

Course Name: **How to Bake the Best Chocolate Chip Cookie**

Date: 3/19/2010

Time: Noon – 7:00 PM

Superior Cooking Education Company

Instructor: Chuck E. Chip, Iron Chef

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Bakersville, CA 90909

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**Instructor Background:**

Instructor and CEO of Superior Cooking Education Company 2005-present

Assistant to Keebler Elves 2000-2009

Assistant to Martha Stewart 1990-2000

Graduate of Hostess University 1990

**Course Description:** *What is this course about?*

The student will benefit from this course by learning the secrets of baking, ingredient selection, measurement calculations, and apply it to every day work , entertaining or commercial baking. The student will be given the tools to identify and understand baker laws and regulations, definitions, and penalties for misconduct.

**Course Objectives, Goals, and Purpose:** *Why take this class?*

The course will focus improving the student's baking skills by teaching advanced concepts and techniques. The student will be presented with the necessary tools to begin a successful career in baking.

**Required Course Material:**

Text Book: Cookie Confections, Author Chuck E. Chip

Baking laws and Regulations handouts

The course will be present in sequence to the textbook and handouts.

**Completion Expectations:** Requirements for Completion

Lecture attendance, active small group discussions, and active participation to apply material to case study material. Final Examination will be Pass or Fail. The test will be given at the end of the 20 hour course and the student must score 75% or above. The final test will be multiple choice.

**Policies:**

Cell phones must be on mute.

Snacks and beverages are provided as there will be no lunch period. Students will sample baked goods.

Considerate behavior is expected.

Disqualification occurs if student is absent more than 15 minutes (late or leave early) during the course.

The course consists of 7 modules which are listed below with a description of each module. There are also learning objectives for each module, teaching methods and an estimated time of completion.

ALL 7 modules invite class participation.

**Course Title: How to Bake the Perfect Chocolate Cookie**

<b>Table of Contents</b>	<b>Learning Objectives</b>	<b>Teaching Methods</b>	<b>Segment Time (minutes)</b>
<i>Module 1:</i> Definitions of Delicious	Learn cooking terms and definitions.	Textbook, Lecture, Power Point	60
<i>Module 2:</i> Keeping Clean and Complying with Baking Laws and Regulations	Sanitation laws and products. Understanding, FDA, and various state, and local baking regulations and laws relating to a commercial baking operation.	Handouts, Power Point	60
<i>Module 3:</i> Choosing the Right Ingredients	Correct choices result in taste bud explosions. Know the correct combinations of ingredients.	Case Study, Discussion Module, Power Point	60
<i>BREAK</i>	<i>Sample baked goods, Check Messages, Etc.</i>		30
<i>Module 4:</i> Don't Cut Corners and Do the Right Thing	Ethics in baking. Understand various dietary choices such as vegan and kosher rules in order to be able to accommodate a diverse customer base.	Case Study, Discussion Module, Power Point	60
<i>Module 5:</i> Prohibited Practices	Protecting the consumer. Overview of food safety risk analysis for baked goods. Includes a discussion of rules governing food additives.	Lecture, Handouts, Case Study, Discussion, Power Point	60
<i>Module 6:</i> Penalties	Review enforcement and fines and penalties for non-compliance. Consequences of food poisoning.	Lecture, Handouts, Power Point	60
<i>Module 7:</i> Summary and Final Examination	Measure of competency and ability to bake a perfect chocolate chip cookie.	Test	60
<b>TOTAL MINUTES</b>			<b>420</b>

## **Appendix I**

### **SYLLABUS CONSTRUCTION**

According to O'Brien, Millis, and Cohen (2008), a course syllabus communicates the course provider's attitude towards students and learning. As such, they suggest drafting a course syllabus with the end in mind and looking at three stages with each stage answering the following questions:

Stage 1:

What is worthy and requiring of understanding? Define the key objectives of the course and identify specific points or concepts that you want the students to focus on and understand.

Stage 2:

What is evidence of understanding? Answer how understanding is going to be measured both formally and informally.

Stage 3:

What learning experiences and teaching promote understanding, interests, and excellence? In other words, now that you have the student, define how you're going to engage them in the learning process, retain them, and help ensure they are successful.

## **Appendix II**

### **Best Practices**

#### **DO:**

- Consider it a roadmap to guide the student from start to finish.
- Set forth the course purpose, policies, and course completion expectations.
- Specify actions that will cause disqualification for a completion certificate
- Proceed chronologically by using a time schedule.
- Make it a learning contract between teacher and student.
- Express expected learning outcomes. These are the skills and knowledge sets that the student is expected to acquire as a result of the course.
- Include statements about plagiarism, academic integrity, and services for students with disabilities.
- Employ a well credentialed and experienced instructor that adds credibility.
- Provide a record of the instructor's teaching career.
- Articulate not only the class assignments but also the instructor's behavioral expectations (including use of cell phones and other electronic devices)
- Grading or pass/fail criteria
- Present the instructor's teaching philosophy.
- Provide specifics pertaining to each module of instruction including information on activities, materials required, group participation requirements, and estimated time required for completion
- List any technology requirements, including need for software, camera, continuous interaction, internet access, etc.

- Use it as a communication tool. Include the following basic elements:
  - Course name and number
  - Date, time and location (course calendar)
  - Instructor contact information including name, phone number, e-mail address, and office hours
  - Required text or other course materials
  - Course Description
  - Course Goals and Objectives
  - Course Requirements
  - Grading Policy
  - End-of-course completion requirements (including end-of-course evaluation/survey)
  - Course Policies (penalties for late papers, missed exams)

*The Result – Providing a detailed syllabus will give the student a clear understanding of expectations and in turn, the student will likely succeed.*

**AVOID:**

- Using excessively large time increments (i.e. 6 hours) for modules or chapters.
- An unorganized agenda.
- Being too brief or too detailed.
- Showing assignments and activities outside of the time schedule.
- Being vague or too brief when providing the instructor's background.
- Writing it from the instructor's perspective.
- Including items that may not be taught during the class due to time constraints.

### Appendix III

<b>Syllabus Check Sheet</b> <b>Does it include:</b>	<b>YES</b>	<b>NO</b>
1. Introduction to the Provider and Instructor?		
2. Provide contact information for the Instructor?		
3. List the Instructor(s) background		
4. Course name that is specified by NMLS?		
5. Purpose of course?		
6. Define key objectives of the course?		
7. Contain a course description ?		
8. Identify specific points or concepts you want the student to focus on and understand?		
9. Clearly state what is required for the student to comprehend?		
10. Clearly set forth how understanding will be measured? (Test, Discussion, Assignment or Other.)		
11. Explain the method of instruction?		
12. List any requirements for text or other course materials?		
13. List applicable technology requirements?		
14. Disclose the policy regarding attendance & behavior (cell phone, etc.)?		
15. Set forth policy of course completion (expectations)?		
16. State what will cause disqualification for completion?		
17. Indicate how assignments, quizzes and exams will be graded? (Grading or pass/fail criteria)		
18. Provide specifics pertaining to each module (activities, materials, group participation)?		
19. Reflect a stated fixed start date/time and end date/time?		
20. Provide specifics to the time required for completion of each module?		