



CUL 110: Culinary Foundations I - Course Syllabus

Course CRN Number:

Credit Hours: 4

Term:

Course Dates:

Course Meeting Times:

Note: Refer to [COCC academic calendar](#) for campus holidays

Course Meeting Location: Jungers Culinary Center, Room #

Instructor Office Location: Jungers Culinary Center, Room #

Instructor Name:

Instructor Contact Info:

Instructor Office Hours:

Course Co-requisites: None

Course Prerequisites: Math 20 with C grade or above / Writing 65 or 95 with C grade or above or the appropriate placement test scores

Textbooks & Materials:

- Gisslen, Wayne. Professional Cooking 7th Edition, Hoboken, New Jersey: John Wiley and Sons, Inc., 2010. ISBN: 978-0-470-19752-3
- The Rouxbe Professional Cook's Companion (2014). Retrieved from <http://rouxbe.com/cooking-courses/rouxbe-professional-cooks-companion>
- Ruhlman, Michael. Ratio. New York, New York: Scribner, 2009. ISBN: 978-1-4165-7172-8
- National Restaurant Association Educational Foundation (NRAEF). ServSafe Essentials. Chicago, IL: NRAEF, 2011. ISBN: 978-1-58280-271-8
- Culinary Arts or Baking and Pastry Arts toolkit – Sold at COCC Bookstore
- Note-taking materials, such as pen and paper or laptop computer / tablet
- Complete uniform – All uniform components are sold at the COCC Bookstore or via [ChefWorks](#)
- Cascade Culinary Institute requires the following uniform components for all students:
 - White Chef Coats with logo and embroidered first and last name (3 each)
 - Black Chef Pants (3 each)
 - White 4-way Aprons (3 each)
 - Cravats (3 each)
 - Slides for Cravat (2 each)
 - White Beanie Hat (3 each)
 - Side Towel (12 each)
 - Black Shoes with Slip Resistant Soles (1 pair)
 - Tan Dress Shirt with Logo (2 each)
 - Black Pants (2 each)
 - Black Apron (2 each)
 - Elevation Tie (2 each)
 - Black Socks (2 pair)
 - White T-Shirts (4 each)
 - Black Dress Shoes (1 pair)
 - Wine Bottle Opener

Course Description:

In this introductory culinary arts course, students will have the opportunity to learn the basic principles that relate to the following: history of the restaurant industry, culinary nomenclature, equipment orientation, kitchen operations, food safety and sanitation, basic knife skills and a cooking technique overview. Students will also

learn the understanding of ratios and technique in contrast to recipe usage. An introduction to stock and soup cookery will also be covered. This course will serve as the foundation for future skill development; hence, much of the course will be lecture and demonstration in orientation. Hands on application of basic knife skills will take place at an individual level. Emphasis in this course will be given to *Tuckman's Group Development Model* on the "forming" stage. Students will complete the National Restaurant Association Educational Foundation (NRAEF) ServSafe examination certification as part of this course.

Course Learning Outcomes:

At the conclusion of this course, students should have the ability to:	The course learning outcomes will be verified by one or more of the following assessments:
✓ Describe the history and culinary nomenclature for the restaurant industry	✓ Quizzes, written midterm examination and final examination, and measuring the proper terminology usage in both culinary arts and writing 121 course writing assignments
✓ Demonstrate professionalism standards relating to appearance and conduct	✓ Daily assessment during the class line-up at the start of class, which is part of the daily professionalism grade, daily assessment of student attitudes and behavior that can influence the daily professionalism grade
✓ Identify and discuss proper use of food service equipment	✓ Quizzes, written midterm examination and final examination, assessment during competency based learning activities as to if proper equipment is being utilized as part of the students daily grade
✓ Demonstrate appropriate knowledge and applied practices for controlling food time/temperature abuse, proper food handling procedures and personal hygiene practices	✓ Quizzes, written midterm examination and final examination, assessment during competency based learning activities as to if practices are being applied as part of the students daily grade
✓ Demonstrate knowledge and applied skill relating to the step-by-step process for the primary cooking techniques	✓ Quizzes, written midterm examination and final examination, assessment during competency based learning activities as to if skills are being applied as part of the students daily grade
✓ Describe the function of ratios versus recipes	✓ Quizzes, written midterm examination and final examination
✓ Describe the function of <i>mise en place</i> in a professional kitchen	✓ Quizzes, written midterm examination and final examination
✓ Demonstrate safe knife sharpening and handling techniques and execute classical cuts	✓ Assessment during competency based learning activities as to if techniques are being applied as part of the students daily grade
✓ Describe and demonstrate proper step-by-step process for preparing white and brown stocks	✓ Quizzes, written midterm examination and final examination, assessment during competency based learning activities as to if defined process is being applied as part of the students daily grade
✓ Describe and demonstrate proper step-by-step process for preparing classical and emulsion sauces	✓ Quizzes, written midterm examination and final examination, assessment during competency based learning activities as to if defined process is being applied as part of the students daily grade
✓ Discuss the elements of taste and flavor development as it relates with the cooking process	✓ Quizzes, written midterm examination and final examination

Assessment:

Homework assignments are intended to foster a collaborative learning environment where students are empowered to create assignment structures that align with individual learning styles, interests, and abilities. The instructor will work with students on a group and individual basis to ensure that the assignments, and deadlines; are communicated well in advance to due dates. Assignments are intended to align with course content and competencies, while taking into consideration both individual and group interests, career goals, and learning styles. CCI faculty are committed to accommodating a diversity of student learning styles. Course homework assignments can be submitted in three different mediums: video presentation, written or oral presentation with Prezi. Students will have to coordinate the medium in which they would like to utilize with their instructor. Student learning is assessed in four different categories, which include the following: Professionalism, Organization, Safety and Sanitation – Sustainability Principles, and Applied Competency-Based Learning Activities. Each of these categories are evaluated on a daily basis on a Likert scale of 1-10, while the Applied Competency-Based Learning Activity has a multiple of two in order to emphasize hands-on skill proficiency. Refer to the *Student Learning Assessment Rubric* for all CCI courses.

