



CUL-705: BAKING AND PASTRY

Effective Term

Fall 2024

BOT Approval Date

04/13/2023

Discipline

CUL - Culinary Arts

Course Number

705

Course Title

Baking and Pastry

Short Title

Baking and Pastry

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

0.50

Lab Units

3.50

Total Units

4.00

Hours**Lecture Contact Hours**

8-9

Out of Class Hours Lecture

16-18

Lab Contact Hours

168-189

Out of Class Hours Lab

0.00

Total Contact Hours

176 - 198

Total Out of Class Hours

16 - 18

Total Student Learning Hours

192 - 216

Is this an existing Extensive Lab?

No

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

Yes

Distance Education

No

Catalog Description

This course is a combination of theory, lecture, demonstration, and hands-on production to provide an introduction to baking and pastry techniques for use in a commercial kitchen. Focus is placed on the function of ingredients, product identification, and weights and measures. Instruction is provided on the preparation of yeast-raised doughs, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, cookies, ice cream, and finishing techniques.

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) and CUL-150 (with a grade of C or better).

Requisite Course Attachment(s)

Justification for Requisite Change for CUL705.docx

Codes**TOP Code (CB 03)**

1306.30* - *Culinary Arts

CIP Code

12.0501 - Baking and Pastry Arts/Baker/Pastry Chef.

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 practical application and comprehension of baking and pastry skills, knowledge of ingredients, and the proper use of mixing methods and procedures of professional kitchens.

2. Select and model the safe use of all basic kitchen equipment (stoves, ovens, mixers 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. Reproduce applicable knife cuts, apply proper terminology, and selectively use the appropriate methods and techniques of all pastry and baked items.
5. Determine proper mixing methods for appropriate doughs to achieve proper results.
6. Correlate the application of the steps in the baking process with how they affect the results of finished products.
8. Demonstrate properly scaling ingredients for all formulas.
9. Exhibit proper portioning and assembly of all components for a composed plate.
10. Develop diverse cultural awareness by reporting on and recreating elements of varied ethnocultural baking methodologies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will be able to interpret and compose various items that are produced in a pastry kitchen and a bakery.
2. The student will be able to describe an assortment of bakeshop ingredients, identify and properly use kitchen equipment, and recognize proper pastry kitchen and bakery terminology.
3. The student will be able to present prepared yeast breads, quick breads, flat breads, fermented breads, laminated doughs (puff pastry, Danish and croissant), cookies, pies and tarts.

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.

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

- Introduction to Baking & Pastry
 - Professionalism
 - What are the attributes?
 - Ethical behavior
 - Inclusive behavior
 - What is an artisan?
 - Communication
 - History of Baking
 - Where does bread come from?
 - What cultures contributed to bread making?
 - Egyptians discovery of wild yeast
 - Roman bread making and confectionery
 - Organized and specialized trades
 - Greeks spread of the profession throughout Mediterranean
 - European guild system
 - Boulanger, Careme, Ranhofer, Escoffier, Ritz
 - Artisan movement
 - Modernist cuisine
 - How trends of the 20th century evolved into the 21st century
 - What are the cultural influences of modern baking and pastry?
 - Intersecting cultural backgrounds and classic techniques
 - Molecular gastronomy
 - Baking basics
 - Food safety
 - Cookware and bakeware
 - The business of the bakery
 - Organizing and staffing the kitchen
 - Function of ingredients
 - Wheat flours
 - How is gluten formed?
 - Sugars
 - How is sugar processed?
 - Moisture
 - Doughs vs. batters
 - Weight vs. Volume
 - Advantages of using weight
 - Calculating baker's percentage
 - Scaling up and down
 - Conversion factor
 - Chemical vs. natural leaveners
 - Gases that leaven
 - Air
 - Steam
 - Carbon dioxide
 - Baking soda
 - Baking powder
 - Yeast
 - Dry vs fresh
 - Baking process
 - Mixing methods and techniques
 - Evaluating qualities of bread
 - The science of taste
 - Stages of baking

