

University of Hawaii Maui College
CULN 240 - Garde Manger

1. Course Alpha.

CULN

2. Course Number.

240

3. Course Title/Catalog Title.

Garde Manger

4. Number of Credits.

3

5. Contact Hours/Type.

- Hour lecture (1)
- Hour other; explain (8)

3cr. 1 hour lect. 8hrs. shop per week

6. Course Description.

Provides instruction and demonstration in the preparation of hot and cold hors d'oeuvres, canapes, aspics, chaud-froids, mousses, pates and terrines, buffet centerpieces, and vegetable and ice carvings. Discusses buffet catering, set-up, and menu planning.

7. Pre-Requisites.

CULN 120 & CULN 130 both with grade C or better or consent.

8. Co-requisites.

n/a

9. Recommended Preparation.

English 100

10. Is this a cross-listed course?

NO

11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation.

Modify Existing Course

Changing this 4 credit "Lab" course into a 3 credit "Shop" course will essentially keep the hours spent in class the same 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 will 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 two hours. The extra shop time has been added to reinforce the needed competencies and student learning outcomes related to cold

food production.

CULN 240's prerequisite of CULN 123 will be changed to CULN 120 and CULN 130 with grade C or better or consent. Although the main reason for this higher level of culinary prerequisites is to ensure a better success rate in the course, CULN 120 and 130 both have specific cold food production elements that would be beneficial to students who are enrolled in CULN 240.

12. Effective Semester and Year.

Fall 2015

13. Grading Method. What grading methods may be used for this course?

- 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?

NO

15. Course Student Learning Outcomes (SLOs).

Course SLO/Competency	Identify and use tools and equipment commonly found in a garde manger kitchen.	Produce edible and decorative stylized buffet pieces.	Demonstrate skills in the production of aspic, forcemeats, hors d'oeuvres and garnishes.	Plan, prepare and execute a buffet function
produce basic garnishes;		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
plan, prepare and execute a catered function		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.	<input checked="" type="checkbox"/>			
Define and describe hors d'oeuvre, appetizers, and canapes.	<input checked="" type="checkbox"/>			
Explain the importance of presentation and garnishing for hors d'oeuvre, appetizers, and canapes	<input checked="" type="checkbox"/>			
Prepare a variety of hors d'oeuvre, appetizers, canapes and basic garnishes.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the quality of hors d'oeuvre, appetizers, and canapes.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Define aspic gelee and describe its functions. Demonstrate fundamental skills in the preparation and uses of aspic.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Evaluate the quality of aspic gelee and items coated with it.			<input checked="" type="checkbox"/>	
Define and describe forcemeat and its various forms including pate, terrine, galantine, mousseline, and sausage.			<input checked="" type="checkbox"/>	
Prepare and present a variety of forcemeat products.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the quality of forcemeat products.			<input checked="" type="checkbox"/>	
Demonstrate food presentation techniques using a variety of plates, platters and trays.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the quality of prepared plates, platters and trays.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Produce decorative centerpieces (i.e. fruit, vegetable carvings, salt dough, tallow and ice carvings).		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Define and describe various methods in which food is preserved (i.e. brining,			<input checked="" type="checkbox"/>	

salting, curing, and smoking).				
Prepare foods for preservation and prepare preserved foods.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the quality of preserved foods.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Define and describe a variety of cheese categories.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Discuss how various cheeses are made and their uses.				<input checked="" type="checkbox"/>
Use cheese as an ingredient in recipes.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Taste various cheeses and evaluate their quality.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Course SLO/PSLO	Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.	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.	Practice the standards in behavior, ethics, grooming and dress appropriate to culinary professionals.
Identify and use tools and equipment commonly found in a garde manger kitchen.			
Produce edible and decorative stylized buffet pieces.			
Demonstrate skills in the production of aspic, forcemeats, hors d'oeuvres and garnishes.			
Plan, prepare and execute a buffet function			

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW.

