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For additional information, please contact the Martha Irwin, Chair

Community Services and Interdisciplinary Studies

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I. COURSE DESCRIPTION:

With the assistance of a Learning Specialist, the CICE student(s) will demonstrate a fundamental 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 student will demonstrate the ability to:

1. Demonstrate a basic working knowledge of advanced 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 working knowledge of wines, spirits, beers, and cheese cooking.

Potential Elements of the Performance:

- Differentiate between the types of wines:
 - Red, white, sparkling
- Explain the culinary use of wines, spirits and beers as they relate to
 - Soups and sauces
 - Hors-d'oeuvres
 - Fish cookery
 - Meat cookery
 - Salads and
 - Desserts
- Discuss the marriage of food and wine
- Describe the process of making various cheeses
- Identify cheese classifications:
 - Fresh
 - Soft
 - Medium-hard
 - Blue

- Describe the use of cheese in the kitchen
 - Ingredient
 - Menu item

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

Potential Elements of the Performance:

- Define garde manger and explain the various techniques of buffet presentation
 - Identify simple and compound salads, and salad dressings
 - Describe the preparation of major types of salad dressings and their storage
 - Describe hors-d'oeuvres and uses on the menu
- Discuss the evolution of the buffet table
- Describe charcuterie
 - Cold smoke
 - Hot smoke
 - Brine
- Prepare cold sandwiches:
 - Basic filled
 - Fancy (pinwheel, checkerboard)
 - Open faced
- Describe 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", 8th edition, Wayne Gisslen

"Professional Cooking Study Guide", 8th edition, Wayne Gisslen

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|-------------------|------------|
| Theory - Test # 1 | 25% |
| Theory - Test # 2 | 25% |
| Final Assessment | <u>50%</u> |
| Total: | 100% |

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| 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 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. | |

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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)**

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:

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.