Instructional Methods:

In lecture-lab courses, all material is introduced utilizing a theory-based lecture and class discussion format. The lecture is followed by an instructional demonstration; a competency-based experiential learning activity and one-on-one assessment between the instructor and student / team. The experiential learning exercise is then concluded with a team-focused classroom clean-up. To align instruction with industry practices, time limits are pre-established in order to demonstrate the demand of time management in the professional kitchen, while also serving to manage the learning experience within the scheduled class period. Students work both individually and in teams to perform the demonstrated competencies while being guided by their instructor throughout the learning process. Homework assignments will be designed around both individual and group activities and assignments. Modern technology-based delivery mediums are utilized to accommodate a diversity of student learning styles (i.e.: digital video, email, social media, wireless audio microphones, LCD projectors, digital/glass whiteboards, etc). Throughout the CCI curriculum, student learning styles are considered in both course design and delivery. Below are some examples of learning styles and how they are integrated into the curriculum design:

- **Auditory Learners:** Development of interview skills in Career Success I and II courses, group oral presentations, individual oral presentations, oral directions provided by instructors during labs, teamwork, guest lecture presentations, group projects, reading aloud during class.
- **Visual Learners:** In class and online video viewing, assigned readings with images to support text, computer usage (i.e.: e-folio, Prezi, blog, YouTube, etc), poster development for final examinations, digital/glass whiteboard use, online textbook student interactive learning activities, and use of CCI video YouTube channel system.
- **Tactile Learners:** Plate composition drawing, food safety jeopardy game, use of Softchalk learning system (i.e.: flash card, crossword puzzles, drag-and-drop, sequential ordering).
- **Kinesthetic Learners:** Hands-on experiential learning in labs (i.e.: mise en place period, competency based learning activities), discipline related service-learning activities, handling a diversity of food ingredients, continual physical engagement with cooking medium and environment, active role playing, and student leadership positions.
- **Global Learners:** Group presentations, lab teamwork activities, development of dynamic presentations via computer (i.e.: Prezi), use of online textbook student interactive learning activities, story writing in externship documentation and e-folio, rapid diversity of altering the delivery medium (i.e.: lecture, demonstration, experiential learning, etc).
- **Analytic Learners:** Synthesizing the cooking technique/process, analysis of food costing and inventory control principles and sales/cost analysis, menu design analysis, formal instructional process that is predictable and sequential, measuring, conducting food yield tests, recipe ingredient conversions.

Service Learning Initiatives:

In order to enhance the theoretical and experientially-based learning that takes place in the CCI curriculum, formal service learning initiatives are integrated into the student learning experience. Students can expect to be involved in a diversity of service learning activities that are relevant to the content within a program or course in which they are attending. The goal of service learning is to increase student confidence through reality-based

learning and repetition, while also increasing student awareness about social engagement and how the restaurant industry “gives back” to society via service.

Attendance:

Students are empowered to control their overall learning experience and success throughout their CCI learning experience. Consistent attendance is very important for student academic success. Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. If a student must be absent due to an emergency, they are encouraged to communicate in advance to 1.877.541.2433 or info@cascadeculinary.com.

Make-Up Policies:

Cascade Culinary Institute encourages every student to attend all scheduled course-related activities. It is at the discretion of the instructor as to whether they will provide an equivalent, modified, or no replacement of instruction for a learning experience that was missed due to absence. The scheduling of the make-up work and requesting verification of the reason for absence are also at the discretion of the instructor. It is the student's responsibility to seek out the instructor to make-up missing assignments. A video presentation, written assignment, or oral presentation can serve as make-up mediums for the absence, while it is encouraged that students make-up the identical competency that was missed due to absence from class. The requirement for the assignment, and the deadline, will be determined and communicated by the instructor to the student, while a *Student Competency Make-Up Contract* might be requested on behalf of the instructor. *Open Labs* occur periodically and will be announced by the instructor. The primary function of the *Open Lab* is designed to serve as an opportunity for students to refine competencies and skills and seek out additional mentoring from the faculty outside of their regularly scheduled class period. If a student desires to execute an assigned competency during an *Open Lab*, it is important that the student and instructor coordinate the necessary food and supplies by utilizing the *Temporary Class Schedule Change Form*, which ensures that the proper grading and assessment take place by the assigned faculty member.

Student Handbook:

Compliance with CCI uniform, conduct and classroom policies is a contributing factor to student success. Please review and download the *CCI Student Handbook* at: www.cascadeculinary.com.

General Appearance and Uniform Standards:

Students are expected to follow Cascade Culinary Institute *General Appearance and Student Uniform Standards*, as noted in the *CCI Student Handbook*, while on campus. General appearance requirements and the CCI uniform policy have been benchmarked against standard practices in the hospitality industry and are designed to prepare students for successful entry into the workforce. Following the guidelines is mandatory and part of a student's daily learning and assessment process. Students are encouraged to take pride in all aspects of their appearance. Students represent Cascade Culinary Institute and the community of culinary professionals whenever they are in uniform, both on campus or during a CCI activity that is off campus (i.e.: class field trips). Outlined below are the *General Appearance and Student Uniform Standards*:

- Clean shaven or neatly groomed goatee/beard no longer than ¼ inch in length
- Sideburns must not extend beyond the bottom of the ears
- Moustaches must be neat and trimmed
- If hair extends more than one inch outside the hat, all hair must be restrained with natural-colored hairnet under the hat when working with food or in the kitchen
- Clean black pants, worn waist high, without cuffs and properly hemmed
- Clean, ironed, and fully buttoned chef coat with logo and embroidered name
- Solid white tee-shirt, with no visible writing or logo, to be worn under the chef coat
- Clean white cravat
- Clean white apron and two white side towels when working with food or in a kitchen – Note: Aprons and side towels are not permitted to be worn in the restrooms or outside the building
- White beanie style hat worn when working with food or in the kitchen laboratory classroom
- Shoes, black, slip resistant, polished; and black socks

- One plain band ring is the only jewelry permitted. Watches, bracelets, and necklaces of any type are not permitted. Single post earrings and gauges should be removed or covered by a skin-colored band-aid at all times. All facial piercings must be covered with a band-aid in order for the student to be admitted into class. All band-aids for piercings should be provided by the student.
- Fingernails must be clean, trimmed, and may not extend beyond the fingertip. Nail polish, including clear, is not permitted and artificial nails of any type are not permitted.
- Cologne, perfume or heavily scented deodorant is not permitted.
- Student must have a thermometer, pocket notebook and pen with them in class at all time.
- Students who are not dressed according to the *General Appearance and Student Uniform Standards* will be can be denied entry into class until properly dressed. This will result in either a tardy or absence for that day.
- It is a Cascade Culinary Institute policy that all students must be in full uniform when entering class, no matter if it is a lecture or lab course. When entering or leaving school premises, students must either be in full uniform or in street clothes only. A partial uniform is not permitted.

