Course Outline

Course: HOS 115  
Course Title: Food and Culture 
Lecture: 02 hr. 
Laboratory: 02 hr. 
Length: 14 Sessions 
Credits: 03 
Prerequisites: None 
Co-requisites: None 
Last Revised: Fall 2018 (C. dePagnier) 
Division: Business & STEM

Course Description – Applying a global perspective of the symbolic, social, political, and economic roles of foods in different cultures; examines geographical and historical conditions which give rise to regional cuisines. Lectures, demonstrations, and hands-on participation, reveal ways in which institutions and organizations influence food habits and beliefs.

Course Coordinator: Christopher P. dePagnier, CHE  
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Office: BS 117

Information Resources / Other Learning Resources – The course coordinator has student handouts accompanying each unit (1-11). In addition, the course coordinator has in office a collection supplemental texts and journal articles available for student use. The following audio/visual sources are shown (either in their entireties, or some portions thereof) during each course offering (see Units of Study in Detail).


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**Examinations** – Two (02) written examinations are required in this course: (a) *Test 1*; and (b) *Test 2*. The course coordinator keeps examinations on file.

**Research Project** – Students are required to research development of traditional family recipe(s) and/or meal(s) and/or development of traditional recipe(s) and/or meal(s) from students’ own individual cultural/ethnic identities. Choice of recipe and/or meal selection is at student discretion and with instructor approval. Research into the development of any recipe(s) and/or meal(s) may include, but are not limited to, the following: family history, origins of recipe(s), history of ingredients and tools utilized, and/or any cultural, agricultural, social, historical, geographical, and religious, and/or familial significance.

Each research paper shall be no less than *eight* (08) double-spaced pages, have *1-inch margins*, use *page numbers*, and be *typed in 12-point font*. A minimum of *three* (03) sources are required—these sources may include, but are not limited to, relatives, books, magazines, scholarly journals, and/or online sources (*No Wikipedia*!). Research papers shall be written in either *American Psychological Association (APA)* style format or *Modern Language Association (MLA)* style format. Assessment rubrics can be found in the HOS 115 – Research Project General Format Notes course document. In addition, students shall demonstrate in the foodlab, for the benefit of fellow classmates and the instructor, how chosen recipe(s) and/or at least one portion of a family meal are prepared. Failure to submit a research paper during the final class meeting and/or failure to demonstrate in the foodlab how chosen recipe(s) and/or at least one portion of a meal are prepared, results in *immediate course failure*, regardless of accrued course progress. By completing this research project students will be demonstrating *Course Competencies 1, 2, 3, 4, 5, 6, 7, 8*; *General Education Knowledge Goals 1, 5, 6, 7, 8*; and *General Education Core Skills A, B, D, F* (see below).

**Research Paper Topic** – Each student is required to submit a *research paper topic* during the *fourth* (4th) class meeting. As with the research paper, research paper topics shall be *typed, double-spaced, in 12-point font*. To earn credit for this assignment, each student must include his/her *name* and *topic* (selected recipe(s) and/or meal(s) to be researched) along with a paragraph explaining *what is being researched and
another paragraph explaining his/her recipe and/or meal selection (choice)—collectively, these paragraphs need to comprise one (01) full page of text. This assignment is graded on pass/fail basis.

Ingredient List – During the thirteenth (13th) class meeting, each student is required to submit an ingredient list. This list shall be typed in 12-point font and be printed with the student’s name, ingredients and amounts required to cook and/or bake his/her chosen recipe(s) and/or meal during the final class meeting. Ingredients shall not be made available without due notification. Students need to provide the instructor with exact amounts for each/every ingredient utilized (in numbers, pounds, ounces, cups, etc.). This assignment is graded on pass/fail basis.

Course Competencies / Goals:

Students will be able to…

(1) analyze the symbolic, social, political, and economic aspects of food.
(2) contrast how various geographical, climatic, and historical conditions led to the development of present day cultural practices and perspectives.
(3) value how beliefs and habits, related to food, contribute to a greater understanding of the shared human condition.
(4) distinguish how social institutions and organizations influence food habits.
(5) identify staple foodstuffs that form underlying connective threads for the world’s regions.
(6) recognize the symbiotic relationship between culture and cuisine.
(7) create, appreciate, and sample a vast array of recipes, current and historical, from around the world.
(8) develop an understanding of the cultures that created these recipes (see 7) via a “hands-on” approach in the foodlab.

