The evolution of technology plays a significant role in the approach to rhetoric and composition, specifically how technology is implemented into the classroom, and the curriculum in a vast amount of ways. Baron (1982), in “Pencils to Pixels” establishes the link between the two when he states that the computer “promises, or threatens to change literacy practices, for better or worse, depending on your point of view” (p.7). Advancements and changes in technology shift our views and approaches to both the understanding of rhetorical strategies and teaching them. The evolution of technology changes the way we think, and use that technology. It also changes the way we approach, teach, and research literacies, and composition practices. The purpose of this paper is to analyze the ways in which advancements in technology influence scholars, and instructors of composition to shift how they conceptualize, understand, and the shifts in the notions of literacy, based on how we communicated and how we teach through the work of Barron, Kathleen Blake Yancey, Stuart Selber, and Sarah Arroyo.