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Services and Interdisciplinary Studies

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I. COURSE DESCRIPTION:

This course will introduce the CICE student to banquet management and its importance to the success of the hospitality industry. The CICE student along with assistance from a Learning Specialist, will acquire a basic knowledge of how to assist in the planning and running of successful banquets. In addition, the CICE student will be introduced to industry standards in areas such as room set-ups, food and beverage techniques, and the role of the banquet management and staff. The CICE student will have the opportunity to apply their knowledge in a variety of functions during the school year in the Northern Ontario Hospitality 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~~ Have a basic understanding of the key components of the foodservice industry.

Potential Elements of the Performance:

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

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

2. Have a basic understanding of 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~~ Understand some of the activities involved in organizing the dining room to accept guests
- Review how to plan reservations and block tables
- ~~Discuss~~ Understand some-ways to manage the dining experience

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

3. ~~Identify and discuss~~ Have a basic understanding of 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 some of 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 the teaching restaurant a la carte theme events
- 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~~ Have a basic understanding of how to plan, organize and manage banquet functions.

Potential Elements of the Performance:

- Define the term function
- Describe some of the equipment used in functions
- Describe some of the standard types of room set ups
- ~~Explain~~ Have an understanding of the importance of policies and procedures when booking and billing functions
- ~~Discuss the~~ Review the process of how to book functions

- ~~Explain~~ Have an understanding of the importance of the function sheet
- ~~Identify and discuss~~ Review 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~~ some 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. Proper Guidelines for Service
5. The Styles of Service
6. Training the Service Staff to Serve the Meal
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 Event Order
13. Managing the Function
14. Function Room Set ups

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Strianese, Anthony, et al, Dining Room and Banquet Management.
4th ed. Thomson Delmar Learning, NY, 2008.

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 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 the course without academic penalty.

Professor's Evaluation:

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

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. ***It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.***

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.

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.

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 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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

VII. COURSE OUTLINE ADDENDUM

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

Academic Dishonesty:

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.