Course-specific General Education Knowledge Goals and General Education Core Skills:

General Education Knowledge Goals:

Goal 1 – Communication: Students will communicate effectively in both speech and writing.
Goal 5 – Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6 – Humanities: Students will analyze works in the field of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7 – History: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
Goal 8 – Diversity: Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9 – Ethical Reasoning and Action: Students will understand ethical issues and situations.

General Education Core Skills:

Goal A – Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B – Critical Thinking and Problem-solving: Students will use critical thinking and problem solving skills in analyzing information.
Goal C – Ethical Decision-making: Students will recognize, analyze, and assess ethical issues and situations.
Goal D – Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal F – Collaboration and Cooperation: Students will develop the interpersonal skills required for effective performance in group situations.
Goal G – Intra-cultural and Inter-cultural Responsibility: Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

Unit 1: Origin

Activities:
- Attend class meeting and participate in lecture/discussion (inclusive of: course syllabus introduction; research project; foodlab safety; and units of measure)

Students will be able to…
- assess omnivore’s paradox. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5; General Education Core Skills A)
- distinguish culture from ethnicity. (Course Competencies 1, 3; General Education Knowledge Goals 1, 8; General Education Core Skills A, B)
- explain differences between feeding and eating. (Course Competencies 1; General Education Knowledge Goals 1, 5; General Education Core Skills A, B)
- explain difference between history and prehistory. (Course Competencies 4; General Education Knowledge Goals 1, 7; General Education Core Skills A, B)
- define/use: Y.A., B.P., C.E. (vs. A.D.), and B.C.E. (vs. B.C.). (Course Competencies 2; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A, G)
- analyze progression of gathering, scavenging, fishing, and hunting methodologies. (Course Competencies 2, 3, 5; General Education Knowledge Goals 1, 5; General Education Core Skills A, B)
- define/distinguish: ecology; psychology; sociology; anthropology; sociocultural anthropology; physical anthropology; paleoanthropology; archaeology; and food anthropology. (Course Competencies 1, 3; General Education Knowledge Goals 5; General Education Core Skills D)
- define commensalism. (Course Competencies 1, 2, 3, 4; General Education Knowledge Goals 1, 5; General Education Core Skills A)
- define cultural complex and identify examples. (Course Competencies 1, 2, 3, 4; General Education Knowledge Goals 1, 5; General Education Core Skills A)
- understand humankind’s technological advancements contribute to environmental change at expense of other species. (Course Competencies 1, 2, 3; General Education Knowledge Goals 1, 8, 9; General Education Core Skills A, C, G)

Unit 2: The Roles of Foods in the Birth of Civilization in the Eastern Hemisphere
Activities:

- Attend class meeting and participate in lecture/discussion (inclusive of: foodlab safety; and knife safety)
- Introduction to foodlab
- Participate in foodlab exercises: (1) *Irish soda bread*; (2) *lavash*; and (3) *Moroccan pumpkin tea loaf* (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- recognize human beings have capacity to understand diverse viewpoints and can, through investiture of time/effort, attempt to view the world through paradigms of others. (Course Competencies 3; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G)
- analyze human desire for predictability as determining factor in animal and plant domestication. (Course Competencies 1, 2, 5; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)
- define: Paleolithic, Mesolithic, and Neolithic.
- assess ways in which humankind changed during the Neolithic Revolution. (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)
- define civilization. (Course Competencies 1, 2, 3, 4; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, G)
- analyze how/why first cultures developing agriculture developed writing, mathematics, law, and organized religion. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- assess importance of the Second Neolithic Revolution. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- consider religious function individually and culturally. (Course Competencies 3; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A)
- evaluate intersections between food, environment, and religion within the culture of Ancient Egypt. (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- assess three purposes of ritual sacrifice: honor, need, and gratitude. (Course Competencies 1, 3, 4; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A)

**Unit 3: The Americas**

Activities:

- Attend class meeting and participate in lecture/discussion
- Participate in foodlab exercises: (1) *chilaquiles con pollo y queso*; (2) *fry bread* with *wojapi*; (3) *high plains buffalo steak*; (4) *quinoa pilaf* with red and yellow peppers; and (5) *San Antonio cactus and corn salad* (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- cite indigenous foods of the Americas. (Course Competencies 1; General Education Knowledge Goals 1, 8; General Education Core Skills A)
• analyze how *Western Neolithic Revolution* changed lives of Native Americans living in Central America. (*1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B*)

• compare/contrast the following Native American cultures: *Olmec, Maya, Aztec, and Inca.* (*Course Competencies 1, 2, 3, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A*)

• analyze the roles of *amaranth, maize (corn), quinoa,* and *wild rice* within Native American cultures. (*Course Competencies 1, 2, 3, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A*)

• assess the environmental impact of *corn*-based agriculture on the rainforest lands of the *Maya.* (*Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, C, G*)

• compare and contrast the environmental impact of *corn*-based agriculture in the cultures today’s world with the cultures of antiquity. (*Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, C, G*)

• identify common foods and/or food ingredients from: Central America and Mexico; Caribbean; and South America. (*Course Competencies 1, 5, 8; General Education Knowledge Goals 8; General Education Core Skills A*)

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**Unit 4: Peoples and Foods of the Mediterranean and Middle East**

Activities:

• Attend class meeting and participate in lecture/discussion


• Participate in foodlab exercises: (1) *Ancient Egyptian fish;* (2) *Ancient Greek lentil soup;* (3) *Ancient Roman pork stew with apples;* (4) *honey cake;* (5) *Moroccan tagine of chicken with olives and preserved lemons;* and (7) *saffron risotto* (*Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F*)

Students will be able to…

• define *archetype.* (*Course Competencies 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A*)

• evaluate individuals as *archetypal* for Americans (and/or other nationalities). (*Course Competencies 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, F*)

• evaluate *archetypal foods* for Americans (and/or other nationalities). (*Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, F*)

• identify *staple/archetypal foodstuffs* from the ancient Mediterranean/Middle East. (*Course Competencies 1, 5; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A*)

• assess *wheat* as an archetypal food for Roman citizens. (*Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B*)

• assess *Lucius Quinctius Cincinnatus* as an archetypal hero for citizens of the Roman Republic. (*Course Competencies 1, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B*)

• distinguish, as related to food and culture, *oppositions* between Rome and the outside world. (*Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A, B*)
Unit 5: North Asia

Activities:

- Attend class meeting and participate in lecture/discussion
- Participate in foodlab exercises: (1) bean curd Szechwan; (2) bulgogi; (3) classic open faced dumplings; (4) miso soup; and (5) Mongolian hushuur (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- define ethnocentrism and recognize importance of identifying and avoiding it. (Course Competencies 3; General Education Knowledge Goals 5, 8, 9; General Education Core Skills A, B, C, G)
- assess importance of wok and chopsticks in North Asian cooking. (Course Competencies 1; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A)
- assess, with respect to North Asian cultures, dichotomy between chopstick and knife use. (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- distinguish intersections between early Chinese religions, agriculture development, and cooking. (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- list the Five Relationships of Confucianism. (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, G)
- distinguish between, as per Taoism, Yin and Yang. (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- identify characteristics of Yin foods. (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- identify characteristics of Yang foods. (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)

Unit 6: South Asia

Activities:

- Attend class meeting and participate in lecture/discussion
- View: The story of India (2008)
- Participate in foodlab exercises: (1) chicken tikka; (2) mango chutney; (3) naan; (4) saag aloo; and (5) South Indian vegetable curry (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- identify staple foodstuffs of the Asian sub-continent. (Course Competencies 2, 5; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- define the term taboo and analyze agricultural and environmental conditions as underlying factors for food taboos. (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- identify reasons for cow protectionism within Hinduism. (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 5, 7, 8; General Education Core Skills B, G)
- assess, with respect to Hinduism, Islam, and Judaism, foods considered inherently pure and foods considered inherently polluted. (Course Competencies 1, 3, 5, 6; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, G)
• Assess theories of pork prohibition.  (*Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G*)

