
UBC VANCOUVER COURSE SYLLABUS TEMPLATE

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Working and learning in a settler run educational institution, we must seek to be in right relations with our host nation, and to learn from their experiences.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Food Theory and its Application	FNH 340	4.5 Credits

PREREQUISITES

FNH 200 and either (a) all of CHEM 111, CHEM 113 or (b) all of CHEM 121, CHEM 123.

CONTACTS

Course Instructors	Contact Details	Office Location	Office Hours
Gerry Kasten, H.Dip (Comm Cooking), RD, MSc, FDC	email: gerryk@mail.ubc.ca (Preferred Contact) Call or Text: (604) 319- 2460	FNH 324	Thursdays 11:00 am-12:30 pm, or by appointment, in Vij's Kitchen
Joel Barohn, RD, MSc	email: joel.barohn@ubc.ca (Preferred Contact)		

COURSE INSTRUCTORS BIOGRAPHICAL STATEMENTS

Gerry Kasten loves food! I was born to a farming family and still help my brother bring in the harvest each year. I have an Honours Diploma in Commercial Cooking and both Bachelors and Masters degrees in Nutrition. My Master's research was on food choices amongst gay men. I worked in Public Health in BC for thirty years, and have led the boards of directors of both Dietitians of Canada and the BC Agriculture in the Classroom Foundation. My chequered past has led me to a critical analysis of the constructions of gender, particularly as they are enacted through food.

I want to live in a world where people celebrate food, sharing it with those they love, taking its pleasure without restraint because its flavour saturates their most sensuous appetites.

Joel Barohn promotes health in BC through leadership and innovation in nutrition education. This includes developing, evaluating and presenting programs and resources to teachers, health professionals and the general public throughout BC. He has an Associate Degree in Culinary Arts from the Culinary Institute of America, a Bachelors degree in Anthropology, and Bachelors and Masters degrees in Nutrition.

COURSE STRUCTURE

CLASSES: One, 80 minute lecture class weekly, Tuesdays from 13:30 – 14:50 in HEBB B112 and one three-hour Teaching Kitchen class weekly, Thursdays from 12:30 – 15:30 or 16:30 – 19:30 in Vij's Kitchen (FNH 130.) Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for your classmates and instructor by arriving on time. Lecture classes will be audiorecorded. The quality of the audiorecordings cannot be guaranteed.

CLASS STRUCTURE: This is a course with both theoretical learning in a lecture format and practical learning involving the preparation of foods followed by discussion of the roles of foods in nutrition, culture, hedonic pleasure and family interactions.

COURSE WEBSITE: Important correspondence for the course will be posted on the FNH 340 course website. For access, go to [Canvas](#) and use your CWL login.

You will be responsible for printing or saving e-file copies of the weekly presentations. You will need to purchase the course manual prior to the first lab class. All students must have a paper copy of the manual. The Teaching Litchen Class manual is available for purchase at:

Copiesmart Copy Centre

Address : 3387 Wesbrook Mall, Vancouver, BC V6S 0B1

Telephone : 604-222-3189

SCHEDULE OF TOPICS

Week 1 lecture:	Introduction to FNH 340 lecture - Weighing & Measuring; Heat Transfer; Recipe Scaling
Week 1 practical:	Orientation to FNH 340 Laboratory; Social Aspects of Food Preparation
Week 2 Lecture:	Eggs and Egg Foams; Milk and Cheese
Week 2 practical:	Eggs and Dairy
Week 3 lecture:	Leavening, Batters, Doughs and Quick Breads; Sugars and Sweeteners
Week 3 practical:	Flours and Baked Goods
Week 4 lecture:	Fats and Oils; Salad Dressings and Colloids (Online Mid-term #1)
Week 4 practical:	Fats and Oils (Midterm #1, Stage 2)

Week 5 lecture:	Bread; Pastries
Week 5 practical:	Breads and Pastries
Week 6 lecture:	Starches; Grains and Pasta
Week 6 practical:	Grains and Grain products
Week 7	<i>Mid-Term Break</i>
Week 8 lecture:	Meat; Soy
Week 8 practical:	Meat and Soy
Week 9 lecture:	Fish; Shellfish and Seafood (Online Midterm #2)
Week 9 practical:	Fish and Seafood (Midterm # 2, Stage 2)
Week 10 lecture:	Stocks and Soups; Sauces
Week 10 practical:	Soups and Sauces
Week 11 lecture:	Legumes; Nuts and Seeds
Week 11 practical:	Legumes, Nuts and Seeds
Week 12 lecture:	Fruits and Fruit Salads; Vegetables and Vegetable Salads
Week 12 practical:	Fruits and Vegetables
Week 13 lecture:	Desserts; Beverages
Week 13 practical:	Desserts
Week 14 Lecture:	Midterm Exams: Followup questions, Clarifications..?
Week 14 practical:	Supermarket Tour (at Save On Foods, Berton Avenue)
Final Exam – <i>Date, Time and Location To Be Announced</i>	

