



CUL-710: ENTREPRENEURSHIP AND HOSPITALITY MANAGEMENT

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

CUL - Culinary Arts

Course Number

710

Course Title

Entrepreneurship and Hospitality Management

Short Title

Entrepreneur/Hospitality Mgmt

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Total Units

2.00

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Total Contact Hours

32 - 36

Total Out of Class Hours

64 - 72

Total Student Learning Hours

90 - 108

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course introduces students to entrepreneurship in the hospitality industry. Topics will include entrepreneurial resources, how to write a business plan, and how to grow and sustain a business. This course will also cover dining room service along with bar and beverage management.

Requisites

Pre or corequisite(s)

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

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

Codes

TOP Code (CB 03)

1306.30* - *Culinary Arts

CIP Code

52.0905 - Restaurant/Food Services Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Develop a business plan for opening a restaurant concept.
2. Discover techniques for recruiting financial investors.
3. Explain proper dining room service.
4. Design a program to safely serve alcoholic beverages to customers.
5. Describe the qualities of a customer service professional.

6. Justify the need for various customer-centric service standards.
7. Compare and contrast techniques required for growing and sustaining a business in foodservice.
8. Develop diverse cultural awareness by reporting on the history and outlook of minority entrepreneurship in the foodservice industry.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

The student will be able to compose a business plan for a foodservice operation.

The student will be able to define effective hospitality management.

The student will explicate methods proven to grow and sustain a business in the hospitality industry.

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

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. Introduction to Entrepreneurship
 - a. History
 - i. Minorities' impact
 - b. Franchise vs. start up
2. Overview of business plans
 - a. Writing a business plan
 - b. How to write an effective business plan
3. Real estate options
 - a. Buying vs. leasing

4. Sourcing Financial Investors
 - a. Searching for financial investors
5. Investor Ethics
6. Effectively Presenting the Plan
 - a. Topics to address
 - b. How to present to investors
 - c. Following up after a presentation
7. Dining Room Service
 - a. Delivering exceptional service
 - b. Table service
 - c. Buffet service
 - d. Customer service
 - e. Table set up
 - f. Proper table set up
 - g. Napkin folding
8. Buffet vs. Dining Room set up
9. Beverage Service - Alcohol Beverages
 - a. Rules for serving alcoholic beverages
 - b. Wine service
 - c. Beer service
 - d. Spirits
10. Food & Beverage Pairing
 - a. Wine and food pairing
 - b. Beer and food pairing
 - c. Spirits and food pairing
11. Beverage Service - Non-Alcohol Beverages
 - a. Coffee and tea service
 - b. Mocktails
12. First Impression
 - a. Appearance of restaurant outside
 - b. Appearance of restaurant inside
 - c. Appearance of employees
13. Business Plan Project
 - a. Develop a restaurant concept
 - b. Present concept to class

Methods of Instruction

Method

Activity

Integration

Assorted activities will include how to properly set up tables for service, properly pouring of beverages and acting out customer service scenarios. Activities will also include conducting a job interview and the proper way to handle a variety of managerial situations. Lecture, demonstration, presentations, and accessible video will be used to deliver instruction for activities.

DE Adaptations for MOI

For activities, times will be prearranged through the CMS. In addition, events will be recorded to the CMS.

Method

Group Projects

Integration

Working in groups will allow students to better understand how to properly set up dining room tables and different service methods. Other exercises will include creating restaurant plans and discussions as to their viability. Supporting visual materials may include PowerPoint presentations, accessible videos, and charts.



DE Adaptations for MOI

Group work will be conducted outside of class and will require students to communicate in a timely manner. Communication among students is facilitated through the CMS.

Method

Lecture

Integration

Live lecture will be conducted most weeks. The live lectures will also be recorded for all students to watch asynchronously. Lectures will introduce key concepts and expand upon information provided in the assigned reading materials. Supporting visual materials may include PowerPoint presentations, accessible videos, and charts.

DE Adaptations for MOI

Lectures will be announced to the class via the CMS. Lectures will be facilitated by and recorded to the CMS.

Method

Projects

Integration

Students will develop a business plan for a food service establishment of their choice. They will present their idea to the class and try to convince their classmates to invest in their idea. The project builds upon concepts from the course. The project is discussed throughout the course as concepts avail themselves. Supporting visual materials may include PowerPoint presentations, accessible videos, and charts.

DE Adaptations for MOI

The project details are explained through teleconference and recorded to view on the CMS; they are also explained in the CMS project module. Presentations will be recorded and available to students to view on the CMS.

Methods of Evaluation

Method

Class Participation

Integration

The instructor will engage students in discussions about the topics for that class meeting. Students are expected to participate in these discussions and will be evaluated based on knowledge displayed about the topics. Topics include personal engagement with foodservice operations, what customer-centric service standards are, sustainable foodservice practices, and how minority entrepreneurship impacts the food industry. Students are assessed through a rubric that is based on their engagement with others, the quantity and quality of their discussions, and inclusion of cited sources.

DE Adaptations for MOE

Participation in discussions are to be completed within a module at the student's discretion.

Method

Class Work

Integration

The instructor will assess the student's knowledge based on the completion and thoroughness of assigned work. Class work will also include hands-on activities and presentations on completed projects. Example topics will include funding a business idea, table service, and employee management. All assignments have clearly defined rubrics attached to them.

DE Adaptations for MOE

Students have deadlines to complete assignments the same as in-person instruction would.