Unit 7: Sub-Saharan Africa

Activities:

• Attend class meeting and participate in lecture/discussion
• Participate in foodlab exercises: (1) bananas, black-eyed peas and shrimp; (2) jollof rice; (3) mashed plantains and chicken stew; (4) pla’sas; and (5) yemiser selatta  (*Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F*)

Students will be able to…

• recognize historical bias.
• identify importance of the Nile River as a conduit between the regions of the Mediterranean and Sub-Saharan Africa.  (*Course Competencies 1, 2; General Education Knowledge Goals 5, 7; General Education Core Skills B*)
• discuss the differences and similarities between staple foodstuffs and preparation techniques within and across the regions of Africa.  (*Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)
• identify key foodstuffs for these regions, how some of these foodstuffs were integrated into the southern United States, and how they are being adapted in the United States today.  (*Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)
• understand importance and identification of historical timelines.  (*Course Competencies 6.; General Education Knowledge Goals 5, 6, 7; General Education Core Skills B*)

Unit 8: Europe

Activities:

• Attend class meeting and participate in lecture/discussion
• Participate in foodlab exercises: (1) appleflappen; (2) cherry compote; (3) maple bars; (4) cranachan; (5) lemon wafers;  and (6) orange pound cake  (*Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F*)

Students will be able to…

• distinguish: etymology, linguistics, and philology.  (*Course Competencies 4; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, D*)
• assess food sweeteners both from antiquity as well as the present.  (*Course Competencies 2, 5, 6; General Education Knowledge Goals 1, 7; General Education Core Skills A*)
• analyze, by example of honey—Sanskrit madhu; Chinese myit; Indo-European mit; Slavic medhu; and the English mead—the linguistic legacy and connectivity of the world’s populations.  (*Course Competencies 1, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)
• identify the origins of sugar cane in ancient India/Pakistan and Iran (Persia) and identify the origins of maple syrup in North America.  (*Course Competencies 2, 5; General Education Knowledge Goals 1, 7; General Education Core Skills A*)
• assess food *biases* and *preferences* toward certain foods being used in either sweet or savory dishes according to regional preferences.  (*Course Competencies 1, 2, 3, 5, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G*)

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**Unit 9: Legacy**

**Activities:**

• Attend class meeting and participate in lecture/discussion
• View: *Traces of the trade: a story from the deep north* (2008)

Students will be able to…

• consider where *you* come from.  (*Course Competencies 3; General Education Knowledge Goals 1, 8, 9; General Education Core Skills A, B, C, G*)
• consider where *others* come from.  (*Course Competencies 3; General Education Knowledge Goals 1, 8, 9; General Education Core Skills A, B, C, F, G*)
• respond to, and evaluate the following question: “If we are, all of us, prisoners of the times in which we live, then why does the world change?”  (*Course Competencies 3; General Education Knowledge Goals 1, 8, 9; General Education Core Skills A, B, C, F, G*)
• define: *triangle trade*.  (*Course Competencies 1, 2, 4; General Education Knowledge Goals 5, 7, 8, 9; General Education Core Skills G*)
• evaluate *sugar*, *molasses*, and *rum* production as contributing economic factors underlying the North Atlantic slave trade.  (*Course Competencies 1, 2, 4; General Education Knowledge Goals 5, 7, 8, 9; General Education Core Skills B, C, G*)

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**Unit 10: Southeast Asia and the Pacific**

**Activities:**

• Attend class meeting and participate in lecture/discussion
• Participate in foodlab exercises: (1) *grilled lemongrass pork*; (2) *mango and glutinous rice*; (3) *pineapple fried rice*; (4) *shrimp-pepper curry*; and (5) *sweet poe*  (*Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F*)

Students will be able to…

• list the mainland and island regions of agriculture and geography in Southeast Asia and in the Pacific Islands that affect food production and regional patterns of intake.  (*Course Competencies 2, 5; General Education Knowledge Goals 1, 8; General Education Core Skills A, G*)
• describe the typical *religions* of the people of Southeast Asia and the Pacific Islands.  (*Course Competencies 1; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, G*)
• discuss the differences and similarities between *staple foodstuffs* and preparation techniques within the regions of Southeast Asia and the Pacific Islands.  (*Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)
• describe the *traditional meal* composition and cycles of Southeast Asians and Pacific Islanders—compare these to the meal patterns of Southeast Asians and Pacific Islanders
living in the United States today. (*Course Competencies 1, 2, 4, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)

- describe the regional specialties of Southeast Asia and the Pacific Islanders. (*Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G*)

Unit 11: *The Global Perspective*

Activities:

- Attend class, listen to lecture, and participate in class discussions.

