Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-19

Name	Period	Date	Lesson
		2026-11-19	

Lesson focus

Source and agent CER

Key words and questions	Prepared details and student notes
Essential question **What is today's target?**	Students write a CER identifying the likely source and infectious agent of the outbreak. Big idea: An outbreak CER earns its claim by linking three independent data sources: curve shape, geographic cluster, and agent ID. **My notes, examples, and questions**
Key words **What vocabulary unlocks the lesson?**	- epidemiology - line list - epidemic curve - incubation - prevalence - incidence - causative agent **My notes, examples, and questions**

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Cornell Notes - Continued

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Must-know ideas **What should I understand by the end?**	- Attack rate = (number of cases / number exposed) x 100: a quantitative measure of outbreak severity. - Multi-tool evidence means citing the curve, the map, and the test result independently, not as a single statement. - Assumptions reveal where the investigation could be wrong; limitations reveal where the data is incomplete. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-8 min: Review Wednesday data: confirm curve shape, map cluster location, and agent-ID result. - 8-20 min: Write the claim: name the likely source (location/event) and infectious agent in one sentence. - 20-45 min: Write evidence: cite curve shape, map cluster, and agent-ID result as three separate points. - 45-60 min: Write reasoning: connect exposure patterns to the proposed source for each evidence point. - 60-70 min: Calculate and insert incidence or attack-rate value; add assumptions and limitations. - 70-80 min: Peer review: confirm three evidence sources are cited, quantitative value is present, limitation stated. **My notes, examples, and questions**

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Steps and evidence **What do I do and turn in?**	- State a claim naming the likely source and agent of the outbreak. - Cite epidemic-curve, map, and identification-test evidence. - Explain reasoning that links exposure patterns to the proposed source. - Quantify the outbreak using incidence and attack-rate values. - Identify assumptions and limitations in the data and methods. Evidence: CER - CER naming the likely outbreak source and infectious agent, citing epidemic curve, spot map, and agent-ID evidence, including an attack rate or incidence value, and stating assumptions and limitations. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- Write a CER naming source and agent with multi-tool evidence. - Include a quantitative measure and at least one limitation. **My notes, examples, and questions**

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Lab or safety notes **What must I handle carefully?**	Supplies: - Line-list data set - Graph paper or spreadsheet - Agar plates or simulation cards - Inoculating loop - Disposable gloves - Disinfectant and biohazard disposal bag - Lab notebook **My notes, examples, and questions**

Summary

Today's lesson focused on Source and agent CER. The main target was: Students write a CER identifying the likely source and infectious agent of the outbreak. The evidence of learning is CER: CER naming the likely outbreak source and infectious agent, citing epidemic curve, spot map, and agent-ID evidence, including an attack rate or incidence value, and stating assumptions and limitations.. In my own words, the most important idea from today is:

My summary

My final question or connection