



COURSE OUTLINE: GAS0125 - FOOD AND WINE PAIR

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Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	GAS0125: FOOD AND WINE PAIRINGS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	Become a wine enthusiast and decipher the many complexities revealed in wine by developing the ability to pair food and wine in today's culinary world. Whether planning to entertain in the comfort of your own home, preparing for a business dinner meeting or developing food and wine menus for restaurants or special events, understanding how to pair food and wine is invaluable and quickly becoming a life skill. This course will explore the significance of food and drink by examining fundamental concepts of wine and food history, tradition and culture. The CICE student, with the assistance of a learning specialist, will learn about terroir, wine terminology, production, storage, and selection and how wine is properly served. This course includes two hours of in-class instruction and one hour of independent study each week.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	GAS125
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of



others.

EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

EES 11 Take responsibility for ones own actions, decisions, and consequences.

General Education Themes:

Arts in Society

Civic Life

Social and Cultural Understanding

Science and Technology

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

The Wine Lover's Companion by Herbst
Publisher: Barron's Edition: 4th
ISBN: 9781438008820

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify the origins of food and wine.	1.1 Outline the development of food and wine from the ancient world to present day. 1.2 List specific cultural examples of food and wine traditions. 1.3 Explain the challenges of the trade of wine within a Canadian context.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify and analyze grape varieties and the wine making process.	2.1 Describe grape growing practices and terroir. 2.2 List the classic grape varieties found in major wine-producing regions. 2.3 List and explain the steps in the wine-making process. 2.4 Explain the difference between still, Champagne, sparkling and fortified wines. 2.5 Describe the process of wine assessment and scoring. 2.6 Participate in a formal wine assessment.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain the principles of food and wine pairing.	3.1 List the main principles used to pair food and wine. 3.2 Discuss classic cultural food and wine combinations from across the world. 3.3 Identify the main scents/aromas found in wines. 3.4 Discuss different cooking techniques and wine styles. 3.5 Explain the principle of cooking with wine.



	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Discuss how to entertain with food and wine.	4.1 Identify different approaches and themes to entertain at home and in business. 4.2 Identify and discuss the different wine and food tasting formats. 4.3 Decipher restaurant wine lists, wine selection, glassware and table settings. 4.4 Discuss proper wine storage and cellar management. 4.5 Explain the proper service of wine. 4.6 Plan a food and wine tasting event.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Explain the wine and liquor jurisdictional environment.	5.1 Discuss the importance of wine regulations and standards. 5.2 Identify different liquor licenses in the hospitality industry. 5.3 Outline the concerns of serving and drinking responsibly.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	10%
Exam 1	25%
Exam 2	25%
Exam 3	25%
Project	15%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.



C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

