Course Outline

<table>
<thead>
<tr>
<th>Course No:</th>
<th>HOS 116</th>
<th>Course Title:</th>
<th>Techniques of Healthy Cooking</th>
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<tbody>
<tr>
<td>Lecture:</td>
<td>01 hr.</td>
<td>Length:</td>
<td>14 Sessions</td>
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<tr>
<td>Laboratory:</td>
<td>04 hr.</td>
<td>Credits:</td>
<td>03</td>
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<tr>
<td>Prerequisites:</td>
<td>HOS 101, HOS 118</td>
<td>Co-requisites:</td>
<td>None</td>
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<tr>
<td>Last Revised:</td>
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<td>Division:</td>
<td>Business &amp; Technology</td>
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Course Description – Study of nutritional guidelines for selecting, preparing, and cooking a wide variety of food products, including desserts. Cooking techniques include sautéing, roasting, steaming, and grilling. Healthful menu planning applies “trick of the trade” techniques to trim calories and fats. Chef whites required.

Course Coordinator: Christopher P. dePagnier, CHE
Phone: (609)586-4800 EX: 3476
E-mail: depagnic@mccc.edu
Office: BS 117

Information Resources / Other Learning Resources – The course coordinator has created handouts for each of the course units (1-8) that accompany the text and lecture notes. In addition, the course coordinator has in his office a collection supplemental texts and journals available for student use. Also, the following videos are shown (either in their entirety or some portions thereof) during each course offering (see Units of Study in Detail).


Examinations – Two (02) examinations are required in this course: (a) Test 1; (b) Test 2. Each examination consists of both written and practical (preparation, cooking, and/or baking) components. For each exam, students’ written and practical scores shall be averaged together to form composite grades. The course coordinator has multiple versions of each examination on file.
Course Competencies / Goals:

Students will be able to…

(1) develop healthy patterns of eating.
(2) recognize how the evolution of human physiology is responsible for nutritional requirement.
(3) appreciate the importance of sustainable agriculture to the Earth, Earth’s biodiversity, and Earth’s human population.
(4) assess the potential benefits, implications, and consequences toward the use of biotechnology.
(5) select ingredients with care.
(6) store, and preserve, all foods with the aim of preserving their best possible flavor, texture, color, and overall nutritional value.
(7) incorporate a variety of plant-based dishes on the menu in all categories.
(8) manage the amount of fat used as an ingredient and as part of a preparation or cooking technique.
(9) serve appropriate portions of food.
(10) use salt with care and purpose.
(11) understand the importance of offering wide varieties of beverages that compliment a food menu.
(12) distinguish differences and criteria for food claims as per the Nutrition Labeling and Education Act (NLEA).
(13) understand hospitality industry standards and units of measure.
(14) develop greater understanding of the culinary arts.
(15) increase effectiveness in the kitchen through improved culinary techniques.

Course-specific General Education Knowledge Goals and General Education Core Skills:

General Education Knowledge Goals:

Goal 1 – Communication: Students will communicate effectively in both speech and writing.
Goal 2 – Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3 – Science: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
Goal 4 – Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5 – Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 7 – History: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
Goal 8 – Diversity: Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9 – Ethical Reasoning and Action: Students will understand ethical issues and situations.

General Education Core Skills:

Goal A – Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B – Critical Thinking and Problem-solving: Students will use critical thinking and problem solving skills in analyzing information.
Goal C – Ethical Decision-Making: Students will recognize, analyze, and assess ethical issues and situations.
Goal D – Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal F – Collaboration and Cooperation: Students will develop the interpersonal skills required for effective performance in group situations.

