

INTRODUCTION TO CULINARY ARTS COURSE SYLLABUS

SCHOOL: Anderson District I & II Career & Technology Center
INSTRUCTOR: Chris Moree, cmoree@andersonctc.org www.edmodo.com/culinaryactc
COURSE: Introduction to Culinary Arts ~ one semester course
CREDITS: One credit

PREREQUISITES: A positive attitude, willingness to work hard, and effort are **REQUIRED**. General math skills, effective communication skills, basic knowledge of measurements used in food preparation are helpful tools in this course. A course in basic foods and nutrition will be helpful but not required.

COURSE DESCRIPTION: The introductory course is designed to provide students with a basic knowledge of the culinary arts and hospitality industries, which employs nearly 13 million people in the U.S. This semester long course begins with an emphasis on proper safety and sanitation practices, followed by a variety of introductory level culinary topics and labs.

Students will learn safety and sanitation procedures aligned with those used in business and industry. Specific techniques and standards will be addressed as each aspect of food preparation is studied. Students will spend time in the lab working with commercial equipment, preparing recipes, and learning basic culinary techniques and food preparation skills.

INSTRUCTIONAL PHILOSOPHY: Students are expected to participate in class activities that include: individual as well as group work, hands on activities to practice skills modeled, activities that reinforce math, reading, and science competencies, and a career exploration project. **Each student is expected to work to his or her full potential and with a cooperative and understanding attitude toward classmates.** High standards have been established for quality of work, time management, leadership skills, personal integrity, and work ethic. Students must show initiative in completing all assignments and strive for a high level of quality work.

MAJOR COURSE OBJECTIVE: Each topic covered during the semester will draw from the textbook Introduction to Culinary Arts as well as supplemental materials provided by the instructor. Class lectures, class activities, projects, and lab work will be used to assess content areas throughout the course. Students will be assigned to lab groups and will perform sanitation duties on lab days on a rotating basis. Students will be issued a chef jacket on loan for the semester. Other uniform requirements are the student's responsibility and will be discussed in class orientation.

SAMPLE OF SEMESTER TOPICS

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| 1. Orientation | |
| 2. Career Exploration | |
| 3. Sanitation & Safety | |
| 4. Personal Hygiene | |
| 5. Food Storage | |
| 6. Small & Large Equipment | |
| 7. Serving Meals/Etiquette | |
| | 8. Recipe Conversion Skills |
| | 9. Fruits & Vegetables |
| | 10. Pasta and Grains |
| | 11. Eggs & Breakfast |
| | 12. Dairy Products |
| | 13. Quick Breads |

Upon completion of this introductory course, students will have a basic understanding of the restaurant and hospitality industry with an emphasis on basic culinary skills and proper safety and sanitation. This will serve as a foundation for students who continue with the 2 year Culinary Arts program.

INSTRUCTIONAL DELIVERY PLAN:

- Each unit of study will be taught by the instructor through a variety of methods including live demonstrations, guest speakers, hands on labs, video clips, assignments, and lecture.

- Following the introductory activities, the relevant material will be thoroughly covered and discussed through the textbook and supplemental materials. Students will then complete various assignments to demonstrate a full understanding of the principles of each unit. Upon successful completion of assignments, students will prepare necessary materials for lab activity. **Only students who successfully complete assignments and participate in class discussion will be allowed in the lab.** Alternate assignments will be provided to students who do not meet these criteria
- Students will work in lab groups to complete assigned tasks and apply concepts learned during class lecture and demonstrations. Students will be graded on their ability to follow recipe instructions, their ability to work well with others, quality of finished product, lab clean up procedures, and established safety and sanitary guidelines.
- The Instructor will assist and accommodate students as necessary during class and lab activity.

