



CUL-150: INTRODUCTION TO CULINARY ARTS 1

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

CUL - Culinary Arts

Course Number

150

Course Title

Introduction to Culinary Arts 1

Short Title

Intro to Culinary Arts 1

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

1.50

Lab Units

1.50

Total Units

3.00

Hours

Lecture Contact Hours

24-27

Out of Class Hours Lecture

48-54

Lab Contact Hours

72-81

Out of Class Hours Lab

0.00

Total Contact Hours

96 - 108

Total Out of Class Hours

48 - 54

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

No

**Do you want to propose this for Extensive Lab?**

Yes

Distance Education

No

Catalog Description

This course facilitates a comprehensive hands-on introduction to culinary basics. Topics will include classic knife cuts, terminology, equipment, measurement, ingredients, vegetable and starch cookery, stocks, sauces and soups. Classic techniques, customer service, communication, teamwork and time management will be emphasized.

Requisites**Pre or corequisite(s)****Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)**

CUL-110 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1306.30* - *Culinary Arts

CIP Code

12.0503 - Culinary Arts/Chef Training.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Culinary Arts/Food Technology	Or
Restaurant Management	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1. Demonstrate knowledge of basic culinary skills, ingredients and procedures of professional kitchens.
2. Select and safely use all basic kitchen equipment (stoves, mixers, ovens etc.) as well as small wares (bowls, whisks, spatulas, knives, etc.)
3. Develop the competency and awareness to safely work within a professional kitchen through the adaptation of collective culinary etiquette practices.
4. Prepare basic knife cuts and terminology, identify and understand the cooking methods of all grains, vegetables and legumes, stocks, sauces and mother sauces.

5. Properly fabricate whole proteins into serving portions and apply proper cooking technique.
6. Understand and apply various cooking techniques to the appropriate protein.
7. Determine the proper amounts of food for any given recipe or preparation.
8. Appropriately design and execute all components for a composed plate.
9. Develop diverse cultural awareness by reporting on and recreating elements of varied ethnocultural cooking methodologies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will define culinary terminology and cooking methods.
2. The student will demonstrate proper station set up.
3. The student will demonstrate proper knife skills and cuts.
4. The student will demonstrate various cooking techniques.
5. The student will define and display knowledge of various stocks, soups and sauces.
6. The student will define proper use of kitchen equipment.
7. The student will demonstrate how to prepare and cook various vegetable and starch side dishes.

Program Learning Outcomes

Learning Outcome

- Demonstrate and maintain proper safety and sanitation procedures by understanding and applying the principles of HACCP.
- Apply proper use of kitchen terminology.
- Reproduce various cooking methods.
- Prepare standardized recipes using a variety of cooking, baking and pastry techniques that meet industry standards.
- Demonstrate and explain how to calculate food costs, properly procure, purchase and receive food and dry items.
- Illustrate how to properly store food and dry items.
- Adapt communication skills to be effective within a professional kitchen.
- Exhibit proper knife cuts, along with proper use and maintenance of knives.
- Describe the relevance of major events in culinary history.
- Display an awareness of entrepreneurship in foodservice that includes ethical business behavior, effective communication skills, and employee management.

Institutional Learning Outcomes

- Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.
- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
- Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.
- Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
- Civic
- Personal
- and Professional Responsibility

Content

Course Lecture Content

1. Course Overview
2. Professionalism
 - a. Organization
 - i. Recipe cards
 - ii. Requisitions
 - iii. Timelines
3. Industry Opportunities
 - a. Traditional vs non-traditional
 - i. Classical restaurant theory
 - ii. Need for workforce diversity
 1. *A Kitchen of His Own: Claiming Culinary Black Identity in Kwame Onwuachi's Memoir Notes* (2022)
4. Knife Skills
5. Stock Production
6. Weights & Measurements
7. Kitchen Etiquette
8. Equipment & Knife Identification
9. Knife Cuts
10. White & Brown Stocks
 - a. Methods
 - b. Liquids and thickeners
11. Mother & Daughter Sauces
12. Introduction to Cooking Techniques
 - a. Dry heat vs moist heat
13. Vegetables
 - a. Classifications
14. Emulsions
 - a. Strong vs weak
 - b. Stabilizers
15. Soups
 - a. Categories of soups
 - b. Clear, thick, and specialty
16. Starches
 - a. Potatoes
 - b. Grains
 - c. Pasta
17. Eggs
 - a. Composition
 - b. Egg cookery
 - c. Breakfast foods
18. Heat Transfer
 - a. Types
 - b. Effects
 - c. Cooking methods
 - i. Sauté
 - ii. Grill vs broil
 - iii. Grill vs barbecue
 - iv. Roast
 - v. Pan fry vs deep fry
 - vi. Braising vs stewing
 - vii. Steaming
 - viii. Poaching
 - ix. Sous vide

