



INSTRUCTIONAL PACKAGE

CUL 104

Introduction to Culinary Arts

Effective Term

Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

COURSE INFORMATION:

Effective Term: 2018-2019

COURSE PREFIX: CUL 104
CONTACT HOURS: 3

COURSE TITLE: Introduction to Culinary Arts
CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to support the techniques practiced each week in CUL 105 and CUL 112 with in-depth theory.

COURSE DESCRIPTION:

This survey course introduces students to the world of culinary arts. Students will be exposed to culinary history, culinary organizations and branches of the culinary field that offer different opportunities in the profession.

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients and cooking theories. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. This course gives a profile of the hospitality industry and intends to provide a sense of its scope

PREREQUISITES or CO-REQUISITES: COMPASS Reading 65 or ACCUPLACER Reading Comp 056 or COMPANION Reading 056 or Multiple Measures English 1 or SAT Critical Reading 380 or ACT Reading 14 or Credit level ENG 100 Minimum Grade of C* or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC
Servsafe Sanitation Certificate or completion of Digital Sanitation Course

REQUIRED MATERIALS:

Textbook: ***ON COOKING*** ISBN# 9780133458558

ServSafeMyLab with Electronic Exam Code and Textbook

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:

Complete uniform, standard knife kit, uniform, pencil, paper, notebook and black sharpie marker, completed recipes with methods and tools required in a plastic sleeves.

TECHNICAL REQUIREMENTS:

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

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

- Define common kitchen terminology and vocabulary
- Define proper methods and techniques when applying all basic fundamental standards of cooking
- Communicate with Chef / Instructor and students in a professional manner
- Identify basic kitchen utensils and equipment associated with the culinary profession, as well as measuring devices
- Identify food safety and hygiene responsibilities in the foodservice industry and in preparation
- List and describe the method of preparation for all major stocks
- List and describe the method of preparation for the Grand Sauces and various derivatives of each
- List and describe the method of preparation for clear soups, puree and cream soups, and specialty soups
- Demonstrate adult and professional manner during all classes, both laboratory and lecture
- List and explain the methods of preparation for basic vegetables and starches
- List and explain all basics in regard to heat application as to:
 - Roasting
 - Sautéing
 - Pan Frying
 - Braising
 - Simmering
 - Deep Frying
 - Submerge Poaching
 - Shallow Poaching

List Assessments and Learning Outcomes:
Notebook Recommendations:

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, handouts, and vocabulary. You will be building a reference guide for your future. It is recommended that you 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:

- A. Lectures Notes / Power Points
- B. Terminology
- C. Homework
- D. Handouts

This notebook will be a great way for you to review materials covered in class, but to build on. 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.

Writing Assignments Guidelines and Descriptions:

Ariel type font #12 POINT

2 PAGES

500 WORDS

1.5 SPACING

Due Week 4 (100 Points) Minimum 2 pages...

In the article by Madeleine Kamman http://articles.latimes.com/1990-06-07/food/fo-1348_1_madeleine-kamman/2 she wrote "which every way you choose to become a chef, be sure that it spells enrichment for that sort of "holy trinity" which is the foundation of your future profession." **Do you believe you could still be successful and satisfied with a career that did not fulfill all segments of the "holy trinity?" Why or why not?**

Due Week 8 (100 points) Minimum two pages...

A goal is something you shoot for, and when you accomplish it, you feel good. What would help us to remember our goals? We could write them down. A few guidelines to help you write your goals: Write them as though you are already doing them. Write

them in the first person. Write your goals briefly, so they are easy to review. Set a definite time to reach each goal. Visualize your goals.

What are your goals? List them, then look at your behavior, and see if your behavior matches your goals.

Due Week 12 (100 points) Minimum two pages...

A National Restaurant Association survey found that 90% of restaurant operators believe that their customers are satisfied or very satisfied with their service. This figure differs significantly from the result of a Gallup survey that found that only 60% of customers' said they were satisfied with the service they received while dining out. This difference between customers and operator perceptions of the level of service provided illustrates a problem that plagues the food service industry: customers do not voice their dissatisfaction about their meal or service. Instead, they just do not return! Most employees in the restaurant industry do not view their jobs and roles as "customer pleasers." **What is your attitude towards customer service? Do you believe one of the primary functions of a cook/chef or manager is to be a 'customer pleaser?'" Why or Why not?**

SERVSAFE MANAGERS ONLINE MATERIALS

The online course is ServSafe Manager, 7th Edition and provides a thorough review of food safety and hygiene responsibilities in the foodservice industry, in preparation to earn the nationally accredited food safety certification from the National Restaurant Association. To receive a ServSafe Food Protection Manager Certification (which is valid for five years), individuals must score at least 75% on the exam at the conclusion of the course.

SERVSAFE ONLINE OUTLINE

Chapter 1 Providing Safe Food
Chapter 2 Forms of Contamination
Chapter 3 The Safe Food Handler
Chapter 4 The Flow of Food: An Introduction
Chapter 5 The Flow of Food: Purchasing, Receiving, and Storage
Chapter 6 The Flow of Food: Preparation
Chapter 7 The Flow of Food: Service
Chapter 8 Food Safety Management Systems
Chapter 9 Safe Facilities and Pest Management
Chapter 10 Cleaning and Sanitizing

SANITATION ASSIGNMENT

Mock ICI Laboratory Inspection

This is a group assignment completed by appointment only. All inspections are between week 4 and week 9. The instructor will inform the class of the specific times to consider as a group before reserving an appointment slot.

Overview:

March 2018

This assignment provides several opportunities to apply and reinforce the following course objectives.

- Demonstrate safe storage practices for fresh, frozen and dry goods.
- Identify appropriate time/temperature controls for potentially hazardous foods and proper thawing techniques.
- Demonstrate the correct procedures using various chemicals as well as cleaning equipment and sanitizing the food service environment.

Objectives:

1. Students gain factual knowledge as to the process of a food establishment inspection.
2. Students formulate proper conduct and professional courtesy in the event they must escort an inspector during a food service establishment inspection.
3. Students enhance development of their “critical eye” by enforcing safe and recognizing unsafe practices of staff in a commercial kitchen.
4. Evaluate whether the establishment is meeting minimum sanitation and food safety standards.
5. Protect the public’s health by requiring establishments to provide food that is safe, uncontaminated, and presented properly.
6. Convey new food safety information to the establishment.
7. Provide an establishment with a written report, noting deficiencies, so it can be brought into compliance with safe food practices.

***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:

<u>Area</u>		<u>% Of Total</u>
Attendance		20%
Vocabulary		10%
Quizzes		10%
Written Assignments		10%
Midterm Examination		10%
MyServSafeLab Mock Inspection		5%
MyServSafeLab Online		15%
MyServSafeLab Exam	75% or better	10%
Final Examination		10%
Total		100%

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

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. 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. You must have your Dean's approval if changes in the scale are made.

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.

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 a full semester course the allowed number of absences for a MT or WR class is as follows: 6 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. A student not present in a class for two consecutive weeks will be withdrawn from the class even if they have not met their 6 allowable misses.

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:	
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.	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.
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	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