



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: HIR 3406 Course Title : Breakfast and Sandwiches Preparation
Credits: 3(3-0-6)

Program: Restaurant Business International College
Suan Sunandha Rajabhat University
(SSRUIC)

Semester : 2 Academic Year : 2017

Section 1 General Information

1. Code and Course Title :

Course Code: HIR 3406

Course Title (English): Breakfast and Sandwiches Preparation

Course Title (Thai):

2. Credits : 3(3-0-6)

3. Curriculum and Course Category :

3.1 Curriculum:

3.2 Course Category:

General Education

Required Course

Elective Course

Others

4. Lecturer Responsible for Course and Instructional

Course Lecturer (s) :

4.1 Lecturer Responsible for Course: Ms. Nakaporn Ketgomut

4.2 Instructional Course Lecturer(s):

5. Contact/Get in Touch

Room Number 305 Tel. 086-8816724 E-mail

n.ketgomut@gmail.com

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study 2017

6.2 Number of the students enrolled 7

7. Pre-requisite Course (If any)

Course Code:Course Titleor None

8. Co-requisite Course (If any)

Course Code:Course Titleor None

9. Learning Location

Building Number: Room Number

10. Last Date for Preparing and Revising this Course:

Date 15 Month December Year 2017

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will be able to perform in the following areas of performance:

1.1 Morals and Ethics

(1) Be able to deliver or to complete a required task at or the appointed time.

(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.

(3) Develop themselves continuously and can adapt to the everyday life.

1.2 Knowledge

(1) Students have complete knowledge in international and Asia breakfast in foodservice business.

(2) Understanding practice and present various types of egg menus, sunny-side up, over-easy, scramble egg, poached egg, omelets.

(3) Understanding practice and present breakfast menu nor egg as hotel, French toasts, pancakes and syrups, hot and cold sandwiches and variety of spreads and fillings using standard recipes

(4) Using appropriate equipment and utensils, minimize wastage from using products, cut and present sandwiches appropriately, store and label filling, spreads in correct conditions.

(5) Applying the basic breakfast, technique, preparation and decoration in the hospitality industry.

1.3 Cognitive Skills

(1) The ability to develop new knowledge resulting from learning survey research and experimental.

(2) Use the knowledge, skills and expertise on a variety of professional and technical cooking.

(3) The ability to solve problems from case studies.

1.4 Interpersonal Skills and Responsibility

(1) Be able to communicate in English.

(2) Work with others effectively

(3) To learn and develop themselves regularly. And

continuous professional in career.

1.5 Numerical Analysis, Communication and Information Technology Skills

(1) Be able to use basic ICT skills and apply them to daily.

(2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.

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

To provide student with knowledge and skill in the factor effecting production of materials and equipment, which prepares student to be skilled in classification of products to prepare for buying and storing properly. These cooking lessons are designed to give student the best knowledge and skill for apply in a career as professionally

At the end of this course, the student will be able to perform in the following areas of performance:

- (1) Students have complete knowledge and foundation understanding of the differential breakfast as Thai and International breakfast and various common types of egg menu, sandwiches and any breakfast in basic terms.
- (2) Have skill and knowledge in basic practice cooking breakfast menu, the various common egg that serve in hotel.
- (3) Understanding important attribute of staple, shopping, materials quality evaluation and materials selection.
- (4) Have skill and knowledge in preparing ingredient in hot and cold sandwiches, spreads and filling.
- (5) Have skill and knowledge in equipment and utensils.
- (6) Can cook, cut and present flavorful breakfast on natty dish
- (7) Apply knowledge of breakfast and sandwich improve skill for their future career.

Section 3 Characteristics and Operation

1. Course Outline

Knowledge, practice and present various types of egg menus, serving as international, sunny-side up, over-easy, scramble egg, poached egg, omelets, French toasts, pancakes and syrups, hot and cold sandwiches, variety of spreads and fillings using standard recipes, used appropriate equipment and utensils, minimize wastage from using products, cut and present sandwiches appropriately, store and label filling, spreads in correct conditions.

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

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
15 hours.	-	30 hours	1 hr/week

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

Course identifies the information 1 hour / week

3.1 Self consulting at the lecturer's office: Room Number 305

Building International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 086-8816724

3.3 Consulting via E-Mail n.ketgomut@gmail.com

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

wewaa

3.5 Consulting via Computer Network (Internet/Web board) -

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be able to deliver or to complete a required task at or the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
- (3) Develop themselves continuously and can adapt to the everyday life.

