COURSE OUTLINE

Course Number: HOS 255
Course Title: Garde Manger
Credits: 2 (1/3)

Hours: Lecture/Lab/Other 15/45/0

Co- or Pre-requisite: HOS 101 and HOS 118 with a minimum C grade
Revision: Fall 2018

Catalog Description (2017-2018 Catalog):
Addresses basic and advanced Garde Manger and charcuterie techniques such as the preparation and serving of hot and cold hors d'oeuvres, aspics, pates, mousses, terrines, and cold dishes along with advanced techniques for the planning and arrangement of buffets. Covers table arrangement and planning, creation of model non-edible food displays, as well as manipulation of specialized tools to produce decorative buffet items and showpieces such as ice sculptures, pastillage, marzipan, and fondant.

Required Texts/Other Materials:
Textbook: Garde Manger: Cold Kitchen Fundamentals,
Garde Manger Cold Kitchen Fundamentals, 2012 Leonard, Carlos

Revision Date: Revised Fall 2019
Course Coordinator: Douglas Fee 570-3447 feed@mccc.edu

Course Competencies/Goals:
The student will be able to:
1. Apply their knowledge to create the elements of buffet presentation and design including advanced skills to create a final practical buffet presentation.
2. Demonstrate an understanding of proper techniques in the preparation of cold soups, cold sauces and sandwiches.
3. Demonstrate an understanding of proper techniques in the preparation of hot and cold food presentation including the creation of edible and non-edible displays and buffet presentations.
4. Understand, apply and evaluate how cures, brines, marinades and smoked foods are produced.
5. Assess and compare outcomes from the preparation of charcuterie, forcemeats, galantines, roulades, pates, terrines and aspic.
**Course-specific General Education Knowledge Goals and Core Skills.** [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and 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 3. Science:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology or Information Literacy:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 6. Humanities:** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**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 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 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 Buffet Setup and Cold Presentation**

*The student will be able to…*

- Apply their knowledge to create the elements of buffet presentation and design. (Course competencies 1: Gen Ed Goal 1: MCCC core skills A,B,F)

- Demonstrate an understanding of proper techniques in the preparation of cold soups, cold sauces and sandwiches. (Course competencies 3: Gen Ed Goal 1: MCCC core skills A,B,F)

- Demonstrate an understanding of proper techniques in the preparation of salads and salad dressings (Course competencies 3: Gen Ed Goal 1: MCCC core skills A,B,F)

- Demonstrate an understanding of proper techniques in the preparation of cold food presentation (Course competencies 3: Gen Ed Goal 1: MCCC core skills A,B,F)
Unit II Buffet Presentation, Buffet Set-Ups, and Hot Foods

The student will be able to...

- Create non-edible displays and buffet presentation (Course competencies 1,3 : Gen Ed Goal 1,6: MCCC core skills A,B,F)
- Prepare appetizers and hors d’Oeuvres (Course competencies 1,3: Gen Ed Goal 1: MCCC core skills A,B,F)
- Create a capstone buffet midterm practical (Course competencies 8: Gen Ed Goal 1,2,3: MCCC core skills A,B,D,E,F)

Unit III Cured and Smoked Foods

The student will be able to...

- Understand, apply, and evaluate how cures, brines, marinades, and smoked foods are produced (Course competencies 6: Gen Ed Goal 1,2,3:MCCC core skills A,B,D,E,F)
- Produce and evaluate an assortment of charcuteries and cheese (Course competencies 7:Gen Ed Goal 1,2,3:MCCC core skills A,B,D,E,F)

Unit IV Forcemeats, Galantines, and Roulades

The student will be able to...

