

Western Technical College

31303315 Principles of Quantity Food Preparation

Course Outcome Summary

Course Information

Description	This course is the study of principles and methods of quantity food preparation including essential ingredient knowledge, equipment fundamentals and measurement standards. Students will develop competence in production to meet industry standards.
Career Cluster	Hospitality and Tourism
Instructional Level	Technical Diploma Courses
Total Credits	4.00
Total Hours	144.00

Types of Instruction

Instruction Type	Credits/Hours
Lecture	1 CR / 36 HR
Lab	3 CR / 108 HR

Course History

Last Approval Date	6/27/2012
---------------------------	-----------

Purpose/Goals

Develop ingredient knowledge, food preparation techniques, sanitation and safety protocol, and general food knowledge for successful food service production.

Target Population

First semester Food Production Specialist Students

Textbooks

Essentials of Cooking Bundled with Wiley PLUS. 2nd Edition. Copyright 2015. Gisslen, Wayne. Publisher: John Wiley & Sons, Inc. **ISBN-13:**978-1-1191-5024-4. Required.

Learner Supplies

Black Pants - \$25-30. **Vendor:** To be discussed in class. Required.

White apron - \$7. **Vendor:** Campus Shop. Required.

Chef Coat - \$25. **Vendor:** Campus Shop. Required.

Black baseball cap with Western's Logo - \$25. **Vendor:** Campus Shop. Required.

Black shoes with non-slip soles (no tennis) - \$35-40. **Vendor:** To be discussed in class. Required.

Name Pin - \$5.00. **Vendor:** To be discussed in class. Required.

Black Polo Shirt - \$20. **Vendor:** Campus Shop. Required.

Two potholders - \$5. **Vendor:** Campus Shop. Required.

White shirt (short sleeve with button down collar) - \$15-20. **Vendor:** To be discussed in class. Required.

Culinary Kit - \$186. **Vendor:** Campus Shop. Required.

Core Abilities

- 1. Apply mathematical concepts.**
Status Active
- 2. Demonstrate ability to think critically.**
Status Active
- 3. Demonstrate ability to value self and work ethically with others in a diverse population.**
Status Active
- 4. Make decisions that incorporate the importance of sustainability.**
Status Active
- 5. Transfer social and natural science theories into practical applications.**
Status Active
- 6. Use effective communication skills.**
Status Active

Program Outcomes

- 1. Identify the elements of a quality food product.**
Status Active
- 2. Produce a standardized recipe.**
Status Active
- 3. Employ safety and sanitation practices in the work setting.**
Status Active
- 4. Demonstrate efficient production techniques.**
Status Active
- 5. Summarize food production costs.**
Status Active
- 6. Demonstrate professional work habits consistent with food industry standards.**
Status Active

Course Competencies

1. Demonstrate sound hygiene and grooming practices.

Domain *Affective* *Level* *Internalizing* *Status* *Active*

Criteria

Criteria - Performance will be satisfactory when:

- 1.1. learner wears prescribed uniform in all labs.
- 1.2. learner uses hair restraints in all labs.
- 1.3. learner arrives in clean and pressed uniform.
- 1.4. learner demonstrates good personal hygiene.

Learning Objectives

- 1.a. Use good laundry practices to keep uniforms clean and stain free.
- 1.b. Wear clean uniform everyday for class.
- 1.c. Use hair restraint to cover majority of hair.
- 1.d. Demonstrate good hygiene practices by bathing and washing hair daily.
- 1.e. Use deodorant/antiperspirant to avoid strong body odor.
- 1.f. Display clean shaven face or keep facial hair neatly trimmed.
- 1.g. Associate the connection between personal hygiene and prevention of foodborne illness.

2. Develop ingredient and general food knowledge

Domain *Cognitive* *Level* *Application* *Status* *Active*

Criteria

Criteria - Performance will be satisfactory when:

- 2.1. learner identifies common fruit and vegetables.
- 2.2. learner selects fruits and vegetable appropriate to recipe.
- 2.3. learner can identify common herbs and spices.
- 2.4. learner selects herbs and spices appropriate to recipe.
- 2.5. learner can identify common grains, meals, flours, legumes and other starches.
- 2.6. learner can identify common bakery ingredients.
- 2.7. learner can select the correct baking ingredients for the recipe.
- 2.8. learner can identify an assortment of pasta and noodle shapes.
- 2.9. learner can list the proper uses for several fats and oils.
- 2.10. learner can select sauces appropriate to the entree or dessert.
- 2.11. learner can identify the most common leavening agents.
- 2.12. learner can select the correct leavening agent for the food product being produced.
- 2.13. learner can correctly season and flavor foods.
- 2.14. learner can differentiate between broths, stocks, consomme, soups and gravies.
- 2.15. learner can identify common salad and salad dressing ingredients.

