

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Food Theory - Basic

CODE NO. : FDS145 **SEMESTER:** Fall
MODIFIED CODE: FDS0145

PROGRAM: Culinary Skills - Chef Training, Culinary Management
Cook Apprentice

AUTHOR: Sarah Birkenhauer B.Sc, (705) 759-2554 Ext.2588
sarah.birkenhauer@saultcollege.ca

MODIFIED BY: Shelley MacEachern, Learning Specialist CICE Program

DATE: Sept 2013 **PREVIOUS OUTLINE DATED:** Sept 2012

APPROVED: "Angelique Lemay" Sept 2013

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

DATE

TOTAL CREDITS: 1

PREREQUISITE(S): NONE

HOURS/WEEK: 2

Copyright © 2013 The Sault College of Applied Arts & Technology
*Reproduction of this document by any means, in whole or in part, without prior
written permission of Sault College of Applied Arts & Technology is prohibited.*
*For additional information, please contact the Dean, School of Community
Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2603*

I. COURSE DESCRIPTION

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 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. **Have a basic understanding of cookery fundamentals**

Potential Elements of the Performance:

- Have a basic understanding of 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
- Have a basic understanding of vegetable cuts and their uses:
 - Julienne
 - Brunoise
 - Macédoine
 - Bâton-bâtonnet
 - Jardinière
 - Paysanne
 - Diced onion
 - Sliced onion
 - Onion ring
 - Turned vegetables
- Have a basic understanding of flavouring vegetables and their uses
- Have a basic understanding of composition of flavouring agents and their uses
 - Mirepoix
 - Bouquet garni
 - Spice bag
 - Matignon
 - Onion clouté
- List and define elementary culinary terms
- Have a basic understanding of 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:

- Have a basic understanding of various aromatics and their use in the kitchen
 - Have a basic understanding of the main differences between pot herbs and culinary spices
 - Describe storage procedures
 - Have a basic understanding of 15 of the most common herbs and spices and their uses
- Have a basic understanding of the principles of basic stock cookery
 - Have a basic understanding of the methods of preparing:
 - Fonds brun (estouffade)
 - Fonds de volaille
 - Fumet de poisson
 - Have a basic understanding of the use of vegetable and game stocks
 - Describe the cooling and storage principles of stocks ~~and discuss various substitutes~~
 - Have a basic understanding of essence and glaze as applied to stock cookery
- Have a basic understanding of thickening agents, their preparation and uses
 - Roux (white, blonde, brown)
 - Butter
 - Beurre marnié
 - Liaison
 - Cream
 - Starch
- Have a basic understanding of 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. **Have a basic understanding 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

- Have a basic understanding of 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
- Have a basic understanding of 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
- Have a basic understanding of classical sauce families
 - Explain the relationship between basic and derivative sauces and describe their uses
 - Vinaigrette
 - Mayonnaise
- Have a basic understanding of non-derivative sauces and describe their uses
- Have a basic understanding of various sauce convenience products, and reconstitution of sauces
- Identify the appropriate storage method for sauces to maintain quality and sanitation

4. **Have a basic understanding 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
 - Have a basic understanding of the methods of preparation and temperatures required for coffee, tea and hot chocolate

5. **Have a basic understanding 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
 - Have a basic understanding of the methods of preparation of rice and grains
 - Have a basic understanding of various rice and grain dishes
- Define the role of the potato and other vegetables in the kitchen
 - Have a basic understanding of the origins and various types of potato and applications
 - Have a basic understanding of vegetable and describe the cooking functions under the headings:
 - Colour (pigmentation)
 - Texture
 - Botanical part (leaf, stem, flower, root, pod, legume, fungi)
- Have a basic understanding of garnitures and their role
 - Describe 10 classical French garnitures
 - State the purpose of garnishing

6. **Have a basic understanding of meat, poultry and fish structure and cookery**

Potential Elements of the Performance:

- Identify types of meat and suggest cooking methods
 - Have a basic understanding of meat structure
 - Have a basic understanding of the slaughter process
 - Have a basic understanding of aging (dry, cryovac)
 - Have a basic understanding of classifications of meat (beef, veal, pork, lamb, poultry)
 - Have a basic understanding of grades of beef, veal, pork, lamb, poultry
 - Have a basic understanding of prime cuts (beef, veal, pork, lamb)
 - Have a basic understanding of subprimal cuts and their culinary uses
 - Have a basic understanding of various cooking methods (roast, roast-stuffed, grill, pan fry, sauté, braised, pie, fricassee, blanquette, stew, pot roast)
- Have a basic understanding of 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
- Have a basic understanding of various cooking methods for poultry (roast, sauté, poach, grill, pan fry, fricassee, pies)
- Have a basic understanding of the preparation of forcemeat and the hazards of cooking a stuffed bird
- Have a basic understanding of 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
- Have a basic understanding of 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)
 - Have a basic understanding of 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.

COURSE OUTLINE ADDENDUM1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Plagiarism:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.