

12/26/19  
Thursday





## CRITICAL THINKING SKILL

### UNDERSTANDING AND PRESENTING PROCESSES

**WHY IT'S USEFUL** By understanding what a process is composed of, you can better comprehend the development of an idea or sequence of events from beginning to end, and you can develop a more cohesive, coherent presentation.

During your academic career you will most likely listen to, or be asked to outline, a process. A process involves steps, procedures, or a sequence of actions from beginning to end. A process presentation may be as simple as enumerating the steps in chronological order or as complex as listing the development or evolutionary changes of a virus. Whether listening to or preparing a presentation, it is important to decide on the purpose, or function, of the presentation.

**Deciding on the purpose of the process** presentation is critical in order to fully comprehend the information and disseminate it accurately to an audience. The purpose or function might be simply to describe the steps to inform or educate your listeners on the steps so they can be followed. Once you have decided on the function of the process, it will be easier to determine a logical flow of the information.

**Flow** refers to the cohesiveness of the content. Do the elements of the presentation connect together seamlessly? Planning these connections is critical and can easily be done with outlining or mapping. In addition to analyzing flow, you will need to **evaluate consistency**, both as a listener and speaker. An organized presentation contains signposts, such as headings, and the speaker often uses his or her voice effectively to help listeners determine the main points.

Another way to ensure the presentation flows and is consistent is through the inclusion of visuals. By communicating ideas, steps, events, and procedures through visual content such as charts, graphs, and images, you can allow the audience to see as well as hear the information, thereby helping to elaborate and clarify complex processes.

#### Example

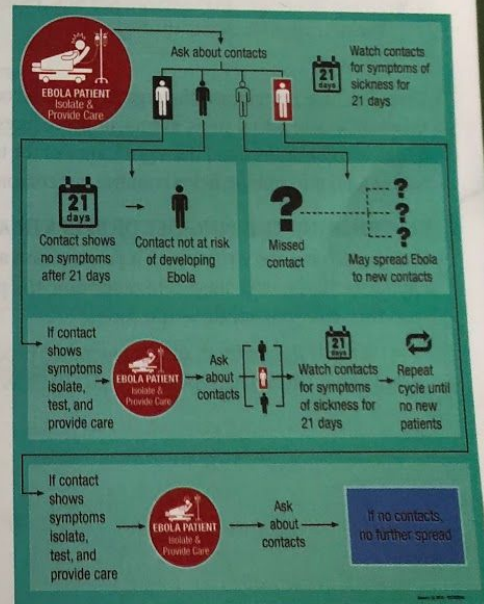
Presenter: Let's take a look at this flow chart. Once a patient is diagnosed with Ebola, we need to investigate, research, and disseminate information to all persons who have been in contact with the patient. There are four courses of action with all persons of contact. The first is to determine if the contact has symptoms. If they do, we must follow protocols of isolation, testing, and providing care. If that person has had other contacts, the cycle must be repeated. The second course of action is ...

Go to MyEnglishLab to complete a vocabulary exercise.

#### NOTICING ACTIVITY

- Listen to a lecture on the Ebola virus. As you listen, notice how the speaker explains the process of transmission, diagnosis, and treatment.
- Now listen to how the students summarize the process. What are the stages they discuss?

Go to MyEnglishLab to complete a skill practice and join in collaborative activities.





## SUPPORTING SKILL 1

### IDENTIFYING STRUCTURE AND PURPOSE IN A PROCESS PRESENTATION

**WHY IT'S USEFUL** By identifying the type of structure used in a process presentation, you can better follow the logic of the presentation. By understanding the purpose of each step, event, or procedure in the process, you can better comprehend how the steps relate to one another and make sense of the complete presentation.

Academic presenters frequently lecture on events, steps, or procedures that illustrate or outline a process, method, development, or course of action. This type of presentation describes the steps in completing a task, explains how a complex procedure happens, or details why an event has produced a certain result. The first step in listening to or developing a process presentation is determining its organizational structure.

#### DETERMINING STRUCTURE OF A PROCESS PRESENTATION

Because process presentations often present the steps of how something functions or has evolved, they are often organized in chronological order, or topical order. With a topical organization, the presenter may choose to break the topic down into subtopics and explain how each subtopic affects a method, development, or procedure. This type of structure is often used for complex processes, like the evolution of a disease or virus. Compare the two organizational structures below.

