Topics include beverage service, sales techniques, and French table service. Serving formal meals in the on-site dining room reinforces and expands knowledge of fine dining to include executing the order of service, wine and food affinities, and merchandising the menu. 1 lecture / 2 laboratory hours

Required texts/other materials:

Edward E. Sanders, New York City College of Technology Marcella Giannasio
©2013 • Prentice Hall • Paper, 204 pp

Course coordinator: Douglas Fee 570-3447 feed@mccl.edu

Course Competencies/Goals:

1. Prepare dining room for service using proper preparation techniques and sanitation techniques.
2. Demonstrate proper communication skills with kitchen staff and customers.
3. Demonstrate a working knowledge of ordering systems, yield tests and portion control.
4. Prepare table settings for upscale dining room service and prepare a variety of hot and cold beverages using proper preparation techniques and sanitation techniques and demonstrating a working knowledge of proper ratios and temperatures for brewing hot beverages.
5. Take orders from customers demonstrating a full knowledge of menu items and preparation methods.
6. Demonstrate working knowledge of station set-up requirements for meal service and understand the merchandising of menu items.
7. Demonstrate the ability to communicate effectively as a team while meeting the requirements of customer service and “moment of truth” ethical standards.
Course-specific General Education Knowledge Goals and Core Skills. [delete those that are not a central part of the course.]

General Education Knowledge Goals

Goal 1. Written and Oral Communication in English; 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 4. Technology or Information Literacy; Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC 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 E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Units of study in detail.

Unit I Dining Room Preparation

The student will be able to...

• Develop task analysis for class based upon parameters given for station. (Course competencies 6 ; Gen Ed Goal 1 ; MCCC core skills A, B, F)

• Determine stations required for menu and delegate work to stations developing task analysis for each station based upon menu items (Course competencies 1, 2, 6 ; Gen Ed Goal 1 ; MCCC core skills A, F)

Unit II Serving Guests

The student will be able to...

• Demonstrate the ability to have proper mise en place completed in a timely manner (Course competencies 1, 2, 3, 4, 6 ; MCCC core skills B )

• Demonstrate ability to utilize proper ordering procedure for menu appetizers, entrées and desserts. (Course competencies 2, 3, 5, 7; Gen Ed Goal 1, 4 MCCC core skills A, E, F)

• Effectively communicate menu items flavor profiles and recipes to the customer. (Course competencies 5, 7 ; Gen Ed Goal 1 ; MCCC core skills A)

• Demonstrate ability to prepare side work and mise en place for service. (Course competencies 1, 6 ; MCCC core skills A, B, F)
• Develop job analysis for each station improving refining it as the position is fully developed. (Course competencies 5 ; Gen Ed Goal 1 ; MCCC core skills A, B)

**Unit III Service standards**

*The student will be able to...*

- Demonstrate high food safety and sanitation standards throughout service (Course competencies 1 ; MCCC core skills B, C)
- Demonstrate a working knowledge of advanced service standards for a la carte service, French and Russian style of service including ethical standards for ‘moment of truth’ situations (Course competencies 5, 7 ; MCCC core skills B, C)
- Demonstrate an understanding of merchandising and marketing through effective communications as it relates to individual menu items (Course competencies 2, 5, 7 ; Gen Ed Goal; 1 MCCC core skills A, B)
- Conduct analysis of receipts to determine sales and effectiveness of merchandising (Course competencies 6, 7 ; Gen Ed Goal 1, 2 ; MCCC core skills A, C, E, F)
- Demonstrate the ability to work as a team member and communicate effectively from set up through service and clean up (Course competencies 1, 2, 6; Gen Ed Goal 1, MCCC core skills A, B, F)

**Evaluation of student learning:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and class assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Dining Room Service performance</td>
<td>60%</td>
</tr>
</tbody>
</table>

Hands on portion of the course will determine 60% of the students’ grade and will include:

- **a) Teamwork Professional Conduct**
- **b) Professional Appearance**
- **c) Safety Sanitation**
- **d) Pre-service set up and mise en place**
- **e) Customer service skills / menu recipe knowledge**
- **f) Table mise en place and management throughout service**
- **g) Timing**