1.2 Teaching Strategies

- (1) Use active learning in class, allow students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, and other activities. All of which require students to apply what they are learning
- (2) The instructor being a good role model for the students. Focus on professional ethics. Be on time, the opportunity for students to share ideas and listen to students. Respect and Honor to Senior Lecturers and honor each other.
- (3) Assign responsibilities in class, group work activity.

1.3 Assessment Strategies

- (1) The evaluation of behavior in the classroom and faculty conduct activities related to moral and ethical as well as respect for the elderly.
- (2) Examination of Discipline In-Class Attendance responsibility for assignment

2. Knowledge

2.1 Knowledge to be developed

- (1) Knowledge and understanding in international and Asia breakfast in foodservice business, practice and present various types of egg menus, hot-cold sandwiches, spreads and fillings including cut and present sandwiches.
- (2) Using appropriate equipment and utensils, minimize wastage from using products, cut and present sandwiches appropriately, store and label filling, spreads in correct conditions.
- (3) Have the skills and knowledge to properly use the equipment, utensils and tools in the food laboratory.

2.2 Teaching Strategies

- (1) The teaching method emphasizes both the instructor and the learner. By the nature of the subject by modification according to the appropriate conditions. In addition, using Active Learning is the opportunity for students to ask questions and answer questions in class. Research and independent study.
- (2) Use demonstration teaching methods and allow students to engage in inquiry and exchange of knowledge
- (3) Teaching self-study by researching from the Internet.

2.3 Assessment Strategies

- (1) Theoretical examination
- (2) Practice exam
- (3) Group and Individual Reports

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) Studying ability, develop a new knowledge acquired through learning, exploration, research, and experimentation.
- (2) Can use cooking and professional services knowledge skills as the bakery products development. Food Business Management, Laboratory management and other related.
- (3) Practical skills that are trained in the content and essence of the subject, including the food culture.

3.2 Teaching Strategies

- (1) Teaching methods Demonstration
- (2) Practice in class problems and give feedback on problems. And together to solve the problem until the task can be completed. By dividing students into groups of responsibility.

3.3 Assessment Strategies

- (1) Evaluation from answers and classroom commenting both individual and group.
- (2) Group report
- (3) Practice exam
- (4) Theoretical exam

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Responsible for assigned tasks
- (2) Can work effectively with others
- (3) Can adapt to the role and responsibility of the work.
- (4) Always learning and developing. And in the profession continuously.

4.2 Teaching Strategies

- (1) A group practice in the classroom, where students have the opportunity to interact with other students
- (2) Assign group work and change groups according to assigned tasks. Without attaching particular close friends
- (3) Define the responsibility of each student in the working group.

4.3 Assessment Strategies

- (1) Assess participation in class
- (2) Assess responsibilities from class practice. And from the student group report
- (3) Students have to evaluate the group members in interpersonal relationships skills and responsibility.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information

Technology to be developed

- (1) Knowledge in mathematical and technological skills used in analysis. And solve the problem of working efficiently.
- (2) Critical thinking in using information technology and appropriate communication. For the collection of information, the principles and ideas are creative
- (3) Can be summarized from listening and can use the techniques of speaking and writing to explain what has been learned effectively.

5.2 Teaching Strategies

- (1) Use instructional media for example power point, my map, pictogram that interesting clearly and understood in the teaching.
- (2) Take advantage of technology by providing information on the Internet as an example, the classroom encourages students to learn more about what they have learned in the classroom.
- (3) Introduce techniques for searching information and resources, the synthesis of information to compare with in the classroom.
- (4) Assign tasks that require presentation of information in a documented form and with the presentations presented with the technology of contemporary technology.

5.3 Assessment Strategies

- (1) Assess your language skills, writing and references from report
- (2) Assess the skills of using the media to report document by monitoring information retrieval with information technology
- (3) Assess the skills of using the media and language by presenting reports and answering questions in class.

