

CATALOG INFORMATION

Dept and Nbr: EMLS 335      Title: EMLS FOR CULINARY ARTS  
Full Title: Vocational English for Culinary Arts  
Last Reviewed: 10/12/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Non-Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly: ESL 335

**Catalog Description:**  
This course is designed for multilingual students and provides a linguistic foundation for introductory Culinary Arts classes. Students will become familiar with basic culinary and food safety vocabulary; learn reading, writing and test-taking skills; and improve oral communication skills necessary for the professional culinary environment.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Course Eligibility for one of the following courses: EMLS 371 (ESL 371), EMLS 371A (ESL 371A), EMLS 716 (ESL 716), EMLS 781 (ESL 781), EMLS 781A (ESL 781A)

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course is designed for multilingual students and provides a linguistic foundation for introductory Culinary Arts classes. Students will become familiar with basic culinary and food safety vocabulary; learn reading, writing and test-taking skills; and improve oral communication skills necessary for the professional culinary environment. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Eligibility for one of the following courses: EMLS 371 (ESL 371), EMLS 371A (ESL 371A), EMLS 716 (ESL 716), EMLS 781 (ESL 781), EMLS 781A (ESL 781A)

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Use common culinary, sanitation, and safety vocabulary to function effectively in culinary contexts.
2. Use basic reading and writing skills to analyze and apply information from academic culinary and sanitation readings to real life culinary situations.
3. Demonstrate listening, speaking, and comprehension skills necessary in culinary arts settings at school and on the job.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify and define common culinary and food safety terms, ingredients, products, and concepts.
2. Identify and describe the use of common culinary and food safety equipment.
3. Identify and describe basic cooking techniques.
4. Participate actively and communicate effectively in group discussions, role-plays, and presentations on food safety and culinary arts topics.
5. Identify and discuss the roles and responsibilities of a professional food service worker.
6. Demonstrate ability to clarify spoken instructions and lecture material.
7. Demonstrate understanding of oral and written instructions in objective test formats.
8. Recognize and demonstrate understanding of food safety and culinary charts, recipes, and diagrams.
9. Read, annotate, and demonstrate comprehension of the main idea of selected topical readings.
10. Interpret simple word problems and various recipe forms correctly.
11. Write about selected topics.

## Topics and Scope:

### I. Food Safety and Sanitation

#### A. Vocabulary Recognition

1. Microbiological Hazards -- terms and concepts such as:  
pathogen, bacteria, virus, parasite, fungi (molds and yeasts),  
toxin, intoxication
2. Types of Hazards in Food: physical, chemical, and biological
3. Foodborne Illnesses Terms and Concepts
  - i. Basic concepts such as: foodborne illness, pathogen, cross contamination
  - ii. Pathogen types and characteristics such as: bacteria, virus, parasite, fungi (molds and yeasts)
  - iii. Food danger zone
  - iv. Importance of time and temperature controls
4. Safety and Sanitation Procedures, Terms and Concepts
  - i. Personal hygiene and disease transmission
  - ii. Food danger zone
  - iii. Cleaning and sanitizing steps: wash, rinse, sanitize, air dry
  - iv. Cleaning and sanitizing chemicals: bleach, iodine, quats (quaternary ammonia)
  - v. Cleaning versus sanitizing
  - vi. Accidents, hazards and emergency procedures: choking, lacerations, burns, slips and falls.

#### B. Oral/Aural Skills

1. Discussion skills for effective groupwork (active listening and participation, politeness strategies, asking questions, clarifying information)
2. Role-plays and presentations on food safety and sanitation topics
3. Understanding main ideas and details in spoken instructions and oral presentations on food safety and sanitation topics
4. Identifying safety and sanitation responsibilities of food service workers

#### C. Reading

1. Understanding main ideas and details in food safety and sanitation readings
2. Highlighting important information in food safety and sanitation readings
3. Using skimming, scanning, and context clues to identify important vocabulary and definitions related to food safety and sanitation

