



INSTRUCTIONAL PACKAGE

BKP 183

Plated Desserts

Effective Term
Spring / 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020

COURSE PREFIX: BKP 183

COURSE TITLE: Plated Desserts

CONTACT HOURS: 10

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

To provide students with advanced plated dessert techniques that will prepare them for retail restaurant or banquet dessert employment.

COURSE DESCRIPTION:

This course focuses on the elements of modern dessert production and consumption. It stresses a thorough understanding and creation of all components of plated dessert production, using basic pastry principles.

PREREQUISITES/CO-REQUISITES:

BKP 125, BKP 222 and Serve Safe Certificate

REQUIRED MATERIALS:

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

Advanced Bread and Pastries. A professional approach. Michael Suas. (2008).
Delmar Cengage Learning. Clifton Park, NY.

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:

BPA Tool Bag, Masking Tape, Sharpie, Pen, Notebook, and Full BPA Uniform.

Uniform: Double Breasted Coat w/ College Logo and Name Embroidered, Checkered Black and White Pants, 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.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Upon successful completion of this course, the student should be able to:

- 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 dessert components 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

Course Objectives:

While objectives are specific areas of importance, competencies define a broader set of goals. At the completion of this course the student should be able to:

- Select and use basic pastry/bakery equipment under different production scenarios
- List and define terminology specifically related to the production of pastry/baked goods
- Scale ingredients and cost items accurately
- Prepare a variety of basic dessert components
- Prepare and manage a prep list
- Prepare and manage a timeline for production
- Prepare menus for presentation of desserts

- Produce pastries using classical materials, pate a choux and puff pastry
- Identify and explain the following terms as they apply to the pastry/baking process

Employability Skills:

One of the instructional goals of the International Culinary Institute of Myrtle Beach is to assist the student in developing employability skills by coaching and teaching these skills. This is accomplished by setting high expectations, and establishing accountability for these expectations by giving timely, positive and consistent feedback. Both the instructor and the students will participate in a learning community that models excellent employability skills: Teamwork, Time Management, Communication, Problem Solving, and Professionalism.

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

General Education Outcomes

This course fulfills the following General Education Outcomes through:

- Applies artistic management skills to the visualization of finished product. This is to enhance personal and professional growth.
- Students are asked to work through the modernization of standard plate presentation in a lab/classroom setting. The parameters are set going above and beyond the basic standards in the current industry.
- Students at the end of each Plated Dessert segment are asked to make a presentation of the dessert to the class. They are then asked to engage in a verbal critique process as a class. This process teaches constructive criticism techniques.

Upon completion of this course, students will be able to:

- Communicate effectively;
- Think critically;
- Self and professional development.

Effective Professional and Interpersonal Communication (EPIC)

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

- Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
- Apply appropriate language when speaking and writing for their chosen field of study or Industry.
- Demonstrate appropriate communication techniques when engaging audiences.

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 and Grading

Daily grade - kitchen	40%
ACF Competition SP1 or SP2	30%
Fowler Dining Room Dessert Production	30%

Daily Points Breakdown (Total of 25 points per day) for 40% of Final Grade

(An absence equals ZERO)

Personal Appearance / Uniform	1-5pts
Recipe Cards/Course Pack	1-5 pts
Technical skills/quality of work/participation	1-5 pts
Present and ON TIME	1-5 pts
Sanitation practices	1-5 pts

ACF Competition SP1 or SP2 (100-point scale) for 30% of Final Grade

There are 3 parts to the ACF Grading Process

1. Starting Picture and Game Plan worth **10% points**
2. Final Picture and Game Plan worth **10 % points**
Any Reflection from the process (there should be growth)
3. Final Paper on the take away from Critique **10% points**

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

Fowler Dessert Production and Fabrication (100-point scale) for 30% of Final Grade

There are 5 parts to the Fowler Dessert Process

1. Menu presented to Dining room Monday worth **6% of points**
2. Game Plan for Dessert **6% of points**
3. Final picture of finished dessert worth **6% of points**
4. Bread picture with game plan worth **6% of points**
5. Friandise picture with game plan worth **6% of points**

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

No late assignments will be graded. You will receive a Zero for the Journal, Report or Test. This is your responsibility to keep up with!

***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 (<http://www.hgtc.edu/academics/academiccalendars.html>). 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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.

Attendance for Face-to-Face Courses:

For a 14-week course (fall and spring) the allowed number of absences for a MW or TR class is as follows: 5 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W or a WF.

Part V: Student Resources

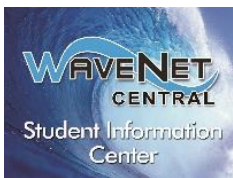


The Student Success and Tutoring Center (SSTC)

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 or go to the [Online Resource Center](#) to access on-demand resources any time.



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.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

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

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<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 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 Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>