

**WILCO AREA CAREER CENTER
CULINARY ARTS PROGRAM
COURSE SYLLABUS**

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COURSE TITLE

Culinary Arts Principles & Applications I (CA105) 3 CREDIT HOURS

COURSE DESCRIPTION

The Culinary Arts program is a dual credit program with Joliet Junior College. Consequently, this class is considered a college class with all the expectations of the college curriculum. Students have the opportunity to build interest and master essential hands-on culinary techniques and theoretical academics for a career in the Hospitality Industry. The *Culinary Arts Principles and Applications* text will be used. Classes are 2 hours in length. Coursework topics include, but not limited to:

Foodservice History, Sanitation & Safety; Equipment Usage; Basic & Technological Aspects in Foodservice Preparation; Nutrition; Classical Cooking; Ordering, Purchasing, Receiving & Inventory Controls; Workplace Math & Accounting; Career Paths; Workplace Skills in securing employment and in Customer Relations; Vocational Ethics. Students will be directly involved in all aspects of a commercial kitchen operation.

Community Service: A normal part of the Culinary curriculum includes 10 community service hours per semester, though helping with Buffets, Open house, Counselors breakfasts, Trunk or Treat Romeoville, Plainfield Homecoming Parade, and working in a local food pantry or soup kitchen. A Foods I class at the home school is highly recommended for entering Culinary Arts at Wilco. Students must also pass the sanitation/safety food handlers exam before they are permitted to participate in lab. It is beneficial for students pursuing a career in foodservice to include Spanish in their High School curriculum. One and one-half (1 1/2) to four (4) elective credits per year (as determined by the home school) are earned towards high school graduation. Once coursework is completed, post-secondary articulation with most colleges is available. Students passing the Culinary Curriculum will earn 3 JJC dual credit hours.

COURSE PHILOSOPHY

Students will be expected to meet all course goals with a passing grade and demonstrate understanding of underlying concepts through practice and theory. Assignments require students to draw on academic skills in math, science, language arts and fine arts.

Assessment is both through team and individual performance. Class instruction and laboratory delivery is through; lecture, demonstration, class discussion, instructor example, approved text and journal reading, math and practical application, role playing, internships and outside activities. Evaluation is determined by; written testing, rubric scored labs and classroom participation, project delivery, instructor observation, and self & peer evaluations. Most course instruction is given in the

class setting. Some project work involves outside research. Strong emphasis is placed on workplace skills (attitude, professionalism, dependability, participation, and cooperation). A positive and professional work ethic is mandatory.

GOALS

Students will be trained and receive academic instruction on how to apply the knowledge and skills necessary for entering the Hospitality Industry at a level allowing for continuing education and/or life-sustained employment. As a result of instruction, students will be able to know, comprehend, apply, analyze, synthesize and evaluate:

- The appropriate safety procedures and precautions necessary to successfully participate in Hospitality
- The understanding necessary to practice the application of workplace skills and job readiness
- The appropriate food safety/sanitation procedures & precautions useful in a work setting
- The skills to practice time management and accounting principles
- The tools, equipment and technology necessary to participate in Culinary Arts • The academic knowledge learned from math, science, and the arts as it applies to foodservice
- The practice of food preparation skills and nutrition information
- The individual job opportunities available based on knowledge and skill demonstrated

Upon course completion, students will meet course objectives and evaluate concepts including statistical information.

COURSE OBJECTIVES

Expected Outcomes for Student Learning for 105

Student learning outcomes for Intro to Culinary CA 105

1. Students will demonstrate organized and coherent communication, both oral and written.
2. Students will demonstrate the ability to accurately apply correct professional techniques in various applications in an approved foodservice or hospitality related organization.
3. Students will demonstrate an ability to communicate effectively and professionally with co-workers and employers.
4. Students will demonstrate an ability to think critically and analytically on the job, acting as a future leader in the industry.
5. Students will exhibit a working knowledge of the professional commercial kitchen, its equipment, small wares and hand tools.
6. Students must demonstrate an understanding of selection and procurement basics used in the hospitality and foodservice industries for identifying food, beverage, non-food and FFE.
7. Students will be able to demonstrate professional beginning food preparation procedures, techniques and terminology.
8. Students will gain a working knowledge of the skills necessary to successfully manage the culinary portion of a foodservice or hospitality operation.
9. Students will demonstrate the ability to apply critical and analytical thinking skills required of successful foodservice or hospitality managers.
10. Students will demonstrate competence in selection of quality food products necessary for that day's menu and food preparation.

11. Students will successfully apply mathematical skills needed for recipe conversion, menu costing and purchasing.
12. Students will gain an understanding and applied appreciation for the skills, dedication and commitment necessary of kitchen staff and food production workers. This knowledge will assist hospitality and culinary students in becoming successful and compassionate managers and future industry leaders.

