Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-10-30

Name	Period	Date	Lesson
		2026-10-30	

Lesson focus

Germline editing debate

Key words and questions	Prepared details and student notes

Essential question
What is today's target?

Argue a CER position on whether germline gene editing should ever be permitted in humans. Big idea: When a genetic edit passes to every future generation, who gives consent on behalf of the people not yet born?

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- gene therapy
- vector
- CRISPR-Cas9
- somatic
- germline
- off-target
- informed consent

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Must-know ideas **What should I understand by the end?**	- Germline edits affect egg, sperm, or embryo cells and are inherited by all descendant cells and future generations. - Somatic gene therapy edits only the patient's non-reproductive cells; the change is not heritable. - The 2018 He Jiankui case (CRISPR-edited embryos in China) illustrates real-world consequences of unsanctioned germline editing. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-5: Hook: He Jiankui summary; frame debate question - 5-20: Silent read of germline editing case brief; draft two contrasting questions - 20-35: CER draft: claim on permissibility, two evidences, reasoning naming consent - 35-65: Structured debate: permit-under-strict-conditions vs. absolute prohibition - 65-75: Written reflection: state one counterargument about future-generation consent - 75-80: Post CER and reflection to course shell **My notes, examples, and questions**

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Key words and questions	Prepared details and student notes
Steps and evidence **What do I do and turn in?**	- Read the germline editing case brief in the course shell. - Write two prepared questions contrasting somatic and germline editing risks. - Draft a CER with a claim, two pieces of evidence, and your reasoning about heritable edits. - In the debate, note one counterargument about consent of future generations. - Post your CER and reflection in the course shell. Evidence: CER - One CER on whether germline gene editing should ever be permitted, plus a reflection naming one counterargument about consent of future generations. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- You'll be able to argue a position on germline editing with evidence. - You'll be able to address the consent problem in your reasoning. **My notes, examples, and questions**
Lab or safety notes **What must I handle carefully?**	No special lab safety notes today. Follow normal classroom and digital-work expectations. **My notes, examples, and questions**

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Cornell Notes - Continued

Summary

Today's lesson focused on Germline editing debate. The main target was: Argue a CER position on whether germline gene editing should ever be permitted in humans. The evidence of learning is CER: One CER on whether germline gene editing should ever be permitted, plus a reflection naming one counterargument about consent of future generations.. In my own words, the most important idea from today is:

My summary

My final question or connection