



INSTRUCTIONAL PACKAGE

BKP 119

Introduction to Baking and Pastry

Effective Term

Fall /2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: BKP 119

COURSE TITLE: Introduction to Baking and Pastry

CONTACT HOURS: 5

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

To provide students with the basic knowledge of baking and pastry techniques that will prepare them for employment.

COURSE DESCRIPTION:

This course introduces baking fundamentals and classical baking techniques in a laboratory setting.

PREREQUISITES/CO-REQUISITES: CUL 104 Minimum Grade of C or Credit level CUL 104 Minimum Grade of TC or Culinary ServSafe Certificate 1

REQUIRED MATERIALS:

Textbook: Labensky, Martel & Van Damme. - On Baking: Baking & Pastry Fundamentals 3rd Edition. Pearson: 2014. ISBN: 9780133859003

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

1. Materials: pen, pencil, notebook, knives and any other pastry related tools.
2. Uniform: Double Breasted Coat w/ College Logo and Name Embroidered, Checkered Black and White Pants, White or Blue Scarf, Black Bakers hat, White Apron, and Black Slip Proof Kitchen Shoes.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Cultivation of desirable work habits is as important as developing solid cooking skills. Students should train themselves to be present and on time for all classes. Development of this important habit while in school makes it considerably easier to satisfy the employer who demands regular and punctual attendance when students become employed.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

- Demonstrate the correct use of basic baking and pastry equipment and tools
- List and discuss correct selection and utilization of baking and pastry supplies and ingredients
- List and demonstrate the skills involved in the mixing, production, and finishing of a variety of basic breads, baked goods, and pastry products
- List and discuss qualities and standards for contemporary restaurant plated desserts
- List, discuss, and demonstrate standards for sanitary product use and storage of items produced in the baking and pastry class

As the student progresses through the curriculum, the chef/instructor will also evaluate the student's ability to execute secondary learning outcomes. The following outcomes will be addressed in current course, and are considered a critical element to the student's success:

- Mise en place
- Weights and Measures
- Knife Skills
- Basic culinary fundamentals

Category	0	1	2	3	4	5
Uniform		Is told to leave the lab Does not have proper uniform as outlined by the school	Is not acceptably dressed/groomed before entering the lab. Missing neckerchief		Acceptably dressed/groomed before entering the lab. Reminded to take off jewelry/headphones etc.	Consistently models excellent dress/grooming standards – sets the bar high for others.
Sanitation		Always avoids cleaning/washing dishes and stands around or leaves before the kitchen is completely cleaned up regardless of time Does not keep station neat, clean and organized. Leaves equipment and utensils dirty	Must often be motivated by other to wash dishes clean other sections of the kitchen voluntarily; often takes class time to put away knives and personal tools. Needs to be reminded numerous times to keep station neat, clean and organized. Needs improvement on cleaning equipment		Acceptably participates in dishwashing/cleaning and kitchen breakdown activities. Demonstrated a proactive approach to supporting the Sous Chefs in the kitchen maintenance and breakdown processes. Keeps station somewhat neat, clean and organized. Keeps equipment clean	Proactively demonstrates leadership in cleaning and organization efforts throughout class– takes initiative to attack dishes and unpleasant or oft-neglected cleaning tasks. Keeps station neat, clean and organized. Keeps equipment clean during and after class

Menu preparation/ preparedness/ cooking techniques	Is not prepared (no Action Plan) Is not prepared for service and not set up on time. Does not show understanding of cooking skill or techniques. Does not write prep list on board	Action Plan incomplete; has not studied the ingredients and directions for preparation. Does not ask questions. Executes menu items but is not set up for service. Inconsistently shows understanding of cooking skill and techniques	Acceptable Action Plan and can maneuver fairly well with production of the recipes. Asks good questions. Executes menu items with assistance from others. Shows understanding of cooking skill and techniques. Writes prep list on board	Excellent Action Plan, and is able to explain the preparation of each dish to other students. Questions demonstrate great forethought. Executes menu items and is set up on time. Shows good cooking skill and executes cooking techniques. Writes prep list on board with great detail
Attendance	Late to class and or getting dressed after walking into class	N/A	N/A	In class, dressed in proper uniform and ready for line up at Start
Professionalism	Does not use feedback from critiques and observations to improve performance. Not engaged in learning opportunities. Not a cooperative/good team player	Uses feedback from critiques and observations to improve performance. Does not demonstrate punctuality or reliability. You are a good cooperative team player sometimes	Uses feedback from critiques and observations to improve performance sometimes. Prepared and engaged in learning opportunities. Has a good demeanor. You are a cooperative team player	Uses feedback from critiques and observations to improve performance. Consistently prepared and highly engaged in learning opportunities. Shows a positive demeanor as well as being punctual and reliable. You are a cooperative/good team player

Daily Journal & Summary (25 point scale per week) for 15% of Final Grade

The daily journal & weekly summary will be collected for grading on the first day of class each week, for last week's work. These Journals & summary are to be turned into the DROPBOX AREA on D2L. The heading for your WORD DOCUMENT should be arranged as:

Lastname_Firstname_BKP120-Section#_WK1, WK2, WK3ETC.

Journals & summary are not accepted for grading later than 8 pm of the first day of the week following the work that was done in class. Any late Journals will receive a zero (0) grade.

Why write the **recipes** on note cards & keep a **daily journal**?

1. Read and study the information- on own
2. Write out the recipes- on own
3. In class lecture and discussion-facilitated
4. Various techniques are described and/or demonstrated by the instructor when applicable
5. Student Hands on application in class-facilitated
6. Critique and review from the instructor
7. Student reflects and summarizes information for their journal- on own
8. Feedback from instructor to student regarding comments in the journal

Guideline for Creating Your Journal

❖ Your journal can be maintained and added to for many years, creating a personal record of your work in the food service industry.

