



**I. COURSE DESCRIPTION:**

This course will build on the basic knowledge from FDS0140 to prepare food items. The CICE student will expand their working knowledge of advanced food theory in preparation of the practical application of culinary techniques.

**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 a basic knowledge of sauces**Potential Elements of the Performance:

- Describe various advanced cooking techniques using classical garnitures and advanced sauce derivatives as points of departure to explore:
  - Fish,
  - Meats,
  - Poultry,
  - And vegetables as media of advanced preparation.
  - Describe various contemporary dishes using sauce and garnish applications.

**2. Demonstrate a basic knowledge of wines, spirits, beers, and cheese cooking.**Potential Elements of the Performance:

- Have a basic understanding of wines:
  - Red, white, sparkling
- Have a basic understanding of wines, spirits and beers as they relate to
  - soups and sauces
  - hors-d'oeuvres
  - fish cookery
  - meat cookery
  - salads and
  - desserts
- Have a basic understanding of food and wine
- Have a basic understanding of the process of making various cheeses
- Have a basic understanding of cheese classifications:
  - Fresh
  - Soft
  - Medium-hard
  - Blue
- Describe the use of cheese in the kitchen
  - Ingredient
  - Menu item

3. **Demonstrate a basic knowledge of garde manger applications and principles**

Potential Elements of the Performance:

- Have a basic understanding of the various techniques of buffet presentation
  - Have a basic understanding of simple and compound salads, and salad dressings
  - Have a basic understanding of major types of salad dressings and their storage
  - Have a basic understanding of hors-d'oeuvres and uses on the menu
- Have a basic understanding of charcuterie (cold cooked, cured, or processed meat and meat products)
  - Cold smoke
  - Hot smoke
  - Brine
- Prepare cold sandwiches:
  - Basic filled
  - Fancy (pinwheel, checkerboard)
  - Open faced
- Have a basic understanding of chaud-froid.

**III. TOPICS:**

1. Advanced sauces
2. Wines, beers, spirits, and cheese in cooking
3. Garde manger

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

"Professional Cooking", 7<sup>th</sup> edition, Wayne Gisslen  
 "Professional Cooking Study Guide", 7<sup>th</sup> edition, Wayne Gisslen

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

Theory - Test # 1	50%
Theory - Test # 2	50%
<b>Total:</b>	<b>100%</b>

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
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 /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:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### 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)**

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

**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.