Coursework will include work begun in class as theory which will then be produced by the students and the data will be evaluated after the production part of the class is completed. Written and practical tests will be given to determine if the students are retaining the information discussed in class and reinforced through production. Production sheets and pricing guide will be used to assess the students understanding of the math formulas learned and the implications these figures represent.
Mercer County Community College HRIM Department  
Table Service Performance Rubric

Student: ______________________  Date: ______________________

The instructor completes this for each student for each lab session.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Awarded According to these Performance Parameters</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Conduct</td>
<td>Uncooperative; fails to successfully follow instructions</td>
<td>0-5</td>
</tr>
<tr>
<td>Following Instructions</td>
<td></td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Works well with others during most opportunities; follows most instructions</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Works well with others; assists or shares knowledge; follows lesson instructions</td>
<td>11-15</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>No uniform (or no designated clothing)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Two or more areas (hair, uniform, or shoes) below standards</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>One area (hair, uniform, or shoes) below standards</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Uniform clean &amp; complete; hair neat (restrained as necessary)</td>
<td>5</td>
</tr>
<tr>
<td>Safety &amp; Sanitation</td>
<td>Two or more significant safety and/or sanitation standards violated</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>One significant or two minor safety or sanitation standards violated</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>All safety &amp; sanitation standards maintained during class time</td>
<td>7-10</td>
</tr>
<tr>
<td>Set up / Pre service Mise en place</td>
<td>Side work and pre service preparation incomplete accurately and or late</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Most Side work and pre service preparation completed accurately and on time</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Side work and pre service preparation completed accurately and on time</td>
<td>11-15</td>
</tr>
<tr>
<td>Recipe &amp; Menu Knowledge &amp; Customer Service</td>
<td>Minimal knowledge of recipes, ingredients &amp; menus. Guest experience unsatisfactory</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Understands at least 75% of the information about recipes, ingredients &amp; menus. Guests experience needs to be improved</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Thorough understanding of all information about recipes, ingredients &amp; menus items. Guests made to feel comfortable</td>
<td>11-15</td>
</tr>
<tr>
<td>Table Mise en Place through service: Table maintained and ready for next course and drink refills / coffee service</td>
<td>Minimal knowledge and skills</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Table area prepared &amp; maintained 50% of meal time reay for next course and prompt drink refills</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Table area prepared &amp; maintained 75% of meal time reay for next course and prompt drink refills</td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>Table area prepared &amp; maintained throughout class time ready for next course and prompt drink refills</td>
<td>16-20</td>
</tr>
<tr>
<td>Timing: Amuse, Drink/ food order, Appetizer, Entrée, Dessert, Check Presentation</td>
<td>Minimal knowledge and skills demonstrated</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Timing for service well executed all tasks as instructed or required demonstrate at least 50% of the relevant skills</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Timing for service well executed all tasks as instructed or required demonstrate at least 75% of the relevant skills</td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>Timing for service well executed all tasks completed as instructed or required</td>
<td>16-20</td>
</tr>
</tbody>
</table>

Service Station ______________________  Total Points Possible: 100  Total Points Earned: ______________________

Notes:
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  

**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](http://www.mccc.edu/coaching) to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu.

**Academic Advising after your first semester** – Faculty advisors provide help with completing your major after your first semester. Meet your faculty advisors! Contact the division of your major to find out who is your faculty advisor.

- Business & Technology Division  Doris Geck  BS 134  570-3482 / geckd@mccc.edu
- Liberal Arts Division  Debbie Stotland  LA 162  570-3378 / stotland@mccc.edu
- Math, Science & Health Division  Barbara Pieslak  MS 126  570-3383 / pieslakb@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/mymercer](http://www.mccc.edu/mymercer) 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 / miaj@mccc.edu

**Reasonable Accommodations for Students with Documented Disabilities** – The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff is available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

- Arlene Stinson (WWC)  LB 217  570-3422 / stinsona@mccc.edu

**Career and Transfer Center** – Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

- Laurene Jones (WWC Transfer Services)  SC 201  570-3307 / jonesl@mccc.edu
- Kimberley Bowser (TC Transfer & Career)  KC 216  570-3110 / bowserk@mccc.edu

**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:

- John Becker  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 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, 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 an academic activity or taking an exam for someone else.
   - Giving answers to or sharing answers with another student during an exam.
   - 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.
   - Using hidden devices for communication during an exam.

Each instructor 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 Chairperson of the Academic Standards Committee of the violation, and the penalty, imposed.

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

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