



## CA 1170 – Pastry and Baking Skills

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

**Course Prefix:** CA

**Course Title:** Pastry and Baking Skills

**Year:** 2025

**Course and Section #:** 1170-002

**Credits:** 5.0

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### ***Course Description***

Covers basic baking and pastry skills in a commercial kitchen environment. Stresses the use of standardized recipes and procedures. Covers baking terms, equipment and ingredients. Includes daily end product critiquing. Covers yeast-leavened breads, quick breads, pies and tarts, custards, creams, cookies, brownies, pâte à choux, and meringues. Introduces nutritional and specialty diet concerns in baking and pastry. Emphasizes sanitary food handling practices and professional work habits. Course fee of \$750 for materials and equipment applies.

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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:** Meghan Roddy, CEPC

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

- 1 Demonstrate proper operation of commercial baking equipment.
  - 2 Define baking terms.
  - 3 Define properties and functions of various ingredients.
  - 4 Demonstrate scaling, adjusting and measuring recipes.
  - 5 Define yeast-leavened breads, quick breads, pies, tarts, cookies, brownies, pate a choux, meringues, creams, and custards.
  - 6 Prepare yeast-leavened breads, quickbreads, pies, tarts, cookies, brownies, pate a choux, meringues, creams, and custards.
  - 7 Evaluate yeast-leavened breads, quick breads, pies, tarts, cookies, brownies, pate a choux, meringues, creams, custards, and individual performance.
  - 8 Recognize nutritional and specialty diet concerns related to baking and pastry.
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## ***Course Materials and Texts***

- Professional Baking, Gisslen, 7<sup>th</sup> Edition
  - CAI toolkit
  - Timer
  - Calculator
  - Permanent marker
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## ***Course Requirements***

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

*Daily Lab Assessment:* Assessment based on individual output on daily basis. See daily lab grading rubric below. (40% overall grade)

*Homework:* Weekly vocabulary and math assignments related to topics of study. (10% overall grade)

*Research Paper:* One paper on a topic pertinent to the baking and pastry field. (10% overall grade)

*Quizzes:* Short, in class assessments administered at conclusion of each outcome. (5% overall grade)

*Daily Summaries:* Daily summarization to reinforce knowledge learned in lab setting. (10% overall grade)

*Catering Hour Requirement:* Seven and a half hours of catering experience completed per block. (5% overall grade)

*Final Exam:* A comprehensive exam that covers all course topics in a practical and written format. (20% overall grade)

Final grades are rounded to the nearest tenth and are assigned the corresponding letter grade:

A	95/100 %	C+	77 / 79.99%
A-	90 / 94.99 %	C	74 / 76.99%
B+	87 / 89.99%	C-	70 / 73.99%
B	84 / 86.99%	D	65 / 69.99%
B-	80 / 83.99%	E	64.99% or below

## 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, Personal Hygiene, and Uniform Preparedness</b>	<b>10 pts</b> <b>Excellent</b>  Uniform is spotless and impeccably clean. Demonstrates excellent personal hygiene.	<b>8 pts</b> <b>Good</b>  Uniform is clean, with minor stains or creases. Good personal hygiene, with minor lapses. Missing one item or adding an additional, incorrect item.	<b>6 pts</b> <b>Satisfactory</b>  Some visible stains on the uniform. Adequate personal hygiene, with noticeable lapses. Missing two items or adding two additional, incorrect items.	<b>4 pts</b> <b>Needs Improvement</b>  Uniform is visibly dirty. Poor personal hygiene, affecting the overall impression. Missing three items or adding three additional, incorrect items.	<b>2 pts</b> <b>Unacceptable</b>  Uniform is soiled and unsuitable for a culinary environment. Unacceptable personal hygiene standards.	10
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 pts</b> <b>Excellent</b>  Exceptional enthusiasm and energy. Eager and proactive, takes initiative without being asked.	<b>8 pts</b> <b>Satisfactory</b>  Eager worker with genuine interest. Actively participates and enjoys daily challenges.	<b>6 pts</b> <b>Needs Improvement</b>  Interest varies, generally needs motivation. Participation is inconsistent, requires encouragement	<b>4 pts</b> <b>Poor</b>  Fairly unmotivated. Takes 'the easy way out' repeatedly. Doesn't strive for improvement.	<b>2 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 individual's 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>3 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
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<b>Mise En Place &amp; Organization</b>						
Workstation Organization and Mise En Place	<b>15 pts</b> <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	<b>12 pts</b> <b>Satisfactory</b> Student maintains a reasonably organized and clean workstation, with occasional lapses in practice. Performs duties without needing constant guidance.	<b>8 pts</b> <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	<b>4 pts</b> <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	<b>0 pts</b> <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	<b>20 pts</b> <b>Excellence</b> Completed at least one extra task, an elevated task, or an additional assignment without being asked for the day.	<b>18 pts</b> <b>Average</b> Completed all assignments in allotted time given for day.	<b>15 pts</b> <b>Below Average</b> Did not complete all tasks in given time for the day. Still working as others are doing day-end cleaning assignments.	<b>10 pts</b> <b>Needs Improvement</b> Student is missing one of the assigned tasks for the day.	<b>0 pts</b> <b>Poor</b> Student is missing two or more assigned tasks for the day.	20
	<b>Quality of Work</b>					
Quality of Work	<b>10 pts</b> <b>Exceptional</b> Demonstrates outstanding use of techniques and methods. Consistently produces items with a high level of skill and expertise.	<b>9 pts</b> <b>Proficient</b> Shows solid proficiency in fundamental techniques and methods. Competently handles ingredients and equipment but may occasionally lack the finesse seen in exceptional performance.	<b>6 pts</b> <b>Basic</b> Displays a basic understanding of essential skills but may struggle with execution. Requires improvement in precision and technique, with occasional errors.	<b>4 pts</b> <b>Limited</b> Shows limited ability in executing fundamental skills. Requires substantial improvement in handling ingredients, tools, and techniques.	<b>0 pts</b> <b>Unsatisfactory</b> Fails to demonstrate basic culinary skills. Consistently produces work that is below the expected standard.	10

