



TQF 3

Bachelor's Degree

Master's Degree

College of Hospitality Industry Management

Course Specification

Course Code: IHR3405

Course Title: Salad and Appetizers

Credits: 3(3-2-5)

Program: Hotel Management
College of Hospitality Industry Management
Suan Sunandha Rajabhat University
(CHM)
Semester: 2 Academic Year: 2021

Section 1 General Information

1. Code and Course Title:

English: IHR3405 Salad and Appetizer

Thai: IHR3405 การจัดเตรียมสลัดและอาหารว่าง

2. Credits: 3(2-2-5)

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Hotel Management (Major Restaurant business)

3.2 Course Category:

General Education

Required Course

Elective Course

Others

This course of Bachelor of Arts, International College, SSRU, is categorized in *Specialized Area Courses*.

4. Lecturers Responsible for Course and Instructional:

Course Lecturers:

4.1 Lecturer responsible for Course: Ms.Yupaporn Kithwang

(1) Instructional Course Lecturers: Ms.Yupaporn Kithwang

5. Contact/Get in touch

5.1 Ms.Yupaporn Kithwang, room number 306

Tel: 098-2244624 E-mail: yupaporn.ki@ssru.ac.th

6. Semester/Year of study

6.1 Semester 2 Year of study 2021

6.2 Number of students enrolled: 2 Students

7. Prerequisite Course:

None

8. Co-requisite Course:

None

9. Learning Location

International College, Suan Sunandha Rajabhat University,

Nakhon Pathom Education Center

10. Last Date for Preparing and Revising this Course:

December 31st, 2021

Section 2 Objectives and Purposes

1. Course Objectives

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

- (1) Able to demonstrate on-time performance
- (2) Able to demonstrate morality in all areas
- (3) Able to demonstrate relevant morals in the organization and in daily life

1.2 Knowledge

- (1) Able to understand the nature of the airline business
- (2) Able to understand the terminology, idiom, and structure of English related to Hotel and Restaurant Management

1.3 Cognitive Skills

- (1) Able to demonstrate what the main idea of the course
- (2) Able to understand and demonstrate in daily life
- (3) Able to drill and apply English reading, writing, speaking, and listening skills in Hotel and Restaurant Operations and Management

1.4 Interpersonal Skills and Responsibility

- (1) Able to demonstrate working as a team in a professional manner

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Able to understand the importance of clear communication
- (2) Able to demonstrate effective communication skills in all stages of Hotel and Restaurant Operations

2. Objectives for Developing/ Revising Course (content/ learning process/ assessment/ etc.)

The frequency and level of student engagement will be assessed for the curriculum including multimedia, homework assignments, exams, and textual content. Learning exercises and activities that result in higher student engagement will be adapted to future lessons.

Section 3 Course Structure

1. Course Outline

Prepare, select, and present of hot and cold salads ingredients in vegetables and fruits, vinegars and oils, meat, poultry and seafood, herbs, spices, and flavoring, prepare garnishes, understand nutrition balance, prepare and present hot and cold appetizers, cleaning, peeling, and cutting of ingredients, portioning and wastage included.

Thai: เตรียมเลือกและนำเสนอส่วนผสมสดเสิร์ฟร้อนและเย็นจากผักและผลไม้, น้ำส้มสายชู และน้ำมัน, เนื้อสัตว์, สัตว์ปีกและอาหารทะเล, สมุนไพร, เครื่องเทศและเครื่องปรุง, เตรียมเครื่องโรยหน้า, ทำความเข้าใจเกี่ยวกับสมดุลทางโภชนาการ, เตรียมและนำเสนออาหารจานร้อนและเย็น รวมถึงการปอกเปลือก และการตัด การแบ่งส่วนและส่วนสิ้นเปลือง

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
3 hours/ week	3 hours/ week	5 hours/week	Upon request

3. Time Length per Week for Individual Academic Consulting and Guidance

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 306 College of Hospitality Industry Management (Nakhonpathom Campus)

3.2 Consulting via office telephone/mobile phone: as above

3.3 Consulting via E-Mail: as above

3.4 Consulting via Social Media (Facebook/Twitter/Line): Line

3.5 Consulting via Computer Network (Internet/Web board): University

website

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical problems and conflicts;
- (2) Have positive attitudes towards service careers;
- (3) Be able to lead and follow group members, work in team and be a role model for others; and
- (4) Have self-discipline, be punctual, responsibility to self, profession and society.

1.2 Teaching Strategies

- (1) Provide examples on ethical and moral behavior in classroom such as the issue of plagiarism in doing assignments;
- (2) Provide case studies that explain ethics in careers in the hospitality industry; and
- (3) Be strict with classroom attendance and participation, classroom rules, students' uniform that have to be complied with the university rules and regulations.

1.3 Assessment Strategies

- (1) Class attendance, class participation, and behavior in class;
- (2) On-time submission of report and assignments and their quality; and
- (3) Students' contribution on group assignments.

2. Knowledge

2.1 Knowledge to be developed

- (1) Have up-to-date knowledge in the management and operation of businesses in the hospitality industry both theories and practices widely, systematically and internationally;
- (2) Have integrated knowledge in other related disciplines; and
- (3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career.

2.2 Teaching Strategies

- (1) Use problem-based learning;
- (2) Use cooperative learning techniques; and
- (3) Invite guest speakers who are experts in the field of hospitality management to give special lectures.