Students will upload assignments to the instructor. The instructor will review and grade the uploaded assignments. Grades and feedback will be provided within one week via the CMS. Students will have the opportunity to submit questions regarding the feedback from the instructor. This will also alert the instructor if any topics need to be revisited to be sure all students have a clear understanding of the topics.

Method

Exams/Tests

Integration

Exams and tests will be conducted on a weekly basis to assess the student's knowledge of the previous week's topics, such as writing a business plan, funding, dining room management, and bar/beverage service. Students will be evaluated based on knowledge of concepts, ability to source answers, and critical thinking.

DE Adaptations for MOE

Students have deadlines to complete exams. Deadlines are designed to accommodate enough time for students to take them when most convenient for them. Assessment of exams include personalized feedback. The instructor will review all grades and, and if needed, will address any topics that may have been not thoroughly comprehended by the class. Individual feedback via the CMS will also be provided through an accessible teleconference.

Method

Projects

Integration

Students will be evaluated on the presentation of their group projects. These projects will be evaluated based on accuracy and thoroughness of their understanding of the topic and provided explanation. Each student will present a business plan to the class. The instructor will evaluate the presentation based on the plan's content and the reaction of the class which will also act as possible investors.

DE Adaptations for MOE

Presentations will be recorded and available to students that cannot attend live. Group projects will be submitted through the CMS portal or through MSJC email directly to the instructor. Project requirements will be posted in the CMS portal, in the syllabus, or sent by the instructor through MSJC email. Grades and feedback will be sent within one week of project submission and will be sent via MSJC email from the instructor.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Create a unique idea for a food service establishment. Present your idea and why it will be successful. Include the type of service, menu and beverages that will be served. Create a business plan utilizing your unique concept. This will be presented to the class and the class will choose one presentation as the business they will invest in. This presentation will need a complete menu including food and beverages. Other topics that need to be addressed will include total start up costs, real estate (buy or lease), staffing needs, and complete food and beverage costs.

How assignment will be adapted in online format

Students will be required to present live at a given time or pre-recorded if they cannot attend live.



Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

As a team exercise, students will work in groups to properly set up a table for dining service. Set up for each level of service will need to be demonstrated and properly done.

How assignment will be adapted in online format

Demonstrations will be conducted live or pre-recorded.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Choose a spirit, research its origin and history and write an essay. Information must include how this spirit was discovered and its early uses.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Create a food and wine pairing menu. Select one white wine, red wine and sparkling wine. Each wine must be paired with one entree and one dessert. Write a descriptive menu that would be presented to customers.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative



Assignment

Read the article, The restaurant industry is rolling out programs to attract women and people of color into franchising (Jennings, 2022). Respond in a discussion as to how equitable restaurant ownership policies are affecting the industry. What are some of the historical barriers minorities have faced in small business ownership, particularly in the foodservice industry?

How assignment will be adapted in online format

Discussion will be presented in a recorded lecture and students have the entirety of the module to respond and interact.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Students will be summatively assessed through written examinations, both at midterm and at the end of the course. Exams are delivered via Canvas and are in short answer format. Students are required to answer open-ended questions that require critical thinking and a clear communication of ideas.

How assignment will be adapted in online format

Delivered through Canvas, timed, but to be completed before a deadline at a student's leisure.

Course Materials

Textbooks

Justin G. Longenecker (2020). Small Business Management: Launching & Growing Entrepreneurial Ventures. Cengage Learning. ISBN: 978-0357391051.

Dennis R. Reynolds (2021). Introduction to Hospitality Management. Wiley. ISBN: 978-1-119-32627-4.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

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 learn about equitable and social entrepreneurship; lectures and discussions center on these contemporary topics. Topics that are designed to spark discussion include: What constitutes an ethical business owner? What are inclusionary business practices? What historical barriers have persisted for minority business owners in the foodservice industry?

Students also work in teams and are encouraged to be creative. Each student's diverse viewpoint contributes to the team's overall makeup. Review for each module includes all students sharing within a safe environment what their viewpoint is 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 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's personal improvement week over week.

Interactions

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

Students will participate within the live online lectures; questions will be posed and active discussion will be encouraged. Students will also participate in asynchronous discussions on topics ranging from proper dining room service to equitable entrepreneurship. Points are awarded to students that respond to others in a meaningful, constructive way. Students also work in teams and must communicate to effectively complete tasks within given timeframes.

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

Feedback from the instructor includes instructor-to-class assessment, instructor-to-group assessment, and instructor-to-student assessment. A live lecture is conducted most weeks for students to receive acute instruction and it allows for live discussion. All lectures are recorded for students to be able to view at any time. Students receive individual feedback on assignments and are offered individual instruction if applicable. In particular, students tend to struggle with the business plan format and require one-on-one instruction. Announcements are made on a weekly basis to keep students aware of what is occurring in the class, along with major assignments, and to promote student engagement.

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

Students must be prepared for each week's module, meaning they have reviewed the material and are prepared to discuss topics. Students are given instruction through various means: discussion, presentations, demonstrations, accessible videos, and readings. For example, students have required readings that they will be assessed on. Retention of knowledge from readings and lecture is explicated through discussions and exams.

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

During assessment, reflection occurs as a class, as a group, and as individuals. Many exams and discussions require students to self-reflect and speak from personal experience and understanding. The class project requires students to consider what goals they wish to pursue. At the end of the project, students self-assess what was successful, what was not successful, and what they may do differently going forward.

Key: 1105