Fall 2019

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

**Course Title:**  **Food Safety, Sanitation, ServSafe Certifications**

**Course Number:** CUL 101

**Credits: 3**

**Class Times:**  Online, with a few in person classes

**Instructor:** Emily Burger

634-4790 ext.142

500E

E-mail: [eburger@lco.edu](mailto:eburger@lco.edu)

**Office Hours:** Mondays 9:00 AM – 10:30 AM, Tuesdays 2:00 PM – 3:00 PM,

Wednesdays 2:00 PM – 3:00 PM or by appointment

**Required Text(s):** Introduction to Culinary Arts

by Gleason, Jerry; The Culinary Institute of America

Edition: 2nd

ISBN: 9780132737449

**Required Supplies/Materials***:* Culinary Student Standard Cutlery Set

CA Baking and Pastry Kit

Mercer Economy 4 Sided Apron (M60102WH)

**Recommended Texts & Other Readings:**

Additional readings will include postings on Canvas and in class handouts.

**Course Description:** To develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. To reinforce personal hygiene habits and food handling “best practices” that protects the health of the consumer. The culmination of the course is the nationally recognized ServSafe Food Handlers Certification Certificate post successful completion of exam.

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**Pre-requisites:**  none

**This course is required for: Culinary Arts Certificate**

**Course Specific Outcomes:**

**Upon successful completion of this course, students will be able to:**

1. Define the fundamentals of good personal hygiene
2. Apply accurate kitchen safety and sanitation practices.
3. Identify microorganisms which are related to food spoilage and food-borne illnesses
4. Present the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness
5. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles
6. State the common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.
7. Identify common symptoms caused by allergies to include gluten, nut and dairy
8. Explain Material Safety Data Sheets (MSDS) and their requirements in handling hazardous materials

Ge**neral Education Program Outcomes:**

*Students receiving an associate degree will:*

**Gen Ed 1 Communication:**

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

**GEN ED 2 Mathematic Literacy:**

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

**GEN ED 3 Social Responsibility**

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

**GEN ED 4 Culture: Ojibwe and other Native Cultures**

Students demonstrate understanding of Ojibwe and other Native American culture.

**GEN ED 5 Critical Thinking:** Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

**GEN ED 6 Global Awareness:** Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

This course measures the following outcomes:

|  |  |  |
| --- | --- | --- |
| **GEN ED** | **Assignment/Activity** | **Assessment** |
| 1 Communication | Student Paper, Lab Stations | Written |
| 3 Social Responsibility | Lab Stations | Setting up complete station |
| 4 Culture | Student Paper | Meeting criteria |
| 5 Critical Thinking | Student Paper, Labs Stations | Content, finding incorrect applications |
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**Program Outcomes:**

**Upon successful graduation of the Culinary Arts certificate students will be able to:**

1. Apply the basic principles of sanitation and safety and be able to apply them in the food service operations.
2. Reinforce personal hygiene habits and food handling practices that protect the health of the consumer.
3. Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
4. Apply skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
5. Operate equipment safely and correctly.
6. Apply laws and regulations relating to safety and sanitation in the kitchen.
7. Apply indigenous knowledge of, stewardship, sustainability and cultural approaches to foods and eating.

**Culture & Tradition:**

**The Mission Statement of LCOOCC states:**

*The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.*

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

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| --- | --- | --- | --- |
| **Course Schedule/Outline/Calendar of Events** | | | |
| **Course Outcomes** | **Week** | **Topic Section** | **Course Assessment** |
|  | **1** | **Class Introduction** | Discussion |
|  | **2** | **Providing Safe Food** | Quiz and Discussion |
|  | **3** | **Forms of Contamination** | Quiz and Discussion |
|  | **4** | **The Safe Food Handler** | Quiz and Discussion |
|  | **5** | **The Flow of Food – Intro** | Quiz and Discussion |
|  | **6** | **The Flow of Food – Purchasing, Receiving, and Storage** | Quiz and Discussion |
|  | **7** | **The Flow of Food – Preparation** | Quiz and Discussion |
|  | **8** | **In Class Lab – Wednesday Oct. 16th** | **Mid Term Grades Due** |
|  | **9** | **The Flow of Food: Service** | Quiz and Discussion |
|  | **10** | **Food Safety Management Systems** | Quiz and Discussion |
|  | **11** | **Cleaning and Sanitizing** | Quiz and Discussion |
|  | **12** | **Case Studies** | Discussions |
|  | **13** | **In Class – November 20th** | Quiz and Discussion |
|  | **14** | **Review -**  **Gikinoo’amaagan Odanokiiwin – Student Work Due** | Practice Exam |
|  | **15** | **In Class Test Preparation Lab (Wed. December 4th)** | Attendance and Participation |
|  | **16** | **Final State Test and Certification: Wed. December 11th** | Final Test |
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**Evaluation Procedures and Grading Criteria:**

Grades will be based on participation, mastery of concepts and actuation of a correct set up or mise en place for sanitation. The student or final paper will be graded on content and research. As well as how close well Ojibwe culture is presented. They will follow the following weight scale.

