Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CULI 101 **Year: 2023-2024**

Course Title: Introduction to Professional Cooking **Credit Hours: 4**

I. Course Description: This course is designed for students entering the Culinary Arts degree program. Students will learn to identify and apply standards of professionalism in a working kitchen and adhere to professional brigade requirements. Through hands on demonstration and participation, students will practice key fundamental cooking techniques and classic culinary preparations. Students will explore basic cooking reactions, and learn how and when to apply them to create a desired outcome. Students will begin to learn product identification, taste evaluation and development of a culinary palate. Practice in sanitation and safety, equipment operation, table service, teamwork and problem solving are integral to this course. Special projects in menu planning, purchasing, preparation, and services are required. Lab fee required. Basic math skills recommended Prerequisites: Prior completion of, or concurrent enrollment in, HRMG 105. 4 Cr. (2 Lec., 6 Lab.) Fall and spring semesters.

II. Additional Course Information:

1.	This course requires an additional fee of approximately $400.
2.	This course will take place in the Coltivare Lab Kitchen. Students must provide their own transportation.
3.	TC3 Culinary uniform and knife kit purchased from the Follett Bookstore are required. .Current approximate cost is 400.
4.	Non-slip shoes appropriate for kitchen work are required - must be black.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1.	Demonstrate knowledge of kitchen safety and safe equipment operation.
2.	Demonstrate knowledge of the basics of kitchen sanitation and safe food handling.
3.	Explain and apply procedures in fundamental cooking techniques and classic culinary preparations.
4.	Identify and practice procedures of professionalism in a restaurant setting including: station organization, mise en place, brigade, and customer service.
5.	Explain and apply procedures in purchasing, recipe reading and writing, basic recipe conversions, and menu planning for professional kitchens.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Culinary Arts**

PLO 1: Demonstrate proficiency in classic and contemporary culinary techniques needed to produce, present and serve quality food and beverages.
SLO 3: Explain and apply procedures in fundamental cooking techniques and classic culinary preparations.

PLO 2: Employ tools and technology to analyze data, present information, and make business decisions.
SLO 5: Explain and apply procedures in purchasing, recipe reading and writing, basic recipe conversions and menu planning for professional kitchens.

PLO 3: Communicate effectively taking into consideration audience and purpose.
SLO 4: Identify and practice procedures of professionalism in a restaurant setting including: station organization, mise en place, brigade, customer service.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **N/A**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.	History of Food Service Industry, Brigade and Professionalism
2.	Kitchen Safety and Sanitation
3.	Tools and Equipment Identification, and Operation
4.	Professional Knife Skills
5.	Menus and Recipes
6.	Purchasing and Product Identification- Fruits, Vegetables, Herbs, Spices
7.	Cooking Reactions
8.	Vegetable Cookery- Grill, Sauté, Stir-fry, Roast, Fry, Simmer, Poach, Braise, Stew
9.	Stocks, Soups, and Mother Sauces
10.	Starch Cooking- Potatoes, Pasta, Grains: Risotto, Pilaf, Simmer
11.	Basic Protein Cooking - Grill, Sauté, Stir-fry, Roast, Fry, Simmer, Poach, Braise, Stew
12.	Basic Plating and Guest Service

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Lab participation and performance	30-60%
2. Quizzes and Homework	10-20%
3. Practicum Exam	10-20%
4. Written Exam	10-30%
5. Projects	10-30%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. Labensky, Sarah R., et al. *On Cooking : A Textbook of Culinary Fundamentals*. 5th edition update, Pearson, 2015.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1.	*The Professional Chef*. The Culinary Institute of America, 9th edition, John Wiley & Sons, 2011.
2.	McGee, Harold. *On Food and Cooking : The Science and Lore of the Kitchen*. Completely revised. and updated, Scribner, 2004.
3.	This, Hervé, et al. *Kitchen Mysteries : Revealing the Science of Cooking*. Columbia University Press, 2007. https://doi.org/10.7312/this14170
4.	Gisslen, Wayne. *Essentials of Professional Cooking*. John Wiley, 2004.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified ~~American Hotel & Restaurant Food & Beverage Series~~
Electronic: None specified
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.