

I. COURSE DESCRIPTION:

This course will introduce students to banquet management and its importance to the success of the hospitality industry. The students will develop the knowledge of how to plan and run successful banquets. They will study industry standards in areas such as room set ups, food and beverage service techniques, and the role of the banquet management and staff. The students will apply their knowledge in a variety of functions during the school year in the Northern Ontario Hospitality and Tourism Institute.

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. Identify and discuss the scope and key components of the food service industry.

Potential Elements of the Performance:

- Discuss the importance of service
- Discuss the importance of sanitation and appearance
- Explain the styles of service and place settings
- Identify and explain the proper guidelines of service
- List and explain the different styles of service

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

2. Identify and discuss the critical skill sets required to work in a formal dining room environment.

Potential Elements of the Performance:

- List and explain the training required for service staff to serve a meal
- Discuss the activities involved in organizing the dining room to accept guests
- Explain how to plan reservations and block tables
- Discuss how to manage the dining experience

This learning outcome will constitute 20% of the final mark.

3. Identify and discuss the critical skill sets required to work in the banquet business.

Potential Elements of the Performance:

- Explain the importance of banquets as they relate to the profitability of any hospitality establishment
- Discuss the role and qualifications of the banquet manager
- Explain the skills required of banquet service staff
- Outline the important components of the billing procedure for a function

This learning outcome will constitute 25% of the final mark.

4. Perform effectively as a member of a food and beverage team.

Potential Elements of the Performance:

- Prepare and monitor records which assist efficient food and beverage preparation and service such as staff schedules, checklists related to service, and reservation records
- Identify the steps in the set up, service and completion of a Gallery food and beverage function
- Assist in the planning, preparation and set up for a banquet function
- Comply with safety regulations and health and sanitation codes related to food and beverage preparation and service

This learning outcome will constitute 20% of the final mark.

5. Identify and discuss how to plan, organize and manage banquet functions.

Potential Elements of the Performance:

- Define the term function
- Describe the equipment used in functions
- Describe the standard types of room set ups
- Explain the importance of policies and procedures when booking and billing functions
- Discuss the process of how to book functions
- Explain the importance of the function sheet
- Identify and discuss the process of managing a function including staffing, equipment and set up requirements

This learning outcome will constitute approximately 20% of the final mark.

6. 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 his/her 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.

1. The importance of Service
2. Sanitation and Appearance
3. Styles of Service and Place Settings
4. Industry Standards for Service
5. Types of Service
6. Training Service Staff
7. Organizing the Dining Room to Accept Guests
8. Planning Reservations and Blocking Tables
9. Managing the Dining Experience
10. The Banquet Business and The Banquet Manager
11. How to Book Functions
12. The Banquet Function Sheet
13. Managing the Function
14. Function Room Set ups

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Strianese, Anthony, et al, Dining Room and Banquet Management. 3rd ed. Thomson Delmar Learning, NY, 2003.

V. EVALUATION PROCESS/GRADING SYSTEM:

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% or below	0.00
CR (Credit)	Credit for diploma 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. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's Office.	
W	Student has withdrawn from the course without academic penalty.	

Professor's Evaluation

3 Tests (25%, 25%,20%)	70%
Assignments	20%
Student professionalism (Dress code, attendance, conduct)	10%
Total	100%

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.

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. Please see attached policy on hospitality dress code. 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 your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2493, so that support services can be arranged for you.

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.

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.

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/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.

VII. ACADEMIC / CLASSROOM CONDUCT:

Introduction: Sault College students, faculty members, employees and Ray Lawson Hall Residents constitute an academic community committed to training and education that will enhance effectiveness in the workplace and quality of life. The College community expects all members to discipline themselves, individually and collectively, and it requires adherence to the standards of conduct appropriate for an academic community.

Sault College considers its students adults and as such obligated to make responsible decisions. The Student Code of Conduct exists to assist in the effort of providing the best possible learning and living environment for all students. It is the obligation of students to treat all other members of the academic community with dignity and respect – including other students, faculty members, employees, visitors and neighbours of the College. The enforcement of the Student Code of Conduct is critical to the existence of such an environment for all members of the academic community. Ignorance of the rules or of the law is not a defence against disciplinary action. The College reserves all rights to criminal action where it deems necessary. Lack of intention to violate College policy will not generally excuse an infraction.

