# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOS 230</td>
<td>Experimental Kitchen/Flavor Sensory Perception</td>
<td>2(1/3)</td>
</tr>
</tbody>
</table>

**Hours:**

- lecture/Lab/Other: 15/45/0

**Co- or Pre-requisite:**

- HOS 101, HOS 111, HOS 118, Mat 120 or higher

**Implementation:**

- Fall 2018

## Catalog description (20017-2018 Catalog):

Covers tastes and flavors (sweet, salt, bitter, sour, and umami). Students explore culinary herbs and spices, salts, peppers, oils, vinegars, essences, fragrances, oleoresins, concentrates, freeze dried fruit and vegetable products, and other flavor carriers used in cooking and culinary research and development. Includes a hands-on lab application of techniques learned.

## Required texts/other materials:


**Revision date:**

TBD

**Course coordinator:**

Douglas Fee 570-3447 feed@mccc.edu

## Information resources:

(Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at:

[www.mccc.edu/student_library_course_form.shtml](http://www.mccc.edu/student_library_course_form.shtml)

**TBD**

## Other learning resources:

(Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

**None Required**
Course Competencies/Goals:

The student will be able to:

1. Analyze and apply the concepts of food chemistry as it relates to proteins, starches, gums, carbohydrates.
2. Explore the functional and nutritional impact that manipulation of these products will have on the finished product.
3. Compare and contrast the interaction between ingredients on a chemical, physical and microbial level.
4. Analyze food systems and the practical application between ingredients on a chemical, physical and microbial level has on maintaining quality for storage and packaging of foods.
5. Assess and compare the outcomes from the preparation and cooking of various foods including proteins, starches and vegetables, sugar and yeast products.
6. Students will demonstrate a working knowledge of food chemistry, ingredient interactions and manipulation through completion of a capstone project where the students create and analyze the outcomes after recreating a gold standard recipe while creating a frozen shelf stable product.

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

Units of study in detail.

Unit I Food Chemistry

The student will be able to…

• Develop menu for class based upon parameters given including budget, product availability, and student abilities, (Course competencies 5: Gen Ed Goal 2: MCCC core skills A)

• Menu development taking into account historical and cultural aspects of the customer (Course competencies 10: Gen Ed Goal 1 :MCCC core skills A, B)

• Determine stations required for menu and delegate work to stations developing task analysis for each station based upon menu items (Course competencies 5, 8: Gen Ed Goal 1 :MCCC core skills F)

• Demonstrate a working knowledge of taste panels. Determine coffee and beverage selections for menu and discuss cultural implications of menu items (Course competencies 3: Gen Ed Goal 8: MCCC core skills F)
Unit II Food Systems

The student will be able to…

• Demonstrate the ability to have proper mise en place completed in a timely manner (Course competencies 1, 2, 3, 4, 6: MCCC core skills B)

• Demonstrate ability to prepare breakfast items including eggs, leavened products, grains and starches (Course competencies 1, 4, 6: MCCC core skills B, F)

• Demonstrate ability to prepare breakfast meats and complex menu preparations including emulsified sauces (Course competencies 2: MCCC core skills B)

• Develop job analysis for each station improving refining it as the position is fully developed. (Course competencies 5: Gen Ed Goal 1: MCCC core skills A, B)

Unit III Comparative Cooking Outcomes

The student will be able to…

• Demonstrate high food safety and sanitation standards throughout service (Course competencies 1: MCCC core skills C)

• Demonstrate a working knowledge of service standards for a la carte service including ethical standards for ‘moment of truth’ situations (Course competencies 8: MCCC core skills B, C)

• Demonstrate an understanding of merchandising as it relates to individual menu items and overall set up of dining room (Course competencies 7: MCCC core skills F)

• Conduct analysis of receipts to determine actual food cost and compare these results to the budget prepared (Course competencies 9, 10: Gen Ed Goal 2: MCCC core skills D, F)

• (Course competencies 7, 8: Gen Ed Goal 1: MCCC core skills F)
**Evaluation of student learning:**

Lecture Participation    10%
Exams (3)     15%
Weekly Laboratory Presentations  25%
Capstone Project    20%
Homework Lab Notebook    10%
Final Written and Practical Skill Demo  20%

Lab portion of the course will determine 25% of the students’ grade and will include:

  a) Professional Ethics & Conduct  
  b) Professional Appearance  
  c) Safety & Sanitation  
  d) Tools & Equipment  
  e) Recipe & Menu Understanding  
  f) Mise en Place  
  g) Knowledge & Skills  

Coursework will include work begun in class as theory, which will then be produced by the students, and the data will be evaluated after the production part of the class is completed. Written and practical tests will be given to determine if the students are retaining the information discussed in class and reinforced through lab experiments. Lab evaluation sheets will be used to assess the students understanding of the formulas learned and the implications the outcomes represent.

Capstone Project: Student teams will develop a proposal for a frozen, restaurant quality gourmet meal. This meal for one will include both gold standard recipes and the corresponding product formulations. The meal must be based on the given parameters. On the day of the presentation students will create the fresh product version of their consumer ready meal, and be judged in part against how well the reheated consumer ready meal matches up against the gold standard.

