

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**CICE COURSE OUTLINE**

**COURSE TITLE:** Cuisine a'la Carte – Basic

**CODE NO. :** FDS141 **SEMESTER:** Fall  
**MODIFIED CODE:** FDS0141  
**PROGRAM:** Culinary Skills – Chef Training  
Culinary Management  
Cook Apprentice

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**MODIFIED BY:** Shelley MacEachern, Learning Specialist CICE Program

**DATE:** Sept. 201 **PREVIOUS OUTLINE DATED:** Sept. 2011

**APPROVED:** "Angelique Lemay" Sept/12

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***Dean, School of Community Services  
and Interdisciplinary Studies***

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**HOURS/WEEK:** 4

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**I. COURSE DESCRIPTION:**

This course will introduce the CICE student to all areas of the fully-operational kitchen of the Gallery restaurant. Students will develop basic knowledge and skills in the organization and operation of each of the production areas and acquire practical skills of how to produce basic food items in a safe and sanitary work environment. An important component of the course requires each student with the assistance of a Learning Specialist to organize, plan and manage the restaurant kitchen during the course.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. With the assistance of a Learning Specialist contribute to the provision of a healthy, safe, and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria or other contaminants.

Potential Elements of the Performance:

- Understand and apply the principles of the Food Handlers Certification Program
- Follow personal hygiene and grooming standards appropriate to the industry
- Apply a preventative approach to safety, sanitation, and maintenance of facilities, equipment and supplies
- Select the correct cleaning equipment, supplies, and materials, and apply sanitation principles; and follow established cleaning instructions
- Act appropriately in emergency situations by complying with emergency planning policy and procedures
- Adhere to the principles of the Hazard Analysis Critical Control Point System (H.A.C.C.P.)
- Act in accordance with legislation governing safety and security in the workplace
- Follow established procedures for monitoring and controlling inventory of equipment and supplies including Workplace Hazardous Materials Information System (W.H.M.I.S.) regulations
- Recognize the importance of obtaining health and safety certifications (e.g. WHMIS, HACCP, Safe Food Handlers Certifications, CPR, First Aid)
- Apply knowledge to identify and eliminate hazards in the workplace

2. With the assistance of a Learning Specialist apply basic food and bake theories and other related theories to all aspects of food preparation.

Potential Elements of the Performance:

- Apply techniques of basic food preparation for both small and large quantity food preparation
- Apply knowledge of the effects of heat and cold on ingredients
- Apply knowledge of how various ingredients interact
- Use theoretical knowledge to prevent or solve food preparation problems
- Select ingredients appropriate to the desired end product
- Match appropriate methods of cookery to various ingredients and desired end product
- Use national and international culinary terminology
- Apply knowledge of colour and design skills to food preparation
- Take into account the importance of nutrition and of the dietary needs of clients (e.g. food sensitivities and allergies, cultural or religious diet such as kosher or halal, diet trends)
- Be aware of potential dangers to customers caused by allergic reactions to ingredients and follow established risk-reduction strategies

3. With the assistance of a Learning Specialist perform effectively as a member of a food and beverage preparation and service team.

Potential Elements of the Performance:

- Recognize the importance of good quality food and beverage service
- Take into account the impact of the cooks' role on food and beverage service
- Complete work in a manner that enhances collaboration among the various members of the food and beverage service team
- Participate in the provision of services for special events
- Organize the selection and use of correct products and techniques for food and beverage service
- Select and use the correct tools, equipment, and supplies for food and beverage production
- Comply with departmental financial objectives in menu planning
- Take into account information from Point of Sale System

4. With the assistance of a Learning Specialist apply knowledge of kitchen management techniques, as required, to support the goals of the operation and the responsible use of resources.

Potential Elements of the Performance:

- Cooperate with other departments
  - Follow human resources policies and procedures including non-harassment and equity requirements
  - Complete all work in compliance with relevant law and regulations
  - Apply knowledge of group dynamics to contribute to team building and effectiveness
  - Adapt performance to meet employer expectations of an entry-level cook
  - Participate effectively in departmental meetings
5. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare soups.

Potential Elements of the Performance:

- Prepare vegetable cuts and flavouring agents
  - Prepare white chicken stock, brown beef stock and vegetable stock
  - Prepare a clear , puree and cream soup following a standard recipe
  - Use appropriate thickening agents
6. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare salad dishes.