Goal G – Intra-Cultural and Inter-Cultural Responsibility: Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

Unit 1: An Introduction to Healthy Cooking—In Two (02) Parts: (a) and (b)

Activities:

- Part (a): Attend class, listen to lecture (inclusive of syllabus introduction), and participate in class discussion.
- Part (a): View: Food, Inc. (Course Competencies 1, 3, 4, 5; General Education Knowledge Goals 3, 4, 5, 7, 8, 9; General Education Core Skills B, C, D, G)
- Part (b): Attend class, listen to lecture, and participate in class discussion.
- Part (b): View: Super Size Me. (Course Competencies 1, 2, 4, 5, 7, 8, 9, 10, 11; General Education Knowledge Goals 3, 4, 5, 7, 8, 9; General Education Core Skills B, C, D, G)

Students will be able to…

- recognize common biological hazards, chemical hazards, and physical hazards found in a foodservice kitchen. (Course Competencies 1, 5, 6, 14, 15; General Education Knowledge Goals 3; General Education Core Skills B, D)
- utilize units of measure. (Course Competencies 13, 14, 15; General Education Knowledge Goals 2; General Education Core Skills B, D)
- recognize the methodological importance of the “buzz-words” for this course: substitution and moderation. (Course Competencies 1, 5, 7, 8, 9, 10, 11; General Education Knowledge Goals 3; General Education Core Skills B, D)
- assess The Seven Principles of Healthy Cooking: (a) Select ingredients with care; (b) Store, and preserve, all foods with the aim of preserving their best possible flavor, texture, color, and overall nutritional value; (c) Incorporate a variety of plant-based dishes on the menu in all categories; (d) Manage the amount of fat used as an ingredient and as part of a preparation or cooking technique; (e) Serve appropriate portions of food; (f) Use salt with care and purpose; and (g) Offer a variety of beverages, both alcoholic and nonalcoholic, that complement the food menu. (Course Competencies 1, 3, 6, 7, 8, 9, 10, 11, 14; General Education Knowledge Goals 3; General Education Core Skills B, D)
- define the term calorie with respect to both energy and nutritional content. (Course Competencies 1, 2, 5, 9, 13, 14; General Education Knowledge Goals 2, 3; General Education Core Skills B, D)
- define the phrase omnivore’s paradox. (Course Competencies 1, 2; General Education Knowledge Goals 3, 5, 7; General Education Core Skills D, G)
- identify how optimal foraging/hunting/scavenging impacted human physiological evolution and nutritional need and evaluate the effectiveness of paleodiet upon current populations. (Course Competencies 1, 2, 3, 5; General Education Knowledge Goals 3, 5, 7, 8; General Education Core Skills B, D, G)
- define the terms metabolism, basal metabolic rate (BMR), and activity level as they pertain to caloric expenditure and need. (Course Competencies 1, 2; General Education Knowledge Goals 2, 3; General Education Core Skills B, D)
- cite the importance of the Nutrition Labeling and Education Act (NLEA) and distinguish differences between: (a) absolute claims; (b) dietary guidelines; (c) health claims; (d)
implied claims; (e) nutrient content claims; (f) reference amounts; and (g) relative claims. (Course Competencies 1, 5, 12, 13; General Education Knowledge Goals 3, 7; General Education Core Skills D)

- assess the potential benefits, implications, and consequences toward the use of biotechnology. (Course Competencies 1, 3, 4, 5, 14; General Education Knowledge Goals 3, 5, 7, 8, 9; General Education Core Skills B, C, D, G)

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Unit 2: Chef’s Pantry

Activities:

- Attend class, listen to lecture, and participate in class discussion.
- Participate in foodlab exercises: (1) mouatbel (roasted eggplant spread); (2) skordalia (Greek garlicky potato spread); (3) white bean puree; (4) tapenade; (5) guacamole; (6) tomato salsa; (7) tomatillo salsa; (8) parsley and tomato almond salsa; (9) mango salsa; (10) orange and herb conserve; (11) pearl onion and raisin confit; (12) red pepper coulis; (13) black bean sauce; (14) lentil ragout; (15) barbecue sauce; and (16) duxelles. (Course Competencies 1, 3, 4, 5, 14; General Education Knowledge Goals 3, 5, 7, 8, 9; General Education Core Skills B, C, D, G)