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### Required or Recommended Reading Assignments

All required readings will correspond with the daily lectures as based on the chapters listed below.

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

Chapter 1 - The Baking Profession: Baking Historical Background; Baking and Pastry Careers

Chapter 2 - Basic Professional Skills: Bakeshop math; Food Safety; Using Formulas; Measurement; Using Baker's Percentages; Cost Calculations; Food Safety and Sanitation

Chapter 3 - Baking and Pastry Equipment: Large Equipment; Pans, Containers, and Molds; Hand Tools and Miscellaneous Equipment

Chapter 4 - Ingredients: Wheat Flour; Other Flours, Meals, and Starches; Sugars; Fats; Milk and Milk Products; Eggs; Leavening Agents; Gelling Agents; Fruits and Nuts; Chocolate and Cocoa; Salt, Spices, and Flavorings

Chapter 5 - Basic Baking Principles: Mixing and Gluten Development; The Baking Process; After Baking

Chapter 6 - Understanding Yeast Doughs: Yeast Product Types; The 12 Steps of Yeast Dough Production; Standards of Quality for Yeast Goods

Chapter 7 - Lean Yeast Doughs: Straight Doughs; Mixing Methods; Controlling Fermentation; Producing Handcrafted Breads; Makeup Techniques

Chapter 8 - Lean Yeast Doughs: Sponges, Pre-Ferments, and Sourdoughs; Sponges and Other Yeast Pre-Ferments; Sourdough Starters; From Fermentation to Baking

Chapter 9 - Rich Yeast Doughs; Sweet Dough and Rich Dough Formulas; Makeup of Rich Dough Products

Chapter 10 - Quickbreads: Muffin Mixing and Production Methods; Biscuit Mixing and Production Methods

Chapter 11 - Doughnuts, Fritters, Pancakes, and Waffles

Doughnuts and Other Fried Pastries; Pancakes and Waffles

Chapter 12 - Basic Syrups, Creams, and Sauces: Basic Foams; Whipped Cream; Custard Sauces; Sugar Cooking; Meringues; Dessert Sauces; Chocolate Creams

Chapter 13 – Pies: Pie Doughs; Assembly and Baking; Fillings; Standards of Quality for Pies

Chapter 14 - Pastry Basics: Pâte Brisée and Short Pastries; Strudel and Phyllo; Éclair Paste; Baked Meringues

Chapter 15 - Tarts and Special Pastries: Tarts and Tartlets

Chapter 18 – Cookies: Cookie Characteristics and Their Causes; Mixing Methods; Types and Makeup Methods; Panning; Baking; and Cooling; Standards of Quality for Cookies

Chapter 19 - Custards, Puddings, Mousses, and Soufflés: Baked Custards and Puddings; Steamed Desserts; Dessert Soufflés; Range-Top Custards and Puddings

Chapter 26 - Baking for Special Diets: Nutritional Concerns; Food Allergies and Intolerances; Modifying Formulas for Special Needs

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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 must be developed over time in order 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, 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), 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. 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 the student's work is 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.

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### **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.

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## ***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.

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### **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.