

Syllabus Excerpts

Dr. Mansfield-Jones included a description of the Paul-Elder Critical Thinking Model in her course syllabus. The description focused on explaining the terms contained within the **Elements of Reasoning** as well as the **Intellectual Standards**. Immediately following these descriptions, Dr. Mansfield-Jones defined the central questions of the course:

Central Questions:

Here are some **questions** you can use to apply the **elements** and **standards** to, as you explore specific parts of the body across the semester:

- How do the forms of human body structures support their function? You can apply this question to almost any anatomical structure on the required terms list.
- How do the form and function of human body structures contribute to the maintenance of homeostasis? If you look at something on a terms list and ask yourself "what would go wrong if this did not exist" or "how could you get by without this" you are asking about its contribution.
- How can we monitor the function of such structures in order to 1) understand their response to challenges and 2) determine whether they are working well enough to maintain homeostasis? The BioPac activities are rich in this type of question.

Dr. Mansfield Jones also updated the course objectives as outlined in the syllabus to reflect the terminology used in the Paul Elder Critical Thinking Model.

Objectives:

As a successful student in this course you will be able to...

- 1) **Precisely** identify a large number of structures of the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems, when these are presented in models, pictures, or diagrams
- 2) Explain or diagram the relationship in space between structures of different systems, and **accurately** explain the consequences of those relationships for how the structures work
- 3) Locate these structures at least approximately on yourself or your laboratory partners
- 4) Briefly explain in writing the functions of these structures
- 5) Think critically about the normal function of anatomical structures, and reason from normal function to **specifically** and **accurately** explain disease conditions associated with abnormal structures.
- 6) Collect simple physiological data, analyze them, and **logically** explain the meaning of your results

Text in Red

Indicates the infusion of the **Elements of Reasoning**

Text in Blue

Indicates the infusion of the **Intellectual Standards**

Text in Green

Indicates the infusion of the **Intellectual Traits**

[Bracketed Text]

Indicates the indirect use of critical thinking **[Elements]**, **[Standards]**, or **[Traits]**

[View more about the Paul-Elder Framework of Critical Thinking](#)