Course Lab Content

1. Knife Skills
 - a. Classic cuts
 - i. Uniformity
 - ii. Dicing
2. Stock Production
 - a. White stock
 - b. Brown stock
3. Sauce Production
 - a. Hollandaise Sauce
 - b. Bechamel Sauce
 - c. Espagnole Sauce
 - d. Tomato Sauce
 - e. Velouté Sauce
 - f. Demi-Glace
4. Emulsions
 - a. Mayonnaise
 - b. Beurre Blanc
5. Soups
 - a. Chicken Consommé
 - b. French Onion
 - c. Choice of Cultural Soup
 - i. Pureed Soup
 - ii. Cream of Soup
6. Vegetables
 - a. Blanched Broccoli
 - b. Roasted Beets
 - c. Grilled Vegetables
 - d. Ratatouille
 - e. Vegetable Tempura
 - f. Vegetable Stir Fry
 - g. Creamed Spinach
 - h. Sautéed Spinach
7. Breakfast Cookery
 - a. Breakfast Sausage
 - b. Boiled Eggs
 - c. Fried Eggs
 - d. Scrambled Eggs
 - e. Eggs Benedict
 - f. Omelet
 - g. Hash Brown
 - h. Bacon
 - i. Pancakes
8. Starches/Potatoes/Grains
 - a. Rice Pilaf
 - b. Risotto
 - c. Fresh Pasta
 - d. Fettuccini Alfredo
 - e. Polenta
 - f. Pommes Anna
 - g. Pommes Duchesse
 - h. Pommes Dauphinoise
 - i. Choice of Cultural Starch
 - i. Grain-based
9. Roasting

- a. Roasted Vegetable
 - b. Roasted Chicken w/vegetable, starch and sauce
 - c. Roast Beef w/vegetable, starch and sauce
 - d. Roasted Pork Loin w/vegetable, starch and sauce
 - e. Choice of Cultural Cuisine
10. Sauté and Pan Frying
- a. Sauteed Chicken w/vegetable, starch and sauce
 - b. Pan Fried Chicken w/vegetable, starch and sauce
 - c. Sautéed Beef w/vegetable, starch and sauce
 - d. Sautéed Fish w/vegetable, starch and sauce
 - e. Choice of Cultural Cuisine
11. Poaching/Braising/Stewing
- a. Coq au Vin w/vegetable, starch and sauce
 - b. Pot au Feu
 - c. Pot Roast w/vegetable, starch and sauce
 - d. Braised Lamb Shanks w/vegetable, starch and sauce
12. Grill/Deep Fry
- a. Grilled Chicken w/vegetable, starch and sauce
 - b. Grilled Steak w/vegetable, starch and sauce
 - c. Cultural Methods
 - i. Tempura
 - ii. Fried sweet doughs
 - iii. Fufu
 - d. Grilled Vegetables
 - e. Fried Chicken
 - f. Pommes Frites
 - g. Veal Kiev
 - h. Fish & Chips

Methods of Instruction

Method

Lab Activities

Integration

Students will participate in activities such as cooking a variety of dishes including soups, starches, grains, vegetables, sauces, proteins, and practicing knife skills. Dishes will represent many cuisines across multiple cultures; students will utilize ethnocultural products and techniques throughout the course. Students will practice the variety of cooking techniques while utilizing equipment such as stoves, ovens, grill, and deep fryer.

Method

Lecture

Integration

Each class will begin with the instructor lecturing about the topics and recipes for that class. The lecture will include topics such as the ingredients, history of ingredients and that particular dish, cooking technique, flavor profile, and presentation.

Method

Observation and Demonstration

Integration

The instructor will demonstrate the dishes for the class. The students will observe the demonstration and will have the opportunity to ask questions and ask the instructor to repeat or clarify information that the instructor is presenting. The demonstration will cover the dish made from beginning to end if time permits, if the dish consists of an extended cooking time the instructor will call the class back to a demonstration for completing the dish.

Methods of Evaluation

Method

Class Participation

Integration

At each class meeting the instructor will lead the class in a discussion/lecture. Topics will include the recipes for that week, new cooking techniques, history, and new ingredients. The discussion will also include the importance of these recipes in today's cuisines and how they may relate to different cultures. The instructor should make the lecture interactive so students feel comfortable asking questions and answer any questions the instructor may ask. The instructor will evaluate the students through the use of the Participation Rubric. The rubric focuses on their punctuality, preparedness, and their participation in discussions, activities, and the content of the information they share.

Method

Class Performance

Integration

At each class meeting, students will be evaluated on how well they work in the kitchen and the final outcome of their recipes for that class. Students will present their dishes to the instructor for a critique which will include the plate presentation, cooking method used and seasoning. The instructor will evaluate each student's application of concepts through the use of the Performance Rubric. The rubric assesses the students' critical thinking by examining their ability to exhibit time management, problem solving, professionalism, and quality production.

Method

Exams/Tests

Integration

Students will be assessed in formative weekly exams as well as two summative exams to evaluate their progression of knowledge in culinary. Exams will comprehensively assess a student's ability to critically interpret concepts, theory, and methods that were taught in the previous weeks. All exam questions are in an open-answer/essay format to best determine the student's interpretation of the material. Students will be evaluated on the accuracy of their answers, their ability to communicate their comprehension, and how they constructively connect new ideas with their personal experiences and pre-existing knowledge.

