

I. COURSE DESCRIPTION:

To provide the CICE student with a basic understanding of the techniques, requirements and skills for the baking industry, hotels, restaurants, fast foods and bakeries as set out by the Ministry of Skills Development of Ontario for The Trade of Cook.

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. Prepare an assortment of custard fillings and creamsPotential Elements of the Performance:

- Prepare Custard filling
- Prepare Bavaroise
- Prepare Crème Anglaise
- Prepare Mousse au Chocolate

2. Prepare Ice Creams and SorbetsPotential Elements of the Performance:

- Distinguish between desserts utilizing ice cream preparations and discuss their uses and accompaniments: sorbets, granites, spooms, cassata, bombes, souffles, glaces, coupes (churned, frozen, still frozen)
- Prepare Ice Creams and Sorbets
- Present in contemporary manner (see FDS 219)

3. Prepare and apply icingsPotential Elements of the Performance:

- Royal
- Rolling icings
- Mask and ice cakes
- Pipe simple decorations using paper cones

4. Prepare cakes with fillings and decorationPotential Elements of the Performance:

- High fat or shortened cakes (creaming method, two stage method, flour/batter method)
- Low fat or foam type (sponge method, angel food method, chiffon method)
- Mask and decorate illustrating professional skills
- Prepare classical torte

5. Prepare a variety of petit fours glacePotential Elements of the Performance:

- Prepare sponge cake and filling (buttercream)
- Prepare and apply fondant
- Decorate
- Present petit fours sec in a contemporary manner (FDS 219)

6. Prepare Cheese CakesPotential Elements of the Performance:

- Describe the cottage cheeses best suited to make cheese cakes
- Describe how to handle egg whites
- Balance recip[es and adjust to create a variety of cheesecakes
- Present in contemporary plateds—style (FDS 219)

7. Prepare souffle / hot dessertsPotential Elements of the Performance:

- Prepare hot savoury souffles
- Prepare the required mise-en-place for making savoury souffles
- Prepare and present a variety of hot savoury souffles and discuss uses
- Describe the preparation of hot dessert souffles and discuss uses.
- Prepare and present a hor sabayon and discuss uses

8. Prepare fruit coulis and pureesPotential Elements of the Performance:

- Fruit coulis
- Fruit puree

9. **Demonstrate contemporary plating techniques**

Potential Elements of the Performance:

- Prepare accompaniments
- Prepare decoration materials
- Select plates
- Place selected dessert into position; pipe, pour or deposit accompanying sauce; add decorating material
- Applied in FDS 219

III. TOPICS:

1. Custard filling and cream
2. Ice Creams and sorbets
3. Icings
4. Cakes with fillings and decoration
5. Petit fours
6. Cheese Cakes
7. Souffle / hot desserts
8. Fruit coulis and purees
9. Contemporary plating techniques (applied in FDS 219)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wayne Gisslen, Professional Baking, 4th Edition

V. EVALUATION PROCESS/GRADING SYSTEM:

The lab assignment includes the following:

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 – it is at the professor’s discretion. Gallery functions and external banquets are considered part of the Hospitality curriculum, therefore, attendance is **MANDATORY** and will be assigned at the professor’s discretion.

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 were extenuating circumstances.

The instructor reserves the right to modify the assessment process to meet any changing needs of the class. Consultation with the class will be done prior to any changes and all changes will be presented in writing.

The ability to upgrade an incomplete grade is at the discretion of the instructor. It may consist of such things as make up work, rewriting tests, and comprehensive examinations.

The mark for this course will be arrived at as follows:

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, and freezing
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 allocated places
7. No student is to leave the lab area until the end of the period

With the help of the above, students will be **graded in the labs** as follows:

Professionalism & Appearance	15%
- uniform, grooming, deportment	
Sanitation & Safety	25%
- personal, work environmental, product management	
- safe handling, operation, cleaning & sanitizing of tools and equipment	
- organization of work area	
Method of Work	40%
- Application of theory	
- Application of culinary methods & techniques	
Quality of Finished Product	20%
- appearance, taste, texture	
Total	100%

Grade	Definition	Grade Point Equivalent
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	
CR (Credit)	Credit for certificate 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.	

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. **(Without proper uniform, classroom access will be denied.)**

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 493 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.

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 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.