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADING SCALE** | | | |
| **A** |  | **100- 90** | EXCELLENT! |
| **B** |  | **89-80** | ABOVE AVERAGE |
| **C** |  | **79-70** | AVERAGE |
|  |  |  |  |
| **IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION** | | | |
| **D** |  | **69-60** | **BELOW AVERAGE** |
| **F** |  | **59 or below** | **FAILING** |
|  |  |  |  |
| I |  | N/A | INCOMPLETE |
| W |  | N/A | WITHDRAW |
| Z |  | N/A | AUDIT |
| P |  | N/A | PASS |

**Rubric for Discussions**

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| --- | --- | --- | --- | --- | --- |
| **Discussion** | **10 (Excellent)** | **7-9 (Effective)** | **1-6 (Developing)** | **0 (Off-Track)** | **Total** |
| **Structure &**  **Organization** | **Intro** provided sufficient background on the topic and previews major points.  **Conclusion** is logical, flows from the body of the paper, and reviews major points.  **Paragraphs**  Well developed with strong topic sentences | **Intro/Conclusion** Development  competent but occasionally weak | **Intro, Conclusion** weak or missing. **Paragraphs** underdeveloped,  topic sentences  are missing or unfocused. | **Intro or conclusion** missing. **Paragraphs** undeveloped. Topic sentences missing |  |
| **Content &**  **Focus** | **Topic/thesis** statement  is clearly stated and well developed.  **Supporting details**  appropriate and  completely support the topic.  **Wording** is clear, specific and appropriate for the topic and audience, and stays on the topic. | **Topic/thesis** statement is evident and somewhat developed.  **Supporting details** are generally evident and usually support the topic.  **Wording** is generally clear specific and appropriate for the topic and audience, and occasionally strays from the topic. | **Topic/thesis** statement is not always clear.  **Supporting details** are only vague or general.  **Wording** is at times not clear, specific, or appropriate for the topic and audience, and often strays from the topic. | **Topic/thesis** statement is missing.  **Supporting details** are generally missing.  **Wording** is unclear, not specific or inappropriate for the topic, and does not stay on the topic. |  |
| **Logic& Flow** | Logical and clear. Points are addressed individually and linked appropriately | Logical and clear. Some points are bunched together or not clearly linked | Logic is unsound. Points are not sufficiently linked | No logic.  Points are not linked |  |
| **Writing Style** | Clear and Concise. Sentences are complete, clear, concise and varied. Tone is appropriate | Sentences are usually clear, concise and tone is appropriate | Occasionally wordy or ambiguous. Tone too informal | Sentences are unclear enough to impair meaning |  |
| **Grammar**  **Mechanics** | Rules of grammar, usage, and punctuation are followed. | Competent skills. Less than 2 errors per page. | Low skills impair meaning and clarity | Skills are inadequate |  |

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| **Component** | **Points- if applicable** | **Weight** |
| Online Discussion | 10 pts. each (120 pts. total) |  |
| Weekly Quizzes | 10 pts. each (100 pts. total) |  |
| Lab attendance | 40 pts. each (80 pts. total) |  |
| Practice Exam | 20 pts. |  |
| State testing | 100 pts. |  |
| Gikinoo’amaagan Odanokiiwin – Student Work | 30 pts. |  |
| Total | 450 pts. |  |

##### **Attendance Policy:**

##### Must notify as soon as possible, either by email or on my office phone via voicemail. Students are allowed to miss 3 hours of in class instruction per semester. If you miss more than 3 hours of instruction if possible there may be make up assignments issued.

##### **Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.** Please refer to the current Student Handbook, for the Class Attendance Policy.

**Outside of Class Study Expectations:**

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

#### **\*\*IMPORTANT\*\***

#### **Students with Disabilities**

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities.  If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact Lisa Minuve, Dean of Academic Affairs at 715-634-4790 ext. 132 or lminuve@lco.edu at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

##### **Academic Honesty & Integrity Policy:**

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

**Assignments and Tests:**

All assignments, quizzes, discussions, etc. are due Tuesday at 11:59pm. For each day late, there will be a 10% grade deduction from your grade for that assignment.

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 1 class period** to turn in your work or make-up your test.

Please note, assignments are due at the **beginning** of each class period. *Late assignments are due at start of class on the day of the final state exam. They will not be accepted later.*

**Reading Assignments:**

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused

**Special Note Regarding Incompletes:**

Please refer to the current Student Handbook for the policy on Incompletes.

## **Mid-term and Final Examinations:**

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

##### **Computer Use:**

##### All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

## Necessary Technologies:

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas or other Learning Management Systems

**\*\*Note\*\*:** ***Not having computers or Internet at home is NOT an excuse to be late with homework.*** Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

**Maintaining a Copy of the Course Syllabus:** Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

**Addendum Section**

**Gikinoo'amaagan Odanokiiwin - Student Work:**

Gikinoo’amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo’amaagan Odanokiiwin project is a 2-3 page paper in APA format. Choose a traditional Native American food or recipe and discuss the dangers of it if not prepared properly. What potential hazards could contaminate that specific food/recipe? How would you prepare this food/recipe to avoid contamination and keep the food safe? Use each of the steps from “The Flow of Food” to describe how you would safely make this food from when you first purchase it to the time you serve it. When this food was made in the past, what methods were used to make this food and how did these methods help make this food safe or unsafe? You must have one additional source and have it sited. The results of this project will assess students’:

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a paper that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4)
3. Ability to locate, gather, and synthesize information siting one additional resource. (Gen. Ed. 5)