



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring 2025

**Year:** 2025

**Course Prefix:** CA

**Course and Section #:** CA 1120 001

**Course Title:** Cooking Skill Development

**Credits:** 5

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### ***Course Description***

Teaches basic food service skills in a commercial kitchen environment utilizing standardized recipes and operational procedures. Strong emphasis on equipment safety, sanitation, station organization, mise en place, and product handling. Provides daily end-product critiquing. Emphasizes sanitary food handling practices and professional work habits.

General Topics covered in CA1120 include an Introduction to Culinary and Hospitality History, Standard Kitchen Operations and Sanitation, Kitchen Equipment and Tools identification, usage, cleaning, and maintenance, product receiving, storage, labeling, and handling, mise en Place, culinary terms, standardized recipes, scaling, and yields, etc.

Cooking Topics covered in CA1120 include Knife Skills, stocks, soups, Mother Sauces, principles of cooking, Cooking Methods: Dry Heat, Combination, and moist heat, Breakfast Cooking, introduction to Vegetables, Grains, Pasta, Starches, and Legumes, and introduction to Protein Fabrication.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Joseph McRae CEC,CEPC

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### ***Student Learning Outcomes***

Students will, with a minimum of 70% accuracy, complete the following:

1. Identify and demonstrate correct methods in using and cleaning standard professional kitchen equipment.

2. Demonstrate proper methods to adjust recipe yields, cost recipes, and determine selling prices.
3. Demonstrate the proper use of standard culinary terms and standardized recipes.
4. Demonstrate and identify the setup of proper mise en place, tools, and equipment to coincide with daily production associated with the Professional Kitchen.
5. Identify standard industry products utilized. Demonstrate daily receiving process, inspection, storage, rotation, labeling, and handling associated with the Professional Kitchen.
6. Demonstrate, produce, and evaluate proper knife skills preparation and cutting techniques utilizing fresh vegetables, starches, and fruits.
7. Explain, produce, and evaluate classical and contemporary Mother sauces and stocks typically used in a commercial food service kitchen.
8. Describe, demonstrate, produce, and evaluate a variety of soups from each category.
9. Demonstrate, produce, and evaluate proper methods for cooking and serving assorted proteins, vegetables, and starches using moist, dry, and combination methods.
10. Demonstrate the ability to fabricate poultry properly, flat and round fish.
11. Identify, produce, and evaluate breakfast cookery items, such as meats, eggs, breakfast products, and battered products.
12. Identify the role sustainability plays in the Professional Kitchen.

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## ***Course Materials and Texts***

