



CUL-750: THE ART OF GARDE MANGER

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

CUL - Culinary Arts

Course Number

750

Course Title

The Art of Garde Manger

Short Title

The Art of Garde Manger

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 provides students with the skills and knowledge of the organization, equipment, and responsibilities of the cold kitchen. Students are introduced to and prepare cold hors d'oeuvres, appetizers, sandwiches, salads, smoked items, cured items, and basic charcuterie items. Utilization of entire products and preservation techniques are discussed and practiced. Reception foods and buffet arrangements are introduced. Students will create and execute a buffet display as well as be examined in written form to demonstrate proficiency.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

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

Requisite Course Attachment(s)

Justification for Requisite Change for CUL750.docx

Codes**TOP Code (CB 03)**

1306.30* - *Culinary Arts

CIP Code

12.0500 - Cooking and Related Culinary Arts, General.

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 model the safe use of all basic kitchen equipment (stoves, mixers, ovens, etc.) as well as small wares (bowls, whisks, spatulas, knives, etc.).
3. Apply and differentiate knowledge of specific equipment in the Garde Manger kitchen, including smokers, injectors, and pâté and terrine molds.
4. Develop and exhibit the competency and awareness to safely work within a professional kitchen through the adaptation of collective culinary etiquette practices.
5. Compose basic knife cuts, use proper kitchen terminology, and demonstrate all preparation methods and techniques used in the Garde Manger Kitchen.
6. Properly assemble salads, sandwiches, canapes, and platters to specific requirements.
7. Create, design, and arrange a buffet presentation.
8. Differentiate between curing, aging, and other preservation techniques used among assorted proteins.
9. Develop diverse cultural awareness by reporting on and recreating elements of varied ethnocultural cold food 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 garde manger kitchen.
2. The student will be able to describe an assortment of garde manger ingredients, identify and properly use garde manger kitchen equipment, and recognize proper garde manger kitchen terminology.
3. The student will be able to create and present various selections for buffet service.

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.

Content

Course Lecture Content

1. Introduction to Garde Manger
 - a. What is garde manger
 - b. Cultural influences
2. History of Salads
 - a. Lettuce identification & tasting
 - b. Categories of salads
 - c. Three types of vinaigrettes/dressings
3. Sandwiches & Cold Soups
 - a. History and methods for cold soups
 - i. Cultural varieties
 - b. History of sandwiches and classifications
 - i. What is a sandwich
 - ii. Sandwiches around the world
 - c. History of tea Sandwiches
 - d. Side dishes to serve with sandwiches
4. Sushi & Fruit/Vegetable Carvings
 - a. Sushi rice
 - b. Sushi history
 - c. Nigiri vs. rolls
 - d. Sushi condiments
 - e. Sushi platter & presentation
 - f. Fruit & vegetable carvings
 - i. Varieties and methods
5. Curing & Smoking Food
 - a. Curing vs. smoking
 - b. Curing and smoking methods
 - c. Special ingredients used
6. Sausage
 - a. Cultural varieties
 - b. Grinding methods
 - c. Meat to fat ratios
 - d. Sausage emulsification
 - e. Casing varieties
7. Pâtés, Terrines & Galantine
 - a. Difference between pâtés, terrines and galantines
 - b. Inlays and garnishes
 - c. Pâté dough
 - d. Aspic & Chaud Froid
8. Cheese, Condiments & Pickling
 - a. Cheese history and categories
 - i. Cheeses around the world
 - b. Condiments
 - c. Pickled Vegetables
 - i. Dill pickles
 - d. Flavored oils
9. Hors D'Oeuvres & Canapés

- a. History of hors d'oeuvres & canapes
 - b. Platter presentation techniques
 - c. Buffet set up and presentation techniques
10. Appetizers
- a. What is an appetizer
 - b. How appetizers are served

Course Lab Content

1. Salads
 - a. Lettuce identification & tasting
 - b. Caesar salad
 - c. Steak salad
 - d. Chilled tofu salad w/ miso vinaigrette
 - e. Farro salad
 - f. Tomato corn salad w/ avocado dressing
 - g. Dressings
 - i. Emulsifications
 - 1. Vinaigrettes
2. Sandwiches & Cold Soups
 - a. Cultural soup varieties
 - i. Cream of tomato
 - ii. French onion
 - iii. New England clam chowder
 - iv. White bean
 - v. African peanut
 - b. Sandwiches and classifications
 - i. Sandwiches around the world
 - ii. Chicken salad on croissant
 - iii. Curried egg salad
 - iv. Latvian sandwich
 - c. Tea Sandwiches
 - i. Cucumber mint tea
 - ii. Croque monsieur
 - iii. Tortilla rollups
 - d. Side dishes to serve with sandwiches
 - i. Kale-apple coleslaw with poppyseed dressing
3. Sushi & Fruit/Vegetable Carvings
 - a. Sushi
 - i. Sushi rice
 - ii. California rolls
 - b. Nigiri
 - c. Sushi condiments
 - d. Sushi platter & presentation
 - e. Fruit & vegetable carvings
 - i. Varieties and methods
4. Curing & Smoking Food
 - a. Curing and smoking methods
 - i. Pate en croute
 - ii. Blini with gravlax
 - iii. Smoked chicken with cilantro dressing
 - iv. Garlic confit
 - v. Honey mustard sauce
5. Sausage