❖ Journal format - a three-ring binder, 1½-or 2-inches wide, with a clear-plastic slip cover over the front (so that you can personalize the cover), and a 5-to-8 tab divider. (We also suggest a black or white exterior for the binder.)

❖ You **must** have an entry for **each class**, word document and turned into Drop Box on D2L. You must include:

- the name and date of the class;
- the (daily) objective for that class;
- recipe(s) for (a) specific dish(es) you prepared;
- a list of small wares and utensils you used to prepare that(those) dish(es);
- a summary of what you learned during this period;
- 5 pictures
- a timeline;
- personal observations;
- chef's instructions comments
- any other information you received during that class.

❖ A suggestion: you may leave a portion of a any page blank at the bottom, or add an additional blank page, on which to place a magazine graphic, a drawing or doodle, a food label, a snapshot, and so on – something that will personalize your journal.

THE CRITIQUE

The values and benefits are significant; for the student, opportunities are presented for him/her to know how he/she is doing, what he/she is doing right, and what he/she is doing wrong.

A critique is defined as an analysis of or constructive criticism. In this course, it pertains to a discussion period led by the Chef/Instructor after a product/menu has been prepared and consumed. This discussion is restricted to the one meal most recently prepared and should include analysis of all menu items, as they were prepared (and as they should have been prepared).

Rubrics for Daily Journal

Daily Journal (You will be doing one for each day's production)

CATEGORY	5	4	2-3	0-1
Journal Heading	Contains all 5 elements which include name, date, station worked with the week and day. Cumulative grade. Saved in the right format and dropped in D2L	Contains 4 elements which include name, date, station worked, with week and day. Cumulative grade. Saved in the right format.	Missing 2 or more elements and not saved in the correct file name	Missing more than 2 components and not saved in the correct file name
Recipes	Contains all of the recipes you are responsible for with methods of production	Contains some of the recipes you are responsible for with methods of production	N/A	Does not contain any of the recipes and methods of production
List of Small wares and utensils used to prepare dishes	Contains all of the small wares and utensils needed methods of production.	Contains some of the small wares and utensils needed methods of production.	N/A	Does not contain any of the small wares or utensils needed for production
Pictures	Digital photos of at least 5 dishes or items correctly labeled and included.	Digital photos of at least 4 dishes or items correctly labeled and included.	Digital photos of at least 2-3 dish or items, but not correctly labeled.	Hand drawing of 1 or more dishes or items are included.
Summary	5 great sentences on what you took away from class using correct grammar, spelling and format.	5 complete sentences on what you took away from class with some grammatical error	Less than 5 sentences on what you took away from class with some grammatical error	Did not explain what you took away from class and/or 3 or less complete sentences

All course objectives outlined will be covered; however, the exact sequence and timing may be adjusted by the chef/instructor to facilitate group size and the group's ability as well as availability of food product

Chocolate Bean to Bar Paper (100 point scale) for 10% of Final Grade

A five page paper to include the following:

1. Title page with Name, Course Number, Date, Title of Paper
2. Introduction or BRIEF SUMMARY of the paper (one paragraph)
3. Three pages of actual (BODY) of Paper in (Double space, Times roman numeral, 12 point font)
4. Citations in APA

Format

5. Content of the paper is to include.....History and How chocolate gets to the "Bar" stage
6. Any assistance as pertaining to the Actual Writing can be attained through the SSTC. They are aware of this project and the due date. Please do not wait till week 6 to try and complete this paper.

Final Exams and Process (220 point scale) for 35% of Final Grade

There are four parts to the Final Exam Process

1. Midterm - Quick Bread Presentation worth 40 points
2. Final Cookie Presentations Choc Chip and Spritz worth 40 points
3. Final Written Exam 50 questions 2 points per question
4. Final Orange Bavarian Cream Cylinder Presentation worth 40 points

These four parts will be explained in detail at the end of week one during lecture.

Notebook Requirements:

It will be the responsibility of all Culinary Arts students to have a three-ring notebook. Each student will be held accountable for keeping the notebook neat, up to date and organized. The notebook should contain all lecture notes and recipes in an organized manner (I.E. Your Hard copies of your Journal Entries). You will be building a reference guide for your future. It is recommended that you type all recipes and to edit and type lecture notes in order to make your notebook as concise and organized as possible. An organized notebook **MUST** contain section dividers to separate major content items and labeled as follows:

- Lectures(Cookies, Breads, Custards, Etc.)
- Pastry Principals
- Terminology
- Homework
- Sanitation
- Tests or Quizzes

This notebook will be graded from time to time (with or without notice).THIS SHOULD BE WHERE YOU KEEP YOUR SHEET PROTECTED RECIPE WORK FOR THE DAY AS WELL AS YOUR TIMELINES AND MENUS. This is part of your daily grades. The rewriting of notes and keeping the notebook up to date is a job that is to be done **daily**. Information sheets and recipes should be filed along with notes in the proper categories.

The goal is to create a learning tool and reference that will serve the student even beyond the scope of this course. The notebook will be reviewed at the end of the quarter and is included in the measurement for the course.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	0%
Assignments	10%
Papers/Plans	15%
Projects/Portfolios	35%
Class Participation	40%
<hr/>	
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

The culinary/baking and pastry arts laboratories are professionally focused, skill-oriented learning experiences. The daily exercises in each laboratory are unique and are not repeated. Each student must attend every class to maximize his or her educational opportunities. Excessive absence will result in withdrawal from the laboratory segment by the instructor. You will be withdrawn from the course with a W/WF if you have more than 2 absences.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC

Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>