- Demonstrate charcuterie (Course competencies 1,5: Gen Ed Goal 1: MCCC core skills A,F)
- Demonstrate forcemeats (Course competencies 1,5: Gen Ed Goal 1: MCCC core skills A,F)
- Demonstrate galantines (Course competencies 1,5: Gen Ed Goal 1: MCCC core skills A,F)
- Demonstrate roulades (Course competencies 1,5: Gen Ed Goal 1,5: MCCC core skills A,F)
- Demonstrate pates (Course competencies 1,5: Gen Ed Goal 1, 5: MCCC core skills A,F)
- Demonstrate terrines (Course competencies 1,5: Gen Ed Goal 1, 5: MCCC core skills A,F)
- Demonstrate aspic (Course competencies 1, 4, 5: Gen Ed Goal 1, 5: MCCC core skills A,F)
- Demonstrate final practical buffet presentation (Course competencies 1, 3, 5: Gen Ed Goal 1,2,3,4,5: MCCC core skills A,B,D,E,F)
Evaluation of student learning:

- Lecture / Homework: 10%
- Laboratory: 50%
- Midterm Project Written: 10%
- Quizzes Online tests: 10%
- Final Practical Demonstration: 20%

Hands-on portion of the course will determine 40% of the students’ grade and will include the criteria on the attached Lab/Kitchen Performance Rubric.

- a) Professional Ethics & Conduct
- b) Professional Appearance
- c) Safety & Sanitation
- d) Tools & Equipment
- e) Recipe & Menu Understanding
- f) Mise en Place
- g) Knowledge & Skills

Coursework will include work begun in class and completed by the student individually or as part of a group depending on the assignment. Tests will be given to determine if the students are retaining the information discussed in class and reinforced through assignments.

Laboratory Supplies

Students will be required to purchase the following supplies:

1. French knife (10”)
2. Bread knife (7”-8”) serrated
3. Paring knife (2.5”)
4. Set of pastry tubes (large)
5. Large canvas bag (18”-24”) or toolbox
6. Bimetallic pocket test thermometer

The following are optional equipment recommendations:

1. Chef’s slicer (8”)
2. Lemon or orange zester
3. Parisian scoop (3 sizes—one must be tiny)
4. Olivette cutter
5. Apple cutter/corer
6. Wire whip (12”)
7. Aspic cutters (1 set)
Attendance:

All classes are mandatory. Ten points will be deducted for each class missed up to thirty points or three classes. Any student who misses three classes will not complete the class.
All classes will start on time. Three late arrivals will count for one missed class.

Proper Uniform:

- All students must be in full uniform by the second class.
- If a student is not in complete uniform by the second class or at any time when required, to be in uniform, the student would have five points deducted for each occurrence.
- Students must be in uniform for both lecture and laboratory sessions.

Laboratory Notice:

Personal hygiene is extremely important in the culinary environment; therefore, all students:

- Will be required to wear a clean uniform
- Will be personally odor-free
- Will have clean fingernails—no nail polish or acrylics
- Will have hair tied back and under a cap
- Will not wear jewelry on the hands or wrists except for a wedding band.
- Will not come to class ill.

Any student with open sores or wounds must wear bandages and plastic protective gloves throughout the entire lab session.

Courtesy and respect will be required at all times.

Laboratory Supplies:

- Each student is required to bring a plastic-coated binder or folder to hold recipes, handouts, notes and other information that is required to complete assignments.
- **Required** uniform for all lecture and lab sessions:
  - White chef jacket
  - White, black or checked pants
  - Binmetal pocket thermometer or digital thermometer
  - White chef hat or bakers cap
  - White bib apron
  - Two side towels
  - Non-slip sole shoes (no sandals)
Please remember to be in uniform by the second scheduled class of the semester, that you must be in uniform for every class, and to bring required text to all classes.

**Courtesy and Common Sense**

Please make every attempt to come to all class sessions, to come on time and stay until the end of the class unless you have notified the instructor you are leaving early. There may be a time when you are unavoidably late for class or leave early. If that is the case please choose a seat near the room entrance. Once the class session has begun, please do not leave the room and re-enter unless it is an emergency. If you must miss a class it is you are still responsible for all material covered, for announcements made in your absence and for acquiring any materials that may have been distributed in class. It is important to stay focused on the class discussion. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for surrounding students and the instructor. Please also remember to turn off any pager or cell phone, or set it to vibrate so you do not distract the class.

