



INSTRUCTIONAL PACKAGE

CUL 105

Kitchen Fundamentals

Effective Term

Spring 2020

INSTRUCTIONAL PACKAGE

COURSE INFORMATION:

Effective Term: Spring 2020

COURSE PREFIX: CUL105

COURSE TITLE: Kitchen Fundamentals

CONTACT HOURS: 10

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

CUL 105 is a foundation cooking course. The course is designed to begin the process of building sound technical cooking skills through hands on application and active participation of the student. The educational process is multi-tiered with both theoretical application and hands on activity. The desired goal is to develop an engaged classroom with students completing the technical cooking skills, projects, and written test material successfully while retaining the knowledge as they acquire new information throughout the progression of the program.

COURSE DESCRIPTION:

This course introduces students to the foundations of sanitation, basic measurements, equipment identification and basic costing.

PREREQUISITES or CO-REQUISITES:

CUL 104 Introduction to Culinary Arts

REQUIRED MATERIALS:

On Cooking, A Textbook of Culinary Fundamentals

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

<http://hortec.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=1&storeId=51560>.

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

ADDITIONAL REQUIREMENTS:

Complete uniform (HAT, APRON, CHEF COAT WITH NAME EMBROIDERED ON RIGHT SIDE OF JACKET, HOUNDSTOOTH PANTS, BLACK OR WHITE SOCKS, AND ALL BLACK NON-SLIP SHOES), standard knife kit, pencil, paper, notebook, pocket sized spiral notebook, and black sharpie marker, completed recipes with methods, equipment and smallwares on notecards.

TECHNICAL REQUIREMENTS:

Students are required to access 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 (15 MINUTES EARLY). 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.

COURSE LEARNING OUTCOMES AND ASSESSMENTS:

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

- Identify and demonstrate the proper use of standard kitchen equipment
- Apply industry standard sanitation practices to cooking, product storage and kitchen cleanliness
- Select and prepare stocks, soups, and sauces
- Prepare and apply proper cooking techniques for vegetables, starches, and farinaceous products
- Calculate the basic food cost of a selected item

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

Course Objectives:

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

- Employ all rules as presented in the student handout regarding personal hygiene
- Participate and function in a group atmosphere

- Demonstrate adult and professional manner during all classes, both laboratory and lecture
- Select and use proper amounts of food for any given recipe or preparation
- Utilize proper techniques to clean, prepare, and cook food items to achieve maximum yield
- Apply all sanitary rules and codes in regard to cleaning of small utensils and heavy equipment. Maintain work area in a clean, sanitary, and organized condition
- Cook foods to taste and texture intended and expected from the recipe

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.

List Assessments and Learning Outcomes:

Daily Grade and Attendance:

Daily Grade 14 days X 25 points 350 40%

One of the instructional goals of the International Culinary School 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.

Daily Points Breakdown

Personal Appearance / Uniform	1-5 pts
Attendance	1-5 pts
Menu Preparation	1-5 pts
Professionalism	1-5 pts
Sanitation practices	1-5 pts

Student's name _____

Date _____

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.		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/Weekly Journal:
6 X 25 points 300 20%

The daily journal and weekly summary will be collected for grading on the first day of class each week, for last weeks' work. Journals and summary are turned in a week from the start of that week's class. A zero (0) grade will be entered for journals turned in after 12 am (midnight) of that weeks' time. Example of due date class is on Wed and Thurs then your journal is at 12 am (midnight) the next Tues night.

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

The educational process is multi-tiered with both theoretical application and hands on activity. The desired goal is to develop an engaged classroom with students completing the technical cooking skills, projects, & written test material successfully while retaining the knowledge as they acquire new information throughout the progression of the program.