### **On Cooking, 6<sup>th</sup> Edition**

Labensky, Hause, Martel – Pearson

Pen; Black Sharpie Marker; Thermometer; knife kit

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

## DAILY LAB GRADE RUBRIC

Attendance						
<b>Class Attendance</b> If you are absent you will receive a zero for the day. If you are more than 30 minutes late, then you will be considered absent.	<b>5 pts</b> <b>Excellent</b> On time for designated class start.	<b>0 pts</b> <b>Unacceptable</b> Late to class.				5
Professionalism, Appearance, Dress Code						
<b>Cleanliness and Personal Hygiene</b>	<b>5 pts</b> <b>Excellent</b> Uniform is spotless and impeccably clean. Demonstrates excellent personal hygiene.	<b>4 pts</b> <b>Good</b> Uniform is clean, with minor stains or creases. Good personal hygiene, with minor lapses.	<b>3 pts</b> <b>Satisfactory</b> Some visible stains on the uniform. Adequate personal hygiene, with noticeable lapses.	<b>2 pts</b> <b>Needs Improvement</b> Uniform is visibly dirty. Poor personal hygiene, affecting the overall impression.	<b>0 pts</b> <b>Unacceptable</b> Uniform is soiled and unsuitable for a culinary environment. Unacceptable personal hygiene standards.	5
<b>Uniform</b> You will not be allowed into the kitchen if you are missing a hat or have the incorrect shoes. If you can't do your lab work in the kitchen, then you can't receive a grade for the day.	<b>5 pts</b> <b>Excellent</b> Wearing complete and correct uniform including chef coat, pants, apron, hat, thermometer, sharpie.	<b>4 pts</b> <b>Good</b> Missing one element of the uniform.	<b>3 pts</b> <b>Satisfactory</b> Missing two elements of the uniform.	<b>2 pts</b> <b>Needs Improvement</b> Missing three elements of the uniform.	<b>0 pts</b> <b>Unacceptable</b> Not wearing essential uniform components.	5
Sanitation						
<b>Food Safety and Sanitation</b> As a prerequisite and to permit entrance to this class, you are required to obtain either a Utah Food Handlers Permit or a ServSafe Food Manager Certification.	<b>20 pts</b> <b>Excellent</b> Adheres to all Utah Food Handlers Permit guidelines.	<b>15 pts</b> <b>Satisfactory</b> 1 sanitation infraction	<b>10 pts</b> <b>Needs Improvement</b> 2 sanitation infractions	<b>5 pts</b> <b>Unacceptable</b> 3 sanitation infractions	<b>0 pts</b> <b>Unacceptable</b> 4 or more sanitation infractions	20
Attitude/Teamwork/Initiative						
<b>Enthusiasm and Proactiveness</b>	<b>10 to &gt;7.0 pts</b> <b>Excellent</b> Exceptional enthusiasm and energy. Eager and proactive, takes initiative without being asked.	<b>7 to &gt;4.0 pts</b> <b>Satisfactory</b> Eager worker with genuine interest. Actively participates and enjoys daily challenges.	<b>4 to &gt;2.0 pts</b> <b>Needs Improvement</b> Interest varies, generally needs motivation. Participation is inconsistent, requires encouragement	<b>2 to &gt;0 pts</b> <b>Unacceptable</b> Constant motivation needed, poor attitude. Unwilling to start tasks without directive or urging.		10
<b>Team Collaboration</b> This refers to both the overall kitchen cleanliness throughout the lab period and an individuals contribution to the class. (Some of this metric depends on the overall cooperation of the class where equipment and space belongs to the class and not one individual.)	<b>10 pts</b> <b>Excellent</b> Students consistently maintain a well-organized kitchen workspace, including proper equipment sanitation before and after use, minimizing the risk of accidents and promoting efficiency. Actively concerned and involved with teammates. Works hard and collaborates seamlessly.	<b>8 pts</b> <b>Satisfactory</b> Students generally keep the kitchen organized, and equipment sanitation is observed, but some instances of oversight are noted. Participates in teamwork, cooperates with teammates.	<b>6 pts</b> <b>Average</b> Generally interested but lacks motivation to cooperate and assist teammates consistently.	<b>2 pts</b> <b>Needs Improvement</b> Students often neglect kitchen organization and equipment sanitation, posing potential safety hazards. Poor cooperation and assistance to teammates, requires constant attention and urging.	<b>0 pts</b> <b>Unacceptable</b> Students consistently disregard kitchen organization and equipment sanitation. Student leaves group work for others to complete.	10

Mise En Place & Organization						
Workstation Organization and Mise En Place	15 pts <b>Excellent</b> Student maintains a clean and organized workstation, minimizes the risk of contamination, and ensuring food safety. Student has superior attention to detail and is driven to constantly	11 pts <b>Satisfactory</b> Student maintains a reasonably organized and clean workstation, with occasional lapses in practice. Performs duties without needing constant guidance.	7 pts <b>Below Average</b> Student neglects to maintain an organized workstation or risks contamination and safety hazards. Student needs multiple reminders of instruction and show a lack of personal preparation for	3 pts <b>Needs Improvement</b> Student frequently neglects to maintain an organized workstation or risks contamination and safety hazards or after warning. Student needs multiple reminders of instruction and show mediocre personal	0 pts <b>Unacceptable</b> Student consistently disregards food handling guidelines and shows an excessive lack of organization at the workstation. Student lacks drive or a sense of urgency. Student constantly needs	15
	<b>Productivity &amp; Quality of Work</b>					
Productivity	20 pts <b>Excellence</b> Completed two of the extra tasks for the day or an elevated task.	15 pts <b>Above Average</b> Completed one of the extra tasks for the day.	10 pts <b>Average</b> Completed all assigned tasks for the day.	5 pts <b>Good</b> Student is missing one of the assigned tasks for the day.	0 pts <b>Needs Improvement</b> Student is missing two or more assigned tasks for the day.	20
	Quality of Work	10 pts <b>Exceptional</b> Demonstrates outstanding use of techniques and methods. Consistently produces items with a high level of skill and expertise.	9 pts <b>Proficient (7-9 points)</b> Shows solid proficiency in fundamental techniques and methods. Competently handles ingredients and equipment but may occasionally lack the finesse seen in exceptional performance.	6 pts <b>Basic (4-6 points)</b> Displays a basic understanding of essential skills but may struggle with execution. Requires improvement in precision and technique, with occasional errors.	4 pts <b>Limited (1-3 points)</b> Shows limited ability in executing fundamental skills. Requires substantial improvement in handling ingredients, tools, and techniques.	0 pts <b>Unsatisfactory</b> Fails to demonstrate basic culinary skills. Consistently produces work that is below the expected standard.

