COURSE OUTLINE

Course Number: HOS 245  
Course Title: Chocolates and Confections/Retail Bakeshop  
Credits: 3(1/4)

Hours:  
lecture/Lab/Other: 15/60/0

Co- or Pre-requisite:  
HOS218  
HOS219

Implementation: Fall 2010

Catalog description (2009-2011 Catalog):
The essentials for creating sculptures, forming simple centerpieces, and preparing chocolates and other confections with soft, hard, and liquid centers. Along with merchandising concepts, traditional and contemporary production practices are explored for products including pastillage, nougatine, and assorted sugar and chocolate decorative pieces.

Required texts/other materials:


Revision date: Spring 2014  
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)

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. Use safe and sanitary methods for chocolate and confection shop production.
2. Understanding the fundamentals for industry standard of chocolate and confection shop production.
3. Demonstrate a working knowledge of the selection of ingredients necessary to produce quality goods.
4. Demonstrate a working knowledge of utilizing formulas used in commercial candy making.
5. Demonstrate a working knowledge of proper mixing methods, tempering techniques, assembly and presentation of products.
6. Demonstrate the ability to evaluate and analyze products in terms of flavor, aroma, appearance and texture.
7. Produce various types of chocolate and confection products meeting consistently high standards.

**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.]

**General Education Knowledge Goals**

**Goal 1. Written and Oral Communication in English:** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology or Information Literacy:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**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 fields 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.

**MCCC 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 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 E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
Units of study in detail.

**Unit I Confectionary Ingredients and Equipment**

*The student will be able to…*

- Demonstrate an understanding and working knowledge of sweeteners including sucrose and derivatives, sucrose qualities, glucose syrups, and alternative sweeteners (Course competencies 1,2: Gen Ed Goal 1,2,3: MCCC core skills A,B,D,E,F)
- Demonstrate an understanding and working knowledge of fats including cocoa butter, butter, lauric acids, as well as dairy products (Course competencies 1,2,3: Gen Ed Goal 1,2,3: MCCC core skills A,B,D,E,F)
- Demonstrate an understanding and working knowledge of flavoring and coloring agents including nuts and seeds (Course competencies 1,2,3: Gen Ed Goal 1,2,3: MCCC core skills A,B,D,E,F)
- Gain working knowledge of confectionary equipment including scales, stone slab, hand tools, mixers and molds (Course competencies 1,2,3: Gen Ed Goal 1,2,3: MCCC core skills A,B,D,E,F)

**Unit II Cocoa and Chocolate**

*The student will be able to…*

- Demonstrate an understanding of the various components that make up chocolate as well as an understanding of various types of sources for chocolate (Course competencies 2,6: Gen Ed Goal 1,3: MCCC core skills A,B,D,E,F)
- Demonstrate an understanding of working with chocolate, understand and differentiate between different types of cocoa beans processing methods, and milling and refining methods (Course competencies 2,5: Gen Ed Goal 1,3,4: MCCC core skills A,B,D,E,F)
- Demonstrate an understanding of conching, tempering, pressing, as well as proper handling of chocolate (Course competencies 2,3,6,7: Gen Ed Goal 1,3,4: MCCC core skills A,E)
- Demonstrate an understanding of various cocoa products and their application as a coating and in couvertures (Course competencies 2,3,6,7: Gen Ed Goal 1,2: MCCC core skills A,E)
- Be able to identify and evaluate cocoa product standards of identity (Course competencies 2,3,6,7: Gen Ed Goal 1,2: MCCC core skills A,E)

**Unit III Fundamental Techniques**

*The student will be able to…*

- Utilize proper storage techniques for chocolates and confections (Course competencies 2,5,6,7: Gen Ed Goal 1: MCCC core skills A)
- Demonstrate a working knowledge of tempering chocolates including the polymorphism of cocoa butter (Course competencies 2,5,6,7: Gen Ed Goal 1,2: MCCC core skills A,F)
- Demonstrate proper tabling technique and seeding technique (Course competencies 2,5,6,7: Gen Ed Goal 1,2: MCCC core skills F)
- Troubleshoot issues from chocolate tempering to determine the cause and the remedy for defects (Course competencies 2,5,6,7: Gen Ed Goal 1,3: MCCC core skills B,F)
- Demonstrate an understanding of proper panning methods including shell molding, working with polycarbonate molds, and demonstrate use of special effects for shell molding (Course competencies 2,5,6,7: Gen Ed Goal 1: MCCC core skills A,F)
**Unit IV Cream Ganache and Butter Ganache**