Academic Dishonesty:

Students shall submit written or other work in a course that shall be the product of their own efforts. “Academic Dishonesty” includes, but is not limited to, the following:

- a. Copying from another student’s paper.
- b. Using material not authorized by the person administering the test or assignment.
- c. Collaborating with another student during a test without permission.
- d. Plagiarism (i.e. representing the work of another, as one’s own, inclusive of purchases of a commercial nature).
- e. Collusion (i.e. obtaining from or giving to another student unauthorized assistance in course work).
- f. Falsification (i.e. modification, without authorization, of any examination paper, record, assignment, or report).
- g. Knowingly using, buying, selling, stealing, or soliciting contents of a test, examination paper, record, assignment, or report.
- h. Representing oneself as another student for the purpose of taking a test or examination or allowing oneself to be represented by another for the same.
- i. Attempting to bribe or otherwise coerce a professor/instructor to obtain favours.
- j. Cheating (i.e. any misrepresentation by a student of their performance in a College subject for the purpose of obtaining credit to which they are not entitled).
- k. Any act designated by the President or his/her designate.

(Student Code of Conduct – Article 2, Section 2)

Attendance:

Students are expected to attend 100% of their classes. Attendance will be recorded within the first 15 minutes of each class.

Leaving or Entering During Class:

Students should exercise respect for faculty and students when leaving or entering a class that is already in session. Leaving or entering should be done with a minimal amount of interruption.

Disruption:

Students shall not obstruct or disrupt, or attempt to obstruct or disrupt, teaching, administration, disciplinary procedures, or other College activities.

(Student Code of Conduct – Article 2, Section 9)

Use of Electronic Devices:

General: Taking photos or making audio/video recordings on Sault College property without permission in ANY context in which the person being photographed or recorded has a reasonable expectation of privacy is prohibited. Examples include but are not limited to:

Classrooms: The use of cell phones, photographically capable cell phones, pagers and other communication/electronic devices during classes, clinical or field placement is prohibited unless authorized by faculty.

Use of Electronic Devices Continued:

Examinations: The use of cell phones, photographically capable cell phones, pagers and other communication/electronic devices during exams and midterms is prohibited unless authorized by faculty in charge.

(Student Code of Conduct – Article 2, Section 31)

SANCTIONS

College staff may impose sanctions in accordance with their responsibilities. Sanctions, which are imposed, may become part of the student's official record and are removed one year and one term after the student's last academic activity at Sault College.

The College shall make sanctions concerning students' actions and offences occurring within or affecting people on Sault College owned or controlled property, including but not limited to Ray Lawson Hall Residence, Sault College Aviation Hangar, off-campus at a College-sponsored event, or when such actions or offences at a non-College event off-campus have a direct impact on students' on-campus. The College reserves the right to assess any sanction it may deem appropriate. A serious breach or continuation or a repetition of behaviour in violation of the Student Code of Conduct will be cause for further sanctions up to and including expulsion.

Sanctions for Academic Dishonesty may include the following:

1. A professor/instructor may assign a sanction as defined below, or make recommendations to the Dean for disposition of the matter. The professor/instructor may:
 - issue a verbal reprimand
 - make an assignment of a lower grade with explanation
 - require additional Academic assignments and issue a lower grade upon completion, to the maximum grade "C"
 - make an automatic assignment of a failing grade
 - recommend to the Dean, dismissal from the course with the assignment of a failing grade
 - recommend to the Dean, dismissal from the College for a definite or indefinite period of time with a failing grade.

2. If the student denies the allegation of academic dishonesty the student should discuss the matter with the Director of Student Services immediately. If the matter cannot be resolved the student should file an Academic Appeal within three (3) working days. The appeal would automatically move to Step Two – Academic Appeal.

(Student Code of Conduct – Article 4)

Testing Absence

If a student is unable to write a test for medical reasons on the date assigned, the following procedure is required:

- In the event of an emergency on the day of the test, the student may require documentation to support the absence and must telephone the College to identify the absence. The college has a 24 hour electronic voice mail system (759-2554) Ext. 2600.
- The student shall provide the Professor with advance notice preferably in writing or e-mail of his/her need to miss the test with an explanation which is acceptable to the professor.
- The student may be required to document the absence at the discretion of the Professor.
- All decisions regarding whether tests shall be re-scheduled will be at the discretion of 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.
- The student is responsible to make arrangements, immediately upon their return to the College with their course Professor in order to make-up the missed test.

VIII. 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.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair'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.