INSTRUCTIONAL PROJECT DELIVERY

Laboratory Activities begin with classroom instruction. Theory is projected into application in the lab setting. Recipes are distributed for computing conversion, costing, production time lines and ordering. Students work as a team to apply skills of; communication, dependability, punctuality, problem solving, preparation, equipment use, food safety, time management, sanitary practices, and waste/cost controls. Team building, workplace skills and foodservice skill building are all emphasized but team participation is crucial to task completion.

Peer demonstration presentation is required. The project is based on individual performance. The student draws on learned skills to follow a recipe to completion adapting learned knowledge from coursework. Skills necessary include; time management, computations in conversion and costing, mise en place, following recipe directions, menu development, problem solving, ingredient research presentation and submission, trust in assistant selection, oral presentation, customer relations, creative product presentation, and verbal presentation. The project emphasis is on oral presentation supported by written material.

The Final Practical Exam is an individual test combining skills and theory. The student is given a recipe by the instructor to which computations are made in portioning and cost. Ingredients and supplies are gathered, measured/weighed and placed for preparation. Sanitation and safety measures are tested as well as equipment/tool knowledge. Specific classical and standard cuts are assigned signifying knowledge and knife usage. Preparation and problem-solving skills are then applied to end with a creatively presented product. Emphasis is placed on the entire first years' academic theories put into practice. Students are given the parameters of the exam prior to execution so that they may review or request information necessary to complete the task.

ASSESSMENT PLANS

The project assessment specifics are included in each project standard. All are based on 100 points and follow the Culinary Course grading standards. The basic tools for each project assessment are as follows:

- Laboratory Activity is assessed with a Rubric
- Demonstration Presentation is assessed with a Rubric
- Final Practical Exam is assessed with an Evaluation Score Sheet

Performance Standards for course assessment:

Grade Performance Standards

A Independent Learner – exceptional organization, self-starter, motivated learner, applies consistently academic and technical skills at a high level, evaluates work and makes adjustments resolving own problem solving, requires little assistance from instructor, finds resources independently, manages time wisely, usually completes tasks ahead, demonstrates knowledge receiving grades of 90 or higher

B Semi-Independent Learner – possesses good organizational skills, generally motivated, applies academic and technical skills at an above average level, evaluates work with minor adjustments and occasional assistance from instructor, completes own research with minimal assistance, good time management skills, usually completes tasks, demonstrates knowledge by receiving grades of 89-80

C Adequate Learner – average organizational skills, motivated with some prompting, skills applied at average level of performance-may need some prompting, requests instructor assistance on a daily basis, needs assistance to find resources and research, average management of time completing tasks

60-75% of the time, demonstrates knowledge by receiving grades on 79-70

D Dependent Learner-poor organizational skills, unmotivated-needs constant prompting, skills applied are below average due to inattentiveness during instruction also causing significant waste of product and poor quality product, work has constant errors or needs to be redone, needs assistance constantly to remain on task and evaluate product/performance, unable to find own resources for research, has poor attendance and/or punctuality, demonstrates knowledge by receiving grades of 69-60

F Failure-has little or no organizational skills, constantly unmotivated, shows no concern, tasks not completed on a regular basis or produces consistently poor products, fails to follow procedures, consistent errors, lacks punctuality as criteria to learning, unable and/or unwilling to seek own resources necessary for task completion, receives grades less than 60

Performance Standards for student evaluation:

Evaluation Criteria Method of Evaluation

Class Participation Attendance, punctual, behavior, participation, activity completion, professionalism, adherence to guidelines, academic knowledge, math skills, shares responsibility 30%

Laboratory Participation Attendance, punctual, behavior, participation, professionalism, problem solving, team cooperation, communication, food/equipment safety, technical application, sanitation application, shares responsibilities, quality of finished product 30%

Written Tests/Quizzes Academic knowledge, resource application 20%

Team Project (Semester 1) Team based research project 10%
Sanitation, Team building Fusion menu.

Basic Skills Practical Comprehensive assessment of lab specific specific knife cuts (Semester 1) and technical application, evaluation 10%

Individual Project Project to include Research, Presentation, and Food Preparation (Semester 2) (PowerPoint/Prezi, Publisher and Cooking evaluation 10% U.S. Food History)

Final Practical Comprehensive knowledge in math, professionalism, problem solving,
food/equipment safety/sanitation, technical application, evaluation 10%

TEXTBOOK AND RESOURCE MATERIAL

Culinary Arts Principles and Applications 3rd edition 2018 by American Technical Publishers, Inc.