Learning Objectives

- 2.a. Describe the availability, quality indicators, common use and cooling applications for the following foods: fresh fruits, vegetables and herbs, dairy, cheese, egg items, grains, meals, flours, pasta dried legumes and nuts.
- 2.b. Describe the availability, quality indicators, common use and cooking applications for the following foods: oils, shortenings, vinegars, condiments, extracts and flavorings, dried herbs and spices, sugars, sweeteners, syrups, chocolate, leavening agents, and starches.
- 2.c. Name factors taken into account when purchasing ingredients.
- 2.d. Describe proper storage techniques for a variety of ingredients.
- 2.e. Describe the function of each of the primary ingredients in a recipe.
- 2.f. Identify an assortment of pasta and noodle shapes.
- 2.g. Cook pasta correctly.
- 2.h. Explain proper use for several fats and oils.
- 2.i. Select sauces appropriate to the entree or dessert.
- 2.j. Differentiate among broths, stocks, consommés, soups and gravies.

3. Measure and weigh accurately

Domain Cognitive Level Application Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 3.1. learner measures with 100% accuracy.
- 3.2. learner converts measurements using a conversion chart.
- 3.3. learner selects the correct measuring utensil for the activity.
- 3.4. learner associates the importance and relationship between measurement, portion control and cost containment.

Learning Objectives

- 3.a. Differentiate between volume and weight measurements.
- 3.b. Distinguish the difference between volume and weight.
- 3.c. Recognize the importance of precise measurement in recipe production.
- 3.d. Identify common dry measuring equipment.
- 3.e. Identify common liquid measuring equipment.
- 3.f. Identify the different types of scales.
- 3.g. Properly use each of the different types of scales.
- 3.h. Select appropriate measuring and weighing devices to a particular recipe.
- 3.i. Differentiate between pound and ounce scales.
- 3.j. Converts measurements using a conversion chart.
- 3.k. Interpret measurement and weight abbreviations.
- 3.l. Utilize the techniques of accurate measuring.
- 3.m. Memorize basic measurement conversions.

4. Correctly integrate terminology specific to the Food Service Industry in classroom and work settings

Domain Cognitive Level Application Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 4.1. learner defines terminology specific to the food service industry in a classroom and work setting.
- 4.2. learner applies terminology to everyday situations.
- 4.3. learner correctly spells food service terms.

Learning Objectives

- 4.a. Maintain a list of food service terms.
- 4.b. Develop sources for quick reference checks on spelling, pronunciation and usage of food service terms.
- 4.c. Concentrate on correct spelling and usage of food service terms.
- 4.d. Integrate terms into all types of classroom and workplace settings.

5. Use standardized recipes

Domain Cognitive Level Application Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 5.1. learner can identify the parts of a standardized recipe.
- 5.2. learner is able to successfully produce a standardized recipe.
- 5.3. learner can increase and decrease the quantities of standardized recipes to meet production requirements.
- 5.4. learner is able to identify errors in a standardized recipe.

Learning Objectives

- 5.a. Identify parts of a standardized recipe.
- 5.b. Compute increases and decreases in recipe sizes.
- 5.c. Visualize the final outcome of the standardized recipe.
- 5.d. Document changes on a standardized recipe after preparation.
- 5.e. Lay out misen place and workstation to effectively produce a standardized recipe.
- 5.f. Proofread a standardized recipe to detect possible errors.

- 5.g. Adjust the taste of the final product to meet customer preferences.
- 5.h. Correct standardized recipes as needed.
- 5.i. Demonstrate the proper production techniques used in the production of standardized recipes.
- 5.j. Believe in the importance of the use of standardized recipes.
- 5.k. Use available resources to develop standardized recipes.
- 5.l. Measure ingredients of a standardized recipe accurately
- 5.m. Test standardized recipes for accuracy.
- 5.n. Define terms commonly used in standardized recipes.
- 5.o. Identify the benefits of using a standardized recipe.
- 5.p. List common problems of a standardized recipe.