**DAILY LAB STRUCTURE: DAILY SCHEDULE:** (subject to change with notice)

8:00 am	Roll and inspection (you are late at 8:01 am)
8:05 am – 8:45 am	Class lecture and learning opportunities.
9:00 am – 9:45 am	Instructor Lab/Lecture and Product Demonstration
9:45 am – 1:15 pm	Daily Production
1:15 pm – 1:25 pm	Review of Daily Curriculum
1:25 pm – 1:35 pm	Family Meal
1:35 pm _ 2:30 pm	Clean and organize the kitchen.
2:30 pm	Dismissal

*\*\* We will be stopping multiple times during the lab session to clean and sanitize the facility*

**DAILY CURRICULUM OUTPUT:**

This class is organized so that students who can complete more dishes will have the opportunity to do so, while those who wish to move more focused will be required to finish only the assigned dish. **You will not be graded on how fast you are!** If a student does a beautiful job on one dish and another student produces a lot of subpar dishes, they will be graded accordingly. Each student should feel comfortable with constant, gentle pressure to improve, otherwise known as stress.

**CANVAS:**

Everything about this class is outlined here and in Canvas. You are responsible for keeping up with all assignments, independent study, journals, quizzes, etc. **ALL WORK IS DUE AT ITS DESIGNATED DUE TIME AS OUTLINED IN CANVAS.....**

.....**NO LATE WORK/SUBMISSIONS WILL BE ACCEPTED**

*Please make sure you connect your email address to your UVU email address.  
All communication from me will be done through Canvas.*

**BOOK PROJECT:** This project is two part:

**Part One: Reading**

Read the first section of THE SOUL OF A CHEF by Michael Ruhlmann (*provided by Chef*)

This section is about the Certified Master Chef (CMC) Examination, one of the most grueling challenges a chef can face. The CMC certification from the American Culinary Federation is the highest designation bestowed upon a chef in the United States of America.

**Part Two: Assignments**

Assignment Part One:

Write a summary of your interpretation of the section of the book. How would it affect you if it did? After reading this section, do you have any other thoughts or "takeaways"?

Assignment Part Two:

In this section, the author, Michael Ruhlmann, makes a statement about whether he believes "cooking" is an "Art or a Craft," and I'd like to think he is talking about cooking in a professional setting. The second part of this assignment is to answer that question yourself, and I will pose it to you this way.... Is being a professional chef or pastry chef and creating/presenting amazing food products/dishes to and for the public an art form or a craft/skill?

Research the matter however you choose, use your personal experiences, and utilize your experiences in the program so far to help you decide. THEN, pick a side and DEFEND it in writing. Please explain why you feel it is ONE or the OTHER. Maybe analyze the difference between each. No fence-sitting. It's either an art or a craft, so explain why you believe it is that in detail. Don't play the middle and lobby for both.

Then, create a document that includes complex, detailed answers to both parts of the assignment. This document should be a Word or PDF doc and uploaded to Canvas as outlined. It should be appropriately formatted, well written, and any length that you think is required to make your case and defend it correctly.

**JOURNAL:**

A weekly student journal is required for CA 1120 and will be reviewed weekly. Journal entries must be uploaded as a **Word document** directly onto Canvas. Please follow the journal template/samples given in the CA handbook, available on Canvas in the files folder. Keep all journal entries class-specific, factual, objective, and valuable. No useless, non-essential information is required. Journals are for YOU. It should include USEFUL details you can and will access in 3-5 years. Your daily DLO handout should be the basis for your journal entries. You will lose points if your journal does not include **critical information**, such as the ratio of flavoring liquid/acid in a butter sauce reduction. Examples of acceptable journal entries are in the Canvas files folder.

