

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

FDNT 610

COURSE TITLE

MENU PLANNING

TYPE COURSE

NON-FEE

ALTERNATE TITLE(S)

MENU PLANNING BASICS

VOCATIONAL

CATALOG COURSE DESCRIPTION

New ideas for exciting meals. Enhance you family's or client's eating patterns with nutritious meals that are attractive and reasonable in costs. (FT)

LECTURE/LABORATORY HOURS

72

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

7th grade reading and math level skills; ability to communicate effectively in the English language.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Working toward the achievement of the goals, the student will develop:

1. Basic skills in menu planning.
2. Understanding of the best food sources for specific nutrients.
3. Skill at planning meals that stays within the family's budget and available preparation time.
4. An awareness of the variety of interesting and nourishing foods that can be introduced into the family diet through menu planning.
5. Skill in designing meals that are attractive, nourishing, and appetizing as well as meeting specific needs or desires i.e. diet restrictions, low cost, holidays, etc.
6. Knowledge in nutritious food selection (both at home and in restaurants) and preparation techniques that insure proper sanitation as well as minimal nutritional loss.
7. Understanding of the changing nutritional needs of individuals throughout their life cycle.
8. Ability to present the meals in an attractive manner utilizing garnishing and plating techniques.
9. Ability to do comparative shopping.
10. Knowledge in time management, energy conservation techniques and safety and sanitation practices as they pertain to food preparation and related tasks.
11. An awareness of the job market value of acquired classroom skills.

COURSE OBJECTIVES

At the end of the course the student will demonstrate ability to:

1. Discuss the basics of menu planning.
2. Interpret nutritional information as it relates to the menus and meals prepared in class, outside food sources and the home.
3. Recognize and use foods which are good sources of specific nutrients that can be used to prevent diseases caused by nutritional deficiencies.
4. Plan meals that stay within the family's food budget, preparation time and available resources.
5. Design meals that are attractive, nourishing, and appetizing for the family and guests.

COURSE OBJECTIVES (CONTINUED)

6. Use menu planning and meal preparation skills acquired in class to create some or all of the following meals:
 - 6.1. Holiday
 - 6.2. Breakfast
 - 6.3. Vegetarian
 - 6.4. Diet restrictive
 - 6.5. Low calorie
 - 6.6. Low fat
 - 6.7. Convenience/Pre Assembled
 - 6.8. Special occasion
7. Prepare foods using cooking preparation techniques that ensure proper sanitation as well as minimal nutritional loss.
8. Recognize the body's changing nutritional needs throughout the life cycle.
9. Create attractive décor and table arrangements.
10. Comparison shop when purchasing food, supplies and equipment.
11. Discuss and employ methods of energy conservation and resource management in the home and workplace.
12. Identify ways the skills acquired in class can be transferred to job market.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction to Nutrition
 - 1.1. Current Food Pyramid
 - 1.2. Nutrients
 - 1.2.1. Food sources
 - 1.2.2. Minimal daily requirements
 - 1.2.3. Alternative sources of nutrients
 - 1.3. Food fads and fallacies
 - 1.4. Role of food additives
 - 1.5. Reliable sources of current nutrition information
2. Decision-Making and Meal Management
 - 2.1. Identifying resources
 - 2.1.1. Time
 - 2.1.2. Resources
 - 2.1.3. Economics
 - 2.1.4. Goals
 - 2.1.5. Skill level
 - 2.2. Setting Goals
 - 2.2.1. Optimal nutrition
 - 2.2.2. Taste and flavor
 - 2.2.3. Budget
 - 2.2.4. Time, energy and skill

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COURSE CONTENT AND SCOPE (CONTINUED)

3. Menu Planning and Meal Preparation
 - 3.1. Breakfast
 - 3.1.1. Eggs and egg dishes/ breakfast meats, bread products, fruits
 - 3.1.2. Cereals/cereal products
 - 3.1.3. Beverages
 - 3.1.4. Nutritional value
 - 3.1.5. Preparation techniques
 - 3.1.6. Equipment use
 - 3.2. Lunches
 - 3.2.1. Selection of ingredients and menus
 - 3.2.2. Preparation techniques
 - 3.2.3. Nutritional value
 - 3.2.4. Food safety and sanitation
 - 3.2.5. Packaging for brown bag lunches
 - 3.3. Low Calorie Menus
 - 3.3.1. Calorie reduction
 - 3.3.2. Ingredients
 - 3.3.3. Preparation techniques
 - 3.3.4. Nutritional Value
 - 3.4. Convenience foods and meals/Dinner Preparation Businesses
 - 3.4.1. Nutritional value
 - 3.4.2. Cost per serving
 - 3.4.3. Time/energy saved
 - 3.4.4. Selection of ingredients
 - 3.4.5. Preparation techniques
 - 3.4.6. Type of storage
 - 3.4.7. Storage supplies and equipment
 - 3.5. Vegetarian menus
 - 3.5.1. Preparation techniques
 - 3.5.2. Alternative protein sources
 - 3.6. Holidays and special occasions
 - 3.6.1. Holiday foods and meals
 - 3.6.2. Special occasions
 - 3.6.3. Entertainment of guests
 - 3.7. Appetizers
 - 3.7.1. Hot
 - 3.7.2. Cold
 - 3.8. Beverages
 - 3.8.1. Hot/cold
 - 3.8.2. Alcoholic/nonalcoholic
 - 3.8.3. Seasonal
4. Table Arrangements
 - 4.1. Décor
 - 4.2. Seating
 - 4.3. Serving

