



SAN IGNACIO  
UNIVERSITY

<b>Date</b>		<b>Credits</b>	<b>3 Credits</b>
<b>Course Title</b>	<b>Restaurant Management</b>	<b>Course Number</b>	<b>FS 40410</b>
<b>Pre-requisite (s)</b>	<b>FS 22510</b>	<b>Co-requisite (s)</b>	<b>None</b>
<b>Hours</b>	<b>45 Hours</b>		

### Place and Time of Class Meeting

**San Ignacio University**  
**3905 NW 107 Avenue, Suite 301**  
**Miami, FL 33178**

### Name and Contact Information of Instructor

### Book required

*(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)*

Design and Equipment for Restaurants and Foodservice, 3/E  
Costas Katsigris, Chris Thomas  
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| ISBN-09:780471762485|

### Classroom expectations for students

#### Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.



## Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

**NOTE:** Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

## Course Description

The purpose of this class is to prepare students by giving them the right tools to be effective managers who are able to meet financial goals and keep up with the quality standards. The students will be expected to make and implement professional development plans to apply to different case studies presented in class.

## Learning Objectives

At the end of this course the student will be able to:

- To describe the economics of site selection and analyze restaurant atmosphere and design
- To explain the principles of kitchen design and discuss space allocation
- To evaluate the electricity and energy management and describe gas, steam, and water
- To discuss the design and environment and describe color, noise and sound control
- To analyze the safety and sanitation and examine employee comfort and safety
- To summarize the process of buying and installing foodservice equipment
- To describe the storage equipment and discuss dry and refrigerated and select which unit to purchase
- To evaluate the preparation of equipment ranges and ovens and explore new oven technology
- To describe the preparation of equipment for fryers and fry stations
- To discuss the preparation of equipment and boilers, griddles, and tilting braising pans
- To assess steam cooking equipment and describe the cook-chill technology



- To evaluate the dishwashing and waste disposal and assess types of dishwashers
- To analyze other miscellaneous kitchen equipment and discuss smallware for kitchens
- To discuss tableware and evaluate the lines and laundry and alternatives to fabrics

**Topical Outline and Schedule**

<b>DATE</b>		<b>WEEK 1</b>
<b>SPECIFIC OBJECTIVES</b>	Describe the course. Evaluate the driving forces behind the importance of the study of services marketing <ul style="list-style-type: none"> <li>• Describe concepts for restaurant, and what goes into choosing a concept</li> <li>• Analyze the research that must be done to determine whether a concept fits an area or a particular location</li> <li>• List and describe the site selection: the advantages or possible problems, in choosing your location</li> <li>• Discus some major consideration when deciding whether to buy or lease your site</li> <li>• Evaluate the common factors and advice for negotiating a lease</li> <li>• Describe today's dining scene and what factors create a connection for customers to return</li> </ul>	
<b>TOPIC (S)</b>	Syllabus Discuss Library Orientation Course, Instructor to verify completion <ul style="list-style-type: none"> <li>• Describe and evaluate today's dining scene and how it influences site selection</li> <li>• Discuss and analyze the process and components of creating a concept</li> <li>• List and define the themes, branding and discuss changing concepts</li> <li>• Evaluate and assess the process of studying the market</li> <li>• Analyze and discuss site selection research and guidelines for selecting a site</li> <li>• Discuss the pros and cons of owning or leasing space for your restaurant</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Discussion of Syllabus</li> <li>• Instructor led group discussion</li> <li>• Analysis of reading</li> </ul>	
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Review the Syllabus <b>Complete the Library Orientation Course.</b> Instructor to verify completion.  <b>Homework:</b> Chapter 1 pp. 1-27 Summary Questions p. 28 1-10	
<b>DATE</b>		<b>WEEK 2</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Describe individual details that contribute to the atmosphere of a</li> </ul>	