**QUIZZES:**

Quizzes will be on Canvas on the date. Each quiz will be based on the chapters outlined in the Weekly Learning Opportunities listed below in the course details. The purpose of this class is for you to learn information essential for you as you work in industry.

**FINAL WRITTEN EXAM:** A comprehensive written exam will be given on the last day of class. It will cover all materials outlined in all independent work assignments and the materials covered in the lab.

**FINAL PRACTICAL EXAMS:** There will be one comprehensive practical examination towards the end of the block. It will cover all the materials covered in the lab during the block. It will be a compulsory evaluation of all cooking skills, butchery, and knife techniques learned over the block. Details will be provided several days before the exam.

**EVENT COMMITMENT:** UVU is committed to engaged learning. Being involved in CAI catering fulfills this *and* allows students to see classroom learning applied. I hope you will achieve this and learn as much as possible from the events you participate in.

Each student is required to accrue a minimum of 7.5 hours of CAI catering service during the block. **These hours are more than those for mandatory days, as noted in the syllabus and by the instructor.** (During mandatory days, students will arrive and work as a class.) The service time sheet must be completed, signed by the supervising chef, and submitted as outlined in Canvas. This will be 5% of your total class grade. You may receive partial credit for hours completed.

**The student must sign up for and keep track of their hours and then submit their completed forms to their instructor.**

Available catering opportunities will be posted in Canyon Park's main office and the catering manager's office at the UCCU Events Center.

If you do not show up to a catering event that you have signed up for, you will only be eligible for 2.5% of the catering grade.

**INSTRUCTOR:** Respect everyone in the class, including the instructor.

**EXPECTATIONS:** Attend every class prepared for class (including completed reading assignments, required tools, and scaled recipes needed for the class).  
Appropriately conduct yourself while in class, including giving the instructor your attention during lectures and demonstrations.  
Agree to do the work as outlined on Canvas on time.  
Acknowledge that previous academic preparation (ex., writing, and math skills) will affect your performance in each course.  
Acknowledge that your perception of effort is insufficient to justify a distinguished grade and that you must earn a grade.  
You will not plagiarize or otherwise steal work from others.  
Take personal responsibility when things go south; do not make excuses or blame others.

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### Required or Recommended Reading Assignments

**BOOK PROJECT:** This project is two part: **Part One: Reading** Read the first section of THE SOUL OF A CHEF by Michael Ruhlmann (*provided by Chef*) This section is about the Certified Master Chef (CMC) Examination, one of the most grueling challenges a chef can face. The CMC certification from the American Culinary Federation is the highest designation bestowed upon a chef in the United States of America. **Part**

**Two: Assignments** Assignment Part One: Write a summary of your interpretation of the section of the book. How would it affect you if it did? After reading this section, do you have any other thoughts or "takeaways"? Assignment Part Two: In this section, the author, Michael Ruhlmann, makes a statement about whether he believes "cooking" is an "Art or a Craft," and I'd like to think he is talking about cooking in a professional setting. The second part of this assignment is to answer that question yourself, and I will pose it to you this way.... Is being a professional chef or pastry chef and creating/presenting amazing food products/dishes to and for the public an art form or a craft/skill? Research the matter however you choose, use your personal experiences, and utilize your experiences in the program so far to help you decide. THEN, pick a side and DEFEND it in writing. Please explain why you feel it is ONE or the OTHER. Maybe analyze the difference between each. No fence-sitting. It's either an art or a craft, so explain why you believe it is that in detail. Don't play the middle and lobby for both. Then, create a document that includes complex, detailed answers to both parts of the assignment. This document should be a Word or PDF doc and uploaded to Canvas as outlined. It should be appropriately formatted, well written, and any length that you think is required to make your case and defend it correctly. al setting. The second part of this assignment is to answer that question yourself, and I will pose it to you this way.... Is being a professional chef or pastry chef and creating/presenting amazing food products/dishes to and for the public an art form or a craft/skill?

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## General Description of the Subject Matter of Each Lecture or Discussion

### ~~ Weekly Lab Schedule (WLS)

Spring 2025 01

Subject to change (with notice) based on events and scheduling:

This is a ROUGH outline. Details will be provided on a Daily Learning Opportunity sheet (DLO) distributed each morning before class by the instructor.

