

## University of Hawaii Maui College CULN 160 - Dining Room Service

1. **Course Alpha.** Please click on the ? to the right for help.

CULN

2. **Course Number.** Please click on the ? to the right for help.

160

3. **Course Title/Catalog Title.** Please click on the ? to the right for help.

Dining Room Service

4. **Number of Credits.** Please click on the ? to the right for help.

4

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture (1)
- Hour other; explain (10)

4cr. 1 hour lect. 10 hrs. shop per week

6. **Course Description.** Please click on the ? to the right for help.

Provides study and practice in various types of table service . Teaches proper serving etiquette with respect to customer relations. Includes practical experiences in a public dining room. Offers study in beverage service that includes bar setup, equipment use, job descriptions of the various positions commonly found in the service of alcoholic beverages, specific service techniques used in those positions, and the rules and regulations of serving alcoholic beverages responsibly.

7. **Pre-Requisites.** Please click on the ? to the right for help.

CULN 112 with grade C or better, and ENG 22 with grade C or better or placement at least ENG 100, or consent.

8. **Co-requisites.**

N/A

9. **Recommended Preparation.**

N/A

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

Changing this "Lab" course into a "Shop" course will increase and optimize the hours spent in class being that 1 credit = 3 hours of "lab" while 1 credit = 4 hours of "shop". This course is heavily based on hands-on skill development and students in it would greatly benefit from a higher ratio of shop to lecture time. This change will reduce the lecture

portion of this course by 1 hour while increasing the "shop" time by 4 hours while still keeping the course credits at 4. The extra shop time has been added to reinforce the needed competencies. Additionally, the added time will be used to accomodate several (beverage related) student learning outcomes recently added to the course as a result of the deletion of CULN 114 Introduction to Beverage (1 cr.).

**The lowering of pre-requisite from ENG 100 to ENG 22 with grade C or better or placement at least ENG 100, or consent.** Due to the relocation of CULN 160/220 on the program map from 4<sup>th</sup> to 3<sup>rd</sup> semester, many of the culinary students who are at a remedial level in English will not be able to enroll in these courses should the pre-requisite remain at ENG 100. This change will allow students to take ENG 100 while being enrolled in CULN 160 and 220.

**12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2015

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

Course SLO/Competency	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Describe and demonstrate knowledge and skills in various types of table service and settings incorporating the general rules of dining room service.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Identify and demonstrate proper preparation and service techniques of hot and cold beverages	<input checked="" type="checkbox"/>													<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>				
Describe and demonstrate suggestive selling techniques incorporating proper guest check and cash handling procedures.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				
Define and demonstrate	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>										<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

professionalism, good personal hygiene, human relationship skills and teamwork while developing proper work habits and ethical behavior in the culinary workplace.																			
Explain basic service techniques of alcoholic beverages, including legal and social responsibilities.	☑		☑			☑		☑	☑	☑			☑	☑	☑	☑	☑		☑
Demonstrate service of wine and knowledge of the various beverages commonly found in a Dining Room.	☑		☑			☑	☑				☑	☑							☑

**LEGEND**

- A. Discuss and model training procedures for dining room staff.
- B. Demonstrate the general rules of table settings and service.
- C. Demonstrate sales techniques for service personnel including menu knowledge and suggestive selling.
- D. Discuss and demonstrate the presentation and service of alcoholic, non-alcoholic beverages, including coffee and tea.
- E. Discuss procedures for processing guest checks using current technology.
- F. Demonstrate good personal hygiene and health habits in a laboratory setting.
- G. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
- H. Discuss the basic production process for distillation and fermentation.
- I. Distinguish wines by grape and/or other fruit variety, country, growing region and production process.
- J. Discuss opening and closing procedures of a beverage operation.
- K. Discuss and demonstrate the fundamentals and importance of responsible alcohol service.
- L. Identify local, state and federal laws pertaining to the purchase and service of alcoholic beverages.
- M. Evaluate the relationship of beverages to food.
- N. Identify equipment and glassware used for beverage preparation and service.
- O. Identify levels of intoxication and methods to control excessive consumption by guests.
- P. Discuss Dram Shop Act and liquor law liability.
- Q. Explain procedures for implementing internal beverage controls.
- R. Calculate beverage costs and percentages.
- S. Describe American, English, French and Russian Service.
- T. Discuss service methods such as banquets, buffets and catering and a la carte.
- U. Demonstrate the duties of dining service personnel.
- V. Explain the role of job descriptions and specifications.
- W. Explain inter-relationships and work flow between dining room and kitchen operations.
- X. Describe the procedure for terminating employees.
- Y. Analyze motivational techniques/problems. Discuss procedures for attitudinal changes.