	<p>restaurant</p> <ul style="list-style-type: none"> <li>• Evaluate hiring and working with design professional</li> <li>• Discuss how restaurant space is planned and subdivided</li> <li>• Describe the guidelines for entryways and restrooms</li> <li>• Analyze and describe remodeling considerations</li> <li>• Discuss the guidelines for deciding whether to include a bar in your establishment</li> <li>• Identify the guidelines for choosing chairs and tables</li> <li>• Explain and describe the special needs for banquet service</li> <li>• Describe the mobile dining options-carts, kiosks, and so on</li> </ul>
<b>TOPIC (S)</b>	<p>Discuss Final Class Project &amp; Presentation, List of Topics</p> <ul style="list-style-type: none"> <li>• Discuss and describe the best ways in creating an atmosphere</li> <li>• Describe the importance of first impression, entryway etiquette, and restroom facilities</li> <li>• Explain and discuss the mobile foodservice options</li> <li>• Evaluate the bar or not to bar? and describe the perfect bar</li> <li>• Explain and list the different mobile foodservice options</li> <li>• Describe and discuss the tables and seating options</li> <li>• Analyze and assess banquet facilities and discuss the advice from top designers</li> </ul>
<b>LEARNING ACTIVITIES</b>	<p>Participate in a forum.</p> <ul style="list-style-type: none"> <li>• Instructor led group discussion</li> <li>• Study: Key Terms</li> <li>• Review: Chapter Summary</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p><b>Homework:</b> Chapter 2 pp. 29-61 Summary Questions p. 61 1-10 Facility Design: Savory Bar &amp; Grill p. 62</p>
<b>DATE</b>	<b>WEEK 3</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Describe and evaluate the trends in modern kitchen design</li> <li>• Explain and describe how to budget for the kitchen you want</li> <li>• Evaluate where to put your kitchen within your facility</li> <li>• Identify how to create flow patterns that make the service system and work centers run smoothly</li> <li>• Summarize how food and safety considerations when designing a kitchen</li> <li>• Discuss and describe the guidelines for placement of equipment</li> <li>• Analyze the unique design needs of service areas and each part of the kitchen</li> </ul>
<b>TOPIC (S)</b>	Discussion of student topic selection, library research, tentative bibliography



	<ul style="list-style-type: none"> <li>• Discuss and analyze the trends in kitchen design</li> <li>• Explain and describe how to make the numbers work in the principles of kitchen design</li> <li>• Evaluate and discuss the kitchen as a “Healthy Heart”</li> <li>• Describe and analyze the service system in the kitchen design</li> <li>• Analyze and describe the flow and kitchen design</li> <li>• Name and list the multiple components of space analysis for kitchen design</li> <li>• Discuss and describe the service of banquet kitchens and food safety and kitchen design</li> </ul>
<p><b>LEARNING ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>• Analysis of reading</li> <li>• Group discussion</li> <li>• Participate in a forum</li> </ul>
<p><b>HOMEWORK &amp; ASSIGNED READINGS</b></p>	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p><b>Due: Project Topic</b> <b>Due: Tentative Bibliography</b></p> <p><b>Homework:</b> Chapter 3 pp. 64-96</p> <p>Study Question p. 96 1-10</p>
<p><b>DATE</b> <span style="float: right;"><b>WEEK 4</b></span></p>	
<p><b>SPECIFIC OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Describe exterior: the parking lot, patio seating, and sidewalk tables. Restaurants located in malls or large office buildings must also account for food court-style seating or any public area that surrounds their business</li> <li>• Discuss the interior (front of the house): Entryway, dining area, wait stations, beverage service area restrooms</li> <li>• Evaluate the interior (back of the house): Hot-food preparation area, cold-food preparation area, serving plating area, bakery, dish room</li> <li>• Identify the Kitchen Auxiliary: Receiving area, dry storage, cold (refrigerated) storage, employee locker rooms, office space</li> <li>• Analyze the space requirements and the Americans with Disabilities Act</li> </ul>
<p><b>TOPIC (S)</b></p>	<p><b>Due: Project Topic</b> <b>Due: Tentative Bibliography</b></p> <ul style="list-style-type: none"> <li>• Discuss and describe where to start in creating space allocation</li> <li>• Explain and describe how to plan public areas</li> <li>• Assess and evaluate the outdoor areas including parking, and patio</li> </ul>