2.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination
- (3) Assignments

3. Cognitive Skills

3.1 Learning outcomes with regard to cognitive skills

- (1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems;
- (2) Be able to apply both theoretical and practical knowledge into real-life problem; and
- (3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.

3.2 Teaching Strategies

- (1) Problem based learning
- (2) Cooperative learning techniques
- (3) Case studies
- (4) Invite guest speakers who are experts in the field of hospitality management to give special lectures.

3.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination.
- (3) Assignments

4. Interpersonal Skills and Responsibilities

4.1 Learning outcomes with regard to interpersonal skills and responsibility

- (1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems; and
- (2) Be responsible for the improvement of self-academic learning and the profession continuously.

4.2 Teaching Strategies

- (1) Group assignments
- (2) Use cooperative learning techniques
- (3) Cooking demonstration

4.2 Evaluation strategies

- (1) Students' contribution and behavior in group assignments; and
- (2) Class presentation

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Learning outcomes with regard to numerical analysis, communication and information technology skills

- (1) Be competent in foreign languages in listening, speaking, reading, writing and summarizing the main points effectively;
- (2) Be able to communicate with foreigners effectively in the appropriate contexts;
- (3) Be able to use technology to communicate and present effectively; and
- (4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.

5.2 Teaching strategies

- (1) Provide assignments that require students to use numerical analysis skills and knowledge;
- (2) Provide assignments that require students to use information technology skills and knowledge;
- (3) Use e-learning;
- (4) Use group discussions ; and
- (5) Use presentation

5.3 Evaluation strategies

- (1) Assignments;
- (2) Presentation; and
- (3) Observe from students' use of English and/or other language in discussing with other students and lecturers as well as in presenting in front of the class.

6. Other Domain

None

Remark: Symbol ● means 'major responsibility'

Symbol ○ means 'minor responsibility'

No symbol means 'no responsibility'

The above symbols were shown in 'Curriculum Mapping' of TQF 2. (Program Specification)

<p align="center">Learning Standards/Outcomes</p>	<p align="center">Learning Activities</p>	<p align="center">Learning Assessment</p>
<p>1. Morals and Ethics</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Attendance • Quizzes • Group reports and presentations
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies.</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems.</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Period	Learning Activities and Medias
1	Introduction to Salad - Type of salads - Cutting and preparation - Caution	3	<ul style="list-style-type: none"> • Power point Group evaluation • Ask and answer Games • Cooking demonstration
2	Eastern and Western salads New trend of salad	3	<ul style="list-style-type: none"> • Power point • Ask and answer Games
3	Various types of salad dressing and garnish	3	<ul style="list-style-type: none"> • Power point Group evaluation • Ask and answer Games
4	Thai and Asian appetizer	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity
5	Western appetizer	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity
6	New trend: Appetizers and small plates	3	<ul style="list-style-type: none"> • Power point • Group evaluation • Ask and answer Games
7	Vegetarian salad and appetizer	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity
8	Midterm Examination	3	
9	Cooking class activity 1	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity
10	Cooking class activity 2	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity
11	Cooking class activity 3	3	<ul style="list-style-type: none"> • Teaching Demonstration • Group activity

Week	Topic/Outline	Period	Learning Activities and Medias
12	Cooking class activity 4	3	<ul style="list-style-type: none">• Teaching Demonstration• Group activity
13	Cooking class activity 5	3	<ul style="list-style-type: none">• Teaching Group activity
14	Cooking class activity 6	3	<ul style="list-style-type: none">• Teaching Group activity
15	Cooking class activity 7	3	<ul style="list-style-type: none">• Teaching Group activity
16	Final Examination	3	

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1 Morals and Ethics</p> <p>1.1 Be able to deliver or to complete a required task at appointed time.</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Class attendance • Individual portfolio 	<p>Throughout semester</p>	<p>10 %</p>
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies;</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems;</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Midterm • Final 	<p>Throughout semester</p>	<p>20 % + 30%</p>
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p>	<ul style="list-style-type: none"> • Individual/ group assignment and • Self-study 	<p>Throughout semester</p>	<p>10 %</p>

3.3 The ability to solve problems from case studies			
Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class 	Throughout semester	10 %
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations 	Throughout semester	10 %

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Reinhart, P. (2009) Artisan Breads Everyday: Fast and Easy Recipes for WorldClass Breads. Berkeley, California: Ten Speed Press
Rinsky, G., Rinsky, L. H. (2008)

The Pastry Chef's Companion: a Comprehensive Resource Guide for the Baking and Pastry Professional. New Jersey: John Wiley & Sons

2. Important Documents for Extra Study

3. Suggestion Information (Printing Materials/Website/CD/Others)

www.foodiecrush.com/recipes/breakfast

www.breakfastwithnick.com/2014/04/08/how-do-you-want-your-eggs-eleven-ways-to-cook-an-egg/

Section 7 Course Evaluation and Improvement

1. Strategies for Course Evaluation by Students

1.1 Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discusses the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment is interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
 - (2) Assign different lecturers to teach this course to enhance students' performance.
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Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

Courses	1. Morals and Ethics				2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility		5. Numerical Analysis, Communication and Information Technology Skills				6. Other Domain ie. Learning Management Skills		
Course Category: Bachelor of Art, International College, SSRU	● Major Responsibility											○ Minor Responsibility							
Course Code HIR 3406 Course Title: Breakfast and Sandwich Preparation	1	2	3	4	1	2	3	1	2	3	1	2	1	2	3	4	1	2	3
	○	●	○	●	●	●	○	○	●	●	●	●	●	○	○	○			