Cell Phone Usage Policy:

- The use of cell phones during class hours is discouraged, and all cell phones should be secured in a student locker or your car.
- If a student chooses to bring their cell phone to class for the use of photography or video, it is required to be in the off-mode and to not be utilized for any other purpose.
- When entering any classroom, it is the student's responsibility to either turn off or switch their cell phones to the silent mode.
- A student must not respond to a phone call unless they determine it is an emergency and valid disruption to their responsibilities in class.
- Students are responsible to not disturb other students, instructors, or any class in progress while on a phone call.
- If a student receives an emergency message that requires the student to leave class, the student is requested to communicate with the instructor prior to their departure.
- Excessive use of cell phones that cause a disruption in the learning environment is a cause for disciplinary action.

Food Allergies:

If a student has food allergies or dietary restrictions, please inform your instructor and a plan of action will be made to reasonably accommodate your situation if possible. If an epi pen (epinephrine auto-injector) is required to be on site, please bring one to class, while also providing an additional one to your instructor on the first day of class.

Take Home Food Policy:

No food may be removed from the building at any time without direct permission of the instructor. Food that is prepared in class is selected based upon the volume necessary for achievement of the assigned competency and is intended to serve as an opportunity for students to both taste and assess at the conclusion of the applied learning activity. Class byproducts (i.e.: diced onions) will often be shifted to other classrooms or to Elevation as a function to minimize waste and to maximize stewardship of CCI resources.

Student Lockers:

Students are requested to only utilize a locker during their scheduled class period, and to remove the contents and lock at the conclusion of every class day. Students are encouraged to secure items in their personal vehicles whenever possible and to minimize taking bags / backpacks into the learning environment. If utilizing a locker, students are asked to secure all items in a locker with a secured lock. Sharing lockers is encouraged.

Academic Honesty:

Offenses against academic honesty are any acts which would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners which includes, but is not limited to, the faculty and students of Central Oregon Community College. Academic dishonesty also includes knowingly permitting or assisting any person in the commission of an offense against academic honesty. All academic

work (e.g. homework, assignments, written and oral reports, creative projects, performances, in-class and take-home exams, extra-credit projects, research, etc.) are subject to the following standards of academic integrity:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Students must adhere to the guidelines provided by their instructor for completing coursework and may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** Representing the words or ideas of another as one's own. All ideas, arguments and phrases submitted without attribution to other sources, must be the creative product of the student. Plagiarism includes copying portions of the writing of others with only minor changes in wording, with inadequate footnotes, quotes, or other reference forms of citation or only a list of references. Paraphrasing without appropriate citation is also plagiarism.
- **Collusion:** Intentionally or knowingly helping or attempting to help another to violate the academic honesty policy. Students may only collaborate within the limits prescribed by their instructors.

If the faculty member determines that the student has violated the Academic Honesty policy, the instructor may impose one of the following sanctions:

- Require the student complete another assignment
- Assign a grade of F or zero on the assignment
- Assign a final grade of F for the course

Communication and Email:

To ensure effective and timely communication between CCI administrators and instructors with students, it is strongly advised that students always use their COCC email account instead of their personal email account. When you use your COCC account, your email remains encrypted and secure within the confines of the college system. The quarterly CCI e-newsletter and information updates about curricular changes and student events is all communicated utilizing the student's COCC email account.

Culinary Resource Library and COCC Barber Library:

The Culinary Resource Library is designated for active COCC students. Materials are intended to be utilized within this space, and should not be removed. The COCC Barber Library serves as a resource for COCC students where you can check-out e-readers/iPads, conduct research, or serve as a dedicated study location. Students can connect with the Library via their favorite social media service to get library news, hours updates, and great research information. Students can find the Library on Facebook and Twitter (@cocc_library). Students can also follow the Library InfoSprinkles blog, where the Library provides students with useful library and research tools. The Library is open 79 hours every week to serve your study, information, and research needs. Visit the Library's website for more details.

Sustainability Initiatives:

Throughout their educational experience at CCI, students are encouraged to consider stewardship of our resources through the following practices:

- **Recycling:** Proper division of clean paper / cardboard, plastic, metal and glass
- **Food Composting:** Proper division of food and correct disposal
- **Proper Disposal:** of chemicals, batteries and toner cartridges
- **Water Conservation:** Use what is needed and not running faucets excessively
- **Energy Conservation:** Not leaving burners/ovens, lights or PC's on when not in use
- **Printing:** Print assignments using double-sided and on second-hand paper when possible



Americans with Disabilities Statement:

Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact COCC Disability Office in Boyle Education Center to discuss special needs at 541.383.7583.

COCC Non-Discrimination Policy:

Central Oregon Community College is an affirmative action, equal opportunity institution. It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 541.383.7236.

Student Insurance:

Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage. Information on student insurance coverage can be obtained at the cashier in Boyle Education Center.

Final Exam Date:

All CCI final examinations will be administered during the first meeting day of finals week (i.e.: if a course meets on M/W, then the final exam will be on Monday). The final will be administered during the regularly scheduled class time and location. On an individual basis, for emergencies and other special circumstances, a student may take a final examination at a time other than the scheduled period, providing the student has received prior approval from the instructor. If a student has a final exam taking place in a non-CCI course, instructors will attempt to accommodate the other course final exam period, and provide an alternative time for the student to complete the CCI final.

Grading Criteria for Lab, Lecture/Lab and Lecture Courses:

Below is the CCI grading criteria for lab and lecture courses. Consideration is given to the course schedule and if it meets one or two times per week, and if a holiday takes place during the quarter for any particular course. Some courses only meet once per week, and fall quarter meets for eleven weeks, while winter, spring and summer courses meet for ten weeks. Course grades are based on the quality of work as shown by written quizzes and exams, competency-based learning activities, individual and group-based homework assignments, and student applied leadership assignments during class.

Grading Scale:

To meet graduation requirements, students must complete every course with a minimum grade of C.
A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 70-76, D = 65-69, F = 0-64



Student Learning Assessment Rubric

Mission: Cascade Culinary Institute inspires high-level conceptual learning and competency-based skill proficiency with an emphasis on hospitality industry career preparation.

Vision: Cascade Culinary Institute achieves “Best in the West” academic excellence, demonstrated by exceptional placement and by high satisfaction rates of students, graduates and employers.

