

I. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of the reportable subject, the student is able to demonstrate a working knowledge of basic food theory in preparation of the practical application of culinary techniques.

II Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. **Demonstrate a working knowledge of cookery fundamentals**

Potential Elements of the Performance:

- Define the meaning and purpose of cookery fundamentals
 - List and describe major cooking methods and categorize under moist heat, dry heat
 - Describe the three ways of applying heat in cooking
- Describe vegetable cuts and their uses:
 - Julienne
 - Brunoise
 - Macédoine
 - Bâton-bâtonnet
 - Jardinière
 - Paysanne
 - Diced onion
 - Sliced onion
 - Onion ring
 - Turned vegetables
- Describe flavouring vegetables and their uses
- Describe the composition of flavouring agents and their uses
 - Mirepoix
 - Bouquet garni
 - Spice bag
 - Matignon
 - Onion clouté
- List and define elementary culinary terms
- Describe a short order station mise-en-place
 - List and identify major order items
 - Describe the production management required for quantity sandwich making
 - Describe hot and cold sandwiches

2. **Demonstrate a working knowledge of principles of preparing**
Potential Elements of the Performance:

- List and describe various aromatics and their use in the kitchen
 - Describe the main differences between pot herbs and culinary spices
 - Describe storage procedures
 - Differentiate 15 of the most common herbs and spices and their uses
- List and describe the principles of basic stock cookery
 - Describe the methods of preparing:
 - Fonds brun (estouffade)
 - Fonds de volaille
 - Fumet de poisson
 - Describe the use of vegetable and game stocks
 - Describe the cooling and storage principles of stocks and discuss various substitutes
 - Define essence and glaze as applied to stock cookery
- List and describe thickening agents, their preparation and uses
 - Roux (white, blonde, brown)
 - Butter
 - Beurre marnié
 - Liaison
 - Cream
 - Starch
- List and describe soups according to category and appropriate serving techniques
 - Clear, purée and cream, specialty/international
 - Describe the storage of soups to maintain quality and avoid bacterial growth
 - List and describe convenience food or substitutes that relate to stocks

3. **Demonstrate a working knowledge of the principles of sauce**
cookery

Potential Elements of the Performance:

- Identify classical hot sauces
- Describe and/or diagram their structure
- Explain the relationship between basic and derivative sauces and describe their uses
- Describe the use and purpose of a reduction in sauce making
 - White (béchamel, velouté) – derivatives – reduction
 - Brown (espagnole, demi glace) – derivatives –reduction
 - Glace de viande – reduction
 - Glace de poisson
 - Tomato – derivatives

- Gravies – jus de rôti and jus lié
- Explain the nature of an emulsion
 - Describe how to emulsify butter and egg yolks
 - Describe the method of preparing sauce
 - Hollandaise
 - Béarnaise
- List and describe the method of preparing compound butters and their uses
- List and describe classical sauce families
 - Explain the relationship between basic and derivative sauces and describe their uses
 - Vinaigrette
 - Mayonnaise
- List and describe non-derivative sauces and describe their uses
- Discuss various sauce convenience products, and reconstitution of sauces
- Identify the appropriate storage method for sauces to maintain quality and sanitation

4. **Demonstrate a working knowledge of breakfast and short order cookery**

Potential Elements of the Performance:

- Define the role of eggs in the kitchen
 - State the composition and grade of eggs
 - Describe 8 methods of cooking eggs
- List and identify the major breakfast items
 - State the portion sizes of all breakfast meats
- State the principles for the preparation of hot non-alcoholic beverages
 - Describe the methods of preparation and temperatures required for coffee, tea and hot chocolate

5. **Demonstrate a working knowledge of vegetables and farinaceous cookery**

Potential Elements of the Performance:

- Identify various pasta products
 - Differentiate between fresh and dry pasta
 - Describe various pasta dishes, holding and storage in the cooked and uncooked states
- Describe various types of rice and grains
 - State the methods of preparation of rice and grains
 - Describe various rice and grain dishes
- Define the role of the potato and other vegetables in the kitchen

- State the origins and various types of potato and applications
- Define vegetable and describe the cooking functions under the headings:
 - Colour (pigmentation)
 - Texture
 - Botanical part (leaf, stem, flower, root, pod, legume, fungi)
- Define garnitures and their role
 - Describe 10 classical French garnitures
 - State the purpose of garnishing

6. **Demonstrate a working knowledge of meat, poultry and fish structure and cookery**

Potential Elements of the Performance:

- Identify types of meat and suggest cooking methods
 - Describe meat structure
 - Describe the slaughter process
 - Describe aging (dry, cryovac)
 - Identify classifications of meat (beef, veal, pork, lamb, poultry)
 - Identify grades of beef, veal, pork, lamb, poultry
 - Identify prime cuts (beef, veal, pork, lamb)
 - Identify subprimal cuts and their culinary uses
 - Describe various cooking methods (roast, roast-stuffed, grill, pan fry, sauté, braised, pie, fricassee, blanquette, stew, pot roast)
- Identify the kinds and classes of poultry and suggest cooking methods
 - Describe the handling and storage of fresh and frozen poultry
 - Explain how to avoid the health hazards associated with poultry
 - Describe various cooking methods for poultry (roast, sauté, poach, grill, pan fry, fricassee, pies)
 - Describe the preparation of forcemeat and the hazards of cooking a stuffed bird
- Describe the role of fish and shellfish in the kitchen
 - State the basic fish types:
 - Round and flat
 - Oily and lean
 - Salt and fresh
 - Discuss cuts of fish
- Describe the methods of cleaning fish:
 - Differentiate between

- mollusks and crustaceans
- cephalopods
- amphibians
- Describe the problems relating to hygiene and storage (state methods of judging freshness and quality of fish and shellfish)
- Describe methods of cooking fish and shellfish

III. TOPICS:

1. Cookery fundamentals
2. Principles of preparing stocks and soups
3. Principles of sauce cookery
4. Breakfast and short order cookery
5. Vegetables and farinaceous cookery
6. Meat, poultry, and fish structure and cookery

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

"Professional Cooking", 7th edition, Wayne Gisslen
 "Professional Cooking Study Guide", 7th edition, Wayne Gisslen

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be **graded in Theory Component** as follows:

Theory test # 1	25%
Theory test # 2	25%
Final Assessment	<u>50%</u>
Total:	100%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59 %	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty	

VI. SPECIAL NOTES:

Dress Code:

All students are required to wear their uniforms while in the Hospitality and Tourism Institute, both in and out of the classroom. **(Without proper uniform, classroom access will be denied)**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.