this panel will thus focus on my department’s experience with offering beginning Greek in a non-standard manner, and with incorporating beginning Greek into the culture of “student research” at our college. While we have continued to struggle with Greek enrollments, we think that these two approaches promote making Greek a more obvious choice for more and varied types of students.