

I. COURSE DESCRIPTION:

The course will give the students an experience in a “a la carte” cookery in an operating food establishment environment.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Produce, on an a la carte basis, the following items in an operating food establishment – A La Carte IntroductionPotential Elements of the Performance:

- Practice food preparation cookery methods with emphasis on quality, sanitation, and hygiene standards for large quantities in a ‘table service’ restaurant
- Produce food products to industry standards following the sanitation and hygiene code regulations
- Recall cookery methods and apply those methods to a variety of food products according to selected menus
- Produce a menu of various classical, contemporary and ethnic dishes (e.g. French – modern and regional; Italian – regional; Asian – Chinese, Japanese, Thai, Indian; North American – regional) following standard recipes using menu planning skills
- Present these menu items utilizing a variety of contemporary serving styles (including artistic plated presentations) and techniques
- Menu to include – one appetizer; two soups; one salad; three entrees; two vegetables; two potatoes (or alternate); two desserts
- Describe the role of the Chef de Cuisine and the various party functions in an a la carte kitchen (such as saucier, garde-manger, entremetier, poissonier, rotissier, patissier)
- Articulate instructions and provide guidance to food service staff, kitchen staff, and support staff
- Demonstrate oral skills that will result in the successful production of the planned menu

2. Prepare AppetizersPotential Elements of the Performance:

- Practice and demonstrate various techniques of appetizer preparation for volume function. This will include neatness, balance, quality, portion size, garnish, time and convenience.
- Prepare various side dishes that are tempting and smart in appearance with small portions, using skill and originality in combination and garnish. Organize a small portion of a number of hot or cold savouries of varied scope in design and arrangement.

3. Prepare SoupsPotential Elements of the Performance:

- Demonstrate the mode of preparation of the different types and classifications of soups
- Produce soups of different types
- Utilize different stocks in preparing the different classifications of soups
- Demonstrate the care and handling of stocks used as a foundation in preparing soups
- Prepare selected national soups and garnishes

4. Prepare SaladsPotential Elements of the Performance:

- Use different salad greens and vegetables and demonstrate their various uses; their quality and their names and signify their best condition for salad preparation
- 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, texture, and a harmonious combination
- Prepare various dressings, flavoured oils and vinegars to accompany the salads in harmonious combination

5. Prepare VegetablesPotential Elements of the Performance:

- Identify, cook and present a variety of fresh and frozen vegetables following the correct methods, sanitation and safety rules
- Perform the following tasks with vegetables: select, handle, clean, cut, blanch, boil, stew, sauté, bake, stuff, roast, deep fry, braise, glaze/gratinate, turn, puree

6. Prepare Potatoes/FarinaceousPotential Elements of the Performance:

- Cook and present fresh potatoes following the correct methods, sanitation, and safety rules
- Perform the following tasks with potatoes (alternate starches or farinaceous products such as rice or pasta maybe used where appropriate): handle, clean, cut, blanch, boil, steam, sauté, stuff, deep fry, puree, roast., glaze/gratinate, turn, and bake

7. **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 such as: grill, broil, glaze, braise, sauté, roast, bake, steam, blanch, pan-fry, puree, stuff, bone, trim and portion
- Serve a finished product keeping in mind taste, portion size, selection and neat appearance, and contemporary serving and artistic plated techniques

8. **Prepare Desserts**

Potential Elements of the Performance:

- Prepare ingredients to produce a variety of finished desserts following correct sanitation, cookery and safety rules
- Prepare desserts utilizing the following concepts and/or products: season/spice/flavour; thicken; gratinate; shape/form; decorate/present; portion; purees (and dessert coulis); set; pie dough; sweet short dough; puff pastry; choux paste; sponge batter; steamed pudding; cold pudding; gelatin products; fruit products; chilling/freezing; poaching; deep frying; yeast dough; and proofing

9. **Name and demonstrate the use of all the equipment used in an a la carte kitchen**

Potential Elements of the Performance:

Identify, name, use, dismantle, clean, reassemble with efficiency and safety: all slicers, buffalo choppers mixers, cuisinart, stoves, ranges, salamander, grill and broiler; ovens (conventional and convection); steam units and kettles; deep fat fryers (electric and gas); hand equipment; knives; meat grinder; ice cream machine; microwave oven; tilting fryer; potato peeler

10. **Perform team functions**

Potential Elements of the Performance:

- Effective communication
- Show ability to be delegated as a team member
- Create positive work environment
- Observe proper sanitation and safety rules including, cleaning, dishes, storage, preparation
- Attendance is mandatory

III. TOPICS:

1. A La Carte Introduction
2. Appetizers
3. Soups
4. Salads
5. Vegetable
6. Potatoes/Farinaceous
7. Entrees: Fish, Meat & Poultry
8. Desserts
9. Equipment

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Professional Cooking; 5th edition by Wayne Gisslen

V. EVALUATION PROCESS/GRADING SYSTEM:

- In order to pass this course, the student must obtain an overall test/quiz average of 60% or better.
- Assignments must be submitted by the due date according to the specifications of the instructor. Late assignments will normally be given a mark of zero. Late assignments will only be marked at the discretion of the instructor in cases where there are extenuating circumstances.
- The ability to upgrade an incomplete grade is at the discretion of the professor. It may consist of such things a make up work, rewriting tests, and comprehensive examinations.
- 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 "R" grade unless extenuating circumstances occur. The decision rests with the Dean.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

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 Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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 advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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 Integrative Educational Assistant 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.