

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. Familiarity with techniques and products will assist in your future purchasing decisions.

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 the basic ability to prepare **Yeast Products**

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to prepare yeast products:

- Straight dough method
- Sponge dough method
- Roll-in method

2. Demonstrate the basic ability to prepare **Quick Breads**

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to prepare quick breads:

- Muffin method
- Biscuit method
- Creaming method

3. Demonstrate the basic ability to prepare **Pies, Tarts, and Flans**

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to prepare pies, tarts, and flans:

- Basic pie dough
Demonstrate correct consistency of a pie dough
- Prepare dough for later use
Roll dough to rectangular, square and triangular shapes
Line baking sheets, flan rings
Roll dough to even thickness without sticking
Use lattice design cutter
- Prepare and/cook fillings to correct texture/thickness.
- Assemble pies/tarts/flans.
- Bake
- Present using contemporary presentation techniques (**platters and plates, applied in FDS141**)

4. Demonstrate a basic working knowledge of **pipng doughs** using proper tools, pressure to obtain **uniformity of shapes**.

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to pipe doughs using proper tools, apply correct pressure to obtain uniformity in shapes:

- Prepare a suitable cookie dough for piping with plain and star tubes.
- Pipe single and double rosettes
- Pipe shells, hearts, crescents using required tubes
- Pipe lady fingers, spirals and straight lines

5. Demonstrate the basic ability to prepare **sponge-based pastries**.

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to prepare sponge-based pastries:

- Lady fingers, Swiss roll, genoise

6. Demonstrate technically the basic ability to prepare **Custard Filling and Creams**

Potential Elements of the Performance:

Demonstrate, in the lab, the ability to prepare custard filling and creams:

- Pastry cream, Bavarian creams
- Present using contemporary concepts (**applied in Gallery**)

7. Demonstrate technically the basic ability to prepare **Choux Paste Products**

Potential Elements of the Performance:

Prepare choux paste products

- Describe the uses of choux paste, its characteristics properties, possibilities & limitations
- Prepare choux paste
- Recognize consistency, adjust if necessary
- Make dough for immediate use or freezing
- Glaze, fill and assemble choux paste products for pastry presentation, platter presentation and plated presentation (**applied in Gallery**)

8. Demonstrate technically the basic ability to prepare **Puff Pastry Products**

Potential Elements of the Performance:

Prepare puff pastry

- Balance and adjust recipe for different needs
- Prepare basic dough by hand and/or machine
- Apply various roll-in methods

III. TOPICS:

1. Yeast dough products
2. Quick breads
3. Pies, tarts, and flans
4. Piping doughs
5. Sponge based pastries
6. Custard filling and creams
7. Choux paste products
8. Puff pastry products

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wayne Gisslen, Professional Cooking, 8th Edition

V. EVALUATION PROCESS/GRADING SYSTEM:

The lab assignment includes the following:

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** every **class** 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

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	

U	placement or non-graded subject areas. 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

Note: Missing 3 out of the 15 labs is the max allowable.

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)**

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.

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.

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.