Course SLO/PSLO	A	B	C	D
Describe and demonstrate knowledge and skills in various types of table service and settings incorporating the general rules of dining room service.	☑	☑	☑	☑
Identify and demonstrate proper preparation and service techniques of hot and cold beverages	☑		☑	
Describe and demonstrate suggestive selling techniques incorporating proper guest check and cash handling procedures.	☑	☑		
Define and demonstrate professionalism, good personal hygiene, human relationship skills and teamwork while developing proper work habits and ethical behavior in the culinary workplace.		☑		☑
Explain basic service techniques of alcoholic beverages, including legal and social responsibilities.			☑	

Demonstrate service of wine and knowledge of the various beverages commonly found in a Dining Room.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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**LEGEND**

- A. Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
- B. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
- C. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
- D. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

**16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Discuss and model training procedures for dining room staff.
Demonstrate the general rules of table settings and service.
Demonstrate sales techniques for service personnel including menu knowledge and suggestive selling.
Discuss and demonstrate the presentation and service of alcoholic, non-alcoholic beverages, including coffee and tea.
Discuss procedures for processing guest checks using current technology.
Demonstrate good personal hygiene and health habits in a laboratory setting.
Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
Discuss the basic production process for distillation and fermentation.
Distinguish wines by grape and/or other fruit variety, country, growing region and production process.
Discuss opening and closing procedures of a beverage operation.
Discuss and demonstrate the fundamentals and importance of responsible alcohol service.
Identify local, state and federal laws pertaining to the purchase and service of alcoholic beverages.
Evaluate the relationship of beverages to food.
Identify equipment and glassware used for beverage preparation and service.
Identify levels of intoxication and methods to control excessive consumption by guests.
Discuss Dram Shop Act and liquor law liability.
Explain procedures for implementing internal beverage controls.
Calculate beverage costs and percentages.
Describe American, English, French and Russian Service.
Discuss service methods such as banquets, buffets and catering and a la carte.
Demonstrate the duties of dining service personnel.
Explain the role of job descriptions and specifications.
Explain inter-relationships and work flow between dining room and kitchen operations.

Describe the procedure for terminating employees.
Analyze motivational techniques/problems. Discuss procedures for attitudinal changes.

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

- week 1: Basic training in restaurant service. Table setting exercises.
- week 2: Skill training to include tray service for food and beverages
- week 3: Beverage - hot and cold service
- week 4: Alcohol laws including dram shop, state and local laws
- week 5: Wine skills including opening & service
- week 6: Customer relations and up-selling
- week 7: Russian, American, French and English service
- week 8: Restaurant management

**18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

<b>Program SLO</b>
Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

**19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

<input checked="" type="checkbox"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Level 2
	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.

<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
<input checked="" type="checkbox"/>	Level 1

**GenED SLO**

Creativity - Able to express originality through a variety of forms.

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

**20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

**21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

- Classroom/Lab (0)

**22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

- Sanders, Giannasio, Paz. The Professional Server - A training manual. 2nd. Prentice Hall, 2012, 0131709928.

**23. Maximum enrollment. Please click on the ? to the right for help.**

12 - Explanation: This provides a realistic approach to service accurately mirroring industry. In addition, there are space and safety restrictions.

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

YES

Leis Family Class Act Restaurant

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

YES

Restaurant is open for Lunch on Wednesdays and Fridays.

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

Dining Room Service Uniform is required for this course.

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

This course modification does not affect the credit requirement for the associated degree.

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:		
AAS:	Culinary Arts - All	PR - Program Requirement
BAS:		
Developmental/ Remedial:		

30. Course designation(s) for other colleges in the UH system.

CULN 160 Kapiolani CC, Kauai CC, Leeward CC

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

Catalog 2014-2015 - page 40, 41 and 105

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

<b>Standard 1 - Written Communication</b> Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
<b>Outcome 1.1 - Use writing to discover and articulate ideas.</b>		2
<b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>		2
<b>Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.</b>		2
<b>Outcome 1.4 - Gather information and document sources appropriately.</b>		2
<b>Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.</b>		2

<b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>		2
<b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>		2
<b>Outcome 1.8 - Demonstrate proficiency in revision and editing.</b>		2
<b>Outcome 1.9 - Develop a personal voice in written communication.</b>		2
<b>Standard 2 - Quantitative Reasoning</b> Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
<b>Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</b>		1
<b>Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</b>		2
<b>Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.</b>		2
<b>Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.</b>		1
<b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>		1
<b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>		1
<b>Standard 3 - Information Retrieval and Technology.</b> Access, evaluate, and utilize information effectively, ethically, and responsibly.		
<b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>		3
<b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>		2
<b>Outcome 3.3 - Recognize, identify, and define an information need.</b>		2
<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>		2
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>		2
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>		2
<b>Standard 4 - Oral Communication</b> Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>		3
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>		2
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>		3
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>		3
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>		2
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>		3



<b>Standard 5 - Critical Thinking</b> Apply critical thinking skills to effectively address the challenges and solve problems.		
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>		2
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>		2
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>		2
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>		2
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>		2
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>		2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>		2
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>		2
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>		3
<b>Standard 6 - Creativity</b> Able to express originality through a variety of forms.		
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>		2
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>		2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>		2
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>		2
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>		2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>		2

### 33. Additional Information

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