



## COURSE OUTLINE

<u>PMK 101</u>		<u>Choosing the Perfect Pumpkin</u>		<u>1</u>
Course Number		Course Title		Credits
<u>1</u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>5 weeks</u>
Class or	Laboratory	Clinical or Studio	Practicum,	Course Length
Lecture Work Hours	Hours	Co-op, Internship	(15 week,	
Hours			10 week, etc.)	
<u>Not Applicable</u>			<u>none</u>	
Performance on an Examination/Demonstration			Alternate Delivery Methods	
(Placement Score (if applicable); minimum CLEP score)			(Online, Telecourse [give title of videos])	

### **Required Materials:**

<none>

### **Catalog Description:**

An overview of the factors to consider when choosing the right pumpkin for different purposes including decoration, carving, and cooking. Course provides students the information and skills necessary to select the perfect pumpkin for their needs.

### **Prerequisites:**

None

### **Corequisites:**

None

**Latest Review:** October 2012

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### **Available Resources:**

### **Learning Center Resources:**

No tutors or study groups as of now.

## **Course-Level Student Learning Outcomes**

### ***Students will be able to:***

1. describe the characteristics of a pumpkins (size, color, hardness)
2. list uses for a pumpkin
3. analyze the connections between the characteristics of pumpkins and the end use (decoration, carving, cooking)
4. identify the distinguishing characteristics of different pumpkin varieties
5. construct an essay that presents a clear thesis, a persuasive argument, and uses detailed evidence to support the student's view of the perfect pumpkin
6. analyze the main varieties of pumpkins, thus displaying a sense of informed perspective and a deeper appreciation of pumpkins.
7. solve the conundrum – do we choose pumpkins or do they choose us

### **General Education Knowledge Goals:**

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **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 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.

### **Gen Ed 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 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.

### **Examinations and Required Work.**

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any course are designed to help students develop the General Education skills listed above. Instructors will emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

**Units of Study in Detail.** The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's survey courses.

### **Unit I: Pumpkin Varieties**

Unit Learning Objectives. Students will be able to:

- Discuss the characteristics of the main pumpkin varieties (Cinderella, Sugar Pie, Pink Banana, Blue Hubbard, Kakai, Red Kuri, Kabocha, Carnival) including color, size, seeds, texture, and taste
- Define and measure pumpkin colors (bright orange red, orange, tan, tan/pink, orange and white, dark tan)
- Analyze the connection between color, size, taste, and texture

### **Unit II. Pumpkin Picking**

Unit Learning Objectives. Students will be able to:

- List the characteristics of a pumpkin that is ready to be picked (firmness, weight, consistency of coloring, absence of soft spots, mold, or open cuts that indicate damage, solidly attached stem, flatness of the bottom).
- Analyze the advantages and disadvantages of places to obtain pumpkins (local farms, regional growers, out-of-state imports)
- Assess the ripeness or freshness of a pumpkin
- Calculate the cost-to-benefit ratio of different pumpkin varieties

### **Unit III. Pumpkin Decoration: Carving and Painting**

Unit Learning Objectives. Students will be able to:

- List the best varieties of pumpkins for carving
- List the tools needed for pumpkin carving
- Describe the paint appropriate to pumpkin painting
- Create templates for pumpkin carving
- Construct an argument whether carving or painting pumpkins is more aesthetically pleasing

### **Unit IV. Pumpkins in the Kitchen**

Unit Learning Objectives. Students will be able to:

- Describe the uses of pumpkin meat and pumpkin seeds in cooking and baking
- Describe the principle uses of pumpkins in savory and sweet foods
- Prepare a pumpkin soup, stew, and bread

### **Unit V. How to grow your own pumpkin (Unit is team taught with horticulture faculty)**

Unit Learning Objectives. Students will be able to:

- Select pumpkin seeds
- Prepare the soil conditions in the pumpkin patch
- Describe best growing conditions (moisture, fertilizer, sunlight, weed control)
- Describe the characteristics of a pumpkin that is ready for harvest