*The student will be able to…*

- Demonstrate an understanding of ganache as a system, including an understanding of the emulsion process, as well as the crystallization of ganache (Course competencies 1,3,5,6: Gen Ed Goal 1: MCCC core skills A,B)
- Create truffles utilizing various techniques and infusion of flavors ganache (Course competencies 5,6,7: Gen Ed Goal 1: MCCC core skills A,F)
- Create and understand butter ganache, its techniques, and theories ganache (Course competencies 5,6,7: Gen Ed Goal 1,3: MCCC core skills A,B,F)

**Unit V Noncrystalline and Crystalline Sugar Confections**

*The student will be able to…*

- Demonstrate a working knowledge of the stages of sugar cooking and prevention of crystallization ganache (Course competencies 1,2,5,6,7 : Gen Ed Goal 1,3: MCCC core skills A,B)
- Demonstrate a working knowledge of noncrystalline confections ganache (Course competencies 1,2,5,6,7: Gen Ed Goal 1,3: MCCC core skills A,B)
- Prepare pralines and liquor cordials ganache (Course competencies 1,5,6,7: Gen Ed Goal 1: MCCC core skills A,F)
- Prepare hard candies, toffee, and caramels ganache (Course competencies 1,2,5,6,7: Gen Ed Goal 1: MCCC core skills A,F)

**Evaluation of student learning:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and class assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Kitchen and Service Performance</td>
<td>50%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.

- a) Professional Ethics & Conduct
- b) Professional Appearance
- c) Safety & Sanitation
- d) Tools & Equipment
- e) Recipe & Menu Understanding
- f) Mise en Place
- g) 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 LB 218 or contact them at 609.570.3422 or stinsona@mccc.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><strong>Professional Ethics &amp; Conduct</strong></td>
<td>Uncooperative: fails to successfully follow instructions</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Works well with others during most opportunities; follows most instructions</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Works well with others; assists or shares knowledge; follows lesson instructions</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Professional Appearance</strong></td>
<td>No uniform (or no designated clothing)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Two or more areas (hair, uniform, or shoes) below standards</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>One area (hair, uniform, or shoes) below standards</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Uniform complete &amp; thoroughly clean; hair neat (restrained as necessary)</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Safety &amp; Sanitation</strong></td>
<td>Two or more significant safety and/or sanitation standards violated</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>One significant or two minor safety or sanitation standards violated</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>All safety &amp; sanitation standards maintained during class time</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Tools &amp; Equipment</strong></td>
<td>Needs assistance ≥70% of the time in operating equipment and/or tools</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Operates all equipment or tools correctly, but requires assistance about 33% of the time</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Operates all equipment or tools correctly after instruction</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Recipe &amp; Menu Understanding</strong></td>
<td>Minimal knowledge of relevant recipes, ingredients &amp; menus (if applicable)</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Understands at least 60% of the information about relevant recipes, ingredients &amp; menus (if applicable)</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Thorough understanding of all information about relevant recipes, ingredients &amp; menus (if applicable)</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Mise en Place</strong></td>
<td>Unprepared to work; maintenance of work area below standards</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Preparation of work area or maintenance of area below standards</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Work area prepared &amp; maintained throughout class time</td>
<td>7-10</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Skills</strong></td>
<td>Minimal knowledge and skills</td>
<td>0-10</td>
</tr>
<tr>
<td></td>
<td>Knowledgeable of at least 50% of this topic's information and can demonstrate at least 50% of the relevant skills</td>
<td>11-20</td>
</tr>
<tr>
<td></td>
<td>Knowledgeable of at least 75% of this topic's information and can demonstrate at least 75% of the relevant skills</td>
<td>21-30</td>
</tr>
<tr>
<td></td>
<td>Well-versed in topic; performed all tasks as instructed or required</td>
<td>31-40</td>
</tr>
</tbody>
</table>

**Class Topic:** ________________________

**Total Points Possible:** 100

**Total Points Earned:**