Core Values: Collaboration and open-mindedness • Life-long learning • Respectful communication • Diversity • Environmental stewardship • Giving personal best • Compassionate encouragement • Life-balance • Professionalism • Passion for service and hospitality • Community service engagement • Aspiring to career goals • Technique over recipe • Organization – Mise en place • Safety and cleanliness

Professionalism

- | | |
|------------|---|
| 10 | <p>“Consistently Demonstrates...” <i>(10-7.5 points)</i></p> <ul style="list-style-type: none"> • Punctuality to class in an ironed and complete uniform • Following instructor’s directions • Verbal and non-verbal communication in a respectful manner • Engaged critical thinking skills • Proactive behavior and leadership skills • Professional conduct • A contribution to class discussion • A contribution to positive group dynamics |
| 7.5 | <p>“Often Demonstrates...” <i>(7.5-5 points)</i></p> <ul style="list-style-type: none"> • Punctuality to class in an ironed and complete uniform • Following instructor’s directions • Verbal and non-verbal communication in a respectful manner • Engaged critical thinking skills • Proactive behavior and leadership skills • Professional conduct • A contribution to class discussion • A contribution to positive group dynamics |
| 5 | <p>“Seldom Demonstrates...” <i>(5-2.5 points)</i></p> <ul style="list-style-type: none"> • Punctuality to class in an ironed and complete uniform • Following instructor’s directions • Verbal and non-verbal communication in a respectful manner • Engaged critical thinking skills • Proactive behavior and leadership skills • Professional conduct • A contribution to class discussion • A contribution to positive group dynamics |
| 2.5 | <p>“Rarely Demonstrates...” <i>(2.5-0 points)</i></p> <ul style="list-style-type: none"> • Punctuality to class in an ironed and complete uniform • Following instructor’s directions • Verbal and non-verbal communication in a respectful manner • Engaged critical thinking skills • Proactive behavior and leadership skills • Professional conduct • A contribution to class discussion • A contribution to positive group dynamics |
| 0 | |

Organization

- | | |
|------------|--|
| 10 | <p>“Consistently Demonstrates...” <i>(10-7.5 points)</i></p> <ul style="list-style-type: none"> • Mental and physical preparation – mise en place • Advanced review of recipes and competency-based technique(s) • Timeliness in competency / assignment completion • Time management skills with a sense of urgency • A focused work ethic with thoughtful sequencing and multi-tasking skills • The use of a production schedule / time-line during class • Organizational skills on workstation • Proper dish washing management procedures and “ clean as you go” principles |
| 7.5 | <p>“Often Demonstrates...” <i>(7.5-5 points)</i></p> <ul style="list-style-type: none"> • Mental and physical preparation – mise en place • Advanced review of recipes and competency-based technique(s) • Timeliness in competency / assignment completion • Time management skills with a sense of urgency • A focused work ethic with thoughtful sequencing and multi-tasking skills • The use of a production schedule / time-line during class • Organizational skills on workstation • Proper dish washing management procedures and “ clean as you go” principles |
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| 0 | |

Sanitation and Safety – Sustainability Principles

10

“Consistently Demonstrates...” (10-7.5 points)

- **Personal Hygiene Standards:** a clean uniform, proper personal hygiene / grooming, being shaven (men), no piercings (or covering with bandaid), hair constraint, use of no perfume, no chewing gum, minimal make-up use, trimmed fingernails with-no polish or acrylics, coverage of cuts/lacerations/burns
- **Food Safety & Sanitation Standards:** proper handwashing / glove use, proper food cooling, proper management of flow of food (FIFO), avoidance of cross contamination, temperature management, removal of towels / apron when leaving kitchen, sanitation bucket use, proper waste management, composting and recycling, proper trash / grease disposal, sanitizing of equipment / tools, reporting of equipment or facility problems

7.5

“Often Demonstrates...” (7.5-5 points)

- **Personal Hygiene Standards:** a clean uniform, proper personal hygiene / grooming, being shaven (men), no piercings (or covering with bandaid), hair constraint, use of no perfume, no chewing gum, minimal make-up use, trimmed fingernails with-no polish or acrylics, coverage of cuts/lacerations/burns
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5

“Seldom Demonstrates...” (5-2.5 points)

- **Personal Hygiene Standards:** a clean uniform, proper personal hygiene / grooming, being shaven (men), no piercings (or covering with bandaid), hair constraint, use of no perfume, no chewing gum, minimal make-up use, trimmed fingernails with-no polish or acrylics, coverage of cuts/lacerations/burns
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2.5

“Rarely Demonstrates...” (2.5-0 points)

- **Personal Hygiene Standards:** a clean uniform, proper personal hygiene / grooming, being shaven (men), no piercings (or covering with bandaid), hair constraint, use of no perfume, no chewing gum, minimal make-up use, trimmed fingernails with-no polish or acrylics, coverage of cuts/lacerations/burns
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Competency-Based Applied Learning Activity

10

“Consistently Demonstrates...” (10-7.5 points)

- Proper selection of equipment and ingredients for the competency at hand
- Recipe scaling and comprehension of prescribed steps in prep / cooking technique
- Successful execution of cooking, baking / pastry techniques / process
- Development of flavors and appropriate seasoning throughout the cooking process
- Proper degree of doneness and temperature of finished product / china
- Appropriate presentation and avoidance of non-functional garnishes
- Proper portion control and appropriate consistency when applicable
- Appropriate yield of raw / cooked products and utilization / accountability of usable trim
- Appropriate utilization of the proper service techniques and customer service skills

7.5

“Often Demonstrates...” (7.5-5 points)

- Proper selection of equipment and ingredients for the competency at hand
- Recipe scaling and comprehension of prescribed steps in prep / cooking technique
- Successful execution of cooking, baking / pastry techniques / process
- Development of flavors and appropriate seasoning throughout the cooking process
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5

“Seldom Demonstrates...” (5-2.5 points)

- Proper selection of equipment and ingredients for the competency at hand
- Recipe scaling and comprehension of prescribed steps in prep / cooking technique
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2.5

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- Proper selection of equipment and ingredients for the competency at hand
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- Appropriate utilization of the proper service techniques and customer service skills

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Traditional Forms of Assessment for Lecture and Lab Courses

Quizzes, Written & Practical Exams, Individual & Team Projects, Individual & Team Presentations, Homework Assignments, Blackboard Activities, Student Leadership Positions, Successful Completion of Imbedded Certifications, Peer Evaluations and Experiential Learning Credit via Service Learning Activities





Integrated Applied Learning Module: Group Dynamics and Leadership Development Skills

The applied leadership development takes place in every lab course, as a function of the integrated leadership positions that support each class period. These positions are intended to serve as an opportunity for students to practice their group and individual communication skills, and to learn how to effectively communicate to a body of peers as it relates to multitasking, motivation, time management, and delegation. These leadership positions are intended to serve as a learning opportunity for students to approach these functions of leadership and to explore how to effectively achieve the task, as part of the daily reporting process. An outcome of this process is to learn increased effectiveness of communication skills, while also learning how to resolve conflict and personality differences in the context of a diversity of group dynamics.