LEARNING OUTCOMES

Upon completion of the course, students should be able to:

- Demonstrate an understanding of fundamental knowledge and skills including the practice of kitchen and food safety, practical outcomes of therapeutic recipe modification and measurement techniques (ICDEP 2.05 Practice according to legislative, regulatory and organizational requirements; 2.07 Use risk management approaches; 5.03c Determine dietary modifications; 7.02 Plan food provision; and 7.03 Manage food provision)
- Apply knowledge and principles of food preparation to a wide variety of foods ((ICDEP 7.03 Manage food provision)
- Assess the characteristics of the ingredients used in the preparation of foods, both their chemical composition and physical properties, and the effect of various factors on these aspects during their preparation. Assess the physical properties and chemical composition of food function. Critique the role of ingredients and their interaction in the preparation of foods. Determine the role and

interactions of ingredients in food preparation (ICDEP 1.01 Apply understanding of food composition and food science)

- Adapt preparation methods of home-style recipes to recipe development, recipe standardization and costing. (ICDEP 7.02 Plan food provision; and 7.03 Manage food provision)
 - Analyze recipes for nutritional content, adapting ingredients for dietary considerations including therapeutic, religious and cultural practices. (ICDEP 5.03c Determine dietary modifications)
 - Convert recipes from Imperial measurements to metric measurements and vice versa and expand and/or decrease recipe yields. (ICDEP 1.08 Integrate quantity food provision principles and practices)
 - Integrate knowledge of the wide variety of foods available to consumers, their preparation techniques, their nutritional attributes and relative cost into recipe and program development (ICDEP 6.01 – 6.05 Assess and determine food- and nutrition-related situation of communities and populations; Develop, implement, monitor and evaluate food- and nutrition-related community/population health plan)
 - Predict the limitations impacting consumers' ability to access to foods. Critique how privilege impacts food choice. (ICDEP 1.02 Apply understanding of food environments; and 1.05 Apply understanding of dietary practices; 2.03 Practice in a manner that promotes cultural safety)
 - Communicate how [The Meaning of Healthy Eating](#) impacts consumers' food choices, and assess the impact of taste, deliciousness and Nutritionism on food choices. (ICDEP 1.02 Apply understanding of food environments; 1.05 Apply understanding of dietary practices; 2.01 Practice within the context of Canadian diversity and 7.05 Monitor and evaluate food provision)
 - Model optimal presentation and facilitation skills related to food products and preparation methods (ICDEP 3.01 – 3.07 Use appropriate communication approaches; Use effective written, oral & electronic communication skills; Use effective interpersonal skills; Engage in teamwork; Participate in collaborative practice; 4.06 Foster learning in others; 4.07 – 4.08 Foster the development of Food Literacy and food skills in others)
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LEARNING ACTIVITIES

In-class participation: *Lecture Class*: After each presentation, students will submit two comments – The “Most Salient Point” comment, about the idea most clearly communicated during the presentation; and, the “Muddiest Point” comment, about the idea which they had the hardest time understanding, from the presentation or about a point on which you would like further clarification. *Practical/Teaching Kitchen class*: All students will start the term with 20 participation marks. Marks will be deducted for non-attendance (unless agreed to previously by the instructors), hair not tied back, lack of appropriate, clean attire and poor conduct within the lab. Poor conduct includes, but is not limited to: texting during presentations, tardiness to class, poor food safety and kitchen safety practices, lack of courtesy, not putting equipment away, or not taking out the garbage/recycling/compost.

Recipe Assignments: Twice during the term, find and prepare a recipe of your choice that illustrates principles covered in the lab. Submit it, including publication details, to the instructors along with: A brief discussion of why you chose the recipe; How the recipe relates to a concept from the lab; The cost

of preparing the recipe; Highlights of your experience making it; A description of how it tasted, its texture and its appearance; Specific suggestions on how to improve the recipe, if desired, and expected outcomes of changes; Whether or not you would make it again or recommend it to others. Use only recipes that have been proven to work through testing by a reliable source (i.e., recipes sourced from the Internet can be unreliable).