COURSE CONTENT AND SCOPE (CONTINUED)

5. Diet Restrictive Meals/Menus
 - 5.1. Low sodium
 - 5.1.1. Ingredient selection
 - 5.1.2. Preparation
 - 5.1.3. Alternative ingredients
 - 5.2. Low cholesterol
 - 5.2.1. Selection of ingredients
 - 5.2.2. Sources of low cholesterol foods
 - 5.2.3. Preparation
 - 5.2.4. Ingredient substitution
 - 5.3. Low sugar
 - 5.3.1. Selection of ingredients
 - 5.3.2. Sources of low-sugar foods
 - 5.3.3. Preparation
 - 5.3.4. Ingredient substitution
 - 5.4. Low fat
 - 5.4.1. Selection of ingredients
 - 5.4.2. Sources of low fat foods
 - 5.4.3. Preparation
 - 5.4.4. Ingredient substitution
6. Sanitation
 - 6.1. Food preparation and storage techniques
 - 6.2. Care and storage of equipment
 - 6.3. Household, kitchen, and personal cleanliness
 - 6.4. Food-borne illnesses
 - 6.4.1. Identification
 - 6.4.2. Prevention
 - 6.5. Effect of and control of rodents and insects
7. Selection of Food Supplies and Equipment
 - 7.1. Standards for selection of food items
 - 7.2. Standards of selection for kitchen supplies and equipment
 - 7.3. Label interpretation
 - 7.4. New products available in the marketplace
8. Resource Management/Safety
 - 8.1. Time-saving techniques in meal preparation
 - 8.2. Comparison shopping
 - 8.3. Energy conservation techniques in meal preparation and storage
 - 8.4. Prevention of food waste
 - 8.5. Energy saving equipment available in the marketplace
 - 8.6. Safety
 - 8.6.1. Fire safety
 - 8.6.2. Equipment operation
 - 8.6.3. Knife safety
 - 8.6.4. Basic knife skills

COURSE CONTENT AND SCOPE (CONTINUED)

9. Marketing Your Consumer Education/Food and Nutrition Skills
 - 9.1. Identification of skills
 - 9.2. Market need survey
 - 9.3. Sources of employment
 - 9.3.1. Specialty stores
 - 9.3.2. Demonstrator of food products and equipment
 - 9.3.3. Food service industry
 - 9.3.3.1. Wholesale and retail food suppliers
 - 9.3.3.2. Bakeries
 - 9.3.3.3. Caterers, Personal chef businesses
 - 9.3.3.4. Hospitals, convalescent ,nursing homes, health care businesses
 - 9.3.4. Entrepreneur food businesses

APPROPRIATE READINGS

Everyday Food Magazine
Bon Appetit Magazine
Cooks Illustrated Magazine
Fine Cooking Magazine
Cooking At Home Magazine

WRITING ASSIGNMENTS

The student will prepare a daily meal plan for one week (five week days and two weekend days) according to menu planning principles. They will analyze their plan according to economy, resources, nutrition, satisfaction, and ease of preparation.

OUTSIDE ASSIGNMENTS

The student will shop for assigned recipes utilizing appropriate food selection strategies. The student will prepare a written or oral presentation summary.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

The student will complete a menu planning project that is implemented and evaluated.

EVALUATION

Multiple measures will be used to evaluate the student including, but not limited to:

1. The student will set goals and evaluate the achievement of these goals upon completion of the course.
2. The student will take pre and post tests.
3. The student will complete a menu planning project.
4. The teacher and student will evaluate the student's skills in menu planning and food preparation and make suggestions for future improvement.

EVALUATION (CONTINUED)

5. Continual regular attendance, punctuality and class participation by the student.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Lectures, demonstrations, films, guest speakers, field trips, handouts and class participation in discussion and meal preparation.

TEXTS AND SUPPLIES

The instructor will provide a copy of the course syllabus and all relevant handouts.

Fundamentals of Menu Planning, 2nd edition, Paul McVety, Bradley Ware and Claudette Levesque, 2001 ISBN 0-471-36947-0, current edition

The student will provide a pen/pencil and notebook

PREPARED BY Judith Ewing/Marjorie Howe DATE September, 1988

DATA REVISED BY Donna Namdar DATE February 20, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE May 20, 2016

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog