



**I. COURSE DESCRIPTION:**

This course will provide C.I.C.E students with theoretical as well as practical training in beverage service, production and dining room service. Specifically, students will develop their knowledge and skills to successfully prepare and professionally serve customers in a food and beverage operation. All students will utilize their newly-acquired knowledge and skills from this course in the fully operational dining room (The Gallery), as well as internal and external banquet functions.

**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. Articulate a clear overview of the breadth and depth of the hospitality industry.

Potential Elements of the Performance:

- Analyse the interdependence of the Canadian tourism industry sector
- Understand the various staffing functions in a food and beverage operation and how they interrelate.

This learning outcome will constitute approximately 5% of the final mark.

2. Understand and apply the regulations of the Smart Serve Program as a certified server.

Potential Elements of the Performance:

- Understand facts about alcohol and alcohol consumption
- Understand how alcohol affects the body
- Recognize signs of intoxication
- Understand the legal rights and responsibilities
- Explain the civil liability
- Discuss the types of licences
- Write house policies
- Create a safe and enjoyable atmosphere
- Practice prevention and intervention techniques
- Assess risks for owners and managers

This learning outcome will constitute approximately 10% of the final mark.

3. Explain the types of liquor licences and endorsements.

Potential Elements of the Performance:

- Identify the types of licences and endorsements under the Liquor Licence Act of Ontario (L.L.A.O.)
- Discuss the limitations and restrictions for each licence
- Understand the liabilities within each licence
- Adhere to the service guidelines established in the L.L.A.O.

This learning outcome will constitute approximately 5% of the final mark.

4. Identify distilled products.

Potential Elements of the Performance:

- Discuss the types of spirits that are distilled
- List all of the ingredients required to produce a given distilled product
- List the steps in the production process of spirits

This learning outcome will constitute approximately 10% of the final mark.

5. Identify fermented products.

Potential Elements of the Performance:

- List the types of alcoholic beverages which are fermented
- List the ingredients required to produce wine
- List the ingredients required to produce beer
- Describe the steps in the production process of wine
- Describe the steps in the production process of beer
- Identify correct storage techniques and procedures
- Demonstrate correct opening and serving techniques for wine, champagne and beer

This learning outcome will constitute approximately 15% of the final mark.

6. Prepare and serve cocktails.

Potential Elements of the Performance:

- Differentiate between the three preparation methods
- Select proper glassware
- Mix drinks in the correct sequence using the proper technique and recipe
- Prepare and use appropriate garnish and ice
- Serve cocktails in a professional manner
- Demonstrate a knowledge of the recipes of the most commonly served cocktails
- Provide verbal or written knowledge of all cocktails

This learning outcome will constitute approximately 15% of the final mark.

7. Assist with the opening and closing of a bar.

Potential Elements of the Performance:

- Set up bar according to established format
- Practice responsible pouring and serving method
- Store and lock up all products
- Follow the principles of sanitation

This learning outcome will constitute approximately 10% of the final mark.

8. Ensure a high degree of customer satisfaction by providing hospitality services in a professional manner.

Potential Elements of the Performance:

- Discuss correct business etiquette and protocol
- Outline and explain the standard types of service
- Explain policies related to ethical behaviour and codes of conduct
- Employ effective interpersonal skills in dealing with co-workers
- Adhere to professional standards of dress, hygiene, and grooming
- Explain how to establish and maintain a rapport with the customer and respond in a positive and timely manner to a customer complaint

This learning outcome will constitute approximately 10% of the final mark.

9. Demonstrate and apply knowledge of formal food and beverage service techniques.

Potential Elements of the Performance:

- Discuss proper coffee and tea service
- Process guest cheques manually (trained on the automated point-of-sale system in FDS116) with assistance
- Discuss the importance of telephone skills
- Explain suggestive selling and up selling techniques
- Discuss the set up and maintenance of an organized work station
- Select correct tools, equipment, supplies, and techniques for food and beverage preparation and service
- Outline the steps involved when serving a guest in a formal dining room setting

This learning outcome will constitute approximately 15% of the final mark.

10. Develop ongoing personal professional development strategies and plans to enhance leadership and management skills for the hospitality environment.

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of her/his knowledge and skills
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service

This learning outcome will constitute approximately 5% of the final mark.

**III. TOPICS:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- Smart Serve certification
- Liquor licences and endorsements
- Spirits, beer, wine & cocktails
- Operation of the bar
- Dining room set up and service
- Correct beverage selection and service
- Correct formal dining room etiquette, codes of conduct and protocol
- Customer service
- Types of service
- Standard opening and closing service duties
- Order-taking and maintaining service
- Suggestive selling techniques, and up selling
- Correct coffee and tea service
- Reservations and telephone skills
- Guest-cheque creation and settlement
- Health, safety and sanitation regulations
- Food and beverage operation terminology
- Job descriptions, scheduling and staffing
- Waste, spoilage, pilferage and theft

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

Smart Serve workbook, Hospitality Training Organization of Ontario  
 Morelli, Carmine, A Guide to Bartending. Vancouver Community College  
 Press, Vancouver, 1994.

Morelli, Carmine, Recipes, A Guide to Bartending. Vancouver Community  
 College Press, Vancouver, 1994.

Dahmer, Sondra & Kurt Kahl, Restaurant Service Basics. John Wiley &  
 Sons, Inc., New York, 2002.

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

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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% or 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 area	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	
W	Student has withdrawn from the course without academic penalty.	
NOTE:	Students may be assigned an “F” grade early in the course for unsatisfactory performance.	

**Professor's Evaluation**

<b>Tests</b>	<b>50%</b>
<b>Projects/Assignments</b>	<b>10%</b>
<b>Labs</b>	<b>30%</b>
<b>Student Professionalism (Attendance, dress code, conduct)</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

**ASSIGNMENTS:**

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless a valid reason is provided and agreed to by the professor in advance.

**TESTS:**

If a student is not able to write a test because of illness or a legitimate emergency, that student must contact the professor prior to the test or as soon as possible and provide an explanation which is acceptable to the professor. In cases where the student has contacted the professor and where the reason is not classified as an emergency, i.e. slept in, forgot, etc., the highest achievable grade is a "C". In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test.

**VI. SPECIAL NOTES:**Dress Code:

All students are required to wear their uniforms while in the hospitality and tourism institute, both in and out of the classroom. For further details, please read the Hospitality Centre 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 the professor and/or contact 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.

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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *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, 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.

**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. 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.