	<p>dining area</p> <ul style="list-style-type: none"> <li>• Describe the function and components of the front of the house and list the different areas associated</li> <li>• Evaluate and assess the back of the house and list and describe the areas associated with space allocation</li> <li>• Identify the space planning and discuss the Americans with Disabilities Act</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Building and Grounds</li> <li>• In the Kitchen</li> <li>• Group discussion</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project</p> <p><b>Homework: Homework:</b> Chapter 4 pp. 98-122          Study Questions p. 122 1-10          Facility Design: Klein Forest High School p. 124</p>
<b>DATE</b>	<b>WEEK 5</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Describe the basics of U.S. energy policy and today’s alternative energy options</li> <li>• Discuss how to determine your annual electricity cost</li> <li>• Explain how to get and understand and energy audit of your site</li> <li>• List the terms you should know to track your own energy use and decipher your utility bills</li> <li>• Evaluate the basic electrical principles like how power flows into your building and equipment</li> <li>• Discuss some tips for choosing energy-efficient equipment</li> <li>• Assess some tips for saving energy in all phases of a foodservice operation</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss and describe energy use and the role of energy audits</li> <li>• Describe how electrical systems work and how to measure electricity</li> <li>• Judge the consumption charges of an electric bill</li> <li>• Discuss and describe how to chart your annual utility cost</li> <li>• Describe and discuss energy failures and the power outlook for the future</li> <li>• Evaluate and assess energy conservation and describe how to construct an energy-efficient building</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• A review of literature</li> <li>• Check of the reading</li> <li>• Group discussions</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project</p> <p>Chapter 5 pp. 126-161          Study Questions p. 161 1-10</p>



DATE		WEEK 6	
<b>SPECIFIC OBJECTIVES</b>	EXAM I <ul style="list-style-type: none"> <li>• Discuss the uses of gas and steam in foodservice</li> <li>• Describe the basics of how gas and steam equipment work</li> <li>• Explain and describe energy-saving use and maintenance tips</li> <li>• Evaluate the water quality tissues and how to deal with them</li> <li>• Analyze the basic foodservice plumbing requirements</li> <li>• Describe how to install and maintain a drainage system</li> <li>• Analyze the hot-water needs, and how water heaters work</li> </ul>		
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss and describe gas energy and maintaining gas-powered equipment</li> <li>• Identify how to read gas meters and bills and discuss saving energy with gas</li> <li>• Explain and discuss steam energy and the requirements for equipment</li> <li>• Describe your water supply and the trends in water technology and consumption</li> <li>• Identify how to chose plumbing fixtures for sinks and hand washing systems</li> <li>• List and describe the hot-water heating system and the types of water heaters</li> </ul>		
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Participate in a forum</li> <li>• Instructor led group discussion</li> <li>• Analysis of reading</li> </ul>		
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Chapter 6 pp. 163-202 Study Questions p. 203 1-12 A Conversation with...Alice Waters p. 204		
DATE		WEEK 7	
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Discuss and describe the importance of design and environment</li> <li>• Describe and identify the lighting technology used in design and environment</li> <li>• Evaluate the nature of noise and discuss the use of music</li> <li>• Discuss the importance of regulating the temperature and humidity</li> <li>• Assess and describe the heating and air conditioning systems</li> <li>• Summarize and discuss ventilation and indoor air quality</li> </ul>		
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Describe and discuss the use of lighting and how to measure light</li> <li>• Discus and evaluate the importance of controlling light levels</li> <li>• Summarize the use of color in design and environment</li> <li>• Explain the use and value of artwork in your design and environment</li> <li>• Describe and evaluate the kitchen lighting and color in creating environments</li> </ul>		



