Course Outline

Course No: HOS 116  
Course Title: Techniques of Healthy Cooking  
Lecture: 01 hr.  
Length: 15 Sessions  
Laboratory: 04 hr.  
Credits: 03  
Prerequisites: HOS 101, HOS 118  
Co-requisites: None  
Last Revised: December 2010 (C. dePagnier)  
Division: Business & Technology

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.

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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 – 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.
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, 5, 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 paleodiets 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)

Unit 2: Chef’s Pantry

Activities:

• Attend class, listen to lecture, and participate in class discussion.
• Participate in foodlab exercises: (1) mousseline (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, 15; General Education Knowledge Goals 1, 2, 8, 9; General Education Core Skills A, B, D, F, 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’épice. (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)

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 shitake, 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,
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, 3; General Education Core Skills A, B, D)
- 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)

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;
Students will be able to…

- evaluate the role of vitamins in the human body. (*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). (*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. (*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. (*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. (*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. (*Course Competencies 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15; General Education Knowledge Goals 1, 3, 9; General Education Core Skills A, B, C, D*)

**Unit 8: 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. (*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. (*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. (*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. (*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*)

**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 who have three (03) or more unexcused absences will be withdrawn from this course, or will be failed if the third absence occurs after the withdraw deadline. In addition, four (04) late arrivals (five minutes after class begins) will be considered as one (01) absence.

**Uniform Policy:**

- Chef’s cloth hat / paper chef’s hat, or hair net (no other hats will be permitted)
- Chef’s coat and Chef’s pants (checkered or black)
- White bib apron
- Sturdy non-slip shoes are required. No open-toed or open heeled sandals/footwear is permitted. This is a safety issue.
- Jewelry that is not permitted to be worn includes rings, necklaces, watches, dangling earrings, and loose chains. This is also a safety issue.

**Safety, Sanitation, and Personal Hygiene** – Hand washing is the single most important activity that can be done to prevent 66% of all foodborne illnesses. Students must wash hands after changing, using the restrooms, once again before starting foodlab exercises, frequently during the handling of food and equipment, after handling raw food products of animal origin, after eating, after drinking, after sneezing or coughing, after wiping perspiration with a tissue, and/or after touching any body part. All students are required to come to class with clean hair and nails, be odor free, and have on a clean uniform and apron. Students who have any of the above listed discrepancies will not be allowed to prepare any foods, or enter the laboratory. In addition, Chapter XII of the *Sanitation in Retail Food Establishments, New Jersey State Sanitary Code, 8:24-14.8* states that, “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.”

**Method of Evaluation:**

I. Performance evaluation is based upon the following:
   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

Each lab is worth a maximum of 50 points 50 Points

All labs shall be averaged and then assigned to equal 50% of the final course grade.

II. 25% of the final course grade shall be based on the mid-term examination.

III. 25% of the final course grade shall be based on the final examination.
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 demonstrated behavior. Undignified behavior will not be permitted. Sexual harassment of any fellow student will not be tolerated. Students should make every attempt to attend all class sessions. Students should try to arrive on time and stay until the end of class unless they have notified the instructor prior to leaving early. There may be times when individual students are unavoidably late for class, or must leave early; in these cases students should choose a seat near the room entrance. Once class session has begun, students should refrain from leaving the room and re-entering unless it is an emergency. Students who miss class are still responsible for all material covered, for announcements made, and for acquiring any materials that may have been distributed in class. It is important for students to stay focused on class discussions. For this reason, only one person at a time should be speaking. Side conversations are distracting for surrounding students and the instructor.

Reasonable Accommodations for Students with Documented Disabilities – Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations. For more information regarding accommodations, you may visit the Office of Academic Support Services in LB 218, or contact the office at (609) 570-3422 / stinsona@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.
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

The instructor reserves the right to amend the course outline as necessary during the course of the semester due to class cancellations, class needs, etc. Unless otherwise announced, the class activities listed above will be carried out in accordance with this course outline.