

Course Outline

School:	Hospitality Tourism & Culinary
Department:	Hospitality and Tourism
Course Title:	Food Theory
Course Code:	HOSP 105
Course Hours/Credits:	28
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Stephen Field
Creation Date:	Fall 2018
Revised by:	Harley Flammia, Stephen Field, Brigitte Dunaway
Revision Date:	Fall 2019
Current Semester:	Fall 2024
Approved by:	

S. Michelle Caine, Associate Dean/Dean,
Hospitality Tourism & Culinary

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

Learning to cook food is more than simply learning to read a recipe or applying heat to food in altering its molecular state. As good food is the foundation on which the hospitality industry is built, it is imperative that one understands how to not only produce good food, but to do so in a safe, hygienic and cost-effective manner. This fourteen-week course will introduce the learner to the theoretical principles of food production in both small and large-scale food-service settings. Emphasis is placed on terminology, method of production, integration of innovative technology, promotion of sustainable pathways and healthy work-spaces. Upon successful completion of this course, students will be able to explain food preparation as it applies to stocks, soups, sauces, meats, seafood, vegetables and starches. Furthermore, students will gain the necessary understanding and application of cooking as a requisite for a successful hospitality operation.

External Standard Information (ESI)

N/A

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <https://www.skilledtradesontario.ca/about-trades/trades-information/>.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Discuss the appropriate procedures necessary in order to maintain the integrity of ingredients while producing and presenting safe and wholesome food.
2. Communicate in a professional and knowledgeable manner using appropriate terminology used in the food-service environment.
3. Discuss the operational structure of an efficient and cost effective production kitchen.
4. Distinguish the concept of flavouring from seasoning and describe how to optimally identify and build flavour profiles.

5. Examine appropriate cooking methods and storage requirements for a variety of dairy, egg products, meats, poultry, seafood, potatoes, grains, legumes, farinaceous products, fruits and vegetables.
6. Describe innovative technology, contemporary kitchen equipment, techniques and sustainable practices, which promote both fiscal and environmentally responsible operations.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
6. Locate, select, organize, and document information using appropriate technology and information systems.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
11. Take responsibility for one's own actions, decisions, and consequences.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

New Essential Skills (NES)

N/A

Global Citizenship and Equity (GC&E) Outcomes

N/A

Text and Other Instructional/Learning Materials

Text Book(s):

Recommended Textbook (Optional)

Title: Professional Cooking for Canadian Chefs 9th Canadian Edition with Wiley-plus LMS Card Set
(online companion included)

Author: Wayne Gisslen

ISBN: 978-1-119-42981-4

Publisher: John Wiley & Sons Inc

Online Resource(s):

Essential Skills Companion Kit for Culinary Arts Trades Training by the Office of Literacy and Essential Skills used under a CC-BY 4.0 international license.

Evaluation Scheme

- ✧ Test One: Multiple choice and true/false questions.
- ✧ Test Two: Multiple choice and true/false questions.
- ✧ Menu Creation Activity: Menu Creation Activity
- ✧ Discussion Boards: Participation in topical discussions
- ✧ Test 3 (units 9-14): Multiple choice and true/false questions

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Test One	1, 2, 3, 5, 6	1, 2, 11			20
Test Two	1, 2, 5, 6	1, 2, 11			20
Menu Creation Activity	1, 2, 4, 6	1, 2, 6, 11			20
Discussion Boards	1, 2, 3, 4, 5, 6	1, 2, 9			20
Test 3 (units 9-14)	1, 2, 5, 6	1, 2, 11			20
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.

Program or School Policies

N/A

Course Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.

Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Unit 1: Introduction to the Course	Assigned reading and online learning	1. Define mentorship and its connection to a successful hospitality career. 2. Understand taste and its components. 3. List key characteristics employers expect from service staff. 4. Describe seasoning and flavouring. 5. Explain the importance of culinary history and its impact on today's kitchen organization and menu. 6. Explain the organization of the modern kitchen and its path of command and communication.	Online Delivery		
2	Unit 2: Restaurant Organization	Assigned reading and online learning	1. Describe how the kitchen is organized and the flow of production. 2. Describe the Brigade System and hierarchy of the modern kitchen. 3. Examine the flow of production from FOH to BOH and need for fluid communication. 4. Describe standards of professionalism and the four leading attributes. 5. List key terminology common for the kitchen and production/service environment. 6. Explain the importance of the menu in a hospitality operation. 7. Identify the standard recipe and its importance in maintaining standards of operations.	Online Delivery		
3	Unit 3: Understanding the Menu	Assigned reading and online learning	1. Identify menu terminology used to explain menu items and the method of cookery or preparation. 2. Examine various cooking methods as described on the menu for both moist and dry heat cookery. 3. Describe the function of a stock. 4. Describe the key characteristics or qualities of a well made stock.	Online Delivery		
4	Unit 4: Taste	Assigned reading and	1. Explain the basic steps involved in sauce	Online Delivery	Test 1 (units	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		online learning	making. 2.Discuss the purpose and qualities of a quality sauce. 3.Identify a variety of thickening agents for soups and sauces. 4.Explain best practices in the service of soup. 5.Describe the classical sauce hierarchy. 6.Describe the classifications of soup.		1-4) 20%	
5	Unit 5: Garde Manger and Sandwiches	Assigned reading and online learning	1.Discuss briefly the history of the Garde-Manger. 2.Explain categories for salads and salad greens. 3.Explain the proper procedure for washing, storing, cutting, and presenting salads. 4.Define emulsified, non-emulsified vinaigrette and dressings. 5.Describe the major components of sandwiches and the role of each ingredient.	Online Delivery		
6	Unit 6: Vegetables	Assigned reading and online learning	1.List the categories of vegetables and fruits commonly used in the professional kitchen. 2.Describe the factors that influence texture, flavour, colour and nutrition when preparing vegetables. 3.Identify the different pigments found in vegetables and the respective effects of acids and alkali during the cooking process. 4.Describe pre-preparation tasks for fresh and processed vegetables.	Online Delivery		
7	Unit 7: Starches (Potatoes)	Assigned reading and online learning	1.Classify potatoes by their characteristics. 2.Discuss the most suitable cooking method for each type of potato by its characteristic. 3.Identify the characteristic of standard quality potato and their optimum conditions of storage and handling. 4.Describe common potato preparations that appear on the North America food-service menu.	Online Delivery		
8	Unit 8: Grains and Legumes	Assigned reading and online learning	1. Distinguish the major types of dried legumes, rice and other grains. 2. Describe the pilaf and risotto methods of	Online Delivery	Test 2 (Units 5-8) 20%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			cooking grains. 3. Describe proper storage and handling of various types of rice and legumes 4. Distinguish the major kinds and shapes of commercial pasta and distinguish their quality.			
9	Unit 9: Eggs and Breakfast	Assigned reading and online learning	1. Describe styles of breakfast and brunch from a North American perspective. 2. Describe some basic egg and breakfast preparation as they relate to various cultures. 3. Differentiate between pancakes, crepes, waffles, chemically leavened and yeast leavened items appropriate for breakfast service. 4. Identify dairy products, their characteristics and applications for breakfast service.	Online Delivery		
10	Unit 10: Finfish	Assigned reading and online learning	1. Classification of fin fish according to their provenance and characteristics. 2. Describe the structure and composition of fin fish. 3. Discuss the guiding principles of freshness and best practices in purchasing, storage and handling. 4. Discuss the flavour of fish and factors affecting the flavour and aroma. 5. Identify common preparations of fin fish appearing on the menu.	Online Delivery	Menu Creation Activity Due 20%	
11	Unit 11: Shellfish	Assigned reading and online learning	1. Describe the characteristics of the mollusk, crustacean and cephalopod families. 2. Identify purchasing and storing methods best suited for shellfish. 3. Discuss common preparations of shellfish on the North American food-service menu.	Online Delivery		
12	Unit 12: Poultry	Assigned reading and online learning	1. Identify the various kinds and classes of poultry. 2. Explain the structure and composition of poultry. 3. Describe the various types of poultry available for sale in the Canadian foodservice market. 4. Discuss the challenges in storage and	Online Delivery	Discussion Participation due 20%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			handling poultry and poultry products. 5. Describe common preparations of poultry common to the North American food-service menu			
13	Unit 13: Meat and Game	Assigned reading and online learning	1. Examine meats based on their composition. 2. Discuss the structure of meat and factors determining its tenderness. 3. Differentiate between inspection and grading of various meats. 4. Discuss the types, process and purpose of ageing meat. 5. Determine cooking methods appropriate for various meat characteristics.	Online Delivery		
14	Unit 14: Sustainability in Food Service	Assigned reading and online learning	1. Examine food's presentation principles and methodologies to arrange food on plates or platters with proper balance, colour, shape and textures. 2. Discuss planning procedures to arrange food platters suitable for buffet arrangements. 3. Discuss the principles of sustainability and how it applies to the Canadian Food-Service Industry. 4. Examine steps food-service workers can take to get involved in sustainable advocacy, actions and organizations.	Online Delivery	Test 3 (units 9-14) 20%	