



## COURSE OUTLINE: CUL0253 - FOOD & WINE PAIRING

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CUL0253: FOOD AND WINE PAIRING CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F, 20W
<b>Course Description:</b>	<p>Become a wine enthusiast and decipher the many complexities revealed in wine by developing the ability to pair food and wine in today's culinary and hospitality world. Whether planning to entertain in the comfort of one's home, preparing for a business dinner meeting or developing food and wine menus for restaurants or special events, understanding how to pair food and wine is invaluable and quickly becoming a life skill. This course will explore the significance of food and drink by examining fundamental concepts of wine history, tradition and culture. Students will learn about terroir, wine terminology, production, storage, selection, and how wine is properly served.</p> <p>In conjunction with wine education, culinary and hospitality management students will participate in a variety of hands-on labs that will explore the complexities of wine and its interactions with food.</p>
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	60
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 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>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	
<b>Books and Required</b>	The Wine Lover's Companion by Herbst



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**Resources:**

Publisher: Barron's Edition: 4th  
ISBN: 9781438008820

**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:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Investigate and explore the origins of food and wine.	1.1 Outline the development of food and wine from the ancient world into modern day. 1.2 Describe specific cultural examples of food and wine traditions. 1.3 Explain the challenges of the trade of wine within a Canadian context.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Identify and analyze grape varieties and the wine-making process.	2.1 Discuss grape growing practices and terroir. 2.2 List and describe the characteristics of the classic grape varieties found in major wine-producing regions. 2.3 Explain the complexities of the wine-making process. 2.4 Explain the difference between still, Champagne, sparkling and fortified wines. 2.5 Describe the process of wine assessment and scoring.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Examine the complexities of food and wine pairing.	3.1 List the main principles used to pair food and wine. 3.2 Determine classic cultural food and wine combinations from across the world. 3.3 Identify the aromatic qualities according to the style and type of wine. 3.4 Discuss different cooking techniques and the principles of using wine as an ingredient in recipes.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Discuss how to entertain with food and wine.	4.1 Identify different approaches and themes to entertain in business and at home. 4.2 Evaluate different wine and food tasting formats. 4.3 Decipher restaurant wine lists, wine selection and glassware. 4.4 Explain proper wine storage and cellar management. 4.5 Demonstrate the proper service of still, sparkling and fortified wine.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Explain the wine and liquor jurisdictional environment.	5.1 Discuss the wine regulations and standards in the major wine producing regions. 5.2 Describe different liquor licenses in the hospitality industry. 5.3 Outline the concerns of serving and drinking responsibly.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Demonstrate and apply knowledge of food and wine pairings in a lab setting.	6.1 Assist in the proper storage, handling and service of classic varietal wines. 6.2 Participate in the set up and operation of a food and wine lab, following formalized procedures and industry etiquette.



6.3 Participate in a formal assessment of selected wines, and wine and food combinations.  
 6.4 Complete a report on a selected wine and critique student peer assessments of the wine, and the food and wine experience.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Exam 1	25%
Exam 2	25%
Exam 3	25%
Food and Wine Labs	15%
Project	10%

**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.** 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
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:**

October 4, 2019

**Addendum:**

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