Potential Elements of the Performance:

- Use different salad greens and vegetables and demonstrate their various uses, their quality and their names
- Prepare four basic parts of a salad, demonstrating eye appeal, flavour, colour and body by combining them into various salads
- Produce non-salad items, main course salads, fruit salads, various dressings relating to salads of quality, eye appeal, flavour and texture
- Prepare various dressings, flavoured oils and vinegar to accompany the salads

7. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare classical sandwiches.  
Potential Elements of the Performance:
  - Prepare classic sandwich dishes
  - Utilize and apply knowledge of classical sandwich recipes which may include; Monte Cristo, Clubhouse, Toasted Western, Chicken Salad, and Reuben sandwiches
  
8. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare vegetables, potato, pasta and rice.  
Potential Elements of the Performance:
  - Prepare a variety of potato dishes
  - Prepare different vegetable dishes
  - Prepare standard rice dishes
  - Prepare a variety of fresh pasta dishes
  
9. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare entrees: fish, meat and poultry.  
Potential Elements of the Performance:
  - Demonstrate various techniques for the production of entrees with emphasis on quality, sanitation and safety standards
  - Perform various tasks using some of the following standard preparation methods; grill, broil, glaze, braise, sauté, roast, bake, steam, blanch, pan-fry, puree, stuff, debone, and trim
  - Check for the degree of doneness for a particular type of meat and portion
  - Serve a finished product keeping in mind taste, portion size, selection, neat appearance, contemporary serving and artistic plated techniques
  
10. With the assistance of a Learning Specialist, demonstrate a basic ability to prepare desserts.  
Potential Elements of the Performance:
  - Prepare ingredients to produce a variety of finished desserts following correct sanitation, cookery and safety policies and procedures
  - Prepare desserts utilizing some of the following concepts and/or products: season/spice/flavour; thicken; gratinate; shape/form; decorate/present; portion; purees (dessert coulis); set; pie dough; sweet short dough; choux paste; steamed pudding; cold pudding; gelatin products; fruit products; chilling/freezing; poaching; deep frying; yeast dough; and proofing

11. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality enterprise.

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of his/her knowledge and skills
- Prepare and attain appropriate professional certification (e.g. Interprovincial Seal)
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service
- Recognize the importance of ethical behaviour and codes of conduct in business

### **III. TOPICS:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Dress code and personal hygiene
2. Principles of sanitation, safe food handling, first aid, fire and emergency evacuation procedures (Food Handler's Certification, Algoma Health Unit)
3. Orientation of kitchen – equipment, tools and supplies
4. Menu planning, recipes and food terminology
5. Food ordering, purchasing, receiving, storage and requisitioning
6. Planning, preparation, production and management of kitchen
7. Policies and procedures – health and safety, protocol, etiquette, codes of conduct
8. Cooking methods – stocks, soups, entrees, desserts
9. Short order and small quantity cooking
10. Standard opening and closing procedures
11. Inventory and maintenance

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Gisslen, Wayne, Professional Cooking For Canadian Chefs 7<sup>th</sup> edition.  
John Wiley & Sons, Inc., Hoboken, New Jersey, 2011.

Stem Thermometer (approx. cost \$10.00)  
Paring Knife  
Chanel Knife  
Vegetable Peeler  
Chef Knife 6"-10"  
Piping Bag with appropriate tips  
Sturdy Non-slip Shoes (no high heels & closed toed)  
White Chef Jacket with name  
Chef's Hat  
Apron  
Clean Hand Towels  
Neck Tie  
Hair Net (or hair above collar)  
Checked Chef's Pants

#### V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance is one of the most important components of the Lab. Therefore, **ANY student who misses more than 3 labs in one semester will be issued an "F" grade** unless extenuating circumstances occur – it is at the professor's discretion. Gallery functions and external banquets are considered part of the Hospitality curriculum; therefore, attendance is **MANDATORY** and will be assigned at the professor's discretion.

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.

### Professor's Evaluation:

The lab assignment includes the following:

1. Gathering of utensils and raw materials
2. Pre-preparation of the assigned items
3. Preparation (cooking, baking) of the items
4. Proper storage of the ready items including packaging, refrigeration, and freezing
5. Cleaning of utensils, equipment, work areas, and cooking surfaces.  
No mark will be assigned until work areas are clean
6. Putting all utensils and small wares into their allocated places
7. All students remain in the lab until the end of the class.

With the help of the above, students will be **graded in the labs** as follows:

Professionalism & Appearance	15%
- uniform, grooming, deportment	
Sanitation & Safety	25%
- personal, work environmental, product management	
- safe handling, operation, cleaning & sanitizing of tools and equipment	
- organization of work area	
Method of Work	40%
- Application of theory	
- Application of culinary methods & techniques	
Quality of Finished Product	<u>20%</u>
- appearance, taste, texture	
<b>Total</b>	<b>100%</b>



**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. For further details, please read the Hospitality Centre dress code.

**Assignments:**

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless a valid reason is provided and agreed to by the professor in advance.

**LAB Absence:**

If a student is unable to attend class for medical reasons on the date assigned, the following procedure is required:

- In the event of an emergency on the day of class, the student may require documentation to support the absence and must telephone the College to identify the absence. The college has a 24 hour electronic voice mail system (759-2554) Ext. 2588.
- The student shall provide the Professor with advance notice preferably in writing or e-mail of his/her need to miss the class with an explanation which is acceptable to the professor.
- The student may be required to document the absence at the discretion of the Professor.
- The student is responsible to make arrangements, immediately upon their return to the College with their course Professor in order to make-up the missed lab.

**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.