



COURSE OUTLINE

FDS0145

Prepared: Sarah Birkenhauer Approved: Sherri Smith

Course Code: Title	FDS0145: FOOD THEORY - BASIC										
Program Number: Name	1120: COMMUNITY INTEGRATN										
Department:	C.I.C.E.										
Semester/Term:	17F										
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.										
Total Credits:	1										
Hours/Week:	2										
Total Hours:	30										
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p>										
Course Evaluation:	Passing Grade: 50%, D										
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Final Assessment</td> <td>25%</td> </tr> <tr> <td>Presentations & Quizzes</td> <td>5%</td> </tr> <tr> <td>Tests</td> <td>50%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	20%	Final Assessment	25%	Presentations & Quizzes	5%	Tests	50%
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Books and Required Resources:	Professional Cooking for Canadian Chefs by Wayne Gisslen Publisher: Wiley Edition: 8th ISBN: 9781118636602										



COURSE OUTLINE

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2

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Professional Cooking Study Guide by Wayne Gisslen
Publisher: Wiley Edition: 8th
ISBN: 9781118636558

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Recognize the importance of professional behaviour in the kitchen

Learning Objectives 1.

1. Define & explain the importance of planning mise en place
2. Identify classical stations in the kitchen
3. Discuss the behavioural characteristics that should be adhered to in order to achieve high standards of professionalism

Course Outcome 2.

Explain the specific uses for various pieces of kitchen equipment & hand tools within the kitchen

Learning Objectives 2.

1. List & identify kitchen equipment & the appropriate uses for each
2. Summarize the safe & proper use of kitchen equipment & hand tools
3. Discuss proper handling & storage standards for a variety of foods

Course Outcome 3.

Classify ingredients & identify different methods of preparation



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Learning Objectives 3.

1. Identify various food products & distinguish them by their composition
2. Examine the different uses of ingredients
3. Discuss a variety of garnishing techniques for hot & cold food applications

Course Outcome 4.

Define the principles of cooking

Learning Objectives 4.

1. Define & utilize appropriate culinary terminology
2. Explain the effects of heat & cold on foods
3. Match appropriate cooking methods for a desired end product

Course Outcome 5.

Recognize the value of practicing sustainable cooking

Learning Objectives 5.

1. Define sustainability & identify sustainable local opportunities
2. Investigate food's carbon footprint
3. Give examples of nose to tail & root to leaf cooking practices

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



COURSE OUTLINE

FDS0145

4

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inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. 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.

D. 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



COURSE OUTLINE

FDS0145

5

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- 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.