Students will be able to…

- accept how food often serves as a bridge to cultural understanding. (*Course Competencies 1, 3, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G*)
- assess the term “melting-pot” as related to culture in the United States; distinguish in what ways the United States is/is not a cultural “melting-pot.” (*Course Competencies 3, 6; General Education Knowledge Goals 1, 5, 8, 9; General Education Core Skills A, B, G*)
- differentiate the terms enculturation, acculturation and assimilation. (*Course Competencies 1, 3, 4, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- distinguish between verbal and non-verbal communication. (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- assess how communication flows as an action chain based on the concept of reciprocity. (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- evaluate the Iceberg Model of Multicultural Influences on Communication. (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, C, G*)
- define high-context and low-context elements of communication. (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)

**Assessment of Student Learning** – Student learning is assessed via two examinations: (*Test 1 and Test 2*—non-cumulative); via participation in foodlab exercises; and submission of a research paper, research paper topic, and ingredient list. *Test 1* is administered after Unit 6, consisting of multiple-choice, matching, short-answer (open-ended), and discussion questions (open-ended). *Test 2* is administered after Unit 11 and consists entirely of open-ended discussion questions. While participating in foodlab exercises, students work in instructor assigned groups of at least two (02)—only participation (cooperation, safety, and clean-up) in foodlab exercises is evaluated—successful completion of assigned recipes is not required. In this course food is a tool for learning, not an end in and of itself. Assessment rubrics utilized for the research paper assignment are given in the HOS 115 – Research Project General Format Notes course document.

**Attendance/Lateness** – Students attaining three (03) or more unexcused absences shall be withdrawn from the course, or shall fail if a third absence occurs after the semester withdraw deadline. In addition, four (04) late arrivals (defined as entering the classroom and/or foodlab five or more minutes after a class meeting starts) equate to one (01) absence.
Method of Evaluation:

- Class Participation (Foodlab Exercises) 20%
- Research Paper 30%
- Research Paper Topic 05%
- Ingredient List 05%
- Midterm Exam 20%
- Final Exam 20%

Grade Scale:

100% - 93% = A  
92% - 90% = A-  
89% - 87% = B+  
86% - 83% = B  
82% - 80% = B-  
79% - 77% = C+  
76% - 70% = C  
69% - 60% = D  
59% - 0% = F

Professionalism – Students are expected to be courteous, both verbally and in their demonstrated behaviors. Yelling, running, and/or throwing any food and/or equipment, and/or any other undignified behaviors, shall not be tolerated. Sexual harassment of any students, faculty, and/or staff members shall likewise not be tolerated. Students need to attend all class meetings, arrive on time, and stay until dismissed, unless due notification is given to the instructor prior to any absences, late arrivals, and/or leaving early. Your instructor understands there may be times during which students might be unavoidably late and/or must leave early. In such instances, students should choose seats nearest the classroom door(s). Once class meetings start, students need to refrain from leaving and/or re-entering the classroom. Students failing to attend class meetings are held by the instructor to be self-responsible for any/all course material covered, course announcements and/or assignments given, and/or acquiring course documents. Students need to engage in, and remain focused on, lectures/discussions. Therefore, only one person at a time should be speaking. Side conversations are distracting for classmates and the instructor.

Foodlab Attire Policy - This policy remains in effect whenever students are in the foodlab:

- Hats/head coverings must be worn—chef’s cloth hats, paper chef’s hats, ball caps, and/or hair nets are permitted.
- Short- and/or long-sleeve shirts fully covering students’ waists must be worn. Tank-tops, tube-tops, and/or bathing suit tops are not permitted.
- White bib-aprons, while not required, are strongly suggested.
- Sturdy non-slip shoes are required. Open-toed and/or open heeled footwear is not permitted.
- Long-leg (ankle-length) pants/skirts must be worn.
- Jewelry such as, but not limited to, rings, necklaces, watches, dangling earrings, and/or and chains, need to be removed.

Students failing to comply with this stated attire policy shall not be allowed in the foodlab. Students returning in correct attire may enter the foodlab and participate in foodlab exercises (cooking/baking).
Safety, Sanitation, and Personal Hygiene – Hand washing is the single most important hygienic activity. Hand washing alone prevents 66% of all foodborne illness. Students shall wash their hands: after changing clothes; after using restrooms (once while in restroom and once again upon immediately returning to the foodlab before starting and/or returning to food production); frequently when handling food and/or equipment, especially after handling any raw food product of animal origin; after eating and/or drinking; after sneezing and/or coughing; after wiping perspiration; and/or after touching any body part. Students are required to enter the foodlab with clean skin, hair, and nails, remain odor free, and wear appropriate attire (see foodlab attire policy given herein). Students in non-compliance with foodlab attire policy shall not be allowed to enter and/or remain in the foodlab until non-compliance is remediated. Chapter XII of the Sanitation in Retail Food Establishments, New Jersey State Sanitary Code, 8:24-14.8 states: “Persons while affected with any disease in a communicable form, or while a carrier of such disease, or while affected with boils, infected wounds, sores, acute respiratory infection, nausea, vomiting, or diarrhea which could cause foodborne diseases, shall not work in any area of the establishment in any capacity in which there is a likelihood of such person contaminating food, or food contact surfaces, with pathogenic organisms.”

First Semester Students – A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu.

Use your “MyMercer” Portal – Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mymercer to access your portal.

Tutoring support – Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

- Arlene Stinson (WWC)  LB 217  570-3422 / stinsona@mccc.edu
- Joann Mia (TC)  KC 311  570-3128 / miaj@mccc.edu

Reasonable Accommodations for Students with Documented Disabilities – Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.

If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

Counseling Services – Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

- Dorothy Gasparro  SC 239  570-3354 / gasparrd@mccc.edu

Veteran’s Services – If you are military, veteran, or family member, we offer free support for you. Contact:

- SC 220  570-3240 / vets@mccc.edu
Academic Integrity Statement – Mercer County Community College is committed to Academic Integrity – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

a) Uses or obtains unauthorized assistance in any academic work.
   • Copying from another student’s exam.
   • Using notes, books, electronic devices, or aids of any kind during an exam when prohibited.
   • Stealing an exam or possessing a stolen copy of an exam.

b) Gives fraudulent assistance to another student.
   • Completing a graded academic activity or taking an exam for someone else.
   • Giving answers to or sharing answers with another student, before, during, or after an exam or other graded academic activity.
   • Sharing answers during an exam by using a system of signals.

c) Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
   • Submitting a paper or other academic work for credit, which includes words, ideas, data, or creative work of others without acknowledging the source.
   • Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
   • Presenting another individual’s work as one’s own.
   • Submitting the same paper or academic assignment to another class without the permission of the instructor.

d) Fabricates data in support of an academic assignment.
   • Falsifying bibliographic entries.
   • Submitting any academic assignment, which contains falsified or fabricated data or results.

e) Inappropriately, or unethically, uses technological means to gain academic advantage.
   • Inappropriate or unethical acquisition of material via the Internet or by any other means.
   • Using electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for violations of Academic Integrity – For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation, and the penalty, imposed.

When two (or more) violations of Academic Integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the (AIC) or a designated (AIC) subcommittee.
**Appeals** – The student has the right to appeal the decision of the instructor, or the *Academic Integrity Committee*. Judicial procedures governing violations of *Academic Integrity* are contained in the *Student Handbook*.

Approved: Board of Trustees – March 18, 2004

The instructor reserves the right to amend the course outline as and when necessary, due to class cancellations, class needs, etc. Unless otherwise announced, course activities given herein shall be executed in accordance with the course outline.