Students will be able to…

- identify various herbs and spices. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1; General Education Core Skills A, B, D)
- assemble a standard bouquet garni and a standard sachet d’epice. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1; General Education Core Skills A, B, D)
- formulate necessary amounts of mirepoix required for recipes. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1, 2; General Education Core Skills A, B, D)
- evaluate differences between: (a) white stock; (b) brown stock; (c) fish stock; vegetable stock; and (d) specialized stocks. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1; General Education Core Skills A, B, D)
- assess uses and characteristics of various thickeners. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1; General Education Core Skills A, B, D)
- distinguish differences between: (a) hot sauces; (b) cold sauces; (c) vinegars; (d) chutneys; and (e) coulis. (Course Competencies 10, 14, 15; General Education Knowledge Goals 1; General Education Core Skills A, B, D)

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Unit 3: Soups, Salads, and Appetizers – In Two (02) Parts: (a) and (b)

Activities:

- Attend class, listen to lecture, and participate in class discussion.
- Part (a): Participate in foodlab exercises: (1) game hen consommé with roasted garlic custards; (2) carrot consommé with lemongrass, ginger, spicy Asian grilled shrimp, and bean threads; (3) mushroom consommé with shiitake, bok choy, and carrot curls; (4) Michigan white bean soup; (5) summer-style lentil soup; (6) seafood minestrone; (7) Louisiana chicken and shrimp gumbo; (8) potato and vegetable soup; (9) tortilla soup; (10) traditional black bean soup; (11) sweet onion-radish soup; (12) sweet potato soup; (13) butternut squash soup; (14) crab and wild mushroom chowder; (15) chilled gazpacho; and (16) curried apple-squash soup. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)
Part (b): Participate in foodlab exercises: (1) grilled garlic shrimp and radish salad; (2) wild rice salad; (3) curried rice salad; (4) red lentil salad; (5) black bean salad; (6) barley salad; (7) soba noodle salad; (8) roasted red pepper salad; (9) Mexican corn salad; (10) marinated Asian vegetable salad; (11) fruit salad with orange blossom syrup; (12) Chinese long bean salad with tangerines and sherry-mustard vinaigrette; (13) seared scallops with beet vinaigrette; (14) salmon cakes with cucumber relish; and (14) mussels in saffron and white wine sauce. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)

Students will be able to…

- evaluate differences between various forms of fat: (a) polyunsaturated fat; (b) monounsaturated fat; (c) saturated fat; (d) hydrogenated fats; and (e) trans fats. (Course Competencies 1, 2, 5, 7, 8, 9, 14; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- differentiate sources and use of cholesterol. (Course Competencies 1, 2, 5, 14; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- assess strategies for reducing fat, saturated fat, and cholesterol. (Course Competencies 1, 2, 5, 8, 14; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- manage the amount of fat used as an ingredient and as part of a preparation or cooking technique. (Course Competencies 1, 2, 5, 8, 14; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- analyze sources and roles of salt and sodium. (Course Competencies 1, 2, 5, 10, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- identify uses of monosodium glutamate (MSG). (Course Competencies 1, 5, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- differentiate salt and sodium labeling. (Course Competencies 1, 5, 10, 12, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- use salt with care and purpose. (Course Competencies 1, 5, 10, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)

Unit 4: Main Dishes for Lunches and Dinners – In Three (03) Parts: (a), (b), and (c)

Activities:

- Attend class, listen to lecture, and participate in class discussion.
- Part (a): Participate in foodlab exercises: (1) tenderloin of beef with mild ancho chile sauce and jalapeno jack cheese polenta; (2) tenderloin of beef with wild mushrooms; (3) sautéed medallions of pork with warm cabbage salad; (4) sautéed veal with wild mushrooms and leeks; (5) loin of lamb with blood orange sauce; (6) broiled lamb chops with caramelized root vegetables and white bean-rosemary sauce; (7) chili stew; and (8) buffalo chili. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)
- Part (b): Participate in foodlab exercises: (1) chicken stir-fry with soba noodles; (2) sautéed turkey medallions with tomato-basil jus; (3) duck stir-fry with shrimp; (4) grilled chicken and spicy pecans; (5) grilled chicken burritos; (6) chicken breast with peaches in zinfandel wine sauce; (7) herb-breaded chicken with creamy mustard sauce; and (8) poached chicken breast in a spicy broth. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)
• Part (c): Participate in foodlab exercises: (1) seared Atlantic salmon with corn, potato, and arugula salad; (2) stir-fried scallops; (3) stir-fried shrimp with lo mein and ginger-sesame vinaigrette; (4) grilled halibut with roasted red peppers and warm potato salad; (5) bass and scallops en papillote; (6) sea bass in tomato, fennel, and saffron sauce; (7) sunshine bass with a ginger nage; and (8) paella Valenciana. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)

Students will be able to…

- define the sources of protein in foods along with its functions and requirements in the human body. (Course Competencies 1, 2, 5, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- differentiate nonessential and essential amino acids. (Course Competencies 1, 2, 5, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- explain what makes foods of animal origin “free-range.” (Course Competencies 1, 3, 4, 5, 12, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)
- assess the role of omega-3 fatty acid in lowering cholesterol and reducing incidence of blood clots. (Course Competencies 1, 2, 5, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)

Unit 5: Grilled and Smoked Foods

Activities:

- Attend class, listen to lecture, and participate in class discussion.
- Participate in foodlab exercises: (1) potato and smoked scallop soup; (2) pan-smoked tomato bisque; (3) smoked corn chowder; (4) pan-smoked chicken breast with artichokes and mustard sauce; (5) smoky braised black-eyed peas; (6) pan-smoked salmon fillet with tomato-horseradish-dill sauce; (7) cookout chili; and (8) pan-smoked chicken with apples and green peppercorns. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)

Students will be able to…

- assess the health concerns of heterocyclic amines (HCAs) and polycyclic aromatic hydrocarbons (PCAs) as they pertain to grilled and/or smoked foods. (Course Competencies 1, 14, 15; General Education Knowledge Goals 1, 3, 5, 7, 8; General Education Core Skills A, B, D)
- assemble necessary equipment for pan-smoking. (Course Competencies 1, 14, 15; General Education Knowledge Goals 1, 4, 5, 7, 8; General Education Core Skills A, B, D)
- identify the various hardwoods and other smoking materials routinely used in the culinary arts. (Course Competencies 1, 6, 14, 15; General Education Knowledge Goals 1, 4, 5, 7, 8; General Education Core Skills A, B, D)
- differentiate the requirements for hot smoking and cold smoking. (Course Competencies 1, 6, 14, 15; General Education Knowledge Goals 1, 4, 5, 7, 8; General Education Core Skills A, B, D)

Unit 6: Side Dishes – In Two (02) Parts: (a) and (b)

Activities:
• Attend class, listen to lecture, and participate in class discussion.

• Part (a): Participate in foodlab exercises: (1) haricots verts with walnuts; (2) asparagus with toasted anchovies, garlic, and lemon; (3) broccoli rabe with garlic and red pepper flakes; (4) southern-style kale; (5) wild rice succotash; (6) grilled vegetables; (7) pan-steamed zucchini and yellow squash noodles; (8) ratatouille; (9) artichokes and mushrooms in white wine sauce; (10) braised Belgian endive; (11) fennel braised in chardonnay; (12) saffron cauliflower and onions; (13) Cipollini onions in brown sauce; (14) Moroccan-style roasted vegetables; (15) pecan carrots; and (16) corn pudding. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)