#### WEEK 1: INTRODUCTION

**Day 1** WELCOME: Introductions

**Student Round Table, learn names, student backgrounds**

**Instructor Introduction and Background, Q&A**

**Class Business:** CAI Handbook review and sign off

Syllabus Review and sign-off

Equipment Training and checklist

**Discussion:** Uniforms, Inspections,

Cleaning & Sanitation

Food Receiving, Storage & Labeling; Recycling

Mise en Place

#### **Product Identification**

Herbs, Spices, Vinegar tasting; Salt tasting

Kitchen Cleaning, sanitation, trash, organization, etc.

Scavenger Hunt in the Kitchen (for a perfect score for the day)

**Day 2: Discussion & Demo:**

**Professionalism – Chapter 1 – History/Background**

Kitchen Station Set-Up

Mise en Place- defined and practiced, how it will be measured

Fat discussion: Canola/Whole Butter/Clarified/EVOO

The Basics:

Peeling Carrots / Onions / Shallots/ Garlic/ Potatoes

Storing peeled potatoes

Chopping Garlic – Brunoise Shallots  
Storing chopped garlic and shallots  
Cleaning Leeks and storing  
Mirepoix- Differences, why and when to use  
Herbs from Identification (yesterday)  
Washing and storing herbs by designation (delicate- hearty)  
Picking and chopping herbs  
Chiffonade of Basil  
Knife Cut Demo:  
Potatoes: Large, Medium, Small Dice, Brunoise, Batonee,

Julienne

**Day 3: Discussion & Demo:**

Review of Day 2: Sanitation Discussion, Time & Temperature Abuse  
Knife Cuts:

Sliced Onions – Julienned Onions  
Julienne Leeks – Bias Leeks – Leek half-moons and dice  
Carrot Rondelles – Paysane – obliques  
Peppers: processing for diced, julienne, chopped  
Potatoes: Tourne – Chateau

Chicken Fabrication: Standard CAI process – Spatchcock – Halves-

Quarters

**WEEK 2:**

**Day 1:** Chicken Fabrication – Trussing  
White Stock Process (Chicken) - Teams  
Brown Stock Process (Veal) – Teams  
Veg Stock Process - Teams  
Knife Cuts

Squash: Batonee; Julienne; Dices; Tournee  
Avocado: How to clean, slice, dice, etc.  
Tomato: Peeling, seeding; Julienne, Dice, Concasse  
Mushrooms: Types of...Cleaning, storing, slicing, quartering,

dicing

**Day 2:** Chicken Fab  
Veal 2 (remouillage)  
Knife Cuts:

Citrus: Zest/ micro plane zest; Zester zest; Peeler julienne zest  
Supremes, process and storage

Mango: Peel; julienne; dice

Pineapple: Peel; Utilize tops/cores; Halves; wedges; diced;

chunks, slices

Melon: Peeling, cleaning, wedges, slices, diced, etc.

Apples (Pears or other): Peeling; cleaning; wedges; slices; diced;

etc.

Rice/Bean/Grain Processes:

Pilaf Process: Basic Rice Pilaf- CP Way

**Day 3:** Chicken Fab



Stocks / White and Brown  
Knife Cuts (TBD)  
Dry Heat Cooking Introduction:  
    Roasting Trussed Chicken (Teams)  
    Sauté Chicken Breast – Grilled Chicken Breast  
Thickening Agents: Roux; Slurry  
Mother Sauces:  
    Brown Sauce (Espagnole) Team Production  
Rice Pilaf revisited; add flavoring

**WEEK 3:**

**Day 1:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication  
Soups: Clear Soups; Chicken Noodle; Beef Barley; Chicken Bouillon,  
Consommé  
Thickening Agents: Roux; Slurry; Liaison; Puree; Others  
Mother Sauce: Tomato Sauce

**Day 2:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication  
Mother Sauce: Velouté & Bechamel  
Thickening Agents: Roux; Slurry; Liaison; Puree; Others  
Soups: Thick Soups: Leek Puree Soup; Cream of Tomato Soup;  
Potato & Cheese Soup with Bacon

**Day 3:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication, Soups  
Mother Sauce: Hollandaise & Butter Sauces  
Dry-Heat Cooking: Sautéing & Grilling (Chicken, Vegetables and  
Potatoes)