6. Exhibit correct preparation techniques

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Application</i>	<i>Status</i>	<i>Active</i>
---------------	------------------	--------------	--------------------	---------------	---------------

Criteria

Criteria - Performance will be satisfactory when:

- 6.1. learner will demonstrate correct methods of portion control.
- 6.2. learner will demonstrate correct knife usage and care.
- 6.3. learner applies their knowledge of herbs, spices and flavorings in seasoning and marinating foods.
- 6.4. learner uses thickeners correctly.
- 6.5. learner correctly pre-preps fruit and vegetables for cooking.
- 6.6. learner demonstrates correct set up of misen place for workstation or recipe.
- 6.7. learner measures and weighs accurately.
- 6.8. learner prepares attractive garnishes.
- 6.9. learner demonstrates safe and sanitary handling and storing of all food products.

Learning Objectives

- 6.a. Demonstrate a variety of basic knife cuts including a few decorative cuts.
- 6.b. Prepare fresh fruits and vegetables for the cooking process.
- 6.c. Incorporate a variety of thickeners, especially rouxs, into hot liquid.
- 6.d. Prepare a variety of recipes in a lab setting.
- 6.e. Incorporate seasonings and aromatic flavorings in production.
- 6.f. Understand the importance of portion control.
- 6.g. Explore effective ways to present and plate food.
- 6.h. Practice plating and garnishing food to meet customer satisfaction.
- 6.i. Integrate safe and sanitary handling of food with correct food preparation techniques.
- 6.j. Prepare a variety of simple garnishes.
- 6.k. Measure and weigh accurately.
- 6.l. Organize a misen place for each production station or recipe.

7. Use correct pre-prepping techniques to help speed final steps of the cooking process.

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Application</i>	<i>Status</i>	<i>Active</i>
---------------	------------------	--------------	--------------------	---------------	---------------

Criteria

Criteria - Performance will be satisfactory when:

- 7.1. learner pre-prepares, prepares, stores and labels all recipe items correctly and safely.

Learning Objectives

- 7.a. Select recipe item to be pre-prepped.
- 7.b. Decide if a recipe item can be safely stored or refrigerated until needed.
- 7.c. Prepare a list of recipe items to be prepped.
- 7.d. Pre-prepare selected recipe items according to recipe directions.
- 7.e. Store prepped items in appropriate storage containers and areas.
- 7.f. Apply label to container to identify contents and date of stored food item.
- 7.g. Determine which items can be stored together in the same container.

8. Operate small hand tools and large equipment properly and safely

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Application</i>	<i>Status</i>	<i>Active</i>
---------------	------------------	--------------	--------------------	---------------	---------------

Criteria

Criteria - Performance will be satisfactory when:

- 8.1. learner cares for and safely uses knives.
- 8.2. learner accurately operates scales, measuring devices and portioning tools.
- 8.3. learner safely operates, cleans and sanitizes large food service equipment.
- 8.4. learner follows all rules and guidelines when operating small and large equipment.

Learning Objectives

- 8.a. Apply the rules for knife care, use and storage.
- 8.b. Identify the different parts of a knife.
- 8.c. Demonstrate a variety of knife sharpening and honing tools.
- 8.d. Identify a variety of hand tools.
- 8.e. Name the function of a variety of hand tools.
- 8.f. Operate small and large pieces of equipment important in food production.
- 8.g. Apply the basic rules for working safely with large and small pieces of equipment.
- 8.h. Identify pots and pans, their purpose and appropriate care.
- 8.i. Identify the equipment used in several categories of work including: slicing, grinding, grating, mixing, pureeing, cooking, baking, frying, steaming, refrigerating, and freezing.

9. Use a written work schedule to determine when recipe processes need to be completed to meet deadlines.

Domain Cognitive Level Application Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 9.1. learner meets production deadline using an accurately created schedule.

Learning Objectives

- 9.a. Categorize the different processes of a recipe.
- 9.b. Determine the order in which each work process will be accomplished.
- 9.c. Write a detailed work schedule to use in production/lab setting.
- 9.d. Use work schedule to prepare recipe item.
- 9.e. Use dovetailing to make best use of time.
- 9.f. Meet production deadline.

10. Prepare foods that meet the established standards of quality for taste, texture and appearance

Domain Cognitive Level Synthesis Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 10.1. learner correctly uses herbs and spices.
- 10.2. learner prepares salads and salad dressings.
- 10.3. learner prepares vegetables, potatoes and fruits.
- 10.4. learner prepares stocks, sauces and gravies.
- 10.5. learner prepares pasta, rice and legumes.
- 10.6. learner prepares soups.
- 10.7. learner prepares and wraps sandwiches.
- 10.8. learner prepares yeast and quick breads.
- 10.9. learner prepares eggs, dairy and brunch items.
- 10.10. learner prepares cakes and icings.
- 10.11. learner prepares pies.
- 10.12. learner prepares cookies.
- 10.13. learner prepares choux paste and puff pastry items.
- 10.14. learner accurately prepares food items meeting the established standards of quality for taste, texture and visual appeal.
- 10.15. learner integrates terms associated with food production into lab and work setting

Learning Objectives

- 10.a. Describe the basic techniques for preparing the following kinds of soups: broths, consommés, clear vegetable, cream, puree, bisques, specialty and cold.