Coursework will include work begun in class and completed by the student individually or as part of a group depending on the assignment. Tests will be given to determine if the students are retaining the information discussed in class and reinforced through assignments.

Hands-on portion of the course will determine 50% of the students’ grade and will include the criteria on the attached Lab/Kitchen Performance Rubric.

  h) Professional Ethics & Conduct  
  i) Professional Appearance  
  j) Safety & Sanitation  
  k) Tools & Equipment  
  l) Recipe & Menu Understanding  
  m) Mise en Place  
  n) Knowledge & Skills
Attendance:

All classes are mandatory. Ten points will be deducted for each class missed up to thirty points or three classes. Any student who misses three classes will not complete the class.
All classes will start on time. Three late arrivals will count for one missed class.

Proper Uniform:

- All students must be in full uniform by the second class.
- If a student is not in complete uniform by the second class or at any time when required, to be in uniform, the student would have five points deducted for each occurrence.
- Students must be in uniform for both lecture and laboratory sessions.

Laboratory Notice:

Personal hygiene is extremely important in the culinary environment; therefore, all students:

- Will be required to wear a clean uniform
- Will be personally odor-free
- Will have clean fingernails –no nail polish or acrylics
- Will have hair tied back and under a cap
- Will not wear jewelry on the hands or wrists except for a wedding band.
- Will not come to class ill.

Any student with open sores or wounds must wear bandages and plastic protective gloves throughout the entire lab session.
Courtesy and respect will be required at all times.

Laboratory Supplies:

- Each student is required to bring a plastic-coated binder or folder to hold recipes, handouts, notes and other information that is required to complete assignments.
- Required uniform for all lecture and lab sessions:
  - White chef jacket
  - White, black or checked pants
  - Bimetal pocket thermometer or digital thermometer
  - White chef hat or bakers cap
  - White bib apron
  - Two side towels
  - Non-slip sole shoes (no sandals)

Please remember to be in uniform by the second scheduled class of the semester, that you must be in uniform for every class, and to bring required text to all classes.
**Courtesy and Common Sense**

Please make every attempt to come to all class sessions, to come on time and stay until the end of the class unless you have notified the instructor you are leaving early. There may be a time when you are unavoidably late for class or leave early. If that is the case please choose a seat near the room entrance. Once the class session has begun, please do not leave the room and re-enter unless it is an emergency. If you must miss a class it is you are still responsible for all material covered, for announcements made in your absence and for acquiring any materials that may have been distributed in class. It is important to stay focused on the class discussion. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for surrounding students and the instructor. Please also remember to turn off any pager or cell phone, or set it to vibrate so you do not distract the class.

**Academic Integrity Statement:**

Any student who a) knowingly represents work of others as his/her own. b) uses or obtains unauthorized assistance in the execution of any academic work, c) or gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized in accordance with established college policies and procedures.

**Reasonable Accommodations for Students with Documented Disabilities**

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA 129 or contact them at 609.570.3422 or urban@mcc.edu.
Mercer County Community College  
HRIM Department  
Lab/Kitchen Performance Rubric

Student: __________________________  Date(s): __________________

The instructor completes this for each student for each lab session. If the topic covers two class periods one Lab/Kitchen Performance Rubric may be completed instead of two forms (instructor's choice).

**Class Topic:** Needs to be entered in the last box on bottom of form for each lab session.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Awarded According to these Performance Parameters</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics &amp; Conduct</td>
<td>Uncooperative; fails to successfully follow instructions 0-3</td>
<td>Works well with others during most opportunities; follows most instructions 4-6</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>No uniform (or no designated clothing) 1</td>
<td>Two or more areas (hair, uniform, or shoes) below standards 2-3</td>
</tr>
<tr>
<td>Safety &amp; Sanitation</td>
<td>Two or more significant safety and/or sanitation standards violated 1-3</td>
<td>One significant or two minor safety or sanitation standards violated 4-6</td>
</tr>
<tr>
<td>Tools &amp; Equipment</td>
<td>Needs assistance ≥70% of the time in operating equipment and/or tools 1-3</td>
<td>Operates all equipment or tools correctly, but requires assistance about 33% of the time 4-6</td>
</tr>
<tr>
<td>Recipe &amp; Menu Understanding</td>
<td>Minimal knowledge of relevant recipes, ingredients &amp; menus (if applicable) 1-3</td>
<td>Understands at least 60% of the information about relevant recipes, ingredients &amp; menus (if applicable) 4-6</td>
</tr>
<tr>
<td>Mise en Place</td>
<td>Unprepared to work; maintenance of work area below standards 1-3</td>
<td>Preparation of work area or maintenance of area below standards 4-6</td>
</tr>
<tr>
<td>Knowledge &amp; Skills</td>
<td>Minimal knowledge and skills 0-10</td>
<td>Knowledgeable of at least 50% of this topic's information and can demonstrate at least 50% of the relevant skills 11-20</td>
</tr>
</tbody>
</table>

**Class Topic:** __________________________

Total Points Possible: 100  
Total Points Earned:
CLASS OUTLINE

Please note that this course is being revised and updated course outline and materials will be provided as the semester progresses.