**WEEK 4:**

**Day 1:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication, Soups  
Soups: Other Soups; Bisques; Cultural; Cold Soup  
Dry-Heat Methods: Frying all methods: Breading, Batters, Dredging  
With Proteins, Vegetables and Potatoes/other  
Sautéing and Grilling Revisited as needed

**Day 2:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication, Soups  
Moist-Heat Cooking: All methods and styles  
    Boiling, Blanching; Parboiling, Steaming, en papillote  
    With Proteins, Vegetables and Potatoes/other  
Stewing Method: With Proteins, Vegetables and Potatoes/other

**Day 3:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication, Soups  
Breakfast Cookery:

Eggs all cooking methods:  
Omelets, Fried, Poached, Boiled, Baked, Frittata, etc.  
Breakfast meats: Bacon, Sausage, Hams, etc.  
Pancakes; Crepes; Blini's; Waffles  
Quiche/Custards, Shirred, Cottage, etc.  
Cereals & Grains  
Breakfast service methods

**WEEK 5:**

**Day 1:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Chicken Fabrication, Soups  
Combination Cooking Method: with Protein, Vegetables and Starches  
Braising, Poeling, etc.  
Risotto Method: Blanching and finishing Risotto

**Day 2:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Fabrication; Soups, Cooking  
Methods  
Combination Cooking Method: with Protein, Vegetables and Starches  
Round Fish Fabrication: UT Red Trout  
Butterflied, Steaks, Fillets, Portioning, etc.  
Degree of doneness: Cook with all the cooking methods

**Day 3:** Brigade Inspection

Mise en Place, Stocks, Knife Cuts, Fabrication; Soups, Cooking  
Methods  
Combination Cooking Method: with Protein, Vegetables and Starches  
revisited  
Flat Fish Fabrication: Dover Sole - Petrale Sole  
Prepare to cook whole; double fillets, single fillets; Portioning;  
paupiettes  
Degree of doneness: Cook with all the cooking methods

**WEEK 6**

**Day 1:** Brigade Inspection

Mise en Place, Knife Cuts, Soups, Sauces, Fabrication, Cooking  
Methods  
Pasta, Beans & Grains: All cooking Methods: Simmering; Pilaf & Risotto  
Dry Pastas (Linguini, Penne, Fettucine); Dry Beans (Black, Kidney,  
White)  
Grains (Quinoa, Faro, Bulgur)  
Preparing Stock for consommé: Onion Brulé, etc.  
Brown Chicken Jus

**Day 2** Brigade Inspection

Mise en Place, Knife Cuts, Soups, Sauces, Fabrication, Cooking  
Methods  
Vegetables: Roasting Peppers, Garlic, Onions, etc.  
Prepare multiple vegetables with ALL cooking methods &  
techniques  
Consommé: Chicken Consommé Double Process start to finish

Clarification, garnishing & service styles

**Day 3:** Brigade Inspection

Mise en Place, Knife Cuts, Soups, Sauces, Fabrication, Cooking

Methods

Potatoes: All types prepared using all cooking methods

Mealy, Waxy, Tubers, Specialty, etc.

Prepared with all the cooking methods

**WEEK 7**

**Day 1:** Brigade Inspection & Mise en Place

Review Day 1

Mother Sauces: Veloute; Bechamel; Tomato; Espagnole;

Hollandaise; Butter

**Day 2:** Brigade Inspection & Mise en Place

Review Day 2

Fabrication: Chicken; Hen; Trout; Sole

Dry-Heat Methods: Saute; Grill; Roast; Bake; Fry; Broil; Barbecuing

All proteins, Vegetables and Starches

Finish with Mother Sauces from Day 1

**Day 3:** Brigade Inspection & Mise en Place

Review Day 3

Fabrication: Chicken; Hen; Trout; Sole

Moist-Heat & Combination Methods:

Boil; Poach; Simmer; Steaming; Stewing; Braising, en papillote; etc.

All proteins, Vegetables and Starches

Finish with Mother Sauces from Day 1

**WEEK 8:**

**Day 2: FINAL PRACTICAL EXAM - PRACTICAL INDIVIDUAL DAY ONE**

**Day 3: FINAL PRACTICAL EXAM - PRACTICAL INDIVIDUAL DAY TWO**

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;

- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the

community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.