

Cornell Guided Notes

Biotechnology for Health (Biomedical Innovations) | 2027-04-06

Name

Period

Date

Lesson

Lesson focus

Line list

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Build an outbreak line list and calculate incidence and prevalence from case data. Big idea: A line list is the foundational epidemiological tool for tracking who is sick and when.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- incidence
- prevalence
- morbidity
- mortality
- contact tracing

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions

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Must-know ideas
What should I understand by the end?

- Each row in a line list represents one case with standardized fields.
- Incidence counts new cases over a defined time period in a defined population.
- Prevalence counts all current cases at a single point in time.

My notes, examples, and questions

Process notes
What happens during class?

- 0-5 min: Warm-up: what information would you record for every new COVID case?
- 5-20 min: Open case data; set up line list with required columns
- 20-40 min: Enter all cases as rows; double-check onset dates and outcomes
- 40-55 min: Calculate incidence and prevalence for the assigned time window
- 55-70 min: Write one observation about outbreak trend from your calculations
- 70-80 min: Exit ticket: report your incidence and prevalence numbers

My notes, examples, and questions

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Steps and evidence What do I do and turn in?

- Open the case data and create columns for case ID, onset date, symptoms, and outcome.
- Enter each case as one row in the line list.
- Count new cases in a defined period to find incidence.
- Count total active cases to find prevalence.
- Write one observation about how the outbreak is changing.

Evidence: Data table - Outbreak line list with case ID, onset date, symptoms, and outcome for each case, plus calculated incidence, prevalence, and a written trend observation.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Your line list captures each case with key fields.
- You correctly calculated incidence and prevalence.

My notes, examples, and questions

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Cornell Notes - Continued

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Lab or safety notes
What must I handle carefully?

Supplies:

- Computer with spreadsheet software
- Provided outbreak dataset
- Line-list template
- Calculator
- Design notebook
- Printed case summary sheets

My notes, examples, and questions

Summary

Today's lesson focused on Line list. The main target was: Build an outbreak line list and calculate incidence and prevalence from case data. The evidence of learning is Data table: Outbreak line list with case ID, onset date, symptoms, and outcome for each case, plus calculated incidence, prevalence, and a written trend observation.. In my own words, the most important idea from today is:

My summary

My final question or connection