**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, SCAR@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@rrc.cc.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/mymercerc](http://www.mccc.edu/mymercerc) 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 (WCC) 
  - LB 217
  - 570-3422 / stinsona@mccc.edu
- Joann Mia (TC) 
  - KC 311
  - 570-3128 / mja@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.

Approved: Board of Trustees – May 18, 2000
# Mercer County Community College HRIM Department
## Lab/Kitchen Performance Rubric

Student: ______________________  Date: __________________ Class topic ______________________

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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Conduct in lab AND lecture</strong></td>
<td></td>
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<tr>
<td>No uniform (or no designated clothing)</td>
<td>Uncooperative; fails to successfully follow instructions 0-3</td>
<td>Works well with others during most opportunities; follows most instructions 4-6</td>
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<tr>
<td>Two or more areas (hair, uniform, or shoes) below standards</td>
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</tr>
<tr>
<td></td>
<td>One area (hair, uniform, or shoes) below standards</td>
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<tr>
<td>Uniform complete &amp; thoroughly clean; hair neat (restrained as necessary)</td>
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<tr>
<td><strong>Safety &amp; Sanitation</strong></td>
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<td></td>
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<tr>
<td>Two or more significant safety and/or sanitation standards violated</td>
<td></td>
<td>All safety &amp; sanitation standards maintained during class time 7-10</td>
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<tr>
<td></td>
<td>One significant or two minor sanitation standards violated 1-3</td>
<td>Operates all equipment or tools correctly, but requires assistance about 30% of the time 3-4</td>
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<td></td>
<td></td>
<td>Operates all equipment or tools correctly after instruction 5</td>
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<tr>
<td><strong>Tools &amp; Equipment</strong></td>
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<tr>
<td>Needs assistance ≥70% of the time in operating equipment and/or tools 1-2</td>
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<tr>
<td><strong>Recipe Understanding &amp; Timing</strong></td>
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<tr>
<td>Minimal knowledge of relevant recipes, ingredients &amp; menus (if applicable) 1-8</td>
<td>Minimal knowledge and skills 0-6</td>
<td>Knowledgeable of at least 50% of this topic's information and can demonstrate at least 50% of the relevant skills 7-14</td>
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<tr>
<td></td>
<td>Understands at least 60% of the information about relevant recipes, ingredients &amp; menus (if applicable) 8-13</td>
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<tr>
<td><strong>Mise en Place</strong></td>
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<tr>
<td>Unprepared to work; maintenance of work area below standards 1-3</td>
<td>Preparation of work area or maintenance of area below standards 4-6</td>
<td>Work area prepared &amp; maintained throughout class time 7-10</td>
</tr>
<tr>
<td>Includes Prep list quality. No list -5</td>
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<tr>
<td><strong>Knowledge &amp; Skills</strong></td>
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<tr>
<td>Preparation through presentation</td>
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<tr>
<td>Presentation(s) lacks required elements 1-3</td>
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<tr>
<td></td>
<td>Presentation(s) incorporates some elements required 4-5</td>
<td>Presentation(s) incorporates most elements required 6-8</td>
</tr>
</tbody>
</table>

### Recipes:

<table>
<thead>
<tr>
<th>Presentation time</th>
<th>Total Points Earned:</th>
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<tbody>
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### Notes:

Difference (+-):
### HOS 255 Prep List Timeline

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Prep Time</th>
<th>Cook Time</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
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<td>4</td>
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Your timeline should always include: station set up time (5 minutes), gathering ingredients, preheating if required, garnish, plate selected and held at an appropriate temperature, prep time (slicing, dicing weighing out), cooking time, presentation time (5 minutes) and clean up between recipes. **The last presentation time is 30 minutes before the end of class.**

**Start Time:**

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