- What are the ten stages?
- What are the physical changes that take place?
- Quick bread
 - Chemical leavening
 - What cuisines use chemical leavening?
 - Mixing methods
 - Creaming, muffin, biscuit
 - How do they affect outcomes?
 - Function of ingredients
 - How do we troubleshoot?
- Introduction to Yeast Doughs
 - What is yeast?
 - The properties of yeast
 - Developing yeast
 - Cultural connections to yeast doughs
 - Ten stages of yeast production
 - Scaling
 - Kneading
 - Fermenting
 - Folding
 - Portioning
 - Shaping
 - Proofing
 - Baking
 - Washes
 - Scoring
 - Steaming
 - Determining doneness
 - Cooling
 - Storing
 - Calculating proper dough temperature
 - Friction factor
 - Absorption
 - Straight dough method
 - Lean doughs
 - Naturally leavened doughs
 - Preferments
 - Old dough
 - Sponge
 - Poolish
 - Biga
 - Natural starters
 - Sugar into acid
 - Lactic acid
 - Acetic acid
 - Pre-dough
 - What are the qualities of naturally leavened dough?
 - Rich doughs
 - What constitutes an enriched dough?
 - Mixing methods for rich doughs
 - Affecting gluten structure
 - What are the qualities of enriched doughs?
 - Laminated doughs
 - What constitutes a laminated dough?
 - Laminating techniques
 - What are the qualities of laminated doughs?
 - Function of ingredients

- Cookies & Brownies
 - History of cookie making
 - What are the cultural connections?
 - Classifications of cookies
 - Desired qualities
 - Various mixing methods
 - Controlling spread
 - Controlling texture
 - Shaping Methods
- Pies, Tarts & Fruit Fillings
 - Pie dough
 - Mealy vs. flaky
 - Crumb crust
 - Pâte brisée
 - Pâte sucrée
 - Pâte sablée
 - Blind baking
 - Pie fillings
 - Thickeners
 - Cream
 - Fruit
 - Custard
 - Chiffon
 - Sweet vs. savory
 - Pies from around the world
 - Qualities of pies and tarts
- Custards
 - Function of ingredients
 - Stirred Custards
 - Custard technique
 - Sauces
 - Pastry Cream
 - Cream pies
 - Baked custards
 - Crème brûlée
 - Cheesecake
 - Soufflé
 - Creams
 - Chiffon
 - Bavarian
 - Mousse
 - Troubleshooting
- Pastry and dessert components
 - Pate a Choux
 - Identifying the properties of éclair paste
 - Various functions of éclair paste
 - How to prepare éclair paste
 - Puff Pastry
 - Preparation techniques
 - Meringue
 - Properties of meringue
 - Controlling texture
 - Methods of meringue
 - French
 - Swiss
 - Italian
 - Strudel

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- Preparing strudel
 - Where does strudel come from?
 - Applications for strudel
 - Phyllo
 - Preparing phyllo
 - Where does phyllo come from?
 - Applications for phyllo
 - Crepes
 - Crepe-making process
 - Savory vs sweet
 - Crepes as street food around the world
 - Cake
 - Function of ingredients
 - Tougheners
 - Tenderizers
 - Moisteners
 - Driers
 - Leaveners
 - Flavorings
 - Mixing methods
 - High fat
 - Creaming
 - Two-stage
 - Egg foam
 - What are the key characteristics?
 - Specific gravity
 - Troubleshooting
 - Assembly of Cakes & Buttercreams
 - Buttercream types
 - American
 - French
 - Italian
 - Function of ingredients
 - Mixing methods
 - Foam
 - Fondant
 - Ganache
 - Glaze
 - Royal icing
 - Cake cutting techniques
 - Portioning
 - Cake fillings
 - History of cake making
 - Cakes around the world
 - Advancements in cake making
 - Ice Cream & Frozen Desserts
 - Ice cream techniques and methods
 - Churned
 - Semifreddo
 - Ice cream vs. gelato
 - Sorbet vs. sherbet
 - Granita
 - Sugar density
 - Attributes of quality ice cream
 - Overrun

- Frozen tortes
- Plating techniques of frozen desserts with garnishes
- Chocolate
 - Identify a variety of chocolate products
 - Discovery of chocolate
 - Cultural uses of chocolate
 - Evolution of chocolate
 - Chocolate production
 - How is it made?
 - Ratio of ingredients
 - Types of chocolate
 - Forastero
 - African variety
 - Criollo
 - South American variety
 - Trinitario
 - Caribbean variety
 - Unsweetened
 - Bittersweet
 - Semisweet
 - Couverture
 - Milk chocolate
 - Tempering chocolate
 - Temperature ranges
 - Modeling chocolate
 - Chocolate candies
 - Molded chocolate
 - Filled chocolates
 - Showpieces
- Tortes and entremets
 - Components
 - History of tortes
 - Classic tortes
 - European tortes
 - Modern entremets and tortes
 - Decorating methods
 - Choosing appropriate fillings
 - Connecting cultural cuisines
 - Choosing appropriate garnishes
 - Storing