#### D. Writing

1. Written dialogue on food safety and sanitation topics
2. Short evaluation of safety and sanitation conditions
3. Summary of a presentation about sanitation

### II. Culinary Arts Survey

#### A. Vocabulary Recognition

1. Culinary techniques, tools and terms (such as: broil, sauté, poach, mince, serrated knife, steam kettle, host, menu, broth)
2. U.S. measurement standards and their equivalents

#### B. Oral/Aural Skills

1. Listening to instructions and presentations for main ideas and details
2. Discussion skills for effective groupwork (active listening and participation, politeness strategies, asking questions, clarifying information)

#### C. Reading

1. Interpreting charts and timelines of culinary history
2. Using skimming, scanning, and context clues to identify important vocabulary and definitions related to professional cooking
3. Highlighting important information in culinary history texts
4. Interpreting and using table of contents, index, headings, charts and pictures to find information and improve understanding of culinary and syllabus information

#### D. Writing

1. Note-taking
2. Creating timeline based on culinary history reading
3. Completing culinary problem-solving worksheets
4. Poster presentation on ingredient from the student's culture

### III. Professional Cooking Basics

#### A. Vocabulary Recognition

1. Ingredients (vegetables, fruits, grains, legumes, potatoes, pastas, meats, fish, poultry)
2. Equipment (hand tools, measuring tools, cookware)
3. U.S. measurement standards and their equivalents
4. Cleaning tools and supplies
5. Kitchen hierarchy (executive chef, sous chef, area chef, line cook)
6. Cooking techniques and concepts (mise en place, dry heat, moist heat, combined cooking)

#### B. Oral/Aural Skills

1. Listening to instructions and presentations for main ideas and details
2. Oral presentation and demonstration of a recipe from the student's culture
3. Clarifying, asking questions, confirming instructions

#### C. Reading

1. Interpreting and using table of contents, index, headings, recipe formats, charts, and pictures to find information and improve understanding of culinary and syllabus information
2. Using skimming, scanning, and context clues to identify important vocabulary and definitions related to professional cooking
3. Highlighting important information in culinary texts

#### D. Writing

1. Note-taking
2. Summaries of cooking demonstrations
3. Completing culinary problem-solving worksheets
4. Writing a recipe from the student's culture

### IV. Introduction to Baking and Pastry

#### A. Vocabulary Recognition

1. Ingredient groups (leavenings, fats, flours, dairy)

2. Equipment (hand tools, machinery, scales)
  3. Measurements (liquid, dry, weights)
  4. Baked goods (doughs, pies and tarts, quick breads, cakes, breads)
- B. Oral/Aural Skills
1. Listening to instructions and presentations for main ideas and details
  2. Clarifying, asking questions, confirming instructions
- C. Reading
1. Interpreting and using table of contents, index, headings, recipe formats, charts, and pictures to find information and improve understanding of culinary and syllabus information
  2. Using skimming, scanning, and context clues to identify important vocabulary and definitions related to professional cooking
  3. Highlighting important information in culinary texts
- D. Writing
1. Completing culinary problem-solving worksheets
  2. A summary of baking demonstration
  3. Note-taking

### Assignment:

1. Reading and writing assignments including notetaking, highlighting, summarizing, and short reports
2. Skill demonstrations:
  - A. Memorization of culinary and food safety terms, oral presentations and demonstrations, and/or role-plays
  - B. Internet research (ungraded)
3. Problem solving:
  - A. Recipe conversion exercises
  - B. Mathematical conversion exercises
  - C. Problem-solving worksheets
4. Vocabulary, reading, and grammar quizzes
5. Final written exam including various objective and subjective questions

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing assignments
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Writing 10 - 30%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Conversions, worksheets
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Problem solving 5 - 20%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Presentations and demos., memorization, and/or role-plays

Skill Demonstrations  
10 - 20%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes and final exam

Exams  
20 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category  
10 - 15%

**Representative Textbooks and Materials:**  
Instructor prepared materials.