Method

Final Performance

Integration

Students will take both a written final exam as well as a final practical exam. The written exam will be graded based on exam accuracy. For the practical exam students will produce a multiple course meal that will cover many of the techniques taught in the class. Each student will present their item to the instructor at a designated time. The instructor will evaluate the dish based on presentation time, knife skills, cooking methods, accuracy of doneness, overall presentation and flavor profiles.

Method

Quizzes

Integration

Students will take a quiz weekly covering topics and information from the week prior. Grades will be based on exam accuracy.



Method

Final Performance

Integration

Students will take both a written final exam as well as a final practical exam. For the practical exam, students will produce a meal that will cover many of the techniques taught in the class. The instructor will assess the students on how they move, work, and communicate in the kitchen. The instructor will also assess the students' final products based on presentation, cooking techniques, knife skills, and flavor. Separate rubrics are used to assess each student's soft skills and cooking skills.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research a famous chef and write an essay describing the contributions that chef made to influence the culinary field.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Create a three course menu; it must include at least six different cooking techniques that will be utilized in the preparation of that dish.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Critique a food establishment you have never been to. Visit a new restaurant and evaluate your overall experience. This will include the outside and inside appearance, how you were greeted, menu options, service, and overall food quality. Prepare your assignment in the same manner as a restaurant critique from a published food critic.

Assignment Type

Reading



In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read textbook chapter on vegetables before presentation, demonstration, and laboratory. Students are tasked with interpreting concepts and transcribing formulas in preparation for the upcoming lecture and lab. Concepts from the reading will connect to concepts discussed in class and exercises in the laboratory.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete the midterm assessment. Students will be assessed on their practical ability via the midterm practical. Students are tasked with producing and presenting a fabricated chicken, various knife cuts, and composed plate within a given timeframe. The midterm practical is designed to measure a student's growth within the first half of the course. There is a rubric for the midterm practical that is available on Canvas and will be provided to each student at the time of the assessment.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Produce a portfolio. Students will be required to maintain a digital portfolio throughout the course. Portfolios are designed to offer each student a collective resource for their work from the course. Portfolios must include recipes, quizzes, writing assignments, reflections, glossary of all vocabulary words, and may include other items such as course materials (power points, articles, videos), pictures, videos, and plate-up drawings.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete a final assessment. Students will be assessed on their practical ability via the final practical. The final practical is designed to measure a student's growth within the course. Each student is tasked with presenting a fabricated chicken, knife cuts, and a



composed dish. There is a rubric for the final practical that is available on Canvas and will be provided to each student at the time of the assessment. The rubric measures cleanliness and sanitation, preparation, organization, timeliness, and quality of work.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the provided article A Kitchen of His Own: Claiming Black Culinary Identity in Kwame Onwuachi's Memoir Notes of a Young Black Chef (2022). The article details the culinary journey of a young black chef from the Bronx to the world of fine-dining. Onwuachi challenges racial stereotyping and promotes social transformation by taking classical restaurant theory and allowing it to reflect the diverse identities of black culture and cuisine.

Students will reflect on the reading and write their own essay about the importance of interjecting their own cultural influences and incorporating the influences of others in order to progress the culinary industry.

Course Materials**Textbooks**

Sarah R. Labensky (2018). On Cooking: A Textbook of Culinary Fundamentals Pearson. ISBN: 978-0134441900

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course is interactive and encourages students to embrace diverse viewpoints. Students make recipes that touch on cultures from around the world and are taught their significance and contributions to the discipline. Students work in teams and are encouraged to be creative among each other in the laboratory. Each student's diverse viewpoint contributes to the team's overall makeup. Each student also will be the sous chef for a given week where they are given leadership duties. Review for each lab includes all students sharing within a safe environment what they made and why.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students enter the course at various skill levels, so we begin from a contextualized starting point. The course is designed to start everyone at the most fundamental concepts, and as it progresses, student progression will vary. In the laboratory, students are assessed each week on their personal improvement week over week. In lecture, students are given instruction through various means: discussion, presentations, demonstrations, videos, and readings. Students are assessed on these materials through personal critical understanding and reflection, making each assessment unique to each individual.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students work in teams of three or four to prepare and execute the daily menu. Students are also given leadership roles where they must delegate tasks; this dynamic ensures that students rely on each other to gather and distribute food products, maintain food safety and a safe working environment, share equipment, and complete clean-up duties.

Explain how the course will incorporate instructor-to-student interaction.

Every student gets one-on-one instruction while in the laboratory. Techniques and methods are demonstrated to the class, as well as to groups and individuals as needed. The instructor delivers feedback during practical assessment to each group, student, and the class. For lecture, students get individual feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Students must come to class prepared, meaning they have reviewed the menu and daily tasks, and have created materials that will be needed to complete tasks. Materials include hand-written recipe cards, production sheets, and requisition sheets.

Explain how the course will incorporate student-to-self interaction (metacognitive).

During assessment, reflection occurs as a class, as a group, and as individuals. Students self-assess in their weekly review as to what cooking methods were successful, what was not successful, and what they may do differently going forward.

Key: 1101