Course Lab Content

- Quick Breads
 - Mixing methods
 - Biscuit, muffin, creaming
 - Prepare assorted quick breads
 - Biscuits and Gravy
 - Blueberry Muffins
 - Sour Cream Muffins with Streusel Topping
 - Crêpes Suzette
 - Waffles with Honey Butter
 - Scones with Seasonal Jams
 - Lemon Pound Cake
 - Lab review
- Introduction to Yeast Doughs

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- Production stages
 - Prepare assorted yeast breads
 - Pita with Tzatziki
 - Pullman Loaf
 - Jalapeño Cheese Bread
 - Grilled Cheese Sandwiches
 - Bagels
 - Focaccia
 - Pizza
 - Dinner Rolls
 - Preferments and natural starters
 - Create and sustain starters
 - Prepare preferment doughs
 - Sourdough (Pain Au Levain)
 - Rye Bread
 - Pretzels
 - Ciabatta
 - Naan with Red Pepper Hummus
 - Laminated Doughs
 - Prepare laminated doughs
 - Puff Pastry (Pâte Feuilletée)
 - Danish Pastry
 - Croissants
 - Thickened Cherries
 - Vol-Au-Vent
 - Palmiers
 - Danishes
 - Apricot Pistachio Pinwheels
 - Cherry Turnover
 - Enriched breads
 - Prepare enriched breads
 - Brioche À Tête
 - Challah
 - Panettone
 - Pan de Mie
 - Doughnuts
 - Beignets
 - Cinnamon Rolls
 - Sticky Buns
 - Coffee Cake
 - Cookies and Brownies
 - Mixing methods
 - Make-up
 - Prepare assorted cookies and brownies
 - Chocolate Chip Cookies
 - Fudge Brownies
 - Oatmeal Cookies
 - Whoopie Pies
 - Snickerdoodles
 - Biscotti
 - Sugar Cookies
 - Royal Icing
 - Linzer Cookies
 - Midterm Practical

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- Skills assessment
 - Prepare and present a quick bread
 - Prepare and present a yeast dough
 - Prepare and present a laminated dough
 - Pies, Tarts & Fruit Fillings
 - Pie production
 - Pie dough
 - Pie fillings
 - Apple Cranberry Streusel Pie
 - Cherry Lattice Pie
 - Quiche Lorraine
 - Banana Cream Pie
 - Chocolate Cream Pie
 - Lemon Meringue
 - Fresh Fruit Tart
 - Onion Tart
 - Pastry and dessert components
 - Pâte À Choux
 - Pastry cream
 - Apple strudel
 - Eclairs
 - Swans
 - Cream Puffs
 - Paris-Brest
 - Cakes
 - Mixing methods
 - Icings
 - Buttercream
 - Assembly
 - Yellow Butter Cake
 - Genoise
 - Spongecake
 - Ladyfingers
 - Devil's Food Cake
 - Orange Chiffon Cake
 - Tres Leches
 - Cupcakes
 - Piping Techniques
 - Portioning/Plating
 - American Buttercream
 - Italian Buttercream
 - French Buttercream
 - Mocha Torte
 - Black Forrest Cake
 - Custards, creams, sauces
 - Stirred custards
 - Sabayon
 - Baked custards
 - Crème Brûlée
 - Toffee Caramel Flan (Crème Caramel)
 - New York Cheesecake
 - Grand Marnier Soufflé
 - Bread Pudding
 - Crème Chantilly
 - Bavarian Crème

- Charlotte
- Chocolate Mousse
- Ice Cream & Frozen Desserts
 - Ice Cream technique
 - Prepare various ice creams and frozen desserts
 - Ice Cream
 - Gelato
 - Sorbet
 - Granita
 - Coffee Rum Parfait
 - Plating of frozen desserts with garnishes
 - Poached Pear with Cardamom Ice Cream
 - Cappuccino Gelato
 - Mango Sorbet
 - Bananas Foster
- Chocolate
 - Tempering chocolate
 - Handling chocolate
 - Truffles
 - Assorted Candies
 - Chocolate Semifreddo
 - Tiramisu
- Tortes and Entremets
 - Assembly
 - Plating & Garnishing
 - Prepare various dessert items to platter and plate
 - Joconde Cake
 - Sacher Cake
 - Le Opera Cake
- Create an item that exemplifies the history of "Southern Baking"
 - Lydia Faust's yeasted Czech kolaches
 - Jerrelle Guy's "Salted Irish Cream Apple Crostata"
 - Melissa Martin's "Lagniappe Bread Rolls"
 - Vianney's Rodriguez's "Concha Tres Leches Cake"
 - Ashleigh Shanti's "Cracked-Corn Spoon Bread"
 - Present and explain cultural significance
- Final Exam Practical
 - Assessment of baking and pastry skills
 - Prepare and present a quick bread
 - Prepare and present a yeast dough
 - Prepare and present a laminated dough
 - Prepare and present a cake, pie, or tart
 - Present a piping board

