

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Culinary Arts and Related Sciences</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>RSTO 1270</u>
<b>COURSE TITLE</b>	<u>Wine and Food Pairing</u>
<b>COURSE CREDIT HOURS</b>	<u>2                    1                    :</u> <u>4</u>
	<b>Credits                    Lec                    Lab</b>

### I. Catalog Description

Examines the basic techniques for pairing of wine and food. Emphasizes the flavor elements that make up a dish and which of those elements is most important when pairing the dish with wine, how various components in wine affect food flavor, and explores complementary and contrasting pairings. **(1:4). Lab fee.**

### II. Course Objectives

- A. Unit I. Fundamentals of Wine
  - 1. Define terms common to both wine and food and for the service of wine (ren.)
  - 2. Identify the major wine regions of the world (ren.)
  - 3. Determine the key aspects of viticulture (somm)
  - 4. Determine the key aspects of viniculture (somm)
  
- B. Unit II. Flavor Profiles for both Food and Wine
  - 1. Identify the characteristics of sweet flavors and their impact on wine (ren)
  - 2. Identify the characteristics of salty, sour, and bitter flavors and their impact on wine (ren)
  - 3. Determine how savory flavors compare and contrast to wine (ren)
  
- C. Unit III. Wine and Food Compatibility
  - 1. Identify the performance factors for the world's more important wine grapes (ess)
  - 2. Describe the analytical approach for wine pairing (ess)
  - 3. Provide a framework for wine and food pairing choices through detailed wine strategies (ess)
  
- D. Unit IV. Wine Grape Varieties (somm ch 5)
  - 1. Identify and define the eight international grape varieties commonly adopted in many winemaking regions around the world
  - 2. Determine the four white international grape varieties
  - 3. Determine the four red international grape varieties
  - 4. Discuss other important grape varieties from around the world
  
- E. Unit V. Wine Tasting and Sensory Analysis (somm ch 7)
  - 1. Define the term sensory analysis as it applies to wine tasting
  - 2. Identify various types of tasting approaches
  
  - 3. Identify the key characteristics of wine and the attributes that are being defined through the tasting process

4. Utilize tasting sheets to document the findings of a wine tasting
- F. Unit VI. Fundamentals of Wine and Food Pairing (ess)
1. Identify how cooking methods and cuisines impact wine pairing
  2. Discover the concept of bridge flavors and recognize how to reinforce a successful wine and food pairing
  3. Describe the effects that moist- and dry-heat cooking techniques have on food and wine pairing
  4. Explore the effects that various cooking techniques have on the subsequent success of a wine and food match
- G. Unit VII. Pairing Wine with Difficult Flavors (ren)
1. Pair wine with cheese
  2. Pair wine with spicy foods
  3. Pair wines with desserts
- H. Unit VIII. Wine Service (wine)
1. Identify the equipment needed for successful wine service
  2. Identify appropriate techniques for opening a variety of wine bottles
  3. Determine the key steps to successful service of wines
- I. Unit IX. Wine Management (ess)
1. Determine the responsibilities of the wine steward
  2. Identify the controls necessary for the flow of wine, from receiving to service and discharge of bottles
  3. Determine maximum revenue and cost controls for wine service
  4. Develop a wine menu

### **III. THECB Learning Outcomes (WECM)**

Learning outcomes/objectives are determined by local occupational need and business and industry trends.

### **IV. Evaluation**

#### **A. Pre-assessment**

Instructors should check each student's prerequisites the first week of class; those who do not qualify should be sent back to Admissions. Students should pass any applicable safety tests during the first week. The instructor should counsel students regarding specific safety issues.

#### **B. Challenge Exam**

Students who wish to challenge the course should contact the Testing Center and the Instructional Dean. Challenges must be accomplished before the census cut-off date. Students who have previously received a W or a letter grade for the course are not eligible to challenge this course.

#### **C. Post-Assessment**

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the student's work should be based on the student's mastery of the assigned objectives. In addition to preparations, the instructor may require quizzes and exercises on cooking methods, terminology, and use of tools. The instructor may also require researching of recipes.

It is essential that student do assignments throughout the semester. These units are to be seen as overlapping and intertwined with one another.

Any projects will be devised at the instructor's discretion. In addition to menu fabrication, they may include but are not limited to the following: entrée preparation, starch and vegetable preparation, and dessert plate-ups. Instructors are strongly encouraged to require that recipe research be typed or composed on a word processor or computer.

#### D. Final Examination

A final examination is required in all Culinary and Restaurant Management Classes. The exam should consist of (or at least include) a written test and/or a hands-on preparation given in class/lab during the scheduled final examination period.

If the instructor thinks the final sauce fabrication and/or written exam do not reflect a satisfactory mastery of the course objectives, the exam may be used as a justification for failing the student for the course. In such cases, it is advisable to have one other instructor confirm the evaluation of the work.

If the instructor judges that the final fabrication and/or written exam meet the course objectives satisfactorily, the work will be graded and may be averaged in with the other course work to determine the course grade.

#### E. Grading Percentages

Grade percentages for determining the course grade may be devised by the individual instructor, but the in-class projects will account for at least 70% of the student's grade. At the instructor's discretion, the grade for the final exam may be averaged as part of the 70%.

#### F. Remediation

At the instructor's discretion, students may be allowed to retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Chef Instructor as time permits.

#### G. Grading Scale:

A = 90 – 100	I = Incomplete
B = 80 – 89	W = Withdrew/ Withdrawn
C = 70 – 79	
D = 60 –69	
F = below 60	

#### V. **Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### VI. **6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.