2004 proved to be an important year for rhetoric and composition and scholarship on its relationship between rhetoric and technology. Stuart Selber (2004) in *Multiliteracies for a Digital Age* urges scholars to help students develop multiliteracies by changing their approach to using and integrating technology in the classroom. Selber provides a theoretical framework for how to include technology in curriculum, and move these multiliteracies beyond a functional level. If what and how we teach remains at a functional level, then it would limit the student, and make their use of the computer more “proceduralist,” which reinforce the “systematic power” of using such a technology (p. 43, p. 46). Instead, he argues that how and what we teach should be at a critical and rhetorical level. At the critical level “students might be encouraged to recognize and question the politics of computers” (p. 75). This critical awareness of computers, and technology in general, is as necessary in 2004 as it is now. Due to the use of various types of technology in the daily lives of students it is important to question the impact of technology beyond the practical uses. When a student develops a rhetorical awareness of technology the user/student possess the ability to “effect change in technological systems” (p. 182). They become a “reflective producer of technology” (p. 182). The theoretical framework Selber provides helped to establish that students should be questioners of technology (critical literacy), and rhetorical in the way that they understand the implications of technology. Selber argues, “if students are to become agents of positive change, they will need an education that is comprehensive and truly relevant to a digital age” (p. 234). This comprehensive education must be different than what is taught with the alphabetic text essay. Therefore what we teach must change, and it should not be continue to shift along with the demands of the changing notions of literacy. The learning objectives, and elements taught must be different, or else the student only learns how to transfer an essay to a different genre, or format. Selber’s main argument is to develop a curriculum that goes beyond the functional level because how we think about technology, and how we communicate using technology in our daily lives influences how we communicate with our students. When we incorporate technology, and do so in a way that aims to help students develop multiliteraces at a critical and rhetorical level it will change what we teach.