Methods of Instruction

Method

Lab Activities

Integration

Most recipes will be produced on an individual basis and a few others will be produced in groups. The instructor will be available for help and will visit each student to monitor their progress. Students will produce recipes using the techniques and methods they learned in class.

Method

Lecture

Integration

The instructor will lecture on a variety of topics about baking and pastry ingredients, recipes, techniques, cultural cuisines, and methods. Lectures will include diverse methods of instruction: discussions, presentations, videos, and demonstrations by the instructor. Topics will include ingredients, scaling, mixing, shaping, proofing, fermenting, slashing, baking, finishing, and presenting.

Method

Observation and Demonstration

Integration

The instructor will demonstrate all recipes; students will observe the demonstration before producing the items on their own. The instructor will use the opportunity to demonstrate the recipe step-by-step and answer any questions that may arise. The instructor will explain and demonstrate methods for scaling, mixing, shaping, baking and presenting a variety of items. The instructor will then observe the students' ability to interpret the demonstration. Replicated tasks are designed to produce equitable outcomes by measuring each individual's growth within their demonstration and application of concepts.

Methods of Evaluation**Method**

Class Participation

Integration

At each class meeting, the instructor will lead the class in a discussion. Topics will include the formulas for that week, baking methods, history, and ingredients. The discussion will also include the importance of these formulas in today's cuisines and how they may relate to different cultures. 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/baking 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 baking and pastry. 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. For the practical exam, students will produce multiple baking and pastry items 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, baking techniques, and flavor. Separate rubrics are used to assess each student's soft skills and baking skills.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write an essay describing the key attributes of a baking and pastry professional. What things can one do to develop the skills, taste, and judgment required to advance in baking and pastry? Students support their reflection by considering including: their connection to food/baking, barriers they may face entering or succeeding in the industry, their personal goals, class lectures, and readings

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Design a celebration cake, themes may include wedding, anniversary or birthday. Design your cake so it is a minimum of 3 layers and each layer is a different cake flavor. Each cake layer/flavor must be paired with a filling and the entire cake must have 2 different icings. Submit your cake flavors and a sketch of your design.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read textbook chapter on quick breads 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

Students will be assessed on their practical ability via the midterm practical. Students are tasked with producing and presenting a finished quick bread, a yeast dough, and a laminated dough 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

Outside of class

Formative or Summative

Summative

Assignment

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

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 preparing and presenting a quick bread, a yeast dough, a laminated dough, a cake, pie, or tart, and a piping board. 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 excerpt from the book, *Fire and Grain* (Sharpless, 2022). The excerpt is subtitled, *The Cutting Edge of Southern Baking*, which details modern southern baking and how it exemplifies the rich ethnocultural diversity that has historically made up American southern cuisine.

Write a 2-page essay that describes your newfound understanding of what American southern cuisine is.

Consider the following:

What was your understanding of American southern cuisine before reading the article?

Describe the various ethnocultural influences that make up American southern cuisine.

Reflect on how understanding/appreciating ethnocultural diversity can enhance your own baking repertoire.

In addition, research the five recipes highlighted in the beginning of the excerpt: Lydia Faust's yeasted Czech kolaches, Jerrelle Guy's "Salted Irish Cream Apple Crostata," Melissa Martin's "Lagniappe Bread Rolls," Vianney's Rodriguez's "Concha Tres Leches Cake," and Ashleigh Shanti's "Cracked-Corn Spoon Bread."

Choose one of the formulas (recipes) to recreate in lab. When presenting, be prepared to describe the formula's origins and how it connects to modern baking.

Course Materials

Textbooks

Sarah R. Labensky (2020). *On Baking: A Textbook of Baking and Pastry Fundamentals* Pearson. ISBN: 978-0135240144

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 meet daily objectives. Students are also given leadership roles and must rely on each other to accomplish tasks.

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

Every student gets one-on-one instruction while in the laboratory. Feedback from the instructor includes instructor-to-class assessment, instructor-to-group assessment, and instructor-to-student assessment. 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 material and 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 what was successful, what was not successful, and what they may do differently going forward.

Key: 1104