#### Example

##### Time-Order Organization

##### *Vector Transmission*

- I. A vector develops or carries a virus
- II. The vector carries the virus and transmits it to a new host
- III. The vector transfers to the new host
- IV. The new host transmits through air

##### Topical Organization

##### *Virus Transmission*

- I. Droplet Transmission
- II. Airborne Transmission
- III. Vector Transmission
- IV. Waterborne Transmission

Once you have determined the organizational structure, be sure to differentiate between background information and actual steps, events, or procedures. A speaker provides background information to help listeners better understand the significance of the topic and set the scene for the new information. While background information helps enhance our comprehension of a topic, it is not a part of the process.

#### DETERMINING THE PURPOSE OF STEPS IN A PROCESS

After identifying the structure of a presentation and distinguishing background information from the process itself, the next stage is to determine the purpose or function of each step, procedure, or event. To do this, ask yourself these questions:

- What is the method, development, or procedure being described?
- How is this related to the overall topic? What is the relationship?

## Albuquerque International Balloon Fiesta

The Albuquerque International Balloon Fiesta

- ⇒ yearly hot air balloon festival
- ⇒ takes place in Albuquerque, New Mexico
- ⇒ during early October
- ⇒ a nine day event in the first week of Oct
- ⇒ has over 500 hot air balloons each year
- ⇒ began in 1972 as the highlight of a 50th birthday celebration for <sup>770kOB</sup>
- ⇒ Al hosted the first world hot air balloon championships in Feb <sup>a radio</sup>
- ⇒ became an international event
- ⇒ advanced general admission tickets are only \$10 per person
- ⇒ general parking is \$15 per vehicle.
- ⇒ can buy some items of this fes such as foodie, T-shirt, book
- ⇒ from \$15 to \$80
- ⇒ is provided by Canon
- ⇒ enhanced security checks to provide a safe environment
- ⇒ An express lane is available for people without bags or a small plastic bag <sup>bag</sup>
  - ↳ don't need to wait
- ⇒ A regular lane is available for guests who bring bags, backpacks.
- ⇒ 275 days left to Albu ...
- ⇒ can enjoy absolutely because I think almost everyone



## GMO

- Do you agree that people eat GM food?
- What is the advantage of GM food?
- Is GM food healthy for your body?
- Why some people prefer GM food?

10 / 22

Evidently it is the lobbies that influence government policy and restrict consumer choice, albeit through public voting. This leads to serious questions about the compatibility of the GMO-based agricultural production model with democratic principles.

### 2. GMOs offer no environmental benefits

Supporters of genetically modified organisms often claim that they are beneficial for the environment and for farmers, as they guarantee higher production yields from the same land while simultaneously reducing chemical inputs such as pesticides and herbicides, and more generally the impact on the environment.<sup>4</sup>

<sup>4</sup> Monsanto, for example when speaking of its commitment to sustainable agriculture, defines its objectives as producing more, consuming more and improving lives. The second objective is worded as follows: "We've strengthened our goal of double crop yields by committing to doing it with one third fewer resources such as land, water, and energy per unit produced. We're continuing to develop better seeds and improved on-farm practices that enable farmers to better manage weeds, pests, and environmental stresses." <http://monsanto.com/it/eng/ind>

9

These claims, however, are proved baseless when we look at the GMOs marketed on a wide scale, which are modified, as mentioned before, for only two characteristics, either separately or together: resistance to herbicides and resistance to pests.

There are, in fact, many documented environmental risks and harms related to GMO cultivation:

- *Transgenic crops impoverish biodiversity in wild and domestic animals and plants.* GMOs are the tip of the iceberg and the last gasp of an agroindustrial model that is one of the main causes of biodiversity loss. GMOs are grown as monocultures across large areas and are part of intensive farming systems that impoverish agricultural biodiversity by replacing the cultivation of traditional varieties (Modonesi and Oldani, 2011). In this respect, the transgenic cultivation systems developed so far pale in comparison with other farming systems—such as small-scale organic farming (Migliorini, 2015) and agroecology—which preserve and increase biodiversity and soil fertility: evidence even exists that they are more damaging than conventional cultivation in this respect (Burke, 2005).
- According to the FAO, 75% of the agricultural crops that existed at the start of the 20th century have by now been lost forever. Since 1930, Mexico has lost 80% of its corn varieties. In the United States, the loss of biodiversity for many crops is close to 95%.
- In Argentina's Quebrada de Humahuaca valley alone, around 70 different local potato varieties were being cultivated in the 1960s. Today the global market is based on four hybrid varieties, and GM potatoes with a higher starch content have recently been developed, ideal for industrial food demands (FAO, 2009).
- Since GMOs were introduced into fields, the use of herbicides has not fallen but actually risen, as demonstrated by the spike in sales of the herbicide Roundup. As discussed above, one of the two characteristics obtained to date through genetic modification is resistance to Roundup, a weedkiller that

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