MAKE-UP POLICY:

- IT IS THE RESPONSIBILITY OF THE STUDENT TO FIRST CHECK THE CLASS WEB PAGE (www.edmodo.com/culinaryactc) FOR ASSIGNMENTS MISSED WHEN ABSENT. Daily activities from each class will be updated on the edmodo.com site. Students should reference this website and copy any notes or information needed.

The student will have one day to make up the work for each day he or she was absent. **Late work policy is as follows:**

- 1 day late = 10% off**
- 2 days late = 20% off**
- 3 days late = 50% off**
- Over 3 days = 90% off**

Students are still required to do ALL assignments before entering the lab. Students missing assignments will be given alternate tasks in place of the lab. Students who do not participate in lab activities should schedule a lab make up day (see below)

- Any assignments not turned in according to the established time table will result in late work penalties and possibly a zero in the grade book. (Unusual or extenuating circumstances will be considered on an individual basis.)
- TESTS AND QUIZZES must be made up within 1 week (3 class periods). Students who miss a quiz or test will not be allowed into the lab until that quiz or test is taken.
Selected major tests will be eligible for retakes if the student scores below a 70. However, the student must inquire about the retake within 3 class days of receiving the score. The retake must be scheduled and taken within 2 weeks of the inquiry.
- Labs can only be made up after school and must be pre-arranged with the instructor.

ASSESSMENT PLAN: The following percentages list the weighted averages for class activities which will determine the overall grade earned by each student.

<u>Major Grades</u>	60%	Unit Tests, Major Projects, Hands on Lab Tests, Employability (Preparation, attendance, communication, staying on task, etc (see attached rubric)
<u>Minor Grades</u>	40%	Homework, Quizzes, Lab Practice, Small Projects

Anderson Districts I and II Career and Technology Center Employability/Soft Skills Evaluation Rubric

Fundamental	Below Standard/ Expectation (6-7)	Meets Standard/ Expectation (8-9)	Exceeds Standard/ Expectation (10)
Attendance, Promptness, Prepared for Work	Often forgets to bring materials to class (writing instruments, notebook, homework, textbook).	Usually brings materials to class (writing instruments, notebook, homework, textbook).	Always brings materials to class (writing instruments, notebook, homework, textbook).
	<i>One point will be deducted for each absence during the quarter (whether excused or unexcused). A student begins with 10 points for this category.</i>		<i>One point will be deducted for every two tardies a student has during the quarter.</i>
Attitude, Cooperation, Integrity, Respect	Is often negative and struggles to reorient negative outlook into a positive outlook. Does not understand or is not concerned with how attitude affects performance and group dynamics.	Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.	Is optimistic and quickly reorients negative outlook into a positive outlook. Values how attitude affects performance and group dynamics and tries to positively influence conditions.
Communication Skills: Speaking, writing, listening, reading; Courtesy and customer relations skills	Does not effectively express his/her ideas in a clear and logical manner. Has difficulty building on information presented during a conversation. Usually responds with yes/no answers. Sometimes uses communication destructively to gossip or cause harm.	Effectively expresses his/her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals not to gossip or cause harm.	Effectively promotes his/her ideas in a clear and logical manner. Supports his/her ideas with data and research versus personal opinion. Is a skilled conversationalist and can successfully engage others in brainstorming and conflict resolution. Uses communication constructively to promote goals not to gossip or cause harm.
Completing work through effort and time management	More than two assignments are turned in after the due date. Does not use time effectively to complete work	One or two assignments are turned in after the due date. Often uses time effectively to complete work.	All work is completed and turned in by the due date. Often uses time effectively to complete work and established timelines for completion.
Working with others and contributing ideas to the class/group	Does not work well in a team situation. Does not share responsibility for team deliverables. Deflects workload onto other team members. Often seeks to reduce level of quality. Is critical of other team members' input. Is unwilling to compromise to achieve overall team success.	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team members' input. Willing to compromise to achieve overall team success.	Works with other team members to accomplish shared goals and often takes on team leadership position. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Provides team members with constructive guidance, encouraging others to do high quality work. Respects and values other team members' input. Supports negotiated compromise to achieve team success.
Responsibility for actions and accepting consequences for behavior	Rarely acknowledges responsibility for own actions and decisions. Does not complete assignments and is not concerned with quality of work. Has a generally low standard of performance.	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance for self.	Assumes responsibility for actions and decisions. Completes assignments and is concerned with quality of own work and that of peers. Works towards a high standard of performance.
Self-evaluate and receive feedback	Is unable to effectively self-evaluate and responds defensively to constructive criticism. Often deflects by providing excuses. Resists being redirected to appropriate behavior. Does not defer judgment.	Is able to self-evaluate and responds civilly to constructive criticism. Absorbs feedback as a learning tool. Can be redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.	Effectively self-evaluates often and proactively seeks feedback and responds positively to constructive criticism. Absorbs feedback and seeks new ways to perfect behavior or performance. Easily redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.
Safely managing materials, equipment, and space by respecting rules	Has a safety violation and/or three or more incidents of not tidying work area before leaving (desk clean, chair pushed under, no trash, log off computer).	Always follows classroom safety procedures and has one or two incidents of not tidying work area (desk clean, chair pushed under, no trash, logged off computer).	Always follows classroom safety procedures and always tidies work area before leaving (desk clean, chair pushed under, no trash, logged off computer).
Self-management/Initiative/ Problem solving	Has difficulty setting and achieving short term goals. Rarely takes initiative and waits for others to give work. Is only motivated under excessive influence or threats. Has a low expectation for self.	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self-motivated but needs encouragement at times. Sets moderate expectations for self.	Can set and achieve short-term goals. Takes initiative and does not wait for others to give work. Is self-motivated and can strive independently. Sets high expectations and strives to surpass them.
Procedure/Rule Following	Has difficulty following rules and procedures. Jumps into tasks without first reading directions. Does not seek clarification when unclear. Does not see the relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Can break down instructions and prioritize implementation. Checks for clarification when directions are unclear. Appreciates relevance of procedures to performance and contributes suggestions for new/better procedures.