Competency
produce basic garnishes:
plan, prepare and execute a catered function
Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.
Define and describe hors d'oeuvre, appetizers, and canapes.
Explain the importance of presentation and garnishing for hors d'oeuvre, appetizers, and canapes
Prepare a variety of hors d'oeuvre, appetizers, canapes and basic garnishes.
Evaluate the quality of hors d'oeuvre, appetizers, and canapes.
Define aspic gelee and describe its functions. Demonstrate fundamental skills in the preparation and uses of aspic.
Evaluate the quality of aspic gelee and items coated with it.
Define and describe forcemeat and its various forms including pate, terrine, galantine, mousseline, and sausage.
Prepare and present a variety of forcemeat products.
Evaluate the quality of forcemeat products.
Demonstrate food presentation techniques using a variety of plates, platters and trays.
Evaluate the quality of prepared plates, platters and trays.
Produce decorative centerpieces (i.e. fruit, vegetable carvings, salt dough, tallow and ice carvings).
Define and describe various methods in which food is preserved (i.e. brining, salting, curing, and smoking).
Prepare foods for preservation and prepare preserved foods.
Evaluate the quality of preserved foods.
Define and describe a variety of cheese categories.
Discuss how various cheeses are made and their uses.
Use cheese as an ingredient in recipes.
Taste various cheeses and evaluate their quality.

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.

1 week Introduction to The Art of Garde Manger

- a. Tools & Equipment
- b. Buffet Service and Set-up
- c. Areas of Responsibilities

3 weeks Cold Items

- a. Hors d' Oeuvres
- b. Canapés
- c. Soups & Salads
- d. Garnishes

2 weeks Preparation of Sauces

- a. Aspic and Gelees
- b. Chaud-froid and Collée
- c. Dressings, Marinades & Relishes
- d. Soups & Salads

2 weeks Food Presentation and Food Decoration

- a. Platters
- b. Bowls
- c. Plates
- d. Decorative Pieces
- e. Accompaniments
- f. Other

3 weeks Force Meats and Charcuterie

- a. Pâté
- b. Pâté en Croute
- c. Terrines
- d. Quenelles
- e. Mousses
- f. Galantines & Ballotines

2 weeks Non-edible Displays

- a. Ice Carving
- b. Tallow Carving
- c. Salt Sculpting, etc.

1 week Buffet Execution

- a. Planning
- b. Ordering
- c. Preparation
- d. Buffet Execution

2 weeks Culinary Competition

- a. Planning
- b. Ordering
- c. Preparation
- d. Presentation
- e. Evaluation

18. Program Learning Outcomes.

Program SLO

Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.

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.

Practice the standards in behavior, ethics, grooming and dress appropriate to culinary professionals.

19. College-wide Academic Student Learning Outcomes (CASLOs).

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

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.

21. Method(s) of delivery appropriate for this course.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials.

Garde Manger; the Art and Craft of the Cold Kitchen, 3rd Edition
Culinary Institute of America, John Wiley and Sons

23. Maximum enrollment.

16

24. Particular room type requirement. Is this course restricted to particular room type?

YES
Paina Kitchen Lab

25. Special scheduling considerations. Are there special scheduling considerations for this course?

NO

26. Are special or additional resources needed for this course?

N/A

27. Does this course require special fees to be paid for by students?

NO

28. Does this course change the number of required credit hours in a degree or certificate?

Lessens the overall credit requirement for the AAS in Culinary Arts.

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.

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

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

CULN 240: Kapiolani CC, Kauai CC, Leeward CC, Hawaii 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.

General Catalog 2014-2015 pgs 40, 41 & 105

32. College-wide Academic Student Learner Outcomes (CASLOs).

Standard 1 - Written Communication		
Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning		
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		2
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		2
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		1

Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	2
Outcome 2.6 - Assess the validity of statistical conclusions.	1
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	2
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	0
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	0
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
Standard 6 - Creativity Able to express originality through a variety of forms.	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	3
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	3
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	2
Outcome 6.4: Apply creative principles to discover and express new ideas.	2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	2

33. Additional Information