

Reorganize for Unity and Coherence. When Heather Colbenson revised her first draft, she wanted to clarify the presentation of her problem.

Why would high schools in farming communities drop agriculture classes and the FFA program? ^{The main reason that} Small schools are cutting ^{is that} ag programs ~~because~~ the state has not provided significant funding for the schools to operate. The small schools have to make cuts, and some small schools are deciding that the agriculture classes are not as important as other courses. Some small schools are consolidating to receive more aid. Many of these schools have been able to save their ag programs.

Move main reason last for emphasis

Why did I put a solution here? Move to end!

Rewrite this! Not really college requirements but college-prep courses vs. others when budget is tight

One reason is that m

[^] Many colleges are demanding that students have two years of foreign language. In small schools, like my own, the students could take either foreign language or ag classes. Therefore, students choose language classes to fill the college requirement. When the students leave the ag classes to take foreign language, the number of students declines, which makes it easier for school administrators to cut ag classes.

For strategies for achieving coherence, see pp. 417–20.

Her revised paper was more forcefully organized and more coherent, making it easier for readers to follow. The bridges between ideas were now on paper, not just in her mind.