SEMESTER SCHEDULE

Orientation and Course Introduction

Week 1

Discussion of course objectives and units
Students will get materials set up for the semester

UNIT 1 - Kitchen Equipment and Knife Safety

Weeks 2-3

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz

Demo: Equipment Use, Knife Care, Maintenance and Basic Cuts

Lab: Scavenger Hunt, Knife Skills Practice

Assessment: Written Test

UNIT 2 - Food Safety and Sanitation

Week 4

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz, Food Safety Poster

Demo: N/A

Lab: N/A

Assessment: Written Test

UNIT 3 – Recipes and Conversions

Weeks 5-6

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz

Demo: N/A

Lab: Recipe conversion activity

Assessment: Written Test

UNIT 4 – Quick Breads

Weeks 6-7

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz

Demo: Biscuits, Scones

Lab: Biscuits, Scones, Muffins

Assessment: Written Test, Hands on Test

UNIT 5 – Career Exploration

Week 8

Lesson and discussion on content topics

Assignments: Explore various culinary and hospitality careers through GoProstart.com

Demo: N/A

Lab: N/A

Assessment: Written reflection on the career exploration experience

UNIT 6 – Product ID, Fruits and Vegetables

Weeks 9-10

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz

Demo: Tasting Activity, Proper Methods to Clean, Prep, and Cook Fruits and Vegetables

Lab: Cooking with Fruits and Vegetables

Assessment: Product ID Test, Written Test, Hands on Test

UNIT 7 – Pasta and Grains

Weeks 11-12

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz

Demo: Fresh Pasta, Rice Pilaf/Saffron Rice

Lab: Making pasta from scratch, Proper rice cooking procedures

Assessment: Written Test

UNIT 8 – Breakfast Cooking

Weeks 13-16

Lesson and discussion on content topics

Assignments: Key Terms, Review Worksheets, Quiz, Buffet Project

Hotel Buffet Project: Students will design a 2 day buffet menu

Group Breakfast Project: Students will work in a large group to design, plan, and prepare a meal for the class

Demo: Dairy Tasting, Proper Egg Cooking, Making Butter,

Lab: Various Breakfast Foods (eggs, pancakes/waffles, potatoes, etc)

Assessment: Written Test, Hands on Test

Weeks 17-18

These class periods will consist of review for the final exam and close out for the semester.

