

I. COURSE DESCRIPTION:

Culinary schooling alone does not make a student a cook. Studies have shown that 10 years of specialized knowledge in one field earns the right to be a Professional of technique, knowledge and experience. Practical hands-on experience will give gifted, interested and committed students the necessary skills and knowledge needed to complete classical and contemporary recipes as well as satisfying their customers. "A la Carte" and "table d'hôte" cookery is an integral part of any kitchen operation. The job description and the skill level required also vary. This course will provide the CICE student with the assistance of an Learning Specialist with the opportunity to organize, prepare, assemble and present food to order in a team environment, with an emphasis on customer service and satisfaction.

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 the technical ability to produce Classical (PAST) and contemporary (PRESENT) menu items in a safe and organized manner as well as operate equipment in a safe and sanitary manner.

Potential Elements of the Performance:

- a) Read, calculate, convert and interpret recipes
- b) Select and assemble equipment, utensils and ingredients.
- c) Mise en Place all the ingredients including accompaniments and garnishes.
- d) Practice food preparation cookery methods with emphasis on quality, sanitation, nutrition and personal hygiene standards for large quantities in a "table service" restaurant.
- e) Produce food products to industry standards following the sanitation and hygiene code regulations,
- f) Recall cookery methods and apply those methods to a variety of
- g) Food products according to selected menus.
- h) Describe the role of the Chef de Cuisine and the various Chef de Party functions in a "a la carte" and "table d'hôte" kitchen such as (saucier, garde-manger, entrentremetier, poissonier, rotisseur and patissier).
- i) Articulate instructions and provide guidance to foodservice staff, kitchen staff, and support staff.

- j) Demonstrate oral skills that will result in the successful production of the planned menu.
 - k) Describe the procedures to light a pilot light
 - l) Explain what is meant by “zones” on a grill or griddle.
 - m) Describe how to “stone” a griddle. Safely
 - n) Describe how to clean a deep fat fryer. Safely
2. Demonstrate the technical ability to prepare appetizers

Potential Elements of the Performance:

- a) Read, calculate, convert and interpret recipe
 - b) Select and assemble equipment, utensils and ingredients.
 - c) Mise en place all the ingredients including accompaniments and garnishes
 - d) Assemble the appetizers and garnish.
 - e) Present the appetizers for service.
 - f) Practice and demonstrate various techniques of appetizer preparation for volume function. This will include neatness, balance, quality, portion size, garnish, time and convenience.
 - g) 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. Demonstrate the technical ability to prepare soups

Potential Elements of the Performance:

- a) Read, calculate, convert and interpret recipe
- b) Select and assemble equipment, utensils and ingredients.
- c) Mise en place all the ingredients including accompaniments and garnishes
- d) Demonstrate the mode of preparation of the different types and classifications of soups
- e) Produce soups of different types
- f) Utilize different stocks in preparing the different classifications of soups
- g) Demonstrate the care, handling, and proper storage of stocks used as a foundation in preparing soups
- h) Prepare selected national soups and garnishes
- i) Practice the preparation and procedure for consommé
- j) Demonstrate the procedure for preparing consommé

4. Demonstrate the technical ability to prepare salads

Potential Elements of the Performance:

- a) Use different salad greens and vegetables and demonstrate their various uses, their quality and their names and signify their best condition for salad preparation
- b) Prepare four basic parts of a salad, demonstrating eye appeal, flavour, colour and body by combining them into various salads
- c) Produce non-salad items, main course salads, fruit salads, various dressings relating to salads of quality, eye appeal, flavour, texture, and a harmonious combination
- d) Prepare various dressings, flavoured oils and vinegar to accompany the salads in harmonious combination

5. Demonstrate the technical ability to prepare vegetables

Potential Elements of the Performance:

- a) Identify, cook and present a variety of fresh and frozen vegetables following the correct methods, sanitation and safety rules
- b) 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. Demonstrate an understanding of how to prepare potatoes/farinaceous as well as the technical ability to prepare potatoes/farinaceous.

Potential Elements of the Performance:

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

7. Demonstrate the technical ability to prepare entrees: Fish, meat and poultry

Potential Elements of the Performance:

- a) Demonstrate various techniques for the production of entrees with emphasis on quality, sanitation and safety standards
- b) Perform various tasks such as: grill, broil, glaze, braise, sauté, roast, bake, steam, blanch, pan-fry, puree, stuff, boned, trim, degree of doneness for the particular type of meat and portion
- c) Serve a finished product keeping in mind taste, portion size, selection, neat appearance, contemporary serving and artistic plated techniques

8. Demonstrate the technical ability to prepare desserts

Potential Elements of the Performance:

- a) Prepare ingredients to produce a variety of finished desserts following correct sanitation, cookery and safety rules
- b) 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. Demonstrate the ability to name the uses of all the equipment used in an a la carte kitchen

Potential Elements of the Performance:

- a) Identify, name, use, dismantle, clean, reassemble with efficiency, safety and sanitation: 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 and any or all equipment

III. TOPICS:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS: Professional Cooking; 6th edition, by Wayne Gisslen**V. EVALUATION PROCESS/GRADING SYSTEM:**

The lab assignment includes the following:

1. Gathering of utensils and raw materials
2. Pre-preparation of the assigned items
3. Preparation (cooking, baking) of the items
4. Proper storage of the ready items including packaging, refrigeration, freezing, and labeling
5. Cleaning of utensils, equipment, work areas, and cooking surfaces. No mark will be assigned until work areas are clean
6. Putting all utensils and small wares into their allotted locations
7. Handing in costing sheets when requested
8. No student is to leave the lab area until the end of the period unless you notify your Professor
9. Note that 25% of each lab's mark will be based on sanitation

Using the above student evaluation, students will be graded as follows:

15 labs @ 15 marks each = 225 possible marks

- A+ 203-225 Outstanding achievement
- A 180-202 Excellent achievement
- B 158-179 Above average achievement
- C 135-157 Average achievement
- F(Fail) 156/less Repeat

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 "F" grade unless extenuating circumstances occur. The decision rests with the Dean.

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% AND 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 course without academic penalty.	

VI. SPECIAL NOTES:

Dress Code:

All students are required to wear their uniforms while in the Hospitality Institute, both in and out of the classroom. **(Without proper uniform, classroom access will be denied. Entrance will be given once dress code is adhered to.) See attached on hospitality dress code.**

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 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 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 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 an 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.