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- a. Cultural varieties
 - i. Tuscan chicken sausage
 - ii. Green chile sausage
 - iii. Sausage platter
 - b. Grinding methods
 - c. Meat to fat ratios
 - d. Sausage emulsification
 - e. Casing
 - 6. Pâtés, Terrines & Galantine
 - a. Salmon mousse
 - b. Fish velouté
 - c. Gazpacho gelee with avocado cream
 - d. Roasted vegetable terrine
 - e. Inlays and garnishes
 - f. Pâté dough
 - g. Aspic & Chaud Froid
 - 7. Cheese, Condiments & Pickling
 - a. Fresh ricotta cheese
 - b. Fresh tomato and herbed ricotta bruschetta
 - c. Fresh mozzarella sticks with marinara sauce
 - d. Cheese platter
 - e. Warmed mixed nuts with rosemary and shallots
 - f. Present mousse, terrine, gelee
 - g. Cure gravlax
 - h. Condiments
 - i. Pickled Vegetables
 - i. Dill pickles
 - j. Flavored oils
 - 8. Hors D'Oeuvres & Canapés
 - a. Hors d'oeuvres & canapes
 - i. Caramelized onion, mushroom, and gruyere tartlets
 - ii. Beef empanada with chimichurri sauce
 - iii. Chicken wings
 - iv. Shrimp ceviche tostadas
 - b. Platter presentation techniques
 - c. Buffet set up and presentation techniques
 - 9. Appetizers
 - a. Coconut shrimp with pineapple sweet and sour sauce
 - b. Hot provolone and crab dip with crostini
 - c. Steak frites with Bearnaise sauce
 - d. Pineapple and cucumber guacamole dip with tortilla chips

Methods of Instruction

Method

Lab Activities

Integration

Students will prepare, execute, and present plates following the instructor's demonstration. Students will work to produce recipes and will have an opportunity to taste and compare their dishes at the end of class. Activities will also include setting up platters and buffets as group activities.

Method

Lecture

Integration

The instructor will lecture on a variety of topics about garde manger ingredients, recipes, techniques, cultural cuisines, and methods. Lectures will include diverse methods of instruction: discussions, presentations, videos, and demonstrations by the instructor. Topics will constructively build upon concepts from other courses within the program. Concepts specific to garde manger include: preservation techniques, salads, sandwiches, soups, sushi, vegetable carving, curing and smoking, forcemeat, cheeses, hors d'oeuvres, and buffet presentations.

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 this opportunity to demonstrate the recipe step-by-step and answer any questions that may arise. The instructor will explain and demonstrate methods for preparing, executing, 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 recipes for that week, methods, history, and 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 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. The instructor will evaluate how each student sets up their work station and how sanitary they are. 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 for the instructor to evaluate their progression of knowledge in garde manger. 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 a written final exam as well as a final practical exam. For the practical exam students will produce a multiple course meal that will cover many of the techniques taught in the class. Their final grade will be based on their recipe knowledge, sanitation, and the outcome of their final dishes. Evaluation will be based on presentation, execution of cooking methods, knife skills, seasoning, organization, timeliness, and sanitation.

Method

Homework

Integration

Students will be assigned homework every week. Assignments will align with topics and recipes for the upcoming week. Evaluation will determine whether the work is complete, thorough, and demonstrates the student has spent time researching and answering the topic.

Method

Quizzes

Integration

Students will take a weekly quiz covering topics and information from the prior week. Topics include garde manger equipment, preservation techniques, salads, soups, sandwiches, canapés, buffet presentations, and ethnocultural cold food methodologies. Quizzes are open-ended questions that require critical thinking and reflection to explicate an understanding of concepts. Assessment of quizzes includes determining whether a student can justify their answer and whether they can explain the why and how of a concept.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write an essay on the discovery and evolution of smoking food. Include how and why smoking became an important method of preservation in the early cuisines. Also include how smoking is used today in conjunction with barbecue and the differences between the two.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research charcuterie. Describe its origin and history and how it has evolved in today's cuisines. Explore how this technique influenced refrigeration and how charcuterie is used today. You will present your findings to the class in a 3-5 minute presentation.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write an essay on cheese and include its discovery, history, and evolution. You must include the different methods of cheese making and the four categories of cheese. Choose one cheese and include which foods and beverages pair well with that cheese.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

The Professional Garde Manger: Professionalism. Read the first chapter of the textbook so the class can have an in-class discussion about professionalism in the garde manger kitchen. Additional topics discussed will include the history and traditions of the trade, along with today's garde manger.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Work in teams to create a buffet menu for a small gathering of people (10-15) with a budget of \$150. The menu will be themed; the theme should be present throughout the presentation. Each team member will be responsible for executing two items. Menu items should demonstrate and highlight techniques learned during the course. There must also be an action station. The project will be assessed via a rubric attached to the assignment in the LMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative



Assignment

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

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research historical and cultural preservation techniques. Write a 2-3-page essay discussing your findings. Consider: Which preservation techniques were used among different cultures around the world and why? How did these techniques influence their cultural cuisine? Which ethnocultural techniques are used today? The topic will be discussed in class as students share their findings.

Course Materials**Textbooks**

The Culinary Institute of America (CIA) (2012). Garde Manger: The Art and Craft of the Cold Kitchen, 4th Edition Wiley. ISBN: ISBN: 978-0-470-5878

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: prepare and serve garde manger dishes, maintain food safety, and maintain a clean work environment. Students are also given leadership roles and must delegate tasks such as setting up equipment, gathering product, and cleaning 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 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 in their weekly review what was successful, what was not successful, and what they may do differently going forward.

Key: 1106