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Introduction of breakfast - Thai and international	3	Power point Group evaluation Ask and answer Games	Aj. Nakaporn
2	Equipment knowledge and techniques	3	Power point Group evaluation Ask and answer Games	
3	Various types of egg menus - Serving as international	3	Power point Group evaluation Ask and answer Games	Aj. Nakaporn
4	Various types of egg menus - Practice and present various type of egg as hotel standard	3	Teaching Demonstration Group activity	Aj. Nakaporn
5	French toasts, Pancake and syrups	3	Teaching Demonstration Group activity	Aj. Nakaporn
6	Sandwiches - Spreads and filling - Store and label	3	Power point Group evaluation Ask and answer Games	Aj. Nakaporn
7	Sandwiches - ingredient - recipe hot-cold - method - cut and present	3	Teaching Demonstration Group activity	Aj. Nakaporn
8	Midterm			
9	Sandwiches - ingredient - recipe hot-cold	3	Teaching Demonstration Group activity	Aj. Nakaporn

	- method - cut and present			
10	Thai Breakfast - soup	3	Teaching Demonstration	Aj. Nakaporn
11	Asia breakfast	3	Teaching Demonstration Group activity	Aj. Nakaporn
12	International breakfast	3	Teaching Demonstration Group activity	
13	Cooking class activity 1	3	Teaching Group activity	Aj. Nakaporn
14	Cooking class activity 2	3	Teaching Group activity	Aj. Nakaporn
15	Cooking class activity 3	3	Teaching Group activity	Aj. Nakaporn
16	Cooking class activity 4	3	practice Group discussion	Aj. Nakaporn
17	Final Examination	3		Aj. Nakaporn

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>Morals and Ethics</p> <p>(1) Be able to deliver or to complete a required task at or the appointed time.</p> <p>(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>(3) Be able to make decisions in kitchen and restaurant service according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Class attendance checklist • Individual portfolio 	Throughout semester	10%

2	<p>Knowledge</p> <p>(1) Knowledge and understanding in international and Asia breakfast in foodservice business, practice and present various types of egg menus, hot-cold sandwiches, spreads and fillings including cut and present sandwiches.</p> <p>(2) Using appropriate equipment and utensils, minimize wastage from using products, cut and present sandwiches appropriately, store and label filling, spreads in correct conditions.</p> <p>(3) Have the skills and knowledge to properly use the equipment, utensils and tools in the food laboratory.</p>	<ul style="list-style-type: none"> • Midterm and final examination 	8&16	20%&30%
3	<p>Cognitive Skills</p> <p>(1) The ability to gather and summarize information, and</p>	<ul style="list-style-type: none"> • Individual assignment and 	throughout semester	30% (15%+15%)

	<p>conduct project. (2) Self-study and sharing information to the class. (3) The ability to solve problems from case studies.</p>	<p>paper works/self-study</p>		
4	<p>Interpersonal Skills and Responsibilities (1) Responsible for assigned tasks (2) Can work effectively with others (3) Can adapt to the role and responsibility of the work. (4) Always learning and developing. And in the profession continuously.</p>	<ul style="list-style-type: none"> Group work or individual assignment 	<p>Throughout semester</p>	<p>5%</p>
5	<p>Numerical Analysis, Communication and Information Technology Skills (1) Knowledge in mathematical and technological skills used in analysis. And solve the problem of working efficiently. (2) Critical thinking in using information technology and appropriate communication. For the collection of information, the</p>	<ul style="list-style-type: none"> Group or individual assignment 	<p>Throughout semester</p>	<p>5%</p>

principles and ideas are creative (3) Can be summarized from listening and can use the techniques of speaking and writing to explain what has been learned effectively.			
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Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Reinhart, P. (2009) *Artisan Breads Everyday: Fast and Easy Recipes for World-Class 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

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

<https://www.foodiecrush.com/recipes/breakfast>

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

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

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

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

9. Strategies for Course Evaluation by Lecturer

9.1 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 assignments are interesting and stimulating.

9.2 The lecturer's use of technology enhanced learning in the classroom.

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.

10. Teaching Revision

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

11. Feedback for Achievement Standards

International College Administrator committee monitor to assessment process and grading.

12. Methodology and Planning for Course Review and Improvement

1. Revise and develop course structure and process every three years.
2. Assign different lecturers teach this course to enhance student's performance.

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		
	● Major Responsibility									○ Minor Responsibility								
Course Category	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code																		
Course Title																		