

**University of Hawaii Maui College
CULN 251 - Advanced Baking II**

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.

251

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

Advanced Baking II

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 (2)
- Hour other; explain (8)

4cr. 2 hour lect. 8 hrs. shop per week

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

Develops skills used in the production of more advanced baked pastry and confectionery products. Emphasizes the techniques required to produce items such as souffles, parfaits, ice creams and sorbets, plated desserts, marzipan, decorated specialties, sugar and isomalt decoration, and pastillage.

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

CULN 250 with grade C or better, and ENG 100 with grade C or better; or consent.

8. Co-requisites.

N/A

9. Recommended Preparation.

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 5 credit "Lab" course into a 4 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". Keeping this course at 5 credits would result in an increase in contact hours for the instructor resulting in necessary "overload" pay. This course is evenly based on both hands-on skill development as well as knowledge based concept delivered through lecture. Students will greatly benefit from an equal ratio of shop(2 cr.) to lecture(2 cr.) time. This change will maintain the lecture portion of this course at 2 hours while decreasing the "shop" time minimally by one hour.

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	Z	AA	AB	AC	AD
Prepare a variety of plated desserts acceptable to industry standards			<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"/>
Demonstrate the ability to plan, prepare and analyze bakery showpieces for display and buffet	<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"/>	<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"/>
Discuss and prepare a variety of international and classical pastries and desserts	<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"/>						<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prepare and demonstrate advanced confection techniques with regards to sugar and chocolate								<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"/>	<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"/>
Prepare, analyze and define ice creams, sorbets and other frozen desserts.	<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"/>	

LEGEND

- A. Define and describe ice creams, sorbet, and other frozen desserts.
- B. Discuss the methods of preparation of ice creams, sorbets, and other frozen desserts.
- C. Prepare a variety of ice creams, sorbets and other frozen desserts.
- D. Evaluate the quality of prepared ice creams, sorbets, and other frozen desserts.
- E. Define and describe hot and cold souffles.
- F. Discuss methods of preparation of hot and cold souffles.
- G. Evaluate the quality of prepared hot and cold souffles.
- H. Define and describe marzipan.
- I. Discuss the methods of preparation for marzipan.
- J. Prepare marzipan and use it in the decoration of cakes, making of confections, or modeling fruits and figurines.
- K. Evaluate the quality of prepared marzipan items.
- L. Define and describe various types of candies.
- M. Discuss the method of preparation of various types of candies.
- N. Prepare various types of candies.
- O. Evaluate the quality of various types of prepared candies.
- P. Discuss the methods of preparation for cooking sugar and isomalt that is to be used for candies or sugar display pieces.
- Q. Cook sugar and isomalt for basic sugar display work.
- R. Prepare sugar and/or isomalt display pieces.
- S. Evaluate the quality of cooked sugar and isomalt and prepared sugar display pieces.
- T. Define and describe pastillage and royal icing.
- U. Discuss the methods of preparation for pastillage and royal icing.
- V. Prepare pastillage and royal icing.
- W. Prepare display pieces using pastillage and royal icing.
- X. Evaluate the quality of pastillage, royal icing and prepared display pieces.
- Y. Demonstrate good personal hygiene, safety, sanitation, and health habits in a laboratory setting.
- Z. Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the food service operation.
- AA. Define baking terms.
- AB. Identify equipment and utensils used in baking and proper use and care.
- AC. Demonstrate proper selection of equipment and and utensils for specific application.
- AD. Identify ingredients used in baking.

Course SLO/PSLO	A	B	C	D	E
Prepare a variety of plated desserts acceptable to industry standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Demonstrate the ability to plan, prepare and analyze bakery showpieces for display and buffet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Discuss and prepare a variety of international and classical pastries and desserts	<input checked="" type="checkbox"/>				
Prepare and demonstrate advanced confection techniques with regards to sugar and chocolate	<input checked="" type="checkbox"/>				
Prepare, analyze and define ice creams, sorbets and other frozen desserts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

LEGEND

- A. 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.
- 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.
- 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.
- E. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.