Exam Review

Final Exam

Turn in of class materials (books, clean out lockers, turn in hats/coats/shoes)

CLASSROOM PROCEDURES

1. Sign In/Entering Class

- a. **NEATLY sign your name in your class notebook every single day.** Failure to sign in may result in you getting charged an absence when you were actually present
- b. All book bags and other large bags are to be stored in the locker room appropriately.
- c. Gather your materials, put book bags away, have a seat and look on the screen/board for further instruction and begin the day's tasks.
- d. **Tardy bells ring at 8:20 and 12:15. At this time you need to be on task and working.**

2. Class Behavior

- a. **A professional and respectful attitude is expected from each student daily.** This includes attention to the lesson and talking only when appropriate.
- b. Failure to follow class rules and procedures will result in appropriate steps according to the discipline ladder.

3. Hall Pass

- a. **Anytime you leave the room for any reason, you MUST have a pass with you.** Fill out name, date & where you are going and then I will sign it. The sign out page must also be signed.
- b. Failure to have a pass with you at all times outside the classroom may result in suspension.

4. Break

- a. Unless otherwise announced, break times are as follows:
 - Morning break: 9:30am – 9:40am
 - Afternoon break: 1:30pm – 1:40pm
- b. **ABSOLUTELY** no eating or drinking in lab. Water included.
- c. **ALL food and drinks will be consumed at a safe distance from computers during break.**
- d. If you spill your drink or your snack, you are to properly clean it up. It is your responsibility.
- e. Failure to follow break procedures may result in loss of break.
- f. **NO GUM! EVER! THIS MEANS YOU, EVER. DID I SAY NO GUM?? BY THE WAY, NO GUM.....EVER**

5. Clean Up Duty

- a. **Each student is responsible for keeping a clean work area. It is also the student's responsibility to clean that area at the end of the class or lab.**
- b. Each student will have a set of tasks for clean up duty. Responsibilities will rotate each week.
- c. Each student should actively participate in clean up duty, and help where needed if finished early.
- d. **During labs, the sous chef will be responsible for final check of clean up duties.**

6. Cell Phones

- a. Cell phones must be turned off and kept **OUT OF SIGHT** while at the Career Center.
- b. Phones seen or heard will be taken by the instructor and given to Administration as outlined in the student handbook.

7. End of Class

- a. **Stay seated and working until directed to put your materials away.**
- b. Lining up at the door or wandering around the classroom is not allowed.

8. When Chef is Absent

- a. **We will have a guest in our room and you are expected to conduct yourself as if nothing is different.**
- b. Access will be available to that day's lesson information, and students are expected to work diligently to complete notes, activities, and assignments. This will ensure that we do not fall behind schedule.
- c. All expectations and procedures remain in place whether Chef is in class or absent for any reason. **A student's behavior not only shows respect for himself/herself, but respect for the teacher as well.**

9. When YOU are Absent

- a. **Check the Edmodo page for the journal, lesson notes, and assignments for that day.**
- b. **Come to Chef and tell him specifically what you need**
- c. **Turn in the work in a timely manner so you get full points possible.**

Class Expectations

All ACTC rules apply as outlined in the student handbook.

Conduct yourself with maturity and humility.

Maintain a team atmosphere – respect yourself and others.

Keep the room clean! – This is your kitchen, take care of it.

Set your expectations high, and give every effort to surpass them.

Be on time. Be prepared. Be engaged. Be responsible.