

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Food Theory Advanced

**CODE NO. :** FDS164

**SEMESTER:** Winter

**MODIFIED CODE:** FDS0164

**PROGRAM:** Culinary Skills - Chef Training Program

Cook Apprentices

Culinary Management Program

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

**DATE:** Jan. 2009 **PREVIOUS OUTLINE DATED:** Jan. 2008

**APPROVED:** "Angelique Lemay"

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** FDS145/FDS0145

**HOURS/WEEK:** 2

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*For additional information, please contact the Chair, Community Services  
School of Health and Community Services  
(705) 759-2554, Ext. 2603*

## I. COURSE DESCRIPTION:

This course will build on the basic knowledge from FDS0140 to prepare food items. The CICE student will expand their working knowledge of advanced 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. Demonstrate a basic knowledge of sauces

#### Potential Elements of the Performance:

- Describe various advanced cooking techniques using classical garnitures and advanced sauce derivatives as points of departure to explore:
  - Fish,
  - Meats,
  - Poultry,
  - And vegetables as media of advanced preparation.
  - Describe various contemporary dishes using sauce and garnish applications.

### 2. Demonstrate a basic knowledge of wines, spirits, beers, and cheese cooking.

#### Potential Elements of the Performance:

- Differentiate between the types of wines:
  - Red, white, sparkling
- Explain the culinary use of wines, spirits and beers as they relate to
  - soups and sauces
  - hors-d'oeuvres
  - fish cookery
  - meat cookery
  - salads and
  - desserts
- Discuss the marriage of food and wine
- Describe the process of making various cheeses
- Identify cheese classifications:
  - Fresh
  - Soft
  - Medium-hard
  - Blue
- Describe the use of cheese in the kitchen
  - Ingredient
  - Menu item

3. **Demonstrate a basic knowledge of garde manger applications and principles**

Potential Elements of the Performance:

- Define garde manger and explain the various techniques of buffet presentation
  - Identify simple and compound salads, and salad dressings
  - Describe the preparation of major types of salad dressings and their storage
  - Describe hors-d'oeuvres and uses on the menu
- Discuss the evolution of the buffet table
- Describe charcuterie
  - Cold smoke
  - Hot smoke
  - Brine
- Prepare cold sandwiches:
  - Basic filled
  - Fancy (pinwheel, checkerboard)
  - Open faced
- Describe chaud-froid.

**III. TOPICS:**

1. Advanced sauces
2. Wines, beers, spirits, and cheese in cooking
3. Garde manger

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

"Professional Cooking", 6<sup>th</sup> edition, Wayne Gisslen

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

Theory - Test # 1	25%
Theory - Test # 2	25%
Final Assessment	50%
Total:	100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
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:

### Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### 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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

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.

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.

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

**VII. 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.

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

**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.