Group Dynamics Curriculum

CCI curriculum is designed with an integrated *Group Dynamics and Leadership Development Curriculum*. The *Group Dynamics Curriculum*, as it is outlined below; serves as a formal opportunity for students to receive progressive instruction that relates to Tuckmann's Five Stages of Group Development Theory. This model is intended to serve as a medium in which the cohort body can address and resolve conflict within the group at an applied level with the assistance of their instructor. Exposure of this model is also intended to serve as a medium of applied learning in which students can learn how to transfer the communication and group dynamics skills that they learn in the classroom to their work within the restaurant industry.



<p>Quarter 1 CUL 110 – Culinary Foundations I or BAK 110 – Baking and Pastry Foundations I <i>Focus: Forming</i></p>	
<p>Quarter 2 CUL 140 – Culinary Foundations II or BAK 140 – Baking and Pastry Foundations II <i>Focus: Storming</i></p>	
<p>Quarter 3 CUL 170 – Culinary Foundations III or BAK 170 – Baking and Pastry Foundations III <i>Focus: Norming</i></p>	
<p>Quarter 4 RMGT 200 – Comprehensive Kitchen Operations for the Restaurant Industry <i>Focus: Performing</i></p>	
<p>Quarter 6 RMGT 260 – Hospitality Industry Career Success and Internship Preparation CUL 270 – CCI Capstone - Elevation Restaurant Internship <i>Focus: Adjourning / Transforming</i></p>	



SOUS CHEF REPORT

Leadership Goal: To provide operational and instructional support to the Chef Instructor by setting / prepping out daily demo, supervising food steward and sanitation steward, and inspiring positive and learning-centered behavior to peers.

Direct Report: Sous Chef, Chef Instructor

Start Time: 20 minutes prior to the class period

Point Value: 10 points

Opening Duties:

- Ensure student stools/chairs are out for lecture and returned following lecture ____
- Provide support to Chef Instructor during *Brigade Line Up* and encourage professionalism as it relates to uniform standards prior to class ____
Note: Utilize the *Brigade Line-Up Form* on the opposite side of this report.
- Support Chef Instructor by setting up equipment and mis en place for daily demo(s) and next-day demo when applicable ____
- Clean-up and break-down demo area after demo has been conducted ____
- Support Chef Instructor with A/V camera control during demo when applicable ____
- Review sanitation steward and food steward reports and ensure they are completing assigned tasks in a timely and learning-centered manner during class ____

Closing Duties:

- Ensure that the entire class / team is engaged during clean-up in a positive and encouraging manner ____
- Ensure that all equipment is turned to the off position and that pilots are lit ____
- Ensure that all plug equipment, high-end smallwares and alcohol are secure in cage ____
Ex: Scales, mandolins, vita mix blenders, robo coup food processors, beurre mixers
- Conduct final inspection with Chef Instructor, Sanitation Steward and Food Steward ____
- Ensure Food Steward and Sanitation Steward reports are signed and handed in after final inspection with Chef Instructor ____

Sous Chef Notes:

Sous Chef Name (Printed): _____

Chef Instructor Signature: _____

Date _____



SUSTAINABILITY & SANITATION STEWARD REPORT AND CLEANING SCHEDULE

Leadership Goal: To ensure the class is exercising proper sustainability, cleaning and food safety procedures during class as it relates with composting, recycling, waste management, energy/water conservation, student hygiene standards, time/temp management (i.e.: food cooling), cross contamination management, hand washing, ready-to-eat food contact management, etc.

Direct Report: Sous Chef, Chef Instructor

Start Time: 20 minutes prior to the class period

Point Value: 10 points

Opening Duties:

- Ensure that all students are conducting consistent hand washing ____
- Ensure no “ready-to-eat” food contact is taking place, encourage proper glove use ____
- Ensure all pot washing sinks are properly filled and maintained ____
- Ensure hand/wash soaps, sanitizers, gloves (S,M,L) and hand towels are stocked ____
- Ensure chefs and students have and utilize proper tasting utensils ____
- Distribute sani-buckets to all stations including chef demo table ____
- Conduct temp check of sous vide preparation (Elevation only) and record in app ____
- Ensure proper usage of ice baths if PHF’s are stored room temp, record in app ____
- Ensure that proper items are disposed of in trash, table compost bins and recycling (clean) ____
- Verify all refrigerator / freezer temps and record below and report discrepancies ____
 #1____ #2____ #3____ #4____ #5____ #6____ #7____ #8____ #9____ #10____

Closing Duties:

- Ensure trash can *(if more than half full)*, recycling can and table compost bins are properly emptied ____
- Ensure all trash, recycling cans, and table compost bins are rinsed out, replace liners ____
- Ensure production tables (top and bottom shelves) are sanitized ____
- Ensure floors are swept and mopped ____
- Ensure all sinks (production and hand) are cleaned and wiped down ____
- Ensure sanitation buckets are cleaned out and air dried / stored ____
- Ensure cleaning towel bags are brought to the Storeroom if full, bag is replaced ____
- Ensure custodial / mop closet floor sinks are clean and organized ____
- Conduct final inspection with Chef Instructor, Sous Chef and Food Steward ____
- Energy Conservation: Ensure ovens / equipment, hoods/lights, kitchen lights are turned off ____

Sustainability & Sanitation Steward Notes:

Sanitation Steward Name (Printed): _____
 Chef Instructor Signature: _____
 Date _____

DAILY CLEANING SCHEDULE

MORNING LABS

Monday

- Mop closet floor and floor sink
- Dish and prep sinks
- Dishwashing machine and dish pit (when applicable)
- Walls, windows, ceiling

Tuesday

- Under production tables, food storage bins and equipment shelves
- Small plug equipment
- Pots/pans

Wednesday

- Recycling bins, trash cans, and speed racks
- Refrigerator(s) / Walk-Ins
- Freezer(s)

Thursday

- Stove tops
- Hoods

Friday

- Backsplashes
- Floors under equipment and general areas

AFTERNOON LABS

Monday

- Under production tables, food storage bins and equipment shelves
- Small plug equipment
- Pots/pans

