



INSTRUCTIONAL PACKAGE

CUL 299

Special Topics in Culinary Studies

Effective Term
Fall/2018

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2018-2019

COURSE PREFIX: CUL 299

COURSE TITLE: Special Topics in Culinary Studies

CONTACT HOURS: 10

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

In this course, students will discuss new trends in regional and national cooking, and will practice and implement menus. Plate presentation, mise en place, organization and utilization of fundamental techniques of cooking will be reinforced at all times.

COURSE DESCRIPTION:

This course will focus on a special topic in culinary or baking pastry arts such as regional world cuisines, food history, or current trends

PREREQUISITES/CO-REQUISITES: CUL 215 Cuisines of the Americas Minimum Grade C, BKP 119 Introduction to Baking and Pastry Minimum Grade of C, Culinary ServSafe Certificate

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.

[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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

- Describe current trends and new techniques in culinary arts
- Prepare a variety of various American regional dishes, which employ basic culinary principles, concepts and high quality standards
- Describe foods, preparation methods and styles associated with specific contemporary cuisine
- List, define and discuss contemporary topics in culinary arts
- Discuss the past, present and future of American cuisines, as it relates through new chefs, products, techniques, travel and public demand.

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

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- Identify and apply culinary competencies that were introduced to you during CUL 104, CUL 105, CUL 112, CUL 215, & BKP 119.
- Identify and apply Basic Fundamental Standards of Cooking to meat, poultry, seafood, dairy, vegetables, starches, fruits, and other various products.
- Demonstrate and practice proper professional levels of Sanitation, Safety, Neatness and Organization in a kitchen environment.

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.

Daily Grade and Attendance:

Daily Grade 14 days X 25 points 350 50%

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.

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. Missing neckerchief		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 150 22%

☑ Your journal can be maintained and added to for many years, creating a personal record of your work in the food service industry.

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

Guideline for Creating Your Journal

Please refer to the example on D2L under “Rubrics”

Your journal can be maintained and added to for many years, creating a personal record of your work in the food service industry.

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_WK1 (example: Mark_Zink_WK1)

You must have an entry for each class, word processed

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

Mark Zink

CUL 105Kitchen Fundamentals

January 12, 2015

March 2018

Week: Week 1_Day1_2_Stocks
 Cumulative Grade: 97.6

Rubrics for Daily Journal

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

EVALUATION*

Daily Grade/Class Participation	50%
Journal	22%
Assignment Catering Proposal	14%
Project-Catering Event	14%
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	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

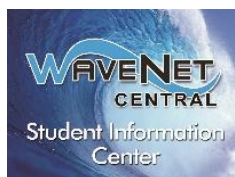


The Student Success and Tutoring Center (SSTC)

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