

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Culinary Arts and Related Sciences</u>
COURSE RUBRIC AND NUMBER	<u>PSTR 1305</u>
COURSE TITLE	<u>Breads and Rolls</u>
COURSE CREDIT HOURS	<u>3 2 ; 4</u> Credits Lec Lab

I. Catalog Description

Provides concentration on fundamentals of chemically and yeast raised breads and rolls. Provides instruction on commercial preparation of a wide variety of products. **Prerequisite: PSTR 2331. (2:4). Lab fee.**

II. Course Objectives

- A. Unit I. Baking Terms
 - 1. Identify and define common terms unique to bread and roll production
 - 2. Identify common types of preferments
 - 3. Determine the use of preferments and how they affect finished breads

- B. Unit II. Yeast Breads
 - 1. Describe the role carbon dioxide plays in the leavening of yeast breads
 - 2. Explain what yeast is
 - 3. List the different types of yeast
 - 4. Define gluten and identify its role in bread production
 - 5. Demonstrate the 12 steps of yeast dough production

- C. Unit III. Classification of Breads and Dough
 - 1. Identify various classifications of breads and dough
 - 2. Determine how breads can be classified by hydration
 - 3. Determine how breads can be classified by hardness or richness
 - 4. Identify various flat breads and how they relate as a classification
 - 5. Determine when direct and indirect mixing methods can be used to fabricate dough
 - 6. Define the term quick bread and identify breads that fall under this classification

- D. Unit IV. Production Stages of Yeast Dough
 - 1. Define the terms mise en place, mixing, and primary fermentation as they relate to bread production
 - 2. Identify the roles of punching down, dividing, and rounding in bread production
 - 3. Determine how benching, shaping and panning, and proofing affect the finished bread product
 - 4. Evaluate how baking, cooling, and storing of bread affect the final product

- E. Unit V. Ingredients
 - 1. Explain the function of each of the major ingredients used in bread and roll production
 - 2. Identify and utilize the various types of flour used to produce breads and rolls.
 - 3. Analyze how ingredients work together within formulas to produce a specific finished product.
 - 4. Utilize various ingredients to produce specific types of breads.

F. Unit VI. Equipment and Tools

1. Identify tools and equipment unique to bread and roll production
2. Select and utilize appropriate tools and equipment in a safe and sanitary manner

G. Unit VII. Scaling and Measuring

1. Determine the appropriate mise en place needed for bread production
2. Demonstrate proper measurement of solids and liquids
3. Demonstrate how to weigh ingredients on a baker's scale and digital scale
4. Utilize correct scaling and measuring methods to produce a variety of breads and rolls.

H. Unit VIII. Quick Breads

1. Analyze the differences between yeast breads and quick breads
2. Identify what a chemical leavening agent is and explain the role of chemical leavening agents in bread and roll production
3. Differentiate between baking powder, baking soda, and ammonium carbonate
4. Identify and perform the three quick bread mixing methods

I. Unit IX. Converting and Costing Recipes

1. Convert recipes using conversion factor method
2. Convert recipes using baker's percentage method
3. Identify the advantages of using the baker's percentage method for converting recipes
4. Cost out recipes for breads and rolls

III. THECB Learning Outcomes (WECM)

1. Identify and explain baking terms, ingredients, equipment, and tools.
2. Scale and measure ingredients.
3. Convert and cost recipes.
4. Safely operate baking equipment and tools.
5. Prepare yeast and quick breads and rolls to a commercially acceptable standard.

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 students 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.

H. 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.