• Part (b): Participate in foodlab exercises: (1) barley and wheat berry pilaf; (2) quinoa pilaf with red and yellow peppers; (3) wild and brown rice pilaf with cranberries; (4) vegetarian dirty rice; (5) couscous; (6) buckwheat polenta; (7) goat cheese polenta; (8) pumpkin risotto; (9) kasha with spicy maple pecans; (10) stir-fried barley; (11) hazelnut wild rice; (12) black bean cakes; (13) vegetarian refried beans; (14) three-bean stew; (15) puree of yellow split peas; and (16) curried Yukon gold potatoes. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)

Students will be able to…

• evaluate the differences in vegetarian diets: (a) semi-vegetarian; (b) lacto-ovo-vegetarian; (c) lacto-vegetarian; and (d) vegan. (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, D, G)

• develop meals based on the requirements of vegetarian diets. (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, D, G)

• define the term “alternivore.” (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, D, G)

• assess the roles of antioxidants and free radicals in the human body. (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, D, G)

• utilize vegetable integration in menu development. (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, D, G)

• assess the roles of carbohydrates in the human body—inclusive of: (a) simple carbohydrates; (b) complex carbohydrates; (c) starch; and fiber. (Course Competencies 1, 2, 5, 7, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, D, G)

Unit 7: Breakfast and Beverages

Activities:

• Attend class, listen to lecture, and participate in class discussion.

• Participate in foodlab exercises: (1) granola; (2) four-grain waffles; (3) banana pancakes; (4) sausage-stuffed French toast with winter fruit compote; (5) steel-cut oats with cinnamon and dried fruit; (6) tortillas de papas; (7) piperade wrap; (8) spinach soufflé; (9) raspberry-lime Rickey; (10) Mediterranean cooler; (11) lemonade; (12) seabreeze; (13) cantaloupe cocktail; (14) gazpacho cocktail; (15) tropical fruit smoothie; and (16) frozen cappuccino. (Course Competencies 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)
Students will be able to…

- evaluate the role of vitamins in the human body.  \textit{(Course Competencies 1, 2, 5, 6, 7, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, D)}
- understand the importance of recommended daily allowances (RDAs).  \textit{(Course Competencies 1, 2, 5, 9, 10, 11, 12, 13, 14, 15; General Education Knowledge Goals 1, 3, 5, 7; General Education Core Skills A, B, D)}
- identify and distinguish differences between fat soluble and water soluble vitamins. \textit{(Course Competencies 1, 2, 5, 6, 7, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, D)}
- explain what constitutes a deficiency and megadose of vitamins and minerals. \textit{(Course Competencies 1, 2, 5, 6, 7, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, D)}
- evaluate the role of minerals in the human body. \textit{(Course Competencies 1, 2, 5, 6, 7, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, D)}
- assess techniques for cooking healthy breakfasts and preparing healthy beverages. \textit{(Course Competencies 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, B, C, D)}

Unit 8: \textit{Baked Goods and Desserts}

Activities:

- Attend class, listen to lecture, and participate in class discussion.
- Participate in foodlab exercises: (1) oat bran and dried fruit muffins; (2) country corn bread; (3) black pepper biscuits; (4) spiced graham muffins; (5) grilled naan with eggplant puree; (6) almond-anise biscotti; (7) lace triangles; (8) chocolate fudge cookies; (9) oatmeal-pear cookies; (10) rice pudding; (11) apple cobbler; (12) grilled or broiled bananas; (13) summer melons with warm caramel sauce; (14) glazed pineapple Madagascar; (15) carrot cake with cream cheese icing; and (16) lemon tart. \textit{(Course Competencies 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, G)}

Students will be able to…

- assess the nutritional values of various types of sugars. \textit{(Course Competencies 1, 2, 3, 5, 7, 12, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)}
- define the term “empty calories” and identify them in refined/processed foods. \textit{(Course Competencies 1, 2, 3, 5, 7, 12, 14, 15; General Education Knowledge Goals 1, 3; General Education Core Skills A, D)}
- assess techniques for cooking healthy baked goods and healthy desserts. \textit{(Course Competencies 1, 3, 5, 6, 7, 8, 9, 10, 11, 14, 15; General Education Knowledge Goals 1, 5; General Education Core Skills A, B, C, D)}