- 10.b. Foster a professional attitude in students towards their work.
- 10.c. Identify quality products used to make soup and the standards used to assess a soup's overall quality.
- 10.d. Select an appropriate garnish for a soup and properly heat it.
- 10.e. Describe soup service guidelines.
- 10.f. Apply proper cooling, storing and reheating procedures for all types of soups.
- 10.g. Explain the function of a sauce in relation to the other components of a dish.
- 10.h. Select a suitable sauce for the style of service and the cooking technique applied to the main ingredient.
- 10.i. Name all grand/mother sauces and derivatives for each.
- 10.j. Identify some contemporary and miscellaneous sauces.
- 10.k. Demonstrate the techniques used to make sauces.
- 10.l. Explain how sauces are properly reheated, held and plated.
- 10.m. Name some variations on moist-heat techniques used to prepare eggs, various grains, legumes, vegetables and fruits.
- 10.n. Explain the purpose of thickeners and binders in food preparation.
- 10.o. Describe the function of each of the primary ingredient groups used in baking.
- 10.p. Differentiate chemical, organic, and physical leaveners and explain the way that each works and the typical fashion in which each is used.
- 10.q. Explain the misen place, mixing, shaping, and baking methods for each of the following bakery products: quick breads, cakes and icings, pies and pastries, frozen desserts, cookies, candies, yeast breads, and other confections.
- 10.r. Demonstrate simple decorating techniques for pastries, specialty desserts and cakes using a variety of specialty tools made especially for this purpose.
- 10.s. Demonstrate correct salad production techniques.
- 10.t. Demonstrate basic sandwich production techniques.
- 10.u. Demonstrate proper holding, serving, reheating, and storing techniques for the above mentioned food items.
- 10.v. Develop an appreciation for safe and sanitary handling of all food products.
- 10.w. Recognize a quality food product as defined by criteria discussed in class.
- 10.x. Develop proficiency in food production techniques.

11. Produce cold sandwiches that meet the established standards for taste, texture, temperature and appearance.

Domain Cognitive Level Synthesis Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 11.1. learner produces quality sandwiches on time following production, sanitation and safety standards as established in class.

Learning Objectives

- 11.a. Apply the basic production techniques for making sandwiches.
- 11.b. Produce sandwich filling using a standardized recipe.
- 11.c. Portion meats and fillings for sandwiches using appropriate measuring equipment.
- 11.d. Produce sandwiches using assembly line technique.
- 11.e. Use appropriate wrapping techniques to preserve the freshness of the sandwich.
- 11.f. Refrigerate sandwiches and fillings immediately after completion.
- 11.g. Display sandwich in reach-in cooler for customer service.
- 11.h. Demonstrate sound safety and sanitation procedures when making sandwiches.
- 11.i. Produce assigned number and type of sandwich as listed on the production schedule.
- 11.j. Follow all sanitation and safety protocol.
- 11.k. Correct problems as they arise.
- 11.l. Set up workstations for maximum efficiency.
- 11.m. Select appropriate large production equipment.

12. Produce salads and salad bar items that meet established standards for taste, texture, temperature and appearance.

Domain Cognitive Level Synthesis Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 12.1. learner produces quality salads and salad bar items on time following all production, sanitation and safety standards as established in class.

Learning Objectives

- 12.a. Apply the basic techniques used in salad making.
- 12.b. Prepare salads following a standardized recipe.
- 12.c. Recognize how to check the consistency and flavor of salad products.
- 12.d. Correct recipe errors as they arise.
- 12.e. Use acceptable methods to chill salad products to desired temperature.
- 12.f. Set up a salad bar according to diagram.
- 12.g. Develop a plan to keep the salad bar filled and clean during service.
- 12.h. Follow all sanitation and safety protocol.
- 12.i. Set up workstation for maximum efficiency.
- 12.j. Select appropriate large production equipment.

13. Produce cooked vegetables that meet the established standards for taste, texture, temperature and appearance.

Domain Cognitive Level Synthesis Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 13.1. learner produces quality cooked vegetables on time following all production, sanitation and safety standards as established in class.