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
Define and describe ice creams, sorbet, and other frozen desserts.
Discuss the methods of preparation of ice creams, sorbets, and other frozen desserts.
Prepare a variety of ice creams, sorbets and other frozen desserts.
Evaluate the quality of prepared ice creams, sorbets, and other frozen desserts.
Define and describe hot and cold souffles.
Discuss methods of preparation of hot and cold souffles.
Evaluate the quality of prepared hot and cold souffles.
Define and describe marzipan.
Discuss the methods of preparation for marzipan.
Prepare marzipan and use it in the decoration of cakes, making of confections, or modeling fruits and figurines.
Evaluate the quality of prepared marzipan items.
Define and describe various types of candies.
Discuss the method of preparation of various types of candies.
Prepare various types of candies.
Evaluate the quality of various types of prepared candies.
Discuss the methods of preparation for cooking sugar and isomalt that is to be used for candies or sugar display pieces.
Cook sugar and isomalt for basic sugar display work.
Prepare sugar and/or isomalt display pieces.
Evaluate the quality of cooked sugar and isomalt and prepared sugar display pieces.
Define and describe pastillage and royal icing.
Discuss the methods of preparation for pastillage and royal icing.
Prepare pastillage and royal icing.
Prepare display pieces using pastillage and royal icing.
Evaluate the quality of pastillage, royal icing and prepared display pieces.

Demonstrate good personal hygiene, safety, sanitation, and health habits in a laboratory setting.
Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the food service operation.
Define baking terms.
Identify equipment and utensils used in baking and proper use and care.
Demonstrate proper selection of equipment and and utensils for specific application.
Identify ingredients used in baking.

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 I: Review of Chocolate
 - Chocolate Tempering
 - Chocolate Decor
- Week II: Ice Cream
 - Ice Cream and Sorbets, Modern and Classic Methods
 - Prepare Dessert for Class Act Restaurant
- Week III: Ice Cream Cont.
 - Still Frozen Desserts, Sherbets, Frappes
 - Prepare Dessert for Class Act Restaurant
- Week IV: Frozen Entremets
 - Semi Freddos, Frozen Souffles
 - Practicals in Ice Cream and Frozen Desserts
 - Prepare Dessert for Class Act Restaurant
- Week V: Sugar
 - Pastillage
 - Isomalt
 - Sugar Decor
 - Prepare Dessert for Class Act Restaurant
- Week VI: Sugar Showpiece
 - Bubble Sugar
 - Pulled and Blown Sugar
 - Poured Sugar
 - Prepare Dessert for Class Act Restaurant
- Week VII: Plated Desserts
 - Dessert Composition
 - Sauces and Decoration
 - Prepare Dessert for Class Act Restaurant
- Week VIII: Art of Tasting
 - How We Taste and Taste Buds
 - Prepare Dessert for Class Act Restaurant
- Week IX: Dessert Composition
 - Beginning Dessert Composition
 - Prepare Dessert for Class Act Restaurant
- Week X: Dessert Composition Cont.
 - Prepare Dessert for Class Act Restaurant
- Week XI: Eggs, Oil and Emulsifiers
 - Prepare Dessert for Class Act Restaurant
- Week XII: Final Dessert Competition
- Week XIII: History Project and Presentation
- Week XIV: Sugar Candy and Confections
- Week XV: Sugar Candy and Confections Cont.

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.

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.
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.

Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.

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"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 2
<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"/> Level 1
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Level 1
<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"/> 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.
Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
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.

- Michele Suas. Avanced Bread and Pastry. Delmar Cengage Learning, 2008, 978-4180-1169.
- Francisco J. Migoya. Frozen Desserts. John Wiley & Sons, 2008, 978-470-11866-5.

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

15 Maximum. Space constraints and safety issues

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

YES

Bakeshop Lab

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

NO

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

N/A

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.

Yes, this course will lesson the credits needed for the Pastry Cook CO.

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 - Baking	PR - Program Requirement
BAS:		
Developmental/ Remedial:		

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

no

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.

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

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.	3
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.	3
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.	2
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.	2
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.	2
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.	3
Outcome 3.3 - Recognize, identify, and define an information need.	3
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.	3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	3
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.		2
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.		2
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.		2
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.		3
Outcome 6.4: Apply creative principles to discover and express new ideas.		3
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		3
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		3

33. Additional Information

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