Tuesday

- Recycling bins, trash cans, and speed racks
- Refrigerator(s) / Walk-Ins
- Freezer(s)

Wednesday

- Stove tops
- Hoods

Thursday

- Backsplashes
- Floors under equipment and general areas

Friday

- Mop closet floor and floor sink
- Dish and prep sinks
- Dishwashing machine and dish pit (when applicable)
- Walls, windows, ceiling

EVENING LABS

Monday

- Backsplashes
- Floors under equipment and general areas

Tuesday

- Mop closet floor and floor sink
- Dish and prep sinks
- Dishwashing machine and dish pit (when applicable)
- Walls, windows, ceiling

Wednesday

- Under production tables, food storage bins and equipment shelves
- Small plug equipment
- Pots/pans

Thursday

- Recycling bins, trash cans, and speed racks
- Refrigerator(s) / Walk-Ins
- Freezer(s)

Friday

- Stove tops
- Hoods

Detailed Cleaning Expectations

Prep and Handwashing Sinks:

Pots/Pans, Ranges, Hoods, B/S:

Small Plug Equipment:

Recycling Bins & Trash Cans:

Floors:

Mop Storage Area:

Refrigerator(s), Freezer(s):

Walls, Windows:

Scrub out sinks/drains, remove all stains and residue and dry.

*Degrease, scrub and remove all internal/external carbon and sanitize.

Wipe down and sanitize all side and underside. Account for all parts.

Empty all recycling bins. Clean/sanitize receptacles inside/out.

Sweep and mop under all tables, equipment and general areas.

Organize equipment, clean thorough, clean floor and floor sink. Clean mop and broom heads & handles. Re-Stock chemicals and hand towels.

Organize product, re-issue unnecessary goods, clean/sanitize shelves and inside/outside walls. Ensure proper food labeling and storage.

Sanitize walls and ceiling tiles (where applicable) to remove all soil and food particles. Clean all internal windows.

* Note: Consult Chef Instructor and / or MSDS Binder in Custodial Closet for chemical safety handling guidelines.



FOOD STEWARD REPORT & DAILY SUPPLEMENTAL

Leadership Goal: To ensure the class has the proper food/supplies to support successful production and learning while managing the proper receiving, storage, and re-issuing of food and cleaning supplies to the CCI Storeroom.

Direct Report: Sous Chef, Chef Instructor

Start Time: 20 minutes prior to the class period

Point Value: 10 points

Opening Duties:

- Collect the food issuing cart(s) that are designated for this course from Storeroom and confirm food quality and quantity utilizing the pull-sheet and report discrepancies to the storeroom personnel ____
- Report any outages, shorts, or substitutions to the Chef Instructor ____
- Store all food and supplies in the proper location prior to the start of class ____
- Delegate the completion of the Par Stocks Inventory (next page) and integrate shortages into the daily supplemental order.
- Turn in supplemental order within 30 minutes of the start of class ____
- Ensure all food items are stored properly (with temperature consideration) during and at the close of class ____

Closing Duties:

- Re-Issue all food to the Storeroom. Make sure all items are wrapped or in a zip-lock bag. No pans should be issued to the Storeroom ____
- Check if stocks need to be cooled, bagged, labeled, and stored/frozen ____
- Make sure all items are labeled, dated and properly stored ____
- Ensure boxes are broken down and removed to the recycling bin ____
- Ensure all communal and class refrigerators/freezers are clean/organized ____
- Ensure spice rack is clean and organized ____
- Ensure dry goods shelf is clean and organized ____
- Conduct final inspection with Chef Instructor, Sanitation Steward and Food Steward ____
- Conduct stock inventory when in the appropriate kitchen.

White Chicken: ____ gallons	Brown Veal: ____ gallons
Fish Fumet: ____ gallons	Vegetable: ____ gallons

Food Steward Notes:

Food Steward Name (Printed): _____

Chef Instructor Signature: _____

Date _____



PAR STOCK INVENTORY

Item	Par Stock	Inventory	Needed
Food Film	1.5 Rolls		
Aluminum Foil	1 Roll		
Kleenex Box (on desk)	1 Each		
1 Gallon Zip Lock Bags	1 Box		
Paper Towels	2 Rolls		
Batteries, AAA (<i>Ask Instructor</i>)	8 Each		
Batteries, AA, NIMH (<i>Ask Instructor</i>)	15 Each		
Gloves Sm, Med, Large	4 Each		
Scrubbers 3M-SS	3 Each		



DAILY SUPPLEMENTAL

Goal: Submit the supplemental order within the first 30 minutes of the class period and pick-up the order from the Storeroom when they call the class.

The Storeroom pick-up hours are scheduled 30 minutes prior to lab classes, and closes 30 minutes after the class begins.

Food Steward Name: _____
Course Title: _____
Instructor Signature: _____
Receiving Personnel: _____

	Item Name	Amount	Reason
1			
2			
3			
4			
5			
6			
7			
8			

Equipment Breakage Reporting

1	
2	
3	



CUL 110: Culinary Foundations I - Master Course Outline

Day 1: Course Introduction

- **Lecture**
Program Overview: How to Succeed in Class, Facility and Environmental Overview Syllabus and CCI Student Handbook Review and Discussion, CCI Student Pledge Review and Discussion
Overview of Central Oregon Community College: <http://www.screencast.com/t/UBwMCbP7HD8>
- **Learning Objectives**
 - Learn about CFI and CCI Grading and Performance Expectations
 - Learn about *Professional Cooking* Textbook
 - Learn about *Ratio* book
 - Learn about *Rouxbe*
 - Learn about Professionalism and Uniform Expectations
 - Learn about Knife Kit Anatomy and Nomenclature
<http://www.mercercutlery.com/how-tos>
<http://www.mercercutlery.com/anatomy-of-a-knife>
 - Learn proper Campus Fire Drill Procedures
 - Learn about Campus Sustainability and Waste Management Programs
 - Complete Photo/Video Consent Form
 - Complete New Student Survey
 - Learn the Student Pledge
- **Demonstration**
Knife Kit breakdown and ID, Kitchen Tour, Fire Drill, Sustainability and Waste Management Tour
- **Applied Competency-Based Learning Activity**
Population of Emergency Contact List, Kitchen Equipment Overview and Safe Use Survey Completion
- **Reading / Homework Assignment**
ServSafe Chapter 1 Providing Safe Food (pages 1.1-1.10)
- **Assessment**
Uniform Standards / Line-Up, Kitchen Equipment Overview and Safe Use

