The intersection of literacy and technology represents a vast expanse of study where many scholars address, and critique areas of concern in digital rhetoric and how these issues may or may not impact writing. Much like rhetoric, digital rhetoric has no clear and generally agreed upon definition. With many different definitions there are various similar and conflicting approaches to digital rhetoric studies. Current scholarship provides a large amount of attention to defining digital rhetoric, understanding what it means, and developing theories based on these definitions and understandings. The abundance of theories has led to a limited and limiting number of scholarly work in application. There exist numerous appeals to scholars to critically address and think about the role of technology in the classroom, its social use and the implications of both in our daily lives and writing. Digital rhetoric can no longer to afford to primarily focus on theory, and/or build upon preexisting theories. As a subfield of Rhetoric & Composition it must (\_\_\_\_\_\_\_\_\_\_\_)

This paper aims to identify the various definitions of digital rhetoric and the pedagogical practices linked to them by categorizing them into three separate epistemologies. The categories will then be linked to current pedagogical practices commonly associated with them,

**Research Questions**

1. How do the various definitions of digital rhetoric affect composition pedagogy and approach to digital literacies in the field of rhetoric?
2. What theories in digital rhetoric need to be applied and incorporated in assignments?
3. What types of assignments, and platforms allow for an attempt to bridge the gap between theory and application?