	<ul style="list-style-type: none"> <li>• Identify and describe the noise and sound control in design and environment</li> <li>• Assess the importance of controlling the kitchen noise control</li> <li>• Discuss and describe heating and air conditioning and how HVAC systems work</li> <li>• Analyze and discuss the air pollution control for your design and environment</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Carry out a micro-class</li> <li>• Foodservice equipment</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project</p> <p><b>Homework:</b> Chapter 7 pp. 206-240          Study Questions p. 240 1-12          Define and List Key Terms in Chapter</p>
<b>DATE</b>	<b>WEEK 8</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• List and describe the 10 Commandments of Fire Safety</li> <li>• Illustrate how an automatic fire protection system works with the exhaust hood</li> <li>• Define ergonomics and list and describe four ways it impacts design</li> <li>• Discuss how OSHA-approved plans to minimize MSD risk and list several specific steps</li> <li>• Describe and evaluate employee comfort and safety</li> <li>• Analyze and describe how floor cleaning and maintenance promote safety and sanitation</li> <li>• Discuss the importance of flooring and carpeting, sanitation, food safety, and waste management</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss and describe the importance of fire protection</li> <li>• Evaluate and describe flooring and floor mats and its role in safety and sanitation</li> <li>• Assess and describe the process of cleaning stainless steel</li> <li>• Discuss and define the HACCP sanitation standards</li> <li>• Describe how to fight bacteria and mold to maintain sanitation standards</li> <li>• Evaluate and discuss the practices used in safe food handling for sanitation standards</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Check of the reading</li> <li>• Analysis of reading</li> </ul>





<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Continue research and work on final project <b>Homework:</b> Chapter 8 pp. 241-264 Summary p. 265 Study Questions p. 265 1-12 A Conversation with...David Yudking p. 267
<b>DATE</b> <span style="float: right;"><b>WEEK 9</b></span>	
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Discuss and describe choosing gas or electric equipment</li> <li>• Judge and decide whether to buy, or lease, new or used equipment</li> <li>• Evaluate and describe having equipment custom-built</li> <li>• Explain the new trends and technology in equipment design</li> <li>• State and describe writing equipment specifications to ensure you'll get exactly what you want</li> <li>• Identify and describe installation, service, and maintenance needs</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss and describe the basic decision in buying and installing foodservice equipment</li> <li>• Identify and analyze equipment purchases from total cost of ownership to understanding depreciation</li> <li>• Evaluate the researching equipment purchases and compare and contrast gas versus electric</li> <li>• Identify and describe buying used equipment and e-commerce</li> <li>• Discuss the advantages and disadvantages of leasing equipment</li> <li>• Describe the trends in the equipment field</li> <li>• Explain the writing equipment specifications and discuss start-up, service and safety</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Analysis of the examples raised in class</li> <li>• Instructor led group discussion</li> <li>• Foodservice equipment</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Continue research and work on final project <b>Homework:</b> Chapter 9 pp. 270-303 Study Question p. 305 1-10 Write a 1 page summary on safety rules for electricity and gas
<b>DATE</b> <span style="float: right;"><b>WEEK 10</b></span>	
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Discuss and describe storage equipment: Dry and Refrigerated</li> <li>• Describe the kind of equipment you need to outfit your receiving and storage areas for efficiency, safety, and conservation of space</li> <li>• List and define scales, pallets, carts, shelves</li> <li>• Assess how refrigeration systems work in refrigerators, coolers, freezers, ice makers, and specialty systems like beer kegs and soft-serve machines</li> </ul>



	<ul style="list-style-type: none"> <li>• Discuss how to select them for your operation</li> <li>• Describe the types of ranges and ovens, including custom models and options for certain types of cooking</li> <li>• Evaluate sizes and utility requirements of ranges and ovens</li> <li>• Analyze the selection and purchasing basics and cleaning and maintenance tips</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss receiving and dry storage and refrigerated storage</li> <li>• Describe the process of selecting a refrigerator</li> <li>• Identify walk-in coolers and freezers and describe specialty refrigeration units</li> <li>• Assess the basic principles of heat for ranges and ovens</li> <li>• Describe the range top and types and discuss range ovens</li> <li>• Evaluate convection ovens and other types</li> <li>• Discuss and describe microwave ovens and ovens for bakeries</li> <li>• Describe new oven technology and explain cleaning and maintenance</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Carry out a micro-class</li> <li>• Analysis of assigned reading</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project  <b>Homework:</b> Chapter 10 pp. 258-278          Chapter 11 pp. 337-366          Study Questions p. 333 1-12, p. 367 1-10          A Conversation with...Rick Cartwright p. 334</p>
<b>DATE</b>	<b>WEEK 11</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Explain and describe how fryers work and describe trans fatty acids</li> <li>• Discuss how to maximize the life of the fryer and the frying oil</li> <li>• Describe how to choose the type of fryer needed for your foodservice operation</li> <li>• List and name the components of a fry station</li> <li>• Evaluate and describe the latest developments of fryer technology</li> <li>• Compare and contrast deep fryers from pressure fryers</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Describe and evaluate the dissecting of the fryer</li> <li>• Explain and describe how frying works with gas, infrared and electric fryers</li> <li>• Identify and explain the fryer capacity and installation</li> <li>• Discuss the care and conservation of frying oil</li> <li>• Evaluate the pressure fryers and fry stations</li> <li>• Describe and evaluate buying and maintaining fryers</li> <li>• Assess the fryers of the future and describe oil-free and vent less fryers</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Foodservice Equipment</li> </ul>



