



INSTRUCTIONAL PACKAGE

CUL 235

Menu Planning

Effective Term

Fall/2018

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2018-2019

COURSE PREFIX: CUL 235

COURSE TITLE: Menu Planning

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course prepares future food service managers by giving a clear picture of the important role menu planning plays within operations

COURSE DESCRIPTION:

This course is a study of the principles of menu planning and design with application of basic nutrition, organization plans, and recordkeeping techniques.

Topics covered include menu development, menu layout, pricing, evaluation, basic design and layout. Students are shown the critical role menus play in food service operations as a planning tool, source of operational information, and a merchandising method for reaching patrons

PREREQUISITES/CO-REQUISITES: CUL 112 Classical Foundations of Cooking
Minimum Grade of C

REQUIRED MATERIALS:

Textbook: The Menu Development, Strategy, and Application, Barrish, 2013
Person Education, ISB 978-0-13-507866-2

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:

Appropriate casual dress is encouraged for lecture. Pen, Notebook, Calculator.

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.

To maximize success in this class it is important that the student complete all reading assignments and exercises before coming to class. Reading and preparation work is applied and expanded upon in class sessions. In addition:

1. Students are not permitted to eat in class. Drinks without lids are not permitted.
2. Textbook and materials for note taking are required in every class.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

- List and discuss how a menu functions as a planning tool, control tool and a marketing tool
- List and discuss how labor considerations, guest expectations and the appearance and variety of food influence menu planning
- Identify and demonstrate menu planning principles, pricing styles, and design considerations
- List and summarize factors affecting facility design, space allocation, and equipment selection
- List the advantages of standard recipes and demonstrate how to determine standard food and beverage costs

Objectives:

- Analyze how food service may be perceived as a high-risk business
- Describe the stages of menu development
- Use menu engineering to perform menu analysis
- Demonstrate construction of standard recipes
- Compare different menu styles
- Develop and use a concept statement to plan a menu
- Describe the “10 New Segments” of the Commercial Food Service business
- Define the meaning of demographics and psychographics and describe their importance in developing a menu
- Write effective menu descriptions
- Explain the importance of menu presentation and format and to demonstrate these skills in a project
- Describe how computers are used to develop menu format and presentation
- Determine the overall floor space needed in a given food service operation
- Determine the functional floor space needed in a given food service operation
- Determine the kitchen equipment required to produce the items specified in a given menu
- Create a front of the house and kitchen layout for a given food service operation

****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.

Menu Planning – Project (395 points total):

1. Concept Development Statement and Menu Outline (100 Points)

Clear description of:

Who are you:

_____ “10 new segments” used to describe the restaurants target market (5 points)

_____ Description of operations atmosphere and décor (15 points)

_____ Total seating capacity (1 number, not a range) (5 points)

What you do:

_____ Description of the restaurants style of food (20 points)

_____ Check average for breakfast, lunch, and dinner (one number) (5 points)

_____ Days and hours of operation for each meal period (10 points)

_____ Menu Outline – outline of each menu by category

_____ Breakfast (10 points)

_____ Lunch (10 points)

_____ Dinner (10 points)

Who you do it for: (Customer Profile)

_____ The target market demographic characteristics (10 points)

Menu Planning – Breakfast Menu

2. The Breakfast Menu (65 points)

MUST include the following:

_____ Cover Graphic (5 points)

_____ Interior Graphic (5 points)

_____ Fruits and Juices (5 points)

_____ Cereals (hot and/or cold) (5 points)

_____ Eggs (5 points)

_____ Omelets (5 points)

_____ Breakfast breads (5 points)

_____ Meats (5 points)

_____ Pancakes, Waffles or French Toast (5 points)

_____ Beverages (5 points)

_____ Side Categories (5 points)

_____ Food style reflects the theme of the restaurant (10 points)

Menu Planning – Lunch and Dinner Menus

3. Lunch and Dinner Menu Selections (100 points)

****You MUST have two separate and distinct menus for lunch and dinner****

All categories must be fully developed. No statements such as: “Check with your wait staff for our daily specials or dessert selection.”

Lunch

Dinner

_____ Appetizers (4 points)

_____ Soups (4 points)

_____	_____	Salads (4 points)
_____	_____	Entrees (8 points) - Items offered from all categories
(Seafood, meat, poultry, meatless)		
_____	_____	Sides/Vegetables (4 points)
_____	_____	Breads (4 points)
_____	_____	Desserts (4 points)
_____	_____	Beverages (4 points)
_____	_____	Daily Specials offered (2 points)
_____	_____	Signature items offered (2 points)
_____	_____	Variety of textures used (5 points)
_____	_____	Variety of forms used (5 points)
_____	_____	Variety of tastes and flavors used (10 points)
_____	_____	Reasonable prices (5 points)

Menu:

_____	_____	Rationalization (10 points)
_____	_____	Cross Utilization (15 points)
_____	_____	Balance (10 points)

4. Menu Descriptions (45 points)

_____	_____	Menu descriptions written using the guidelines presented in class (30 points)
_____	_____	Welcome Message
		The menu says something positive about the Restaurant – such as: the style of cooking, the background of the chef, the historical significance of the restaurant or its location (10 points)
_____	_____	Branding (logos used) (5 points)

5. Menu Mechanics (85 points)

The menu mechanics must be in a form presentable to the guests – not type written pages stapled together. Be sure what you turn in is what you would give a guest as they walk in the door of your new restaurant.

Lunch	Dinner	
_____	_____	Cover (10 points)
_____	_____	Interior page Graphic (5 points)
_____	_____	Appropriate menu layout used (5 points)
_____	_____	Good line spacing (leading) used (5 points)
_____	_____	Good margin spacing used (5 points)
_____	_____	Easy to read typeface used and appropriate for the style of the restaurant (10 points)
		Variety of typefaces used:
_____	_____	Category headings (5 points)
_____	_____	Item names (5 points)
_____	_____	Descriptions (5 points)
_____	_____	Signature items positioned accordingly (10 points)

_____ _____ Boxing, shading, bold typeface, etc to highlight the signature items, specials, or other star items (10 pts)

_____ _____ Hours of Operation indicated (5 points)

_____ _____ Major Credit Cards accepted (5 points)

EVALUATION*

Quizzes	14%
Project	44%
Homework	3%
Attendance and Class Participation	17%
Mid-Term Exam	11%
Final Exam	11%
	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.

Part V: Student Resources

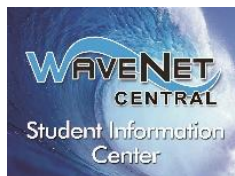


The Student Success and Tutoring Center (SSTC)

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