The intersection of literacy and technology represents a vast area of study where many scholars address, and critique areas of concern in digital rhetoric and how these issues may or may not impact writing. The all of this is purposely vague. To put it simply, in some way, it all impacts our writing. This is reflected in the various fields of study that exist under the umbrella of digital rhetoric. Much like rhetoric, digital rhetoric has no clear and generally agreed upon definition. There is not an all encompassing and neatly wrapped definition of digital rhetoric. With many different definitions there are various similar and conflicting approaches to digital rhetoric studies. The lack of a universal definition, however, is not necessarily negative. Scholars in the field have the freedom to explore many different areas of interest to digital rhetoric. However, the result of this can be a large amount of attention is given to defining digital rhetoric, understanding what it means, and developing theories based on these definitions and understandings. The drawback of this is the attention given to definition and theory in digital rhetoric, and a lack of scholarly work in application. Currently, there exist numerous appeals to scholars to critically address and think through many issues pertaining to technology and its use in the classroom. These areas of study include work in understanding the role of technology in the classroom, its social use and the implications of both in our daily lives and writing. There is a great deal of work in drawing attention to the technology we don’t see, and therefore may not process as technology.

All of the theory being discussed within digital rhetoric, and digital humanities creates a lot of good conversation, but what does it do aside from draw our attention to it? However, when researching how this all impacts our daily writing lives the conversation should continue into the territory of application. Equal attention also needs to be given to how we incorporate these theories in the composition classroom. Digital rhetoric can no longer to afford to primarily focus on theory, and/or build upon preexisting theories. It’s time for the call to shift from pushing scholars to be aware of the technology and how it impacts our writing, and start incorporating more of the theory into our pedagogy. Using assignments that allow for theories to be applied in the classroom also exposes students to the theoretical work done in digital rhetoric in a practical, and engaging manner. This paper aims to demonstrate the benefits of various different definitions of digital rhetoric influencing scholarship. It will also include a brief overview of only a few areas of research and interest to work in digital rhetoric, and finally look toward the development of assignments that aim to bridge the gap between theory and application for scholars, instructors and students to use and further develop their writing skills. This paper will attempt to research and answer the following questions:

* + What definition of digital rhetoric influences and informs this paper?
	+ What theories in digital rhetoric need to be applied and incorporated in assignments?
	+ What types of assignments, and platforms allow for an attempt to bridge the gap between theory and application?