	<ul style="list-style-type: none"> <li>Instructor led group discussion</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p><b>Due: First Draft of Final Project</b>          Chapter 12 pp. 368-388          Summary Questions p. 389 1-10          A Conversation with...Jim Hungerford p. 390</p>
<b>DATE</b>	<b>WEEK 12</b>
<b>SPECIFIC OBJECTIVES</b>	<p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> <li>Discuss and describe how broilers and griddles operate</li> <li>Explain the different types of broilers and griddles are on the market, and their uses</li> <li>Evaluate and describe the different maintenance tips for broilers, griddles</li> <li>Describe and discuss the installation and utility requirements for the appliances</li> <li>Describe the and discuss team jacketed kettles and pressure steamers</li> <li>Analyze high-pressure and low-pressure steamers</li> <li>Assess pressure less steamers and compare with pressure steamers</li> <li>Identify and describe specialty steamers and combination oven/steamer</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Discuss and describe broilers, overhead broiler and charbroilers</li> <li>List and name specialty broilers and the buying and maintaining broilers</li> <li>Evaluate and analyze griddles and specialty griddles</li> <li>Define and discuss buying and maintaining griddles and tilting braising pans</li> <li>Summarize how steam cooking works and discuss steam water quality</li> <li>Describe the steam-jacketed kettle and pressure steamers</li> <li>Evaluate pressureless steamers and discuss sizing and selecting pressureless steamers</li> <li>Identify and describe specialty steamers, comi ovens, steam generators and the steam equipment cleaning and maintenance</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Participate in a forum</li> <li>A review of the literature</li> <li>Group discussion</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Chapter 13 pp. 316-340          Chapter 14 pp. 414-436          Study Questions p. 413 1-10, p. 437 1-10</p>
<b>DATE</b>	<b>WEEK 13</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Describe the uses, benefits, and drawbacks of cook-chill technology</li> <li>Explain the cook-chill process, including recipe adaptation and food safety</li> <li>Evaluate the equipment used in the cook-chill process</li> </ul>



	<ul style="list-style-type: none"> <li>Analyze dishwashing and waste disposal and appreciate this critical foodservice sanitation function</li> <li>Discuss and describe the different sizes and types of dishwashers</li> <li>Identify booster heaters and food disposals and waste pulpers</li> <li>Assess and discuss specialty washers</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Discuss and describe why use cook-chill?</li> <li>Explain and evaluate how cook-chill technology works</li> <li>Evaluate the storage and distribution and discuss rethermalization</li> <li>Analyze and describe the buying and using a cook-chill system</li> <li>Assess how to clean cook-chill equipment</li> <li>Describe and evaluate choosing a dishwashing system</li> <li>List and name the different types of dishwashers</li> <li>Identify and explain booster heaters and discuss dishwasher maintenance</li> <li>Summarize the waste disposal options and describe washing pots and pans</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Instructor led group discussion</li> <li>Study: Key Terms</li> <li>Carry out a micro-class</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Editing &amp; Revision of Final Project            Chapter 15 pp. 438-454            Chapter 16 pp. 457-483            Study Questions p. 454 1-10, 484 1-10            A Conversation with...Allan P. King Jr. 455</p>
<b>DATE</b>	<b>WEEK 14</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Evaluate and describe the miscellaneous kitchen equipment</li> <li>Discuss the machines that in most frequent use across a broad scope of the industry</li> <li>Analyze which features are important when selecting miscellaneous kitchen equipment</li> <li>Describe and identify tips on determining the correct sizes of kitchen equipment for your operation</li> <li>Define and describe food mixers and attachments</li> <li>Identify and discuss food slicers, cutters, grinders, blenders and juicers</li> <li>Discuss the uses of food warmers, toasters, coffee brewers, espresso/cappuccino machines</li> <li>Discuss and describe the Smallware for kitchens</li> <li>Describe the function of hand tools and knives</li> <li>Evaluate and describe the value of measuring tools and kitchen scales</li> <li>Identify and discuss range top cookware, oven cookware</li> </ul>