Day 2 ServSafe, Chapter 1 Providing Safe Food

- **Lecture**
ServSafe Chapter 1, Providing Safe Food

- **Learning Objectives**
 - Learn about Foodborne Illness
 - Learn about how Foodborne Illnesses Occur
 - Learn about Keeping Food Safe
- **Demonstration**
Basic Knife Skills Demonstration, care, sharpening and correct handling
- **Applied Competency-Based Learning Activity**
Kitchen Equipment overview and safe use of, introduce Master Equipment List
- **Reading / Homework Assignment**
Chapter 2, Forms of Contamination (pages 2.1-2.21)
- **Assessment**
Uniform Standards / Line-Up, Kitchen Equipment Overview and Safe Use

Day 3: ServSafe Chapter 2 Forms of Contamination

- **Lecture**
ServSafe: Chapter 2, Forms of Contamination
Introduction Glossary review A
- **Learning Objectives**
 - Learn about Biological, Chemical, and Physical Contaminants
 - Learn about Deliberate Contamination of Food
 - Learn about Responding to a Foodborne Illness Outbreak
 - Learn about Food Allergens
- **Demonstration**
Basic Knife Skills Demonstration, care, sharpening and correct handling
- **Applied Competency-Based Learning Activity**
Kitchen Equipment overview and safe use
Knife skills: onion fine dice, chopped parsley fine, garlic hachet, chiffonade
- **Reading / Homework Assignment**
Chapter 3, The Safe Food Handler (pages 3.1-3.16)
- **Assessment**
Uniform Standards / Line-Up, Kitchen Equipment Overview and Safe Use
Knife skills, onion fine dice, chopped parsley fine, garlic hachet, chiffonade

Day 4: ServSafe, Chapter 3 The Safe Food Handler

- **Lecture**
ServSafe: Chapter 3, The Safe Food Handler
Glossary B
- **Learning Objectives**
 - Learn about how food handlers can contaminate food
 - Learn about a good personal hygiene program
- **Demonstration**
Knife skills, onion fine dice, chopped parsley fine, garlic hachet, chiffonade
- **Applied Competency-Based Learning Activity**
Basic Knife Skills, onion fine dice, chopped parsley fine, garlic hachet, chiffonade
- **Reading / Homework Assignment**
Chapter 4: The Flow of Food, An Introduction (pages 4.1-4.10)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, onion fine dice, chopped parsley fine, garlic

hachet, chiffonade

Day 5: ServSafe, Chapter 4 The Flow of Food: An Introduction

- **Lecture**
ServSafe Chapter 4: The Flow of Food, An Introduction
- **Learning Objectives**
 - Learn about the hazards in the flow of food
 - Learn about the monitoring of time and temperature
- **Demonstration**
Measuring Overview, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne
- **Applied Competency-Based Learning Activity**
Basic Knife Skills, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne
- **Reading / Homework Assignment**
Chapter 5: The Flow of Food, Purchasing, Receiving & Storage
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne

Day 6: ServSafe, Chapter 5 The Flow of Food: Purchasing, Receiving and Storage

- **Lecture**
ServSafe Chapter 5: The Flow of Food, Purchasing, Receiving & Storage
Glossary review D and E
Stock Preparation Technique and evaluation, blanching versus skimming
- **Learning Objectives**
 - Learn about general purchasing and receiving principles
 - Learn about storing food and nonfood items
- **Demonstration**
Basic Knife Skills, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne
- **Applied Competency-Based Learning Activity**
Basic Knife Skills, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne
- **Reading / Homework Assignment**
ServSafe Chapter 6: The Flow of Food, Preparation (pages 6.1-6.19)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, potato blocking for a variety of knife cuts, brunoise, batonnet, julienne

Day 7: ServSafe, Chapter 6 The Flow of Food: Preparation

- **Lecture**
ServSafe Chapter 6: The Flow of Food, Preparation
Glossary review F and G
- **Learning Objectives**
 - Learn about general preparation practices
 - Learn about cooking requirements for specific food
 - Learn about cooling and reheating food
 - Learn about stock making
 - Learn about blanching and browning bones for stock
- **Demonstration**
tourne, fluted mushroom, citrus supreme

- **Applied Competency-Based Learning Activity**
Basic Knife Skills, tourne, fluted mushroom, citrus supreme
- **Reading / Homework Assignment**
ServSafe Chapter 7: The Flow of Food, Service (pages 7.1-7.11)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, tourne, fluted mushroom, citrus supreme

Day 8: ServSafe, Chapter 7 The Flow of Food: Service

- **Lecture**
ServSafe Chapter 7: The Flow of Food, Service
Glossary review H, I and J
- **Learning Objectives**
 - Learn about the guidelines for holding food
 - Learn about the safe guidelines for serving food
- **Demonstration**
- **Applied Competency-Based Learning Activity**
Basic Knife Skills, tourne, fluted mushroom, citrus supreme
- **Reading / Homework Assignment**
ServSafe Chapter 8: Food Safety Management Systems (8.1-8.11)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, tourne, fluted mushroom, citrus supreme

Day 9: ServSafe, Chapter 8 Food Safety Management Systems

- **Lecture**
ServSafe Chapter 8: Food Safety Management Systems
Glossary review K and M
- **Learning Objectives**
 - Learn about active management control
 - Learn about HACCP
- **Demonstration**
Paysanne, Rondelle, Lozenge, Oblique
- **Applied Competency-Based Learning Activity**
Basic Knife Skills, Paysanne, Rondelle, Lozenge, Oblique
- **Reading / Homework Assignment**
ServSafe, Chapter 9: Safe Facilities and Pest Management (pages 9.1-9.13)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, Paysanne, Rondelle, Lozenge, Oblique

Day 10: ServSafe, Chapter 9 Safe Facilities and Pest Management

- **Lecture**
ServSafe Chapter 9: Safe Facilities and Pest Management
Glossary review N and O
- **Learning Objectives**
 - Learn about interior requirements for a safe operation
 - Learn about emergencies that affect the facility
 - Learn about pest management
- **Demonstration**

- **Applied Competency-Based Learning Activity**
Basic Knife Skills, Paysanne, Rondelle, Lozenge, Oblique
- **Reading / Homework Assignment**
ServSafe Chapter 10: Cleaning and Sanitizing (pages 10.1-10.17)
- **Assessment**
Uniform Standards / Line-Up, Basic Knife Skills, Paysanne, Rondelle, Lozenge, Oblique

