



INSTRUCTIONAL PACKAGE

Classical Foundations of Cooking

CUL 112

Effective Term
2020-2021

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Part I: Course Information

Effective Terms: 2020-2021

COURSE PREFIX: CUL 112

COURSE TITLE: Classical Foundations of Cooking

CONTACT HOURS: 10

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

CUL 112 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 classical cooking techniques that include stock, soup and sauce making. Students apply moist and dry heat classical cooking techniques while working with grains, vegetables and proteins. Emphasis is given to classical cooking techniques such as sautéing, roasting, poaching, braising, grilling, and frying.

PREREQUISITES/CO-REQUISITES:

Pre Req: CUL 105, Pre Req or Co Req: CUL 104, and ServSafe

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.

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

ADDITIONAL REQUIREMENTS:

Student Practical Exam

Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

Student Kitchen Uniforms

Students must report to class in full uniform and remain in full uniform at all times until they leave the premises (culinary department). Students not in full uniform will be dismissed, have daily points deducted or not admitted to class until they are in full uniform.

Approved shoes, cleaned and polished – Color is black only, no shoe may have a heel higher

than 2 inches, must be a closed toe shoe, Oil-Resistant – Slip-Resistant soles – neoprene oil resistant sole and heel preferred and water-repellent material uppers. Oil-tanned water-repellent leather preferred.

Black or White socks (plain no ankle socks, stripes or emblems)
Clean, pressed, hemmed check **pants** (standard College issue only)

T-shirt (white, no lettering, design, or insignia)

Clean, neat White **chef's jacket** (standard College issue only). No logo uniform from another culinary school or any business will be permitted. College ICI logo on the left chest and Name embroidered on the right.

Chef's Black Beanie (College issue only), all hair should be contained beneath the hat, including bangs. A student's hair must be up in a bun, braided or secured in a manner where it will not fall down in your face or hang all down your back. If this is not possible, they must first cover their hair with a hair net before wearing the hat.

Clean Apron White (standard issue)

Hair Restraint. To prevent the contamination of food or food-contact surfaces an effective hair restraint is required to be worn while in a culinary production kitchen class. The use of effective hair restraints shall also apply to any exposed scalp or facial hair, where there is the potential for contamination of food or food-contact surfaces. An effective hair restraint shall also be used in the partial or complete absence of scalp hair to preclude touching of the scalp and returning to food handling without hand washing. Facial hair restrains will not be required when facial hair is well groomed and trimmed evenly no longer than 1/4th inch long. It is the policy of HGTC Culinary that men may not add facial hair such as beards, mustaches or long sideburns after a semester has started (it must be grown over a break); all male students must be **clean-shaven daily**. In case of skin conditions, the student must provide proper medical documentation.

No jewelry except for plain wedding band. All hand and facial jewelry is to be removed by any student wearing his or her uniform before entering the culinary area.

Fingernails must be kept short and immaculately clean at all times. Nail polish and/or fake nails are not allowed.

Students may not use **perfume or cologne**.

While in full chef's uniform or dining room uniform, no hat other than a chef's beanie, is to be worn inside any academic or laboratory building. Baseball caps are not part of the culinary uniform, and therefore, should not be worn.

Clean and neat uniforms are expected daily. As part of their culinary education, students are responsible for the maintenance of their uniforms.

ADDITIONAL REQUIREMENTS:

1. Knife Kit
2. Materials: pen, pencil, sharpie, notebook

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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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

- Demonstrate the following cooking techniques: braising, poaching, sautéing, grilling, broiling, steaming, roasting, frying, and boiling
 - Select and prepare stocks, soups, and sauces
 - Prepare and apply proper cooking techniques for various cuts of meat, poultry, fish, and seafood
 - Prepare and apply proper cooking techniques for vegetables, fruits, 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 are 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

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

GENERAL EDUCATION OUTCOMES:

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 concerning 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

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:

- 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*:

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 will be 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

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

Student's name _____

Date _____

Category	1-0	2-3	4	5
Recipes/ Timeline/ equipment list	Does not contain any of the recipes and methods of production, timeline, or equipment list	Contains recipes but does not contain one of the following: timeline or equipment list	Contains some of the recipes you are responsible for with methods of production. Contains both or one of the following: timeline and /or equipment list	Contains all of the recipes you are responsible for with methods of production, timeline, and equipment list.

Personal Appearance / 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 off-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
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 team player

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

The daily journal & weekly summary will be added to the dropbox on or before the due date for grading. Journals & 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 8pm of that weeks' time. Example of due date class is on Wed and Thurs then your journal is at 8pm the next Tues night.

Guideline for Creating Your Journal

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

❖ You **must** have an entry for **each class**, word as a word document.

Guideline for Creating Your Journal

Please refer to the example on D2L under “Rubrics”

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

Save your word files and submit them in the following format:

Lastname_firstname_WK1_Day1 (example: Quintana_David_WK1_DAY1)

5 points= The name and date of the class saved with correct file name

John Doe

CUL 105_Classical Foundations of Cooking

October 18, 2017

Station: Team leader

Week: Week 1_Day1_Roast

Cumulative Grade: 97.6

5 points= End of the chapter questions

5 points= to list menu items cooked that week in class.

5 points= Recipe pictures- *attach pictures of the dish(es) from the daily menu for that day. ALL Menu Items from each day’s production.*

5 points= A Picture summary of what you learned during this class period and chef’s critiques. Each picture will have 3 sentences describing the flavor profile, cooking methods used and 2 sentences on what you learned for making the items. With no grammatical errors and written in proper sentences.

25 points total each journal

Journals will be graded the following week

THE CRITIQUE

The values and benefits of the critique are significant; for the student, feedback is 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 daily/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 or should be prepared.

CATEGORY	5	4 -3	3-2	1-0
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
Menu Items	Contains the entire menu of items cooked during production.	Contains some of the menu items you cooked during production.	N/A	Does not contain any of the menu items you cooked during 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 of all 5 dishes correctly labeled and included in word document.	Digital photos of at least 4 dishes correctly labeled and included in the word document.	Digital photos of at least 2-3 dishes, but not correctly labeled.	Hand drawing of 1 or more dishes are included.
Picture Summary	Each picture will have 3 sentences describing the flavor profile, cooking methods used and 2 sentences on what you learned from making the items. With no grammatical errors and written in proper sentences.	Each picture will have 3 sentences describing the flavor profile, cooking methods used and 2 sentences on what you learned from making the items. With some grammatical error	Each picture will have 2 sentences describing the flavor profile, cooking methods used and 1 sentences on what you learned from making the items. With some grammatical error	Did not explain what you took away from class and/or 1 or less complete sentences

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!

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

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:

Daily Grade	14 days X 25 points	350	40%
Journal	6 X 25 points	300	20%
Tests	4 X 10 points	40	10%
Knife Practical	1 x100-Pass/Fail	100	10%
Final practical	1 x100-Pass/Fail	100	20%
Total		890	100.00

****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. 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.**

The culinary/baking and pastry arts laboratories are professionally focused, skill-oriented learning experiences. The daily exercises in each laboratory are unique and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sttc@hgtc.edu or 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.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
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.

5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX 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 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 Jacquelyne.Snyder@hgtc.edu

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066 843-349-5212