Learning Objectives

- 13.a. Produce packaged mashed potatoes that meet the taste, texture, temperature and appearance criteria.
- 13.b. Produce steamed vegetables that meet the taste, texture, temperature and appearance criteria.
- 13.c. Predict the results of overcooked vegetables.
- 13.d. Apply the steaming time chart information for each type of vegetable prepared.
- 13.e. Differentiate the cooking time of two different vegetables so both will be done at the same time.
- 13.f. Correct problems as they arise.
- 13.g. Select appropriate large production equipment.
- 13.h. Set up workstation for maximum efficiency.
- 13.i. Follow all sanitation and safety guidelines.
- 13.j. Meet production deadline.
- 13.k. Produce correct amount as listed on production sheet.
- 13.l. Select appropriate serving pan as listed on steamtable diagram.

14. Produce soups, sauces and gravies that meet established standards for taste, texture, temperature and appearance.

Domain Cognitive Level Synthesis Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 14.1. learner produces quality soups, sauces and gravies on time following all production, sanitation and safety standards as established in class.

Learning Objectives

- 14.a. Apply basic techniques and terms used for making soups, sauces and gravies.
- 14.b. Prepare soups, sauces and gravies following standardized recipe.
- 14.c. Demonstrate how to use a roux to thicken soups, gravies and sauces.
- 14.d. Recognized how to check each product for flavor and consistency.
- 14.e. Meet product deadlines.
- 14.f. Follow all time and temperature standards.
- 14.g. Select appropriate serving pan as listed on steamtable diagram.
- 14.h. Select appropriate large production equipment.
- 14.i. Set up workstation for maximum efficiency.
- 14.j. Produce assigned amount of soup, gravy or sauce according to production sheet specifications.

14.k. Correct problems as they arise.

15. Apply correct sanitation and safety procedures to the food production area

Domain Cognitive Level Application Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 15.1. learner identifies types of foodborne illnesses and their symptoms.
- 15.2. learner identifies potentially hazardous foods.
- 15.3. learner understands how pH affects the safety of foods.
- 15.4. learner applies time and temperature rules when handling foods.
- 15.5. learner believes in the importance of following safety and sanitation guidelines.
- 15.6. learner deals with blood spills in a safe manner.
- 15.7. learner complies with all OSHA safety guidelines.
- 15.8. learner becomes familiar with HACCP

Learning Objectives

- 15.a. List 3 ways in which food can become contaminated.
- 15.b. Demonstrate the 2 types of handwashing.
- 15.c. Integrate handwashing into a daily routine.
- 15.d. Name several strategies for avoiding contamination in the production setting.
- 15.e. Name different types of foodborne illnesses, their sources and the symptoms associated with each.
- 15.f. Explain what is meant by potentially hazardous foods.
- 15.g. Define the danger zone in temperature and pH.
- 15.h. Name several critical temperatures in safe food handling practices.
- 15.i. Explain relationship between personal hygiene and the prevention of foodborne illness.
- 15.j. Shows how to clean up a blood spill safely.
- 15.k. Applies all OSHA safety guidelines in the worksite and lab.
- 15.l. Learn to apply the correct procedures for storing, cooling, and reheating foods.
- 15.m. Explain HACCP.
- 15.n. Name several key points for keeping the kitchen safe and sanitary.

16. Exhibit team work and work ethics in lab

Domain Affective Level Internalizing Status Active

Criteria

Criteria - Performance will be satisfactory when:

- 16.1. learner will call instructor when ill or detained.
- 16.2. learner will be on time for class.
- 16.3. learner shows respect for costly equipment.
- 16.4. learner understands the need to avoid costly food waste.
- 16.5. learner demonstrates a respectful attitude towards classmates, instructors and other staff.

Learning Objectives

- 16.a. Report to class on time, in uniform and ready to work
- 16.b. Recognize need to call instructor 1 hour before class when ill.
- 16.c. Demonstrate teamwork and sharing when working with classmates.
- 16.d. Recognizes need to dovetail work.
- 16.e. Explain how to operate equipment in a safe and respectful manner.
- 16.f. Prepare food using proper methods to avoid costly waste.
- 16.g. Understand how to find other tasks to do when a job is completed.
- 16.h. Recognize the importance of a respectful attitude toward others when working in lab or a production setting.
- 16.i. Demonstrate pride in products and work accomplished.

Grading Information

A 94-100

AB 89-93
B 84-88
BC 79-83
C 73-78
D 66-72
F 0-65