Day 11: ServSafe, Chapter 10 Cleaning and Sanitizing, Stocks

- **Lecture**
Health Inspector Eric Mone, Oregon Food Handler and Mock Inspection
ServSafe Chapter 10: Cleaning and Sanitizing
Glossary review P and Q
technique Applied Competency-Based Learning Activity- stocks
Lecture- Stocks chicken and veal
- **Learning Objectives**
 - Learn about how to make stock
 - Learn about how to evaluate stocks
 - Learn about correct browning or blanching of bones
 - Learn about Ratio of bones to mirepoix
 - Learn about using a sachet d'epices or spice bag
 - Learn about stock as the foundation of the kitchen
 - Learn about convenience bases and how to use
- **Demonstration**
Stocks white and brown, Stock Preparation Technique and evaluation, blanching versus skimming (chicken stock), mire poix
- **Applied Competency-Based Learning Activity**
Knife skills proficiency exam-midterm (Practical)
- Stocks white (Gisslen, Page 164) and brown (Gisslen Page 166)
- **Reading / Homework Assignment**
Professional Cooking Chapter 8 page 158-170
- **Assessment**
Uniform Standards / Line-Up, Stocks white and brown

Day 12: Professional Cooking Chapter 8 Stocks

- **Lecture**
Glossary review R and S
Yeild Percent
technique Applied Competency-Based Learning Activity- stocks
Lecture- Stocks chicken and veal
- **Learning Objectives**
 - Learn about how to make stock
 - Learn about how to evaluate stocks
 - Learn about correct browning or blanching of bones
 - Learn about Ratio of bones to mirepoix
 - Learn about using a sachet d'epices or spice bag
 - Learn about stock as the foundation of the kitchen
 - Learn about convenience bases and how to use
- **Demonstration**

Stocks white and brown, Stock Preparation Technique and evaluation, blanching versus skimming (chicken stock), mire poix

- **Applied Competency-Based Learning Activity**
- Stocks white (Gisslen, Page 164) and brown (Gisslen Page 166)
- **Reading / Homework Assignment**
Professional Cooking Chapter 8 page 158-170
- **Assessment**
Uniform Standards / Line-Up, Stocks white and brown
Midterm Examination: ServSafe Exam (Written)

Day 13: Professional Cooking Chapter 8 Stocks

- **Lecture**
Glossary review T and U
Stocks, vegetable, dashi, remouillage reductions and glazes
Learning Objectives
 - Learn about ethnic variations of stock
 - Learn about second wetting technique for use as a stock base or glaze
 - Learn about how to make reductions and glazes
 - Learn about vegetarian options for stock making
- **Demonstration**
Reductions and glazes
- **Applied Competency-Based Learning Activity**
Vegetable stock (Gisslen, Page 168) , preparation of stock using browned bones from previous class, reductions of stocks from previous class, dashi (Gisslen, Page 169)
- **Reading / Homework Assignment**
Professional Cooking Chapter 8 page 158-170
- **Assessment**
Vegetable stock, preparation of stock using browned bones from previous class, reductions of stocks from previous class, dashi, Uniform Standards / Line-Up,

Day 14: Professional Cooking Chapter 9 Soups Clear and Broth style

- **Lecture**
Measurement, soups- broth style
- **Learning Objectives**
 - Learn about importance of measuring correctly
 - Learn about stock as the foundation for broth style soups
 - Learn about clarification of stocks
 - Learn about broth style soups
 - Learn about consommé
 - Learn about garnishes for clear soups
- **Demonstration**
Beef broth and consommé
- **Applied Competency-Based Learning Activity**
Beef broth and consommé
- **Reading / Homework Assignment**
Professional Cooking Chapter 9 Clear soups page 227-235
- **Assessment**
Beef broth (Gisslen, Page 227) and consommé (Gisslen, Page 230)
Uniform Standards / Line-Up

Day 15: Professional Cooking Chapter 9 Soups Clear and Broth style

- **Lecture**
Measurement, soups- broth style
- **Learning Objectives**
 - Learn about importance of measuring correctly
 - Learn about stock as the foundation for broth style soups
 - Learn about clarification of stocks
 - Learn about broth style soups
 - Learn about consommé
 - Learn about garnishes for clear soups
- **Demonstration**
Vegetable Soup, Mushroom Barley Soup
- **Applied Competency-Based Learning Activity**
Vegetable Soup, Mushroom Barley Soup

- **Reading / Homework Assignment**
Professional Cooking Chapter 9 Clear soups page 227-235
- **Assessment**
Uniform Standards / Line-Up, Vegetable Soup, Mushroom Barley Soup

Day 16: Professional Cooking Chapter 9 Cream and Puree soups

- **Lecture**
Soups Cream and Puree
- **Learning Objectives**
 - Learn about how to puree soups
 - Learn about differences between cream and puree soups
 - Learn about thickening agents used in cream and puree soups
 - Learn about stock quality reflected in finished soup
 - Learn about common causes of curdling in cream soups
 - Learn about consistency, taste and texture of cream and puree soups
- **Demonstration**
Pureeing Soup
- **Applied Competency-Based Learning Activity**
Puree of butternut squash soup and cream of mushroom (Gisslen, Page 241)
- **Reading / Homework Assignment**
Professional Cooking Chapter 9 cream and puree soups, page 238-246
- **Assessment**
Uniform Standards / Line-Up, Puree soup and cream soups

Day 17: Professional Cooking Chapter 9 Bisque, chowder and national soup

- **Lecture**
Bisque, chowders and national soups
- **Learning Objectives**
 - Learn about preparations of bisque
 - Learn about traditional thickening agents for bisque
 - Learn about preparation of chowders
 - Learn about thickening agents used in chowders

Learn about national soups

- **Demonstration**
Shrimp Bisque (Gisslen, Page 252), and French Onion Soup (Gisslen, Page 257)
- **Applied Competency-Based Learning Activity**
Bisque, chowders and national soups-Shrimp Bisque (Gisslen, Page 252), and French Onion Soup (Gisslen, Page 257)
- **Reading / Homework Assignment**
Professional Cooking Chapter 9 bisque, chowder and national soups page 253-254
- **Assessment**
Uniform Standards / Line-Up, Shrimp Bisque, French Onion Soup

Day 18: Practical Examination

- **Lecture**
Assessment – Practical Examination
- **Assessment**
Uniform Standards / Line-Up, Individual Mystery Box

Day 19/20: Practical Final

Day 21: Finals Week - Facility Clean Up and Maintenance