

10 Tips for Using *Rhētorikós* in the Classroom

Rhētorikós celebrates excellence in student writing, publishing essays developed and written in Rose Hill composition courses. These essays showcase the kinds of rhetorical skills and strategies Fordham’s writing program values. But *Rhētorikós* can also be used as an excellent teaching tool to help your students develop their writing and critical analyses. Here are ten pedagogical strategies for using *Rhētorikós* in the classroom. If you have any good ideas for using these essays in class, please send them to rhetorikos@fordham.edu, and we will share them with other Composition teachers!

1. **Motivate your students** by telling them early that you will select two “winning essays” at the end of the semester to be considered for publication in *Rhētorikós*. Announce the winners either in class or in a congratulatory email.
2. **Reach for *Rhētorikós* in addition to anthologies** to assign readings. *Rhētorikós* essays can be an excellent starting point for lively in-class dialogues and can give students an opportunity to critically engage with the work of their peers.
3. **Integrate *Rhētorikós* into your NYC or Social Justice units** by having students draw on and quote from *Rhētorikós* in their own essays. This is a great way to show students how they can participate in larger conversations.
4. **Design assignments based on *Rhētorikós* essays.** Ask students to visit the archives and select an essay to critique, close-read, and revise. You might even pair an article with a *They Say/I Say* template.
5. **Develop a lesson on essay organization** by asking students to create a reverse-outline for a *Rhētorikós* essay either of your choosing or theirs.
6. **Teach models of argumentation** using a *Rhētorikós* essay by having students identify the essay’s premises, claim, reasons, evidence, and counter-claims.
7. **Discuss revision strategies** by showing students the first draft of a *Rhētorikós* essay before assigning the final, published essay. To obtain the first draft, just send the published student a friendly email requesting it for use in your class.
8. **Drive home the core concepts of the course** by having students evaluate the ways in which a *Rhētorikós* essay incorporates the key techniques and considerations of the course. For instance, how does the author describe, contrast, define, classify, and rhetorically situate their argument?
9. **Ask a student previously published in *Rhētorikós* to visit your class** as a guest speaker to discuss their writing process, challenges, revision strategies, and what it’s like to be a published author.
10. **Add <https://rhetorikos.blog.fordham.edu> as a tab on your LaunchPad homepage** so students can easily access the website for readings and assignments.