\textbf{Assessment of Student Learning} – There are two (02) examinations given in this course: (1) a midterm examination (given in week 9 of a 15 week semester); and (2) a final examination (given in week 15 of a 15 week semester). Both examinations shall consist of written and practical portions. The written portions of each examination shall consist of multiple choice, fill-in-the-blank, matching, and short-answer (open-ended) questions. Upon completion of both portions, the written and practical grades shall be averaged together to form composite grades for both examinations. Each examination is worth twenty-five percent (25\%) of the final course grade. The course coordinator has multiple versions of each examination on file.
There are eleven (11) foodlab sessions in this course. Assessment of student learning during these sessions shall be based upon the following criteria: (a) demonstration of general culinary proficiency; (b) wearing a proper uniform; (c) following proper safety and sanitation practices; (d) following recipes and instructions properly; and (e) cleaning of work area and general lab area. Each of these five (05) criteria shall be evaluated on a Likert scale with a minimum value of zero (0) and a maximum value of ten (10) possible points. At the conclusion of this course, all foodlab sessions shall be averaged together to form fifty percent (50%) of the final course grade.

Attendance/Lateness – Students attaining three (03) or more unexcused absences shall be withdrawn from the course, or shall fail if a third absence occurs after the semester withdraw deadline. In addition, four (04) late arrivals (defined as entering the classroom and/or foodlab five or more minutes after a class meeting starts) equate to one (01) absence.

I. 50% of student final course grading is based upon foodlab performance evaluation:
   a) Demonstration of general culinary proficiency 10 Points
   b) Wearing a proper uniform 10 Points
   c) Following proper safety and sanitation practices 10 Points
   d) Following recipes and instructions properly 10 Points
   e) Cleaning of work area and general lab area +10 Points

   Individual foodlab sessions are each worth a maximum of: 50 Points
   Foodlab grades are averaged and assigned to equal 50% of final course grading.

II. 25% of final course grading is based upon Test 1.
III. 25% of final course grading is based upon Test 2.

Grade Scale:
100% - 93% = A
92% - 90% = A-
89% - 87% = B+
86% - 83% = B
82% - 80% = B-
79% - 77% = C+
76% - 70% = C
69% - 60% = D
59% - 0% = F

Professionalism – Students are expected to be courteous, both verbally and in their demonstrated behaviors. Yelling, running, and/or throwing any food and/or equipment, and/or any other undignified behaviors, shall not be tolerated. Sexual harassment of any students, faculty, and/or staff members shall likewise not be tolerated. Students need to attend all class meetings, arrive on time, and stay until dismissed, unless due notification is given to the instructor prior to any absences, late arrivals, and/or leaving early. Your instructor understands there may be times during which students might be unavoidably late and/or must leave early. In such instances, students should choose seats nearest the classroom door(s). Once class meetings start, students need to refrain from leaving and/or re-entering the classroom. Students failing to attend class meetings are held by the instructor to be self-responsible for any/all course material covered, course announcements and/or assignments given, and/or acquiring course documents. Students need to engage in, and remain focused on, lectures/discussions. Therefore, only one person at a time should be speaking. Side conversations are distracting for classmates and the instructor.

Foodlab Attire Policy - This policy remains in effect whenever students are in the foodlab:
• Chefs’ cloth/paper hats must be worn (white and/or black)
• Chef-coats must be worn (white and/or black)
• Bib-aprons (white and/or black)
• Sturdy non-slip shoes (fully covering feet) are required; pen-toed and/or open heeled footwear is not permitted.
• Long-leg (ankle-length) pants must be worn (white and/or black)
• Jewelry such as, but not limited to, rings, necklaces, watches, dangling earrings, and/or and chains, need to be removed.