	<ul style="list-style-type: none"> <li>Summarize serving and holding containers for your kitchen</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Discuss and explain how food mixers work and the need attachments and accessories</li> <li>Evaluate food slicers and identify slicer safety and maintenance</li> <li>Describe food processing and discuss safety and maintenance</li> <li>Describe toasters, food warmers, coffee makers and espresso machines</li> <li>Evaluate the function of hand tools and kitchen cutlery</li> <li>Summarize and describe measuring tools and discuss pots and pans</li> <li>Analyze serving and holding containers and describe caring for smallware and accounting for small ware purchases</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Instructor led group discussion</li> <li>Analysis of reading</li> <li>Review: Chapter summary</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Editing &amp; Revision of Final Project            Chapter 17 pp. 485-506            Chapter 18 pp. 508-532            Study Questions p. 507 1-10, 533 1-10            A Conversation with...Christophe Chatron-Michaud p. 534</p>
<b>DATE</b>	<b>WEEK 15</b>
<b>SPECIFIC OBJECTIVES</b>	<p>Final Project            Final Presentation            Final Exam</p> <ul style="list-style-type: none"> <li>Discuss and describe the table top components of tableware</li> <li>Discuss how it s made; shapes, sizes, and selection criteria; care and cleaning tips; and guidelines for how much inventory to have on hand</li> <li>Define and describe glassware and flatware</li> <li>Discuss and describe types and sizes of tablecloths and napkins</li> <li>Explain how different types of fabrics are made</li> <li>Describe and explain the selection guidelines for lines and laundry</li> <li>Discuss and evaluate alternatives to fabric in your operation</li> <li>Describe the advantages or disadvantages of renting versus purchasing linens</li> <li>Analyze and discuss care and laundering of lines</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Last and name the definitions of tableware terms</li> <li>Discuss and describe the tabletops and trends</li> <li>Describe glassware and discuss how it's made, shapes and sizes and how to clean</li> <li>Explain how flatware is mad, cared for and cleaned and discuss purchasing flatware</li> <li>Discuss and describe linens in the dining area</li> </ul>



	<ul style="list-style-type: none"> <li>• Evaluate the textile fibers and choices and discuss determining napery needs</li> <li>• Describe the different alternative to fabrics and discuss the care and cleaning of napery and having an on-premise laundry</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Analysis of reading</li> <li>• Review: Key Terms</li> <li>• Group discussion</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Chapter 19 pp. 536-556 Chapter 20 pp. 558-578 Study Questions p. 557 1-10, p. 578 1-10

## Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

## Instructional Materials and References

- Foodservice Planning: Layout, Design, and Equipment, 4/e by Barbara A. Almsna, Lendal H. Kotschevar and Margaret E. Terrell (Paperback-July 3, 1999)
- Fundamentals of Menu Planning by Paul J. McVety, Bradley J. Ware, Claudette Levesque Ware (Paperback-March 3, 2008)



- Design and Layout of Foodservice Facilities by John C. Birchfield (Hardcover-December 4, 2007)

## Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

### Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

## Distribution of Grade Elements

Homework:	15% (5% each)
Exams I, II, III:	30% (10% each)
Final Presentation:	30% (15% each)
Final Research Project:	25%
Total:	100 %

Date Syllabus Was Last Reviewed: 11-10-12