Shopping Essay Assignment: During the term, Students must visit a grocery store that is outside of their usual food shopping experience. Assignments will be marked on the student's description of the following:

- Name and location of the store – describe the location/setting (more than the address)
- Description of the range of foods in the store.
- Foods purchased and eaten (i.e., food, not gum, candy nor condiments)
- A reflection on your general experience of the visit
- Conclusion: Aside from familiarity with ethnic foods, how will familiarity with this store and the experience of shopping here contribute to your professional knowledge base? What was your emotional response to visiting this store? What did you experience while visiting the store?

Recipe Scaling and Costing Assignment: Use the recipe from your second Recipe Assignment to complete the following: Convert all ingredient measures from US or Imperial to Metric; Scale-up the recipe to a yield of 50 servings; Review and round-off ingredient amounts to measures that are easy to measure in a kitchen, as purchased and/or are commonly purchased package sizes; Re-write the method for efficiency and accuracy, using the Descriptive (Block) format; Use the prices obtained for the second recipe assignment (state which store, date of access) to cost the adjusted recipe (50 servings); Determine the cost per serving.

Two midterm and one final exam. Exams will be a mix of question types (multiple choice; short answer; matching; true/false; ordering/rating; et cetera) and will cover specific periods from the term (i.e., exams are not cumulative.) Each exam is in two stages:

- The first stage is an individual activity, online. Once you begin, you will have up to 60 minutes to complete it. Once completed, submit your exam and prepare for the Stage 2 exam.

- The second stage is a group activity and will take place at the beginning of specific Teaching Kitchen classes in Vij's Kitchen. Each group will have 4 people, although some groups may have more or fewer participants. Only one person needs to record the answers for each group. Please list the name of the person who does the recording. Everyone in the group will get the same mark.

For each stage 2 exam, students will be awarded the higher of two marks: Your individual mark OR the group mark.

Online quizzes: Weekly Canvas quizzes are to be completed prior to each practical/laboratory class. Quizzes must be completed by 11:00 a.m. on the day of the lab. Quizzes completed after the lab will not be marked, unless discussed with and agreed to by the instructors before the day of the lab. There are 10 quizzes plus the Summary Quiz. The Summary Quiz asks students about broad concepts discussed in class.

Presentation Assignment (with associated learning plan): Students will be called upon to give a presentation, including effective audience needs assessment and presentation skills. It is expected that they will assess and critique evidence on an assigned topic. Learning outcomes should be developed by seeking input from the class. The presentation is a group effort and should be about 20 minutes. Be sure to allow time for questions and comments and to review relevant recipes. Marks will be awarded for content and effective presentation skills. (*Reading from slides is not considered to be an effective presentation strategy.*) Marks will be awarded for demonstration of critical thinking: researched information needs to be presented along with students' critique of both the plausibility, credibility and sources of the information. Presentations should be about 25 minutes, and should also allow about 5 minutes for questions or facilitated group discussion.

LEARNING MATERIALS

Required Course Materials: *Teaching Kitchen Class Manual* – The manual is available for purchase at Copiesmart Copy Centre, Address : 3387 Wesbrook Mall, Vancouver, BC V6S 0B1. Roughly \$45.00

The lab manual should be purchased before the first class as it will be used extensively.

Text - On Food and Cooking: the Science and Lore of the Kitchen. McGee, Harold Scribner, New York, NY 2004 Used, roughly \$25.00; New, roughly \$45.00 (Also available online)

Recommended References:

The Food Lab. Lopez-Alt, Kenji Norton, New York, New York 2015 Roughly \$55.00 (also, <https://www.serious-eats.com/>)

Keys to Good Cooking: A Guide to Making the Best of Foods and Recipes. McGee, Harold Doubleday Canada, Mississauga 2010 (Used from \$15.00, New, roughly \$50.00)

The Joy of Cooking. Rombauer and Rombauer-Becker Plume, New York 2019 (or any year) From \$12.00

ASSESSMENTS OF LEARNING

3 Two-Stage Exams (2 Mid-terms + Final)	40%
Presentation & Learning Plan	20%
Canvas Quizzes	10%
Summary Quiz	5%
Recipe assignments	10%
Shopping Assignment	5%
Recipe Scaling assignment	5%
Participation	5%

Late assignments are not accepted, except by prior arrangement with the instructor. Late Quizzes will not be marked. Presentations must occur on the scheduled date, to align with learnings in that class.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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Recording classes is problematic, as noise levels in the kitchen classroom interfere with sound clarity.

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