Students failing to comply with this stated attire policy shall not be allowed in the foodlab. Students returning in correct attire may enter the foodlab and participate in foodlab exercises (cooking/baking).

Safety, Sanitation, and Personal Hygiene – Hand washing is the single most important hygienic activity. Hand washing alone prevents 66% of all foodborne illness. Students shall wash their hands: after changing clothes; after using restrooms (once while in restroom and once again upon immediately returning to the foodlab before starting and/or returning to food production); frequently when handling food and/or equipment, especially after handling any raw food product of animal origin; after eating and/or drinking; after sneezing and/or coughing; after wiping perspiration; and/or after touching any body part. Students are required to enter the foodlab with clean skin, hair, and nails, remain odor free, and wear appropriate attire (see foodlab attire policy given herein). Students in non-compliance with foodlab attire policy shall not be allowed to enter and/or remain in the foodlab until non-compliance is remediated. Chapter XII of the Sanitation in Retail Food Establishments, New Jersey State Sanitary Code, 8:24-14.8 states: “Persons while affected with any disease in a communicable form, or while a carrier of such disease, or while affected with boils, infected wounds, sores, acute respiratory infection, nausea, vomiting, or diarrhea which could cause foodborne diseases, shall not work in any area of the establishment in any capacity in which there is a likelihood of such person contaminating food, or food contact surfaces, with pathogenic organisms.”

First Semester Students – A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu.

Use your “MyMercer” Portal – Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mym Mercer to access your portal.

Tutoring support – Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

• Arlene Stinson (WWC)  LB 217  570-3422 / stinsona@mccc.edu
• Joann Mia (TC)  KC 311  570-3128 / miali@mccc.edu

Reasonable Accommodations for Students with Documented Disabilities – Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.
If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

**Counseling Services** – Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

- Dorothy Gasparro  SC 239  570-3354 / gasparrd@mccc.edu

**Veteran’s Services** – If you are military, veteran, or family member, we offer free support for you. Contact:

- SC 220  570-3240 / vets@mccc.edu

**Academic Integrity Statement** – Mercer County Community College is committed to **Academic Integrity** – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of **Academic Integrity**, with representative examples of each. **Academic Integrity** is violated whenever a student:

a) **Uses or obtains unauthorized assistance in any academic work.**
   - Copying from another student’s exam.
   - Using notes, books, electronic devices, or aids of any kind during an exam when prohibited.
   - Stealing an exam or possessing a stolen copy of an exam.

b) **Gives fraudulent assistance to another student.**
   - Completing a graded academic activity or taking an exam for someone else.
   - Giving answers to or sharing answers with another student, before, during, or after an exam or other graded academic activity.
   - Sharing answers during an exam by using a system of signals.

c) **Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
   - Submitting a paper or other academic work for credit, which includes words, ideas, data, or creative work of others without acknowledging the source.
   - Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
   - Presenting another individual’s work as one’s own.
   - Submitting the same paper or academic assignment to another class without the permission of the instructor.

d) **Fabricates data in support of an academic assignment.**
   - Falsifying bibliographic entries.
   - Submitting any academic assignment, which contains falsified or fabricated data or results.

e) **Inappropriately, or unethically, uses technological means to gain academic advantage.**
   - Inappropriate or unethical acquisition of material via the Internet or by any other means.
   - Using electronic or hidden devices for communication during an exam.
Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

**Consequences for violations of Academic Integrity** – For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation, and the penalty, imposed.

When two (or more) violations of Academic Integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the (AIC) or a designated (AIC) subcommittee.

**Appeals** – The student has the right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees – March 18, 2004

The instructor reserves the right to amend the course outline as and when necessary, due to class cancellations, class needs, etc. Unless otherwise announced, course activities given herein shall be executed in accordance with the course outline.