Session 1:
Lecture: Introduction to HOS 230
  o Review the syllabus and course requirements
Laboratory:
  o Lab: Sensory Tasting
Assignment:
  Read Chapter 2: Chemistry of Food Composition

Session 2:
Lecture:
  o Chemistry (2/2)
  o Sensory
Laboratory:
  o When Things Go wrong
Assignment:
  Read Chapter 1: Food Selection and Evaluation

Session 3:
Lecture:
  o Food preparation
Laboratory:
  o Lab: Food preparation
Assignment:
  Read Chapter 4: Food Preparation Basics

Session 4:
Lecture:
  o Food Safety
Laboratory:
  o None
Assignment:
  Read Chapter 3: Food Safety
Session 5:
Lecture:  o  Fish and Shellfish
Laboratory:  o  Lab: None
Assignment:  o  Read Chapter 8: Fish and Shellfish
Exam:  o  Exam #1

Session 6:
Lecture:  o  Meat
Laboratory:  o  Lab: Meats
Assignment:  o  Read Chapter 6: Meat

Session 7:
Lecture:  o  Poultry
Laboratory:  o  Lab: Poultry
Assignment:  o  Read Chapter 7: Poultry

Session 8:
Lecture:  o  Dairy (1/2) (Milk, Cheese & Eggs)
Laboratory:  o  Lab: Dairy (1/2)
  ▪  Fresh vs Fermented
  ▪  Butter
  ▪  Ice Cream
  ▪  Properties of different forms of cheese
Assignment:  o  Read Chapter 9: Milk
            o  Read Chapter 10: Cheese
            o  Read Chapter 11: Eggs
Session 9:
Lecture:
- Dairy (2/2) (Milk, Cheese & Eggs)
Laboratory:
- Lab: Dairy (2/2)
  - Fresh vs Fermented
  - Butter
  - Ice Cream
  - Properties of different forms of cheese
Assignment:
- Review: Chapter 9: Milk
- Review: Chapter 10: Cheese
- Review: Chapter 11: Eggs

Session 10:
Lecture:
- Food Preservation
Laboratory:
- Lab: None
Assignment:
- Read Chapter 27: Food Preservation
Exam:
- Exam #2

Session 11:
Lecture:
- Cereal Grains and Pasta
Laboratory:
- Lab: Cereal Grains and Pasta
Assignment:
- Read Chapter 15: Cereal Grains and Pastas

Session 12:
Lecture:
- Fermentation
- Vegetables and Legumes
Laboratory:
- Lab: Fermentation
- Lab: Vegetables and Legumes
Assignment:
- Read Chapter 12: Vegetables and Legumes
Session 13:

Lecture:
- Flours and Flour Mixtures
- Starches and Sauces

Laboratory:
- Lab: Flours and Flour Mixtures
- Lab: Starches and Sauces

Assignment:
- Read Chapter 16: Flours and Flour Mixtures
- Read Chapter 17: Starches and Sauces

Session 14:

Lecture:
- None

Laboratory:
- Lab: Final Presentation Preparation (as needed team activity)

Assignment:
- None

Exam:
- Exam #3

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 93%</td>
<td>A</td>
</tr>
<tr>
<td>92% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% - 83%</td>
<td>B</td>
</tr>
<tr>
<td>82% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% - 70%</td>
<td>C</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
</tr>
<tr>
<td>59% - 0%</td>
<td>F</td>
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</tbody>
</table>

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.mecc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mcc.edu.

Academic Advising after your first semester – Faculty advisors provide help with completing your major after your first semester. Meet your faculty advisors! Contact the division of your major to find out who is your faculty advisor.

- Business & Technology Division  Doris Geck  BS 134  570-3482 / geckd@mcc.edu
- Liberal Arts Division  Debbie Stotland  LA 162  570-3378 / stotland@mcc.edu
- Math, Science & Health Division  Barbara Pieslak  MS 126  570-3383 / pieslakb@mcc.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 – The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff is available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

- Arlene Stinson (WWC)  LB 217  570-3422 / stinsona@mccc.edu

Career and Transfer Center – Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

- Laurene Jones (WWC Transfer Services)  SC 201  570-3307 / jonesl@mccc.edu
- Kimberley Bowser (TC Transfer & Career)  KC 216  570-3110 / bowserk@mccc.edu

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:

- John Becker  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 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, 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 an academic activity or taking an exam for someone else.
   - Giving answers to or sharing answers with another student during an exam.
   - 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.
   • Using hidden devices for communication during an exam.

Each instructor 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 Chairperson of the Academic Standards Committee of the violation, and the penalty, imposed.

When two (or more) violations of Academic Integrity are reported on a student, the Academic Standards Committee may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the Academic Standards Committee or a designated subcommittee thereof.

**Appeals** – The student has the right to appeal the decision of the instructor, or the Academic Standards Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees – May 18, 2000