1. Read and study the information- on own. This allows for you to know what we are doing before we start class, mise en place. Also gives you an opportunity to formulate questions that may need to be asked in lecture before lab begins.
2. Write out the recipes- on own. It is proven by writing something out gives you better retention of the items that you have written. This is a key to memorization, understanding and applying skills.
3. In class lecture and discussion-facilitated. Taking notes again reinforces the objectives and outcomes for the daily class. Also helps to reinforce understanding of daily objectives.
4. Various techniques are described and/or demonstrated by the instructor when applicable. Visually understand the techniques of the day to see proper execution in the lab setting
5. Student Hands on application in class-facilitated. This allows you to assess your own work, how can I improve on what I did today so that I am a better cook tomorrow?
6. Critique and review from the instructor. You will be required to have taken notes on your critiques from your instructor's discussion of your product, techniques, and overall kitchen work daily.
7. Student reflects and summarizes information for their journal- on own. Reflect on what happened during a class, this can be done within 10-15 minutes after class while still fresh in your brain. How did prep, cooking, group work, and overall class flow? What were good and bad take aways from each segment?
8. Feedback from instructor to student regarding comments in the journal. Critique happens in class and then again in your journals. This is a constant dialogue regarding your growth as a cook, please feel free to email instructor if further discussion is necessary.

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. This should be a go to resource of recipes, techniques, and experiences that you can draw on for future use and as a guide for your future career.

❖ You **must** have an entry for **each class**, word-processed

Guideline for Creating Your Journal

Please refer to the example on D2L under "Rubrics" or "journals"

Journal format- Include the following information and submit in the proper "DROPBOX" via D2L

Save your files and submit them in the following format:

**Lastname_firstname_CUL105_WK1 (example:
Mark_Zink_CUL105_WK1)**

You **must** have an entry for **each class**, word processed

5 points=

1. The name and date of the class saved with correct file name

**Lastname_firstname_CUL105_WK1
(example: Mark_Zink_CUL105_WK1)**

2. Name: Mark Zink

3. Course name: CUL 105Kitchen Fundamentals

4. Date: January 12, 2015

**5. Class Week and Station assignment: Week
1_Day1_2_leader**

6. Cumulative Grade: 97.6

5 points= Recipes for a specific dish(es) you prepared. *Recipes are available via D2L and out of On Cooking 6th edition.*

5 points= A list of small wares and utensils you used to prepare that (those) dishes

5 points= A summary of what you learned during this class period and chef's critiques. *5 Solid paragraphs of what you took away from today's class.*

Use correct grammar, spelling and format.

- 1. What did I do well? A summary of class products that you and your group cooked with a review of each product. Why or why not did the product come out as expected?*
- 2. What do I or my team need to work on? What can I or my teammate do to build on today's products to improve for the future? Observe what your teammates did and help to build them up to your level.*
- 3. How can I get better the next time I do the same recipe? How can I improve on a recipe(s) that we did today in class. What if you had the ability to recreate or rework the recipes? How would you improve on them or build them up?*
- 4. Review the chef's critiques through critical thinking reply or defend your*

opinion and how can we build from the experience?

- 5. Review your photos for a personal critique of your recipes produced that day in class.*

5 points= Plate diagrams or picture- *attach pictures of the dish(es) you were responsible for that day. 5 to 10 pictures per class that could include the following recipes, demos, and whiteboard.*

25 points total each journal

Journals will be graded the following week

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), and as they should be presented.

Rubrics for Daily Journal

CATEGORY	5	4	2-3	0-1
Journal Heading	Contains all 6 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 paragraphs on what you took away from class using correct grammar, spelling and format.	5 complete paragraphs on what you took away from class with some grammatical error	Less than 5 paragraphs 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 paragraphs

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

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

Similar to a job when you are given an assignment or an order comes in, it must be cooked and served.

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

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.

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:

Daily Grade	14 days X 25 points	350	40%
Journal	6 X 25 points	150	20%
Quizzes	6 X 10 points	60	10%
Knife Practical	1 x100-Pass/Fail	100	10%
Final practical	1 x100-Pass/Fail	100	20%
Total		760	100.00

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

GRADING SYSTEM:

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

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.**

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 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.

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>