

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u><b>Culinary Arts and Related Sciences</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>CHEF 1341</b></u>
<b>COURSE TITLE</b>	<u><b>American Regional Cuisine</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3                    2                    :</b></u> <b>Credits                    Lec.                    Lab</b>

**I. Catalog Description**

Studies the development of regional cuisines in the United States with emphasis on the similarities in production and service systems. Applies skills to develop, organize, and acquire knowledge of recipe strategies and production systems. **Prerequisite: CHEF 1301. Corequisite: CHEF 1345. (2:4). Lab fee.**

**II. Course Objectives**

- A. Unit I. New England and the Mid-Atlantic States
- 1) Identify the states that are associated with the cuisine
  - 2) Discuss the history of the states and explain how food has been impacted
  - 3) Identify foods that are easily available in the area
  - 4) List and discuss common food preparations in the region
- B. Unit II. Cuisine of the Southern States
- 1) Identify the states that are associated with the cuisine
  - 2) Discuss the history of the states and explain how food has been impacted
  - 3) Identify foods that are easily available in the area
  - 4) List and discuss common food preparations in the region
- C. Unit III. Florida and the Caribbean
- 1) Discuss the history of the area and explain how food has been impacted
  - 2) Identify foods that are easily available in the area
  - 3) List and discuss common food preparations in the region
- D. Unit IV. Cajun and Creole Cuisine
- 1) Identify the state that is associated with the cuisine
  - 2) Discuss the history of the state and explain how food has been impacted
  - 3) Identify foods that are easily available in the area
  - 4) List and discuss common food preparations in the region
- E. Unit V. Central Plains
- 1) Identify the states that are associated with the cuisine
  - 2) Discuss the history of the states and explain how food has been impacted
  - 3) Identify foods that are easily available in the area
  - 4) List and discuss common food preparations in the region

- F. Unit VI. Tex-Mex and the Southwest
  - 1)Identify the states that are associated with the cuisine
  - 2)Discuss the history of the states and explain how food has been impacted
  - 3)Identify foods that are easily available in the area
  - 4)List and discuss common food preparations in the region
- G. Unit VII. California
  - 1)Discuss the history of the state and explain how food has been impacted
  - 2)Identify foods that are easily available in the area
  - 3)List and discuss common food preparations in the region
- H. Unit VIII. Pacific Northwest
  - 1)Identify the states that are associated with the cuisine
  - 2)Discuss the history of the states and explain how food has been impacted
  - 3)Identify foods that are easily available in the area
  - 4)List and discuss common food preparations in the region
- I. Unit IX. Hawaii
  - 1)Discuss the history of the state and explain how food has been impacted
  - 2)Identify foods that are easily available in the area
  - 3)List and discuss common food preparations in the region

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

- 1. Compare the unique similarities and differences in American cuisine.
- 2. Explain the importance of the immigration phenomena in the shaping of American cuisine.
- 3. Produce regional cuisine dishes which employ standard principles, concepts, and quality factors.

### **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 Sanitation and Safety work, 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 students 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 American Regional Cuisine work, projects 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 determines the final American Regional Cuisine work 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 American Regional Cuisine work 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

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = Below 60

I = Incomplete

W = Withdrew/ Withdrawn

**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.