

**Board Approval:** 03/16/1993  
**PCA Established:** 02/17/2015  
**DL Conversion:** 12/17/2002  
**Date Reviewed:** Fall 2020  
**Catalog Year:** 2021 - 2022

# Allan Hancock College

## Course Outline

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**Discipline Placement:** Art (Masters Required) or Art History (Masters Required)

**Department:** Fine Arts

**Prefix and Number:** ART 101

**Catalog Course Title:** Art Appreciation

**Banner Course Title:** Art Appreciation

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### Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
<b>Lecture</b>	3.000	48.0 - 54.0	
<b>Lab</b>	0.000	0.0 - 0.0	
<b>Outside-of-Class Hours</b>	6.000	96.0 - 108.0	
<b>Total Student Learning Hours</b>	9.0	144.0 - 162.0	3.0
<b>Total Contact Hours</b>	3.0	48.0 - 54.0	

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**Number of Times Course may be Repeated**

None

**Grading Method**

Letter Grade or Pass/No Pass

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### Requisites

**Advisories**

READ 110 Introduction to Critical Reading

or

**Advisories**

ENGL 101 Freshman Composition: Exposition

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### Entrance Skills

**Upon entering this course, the student should be able to:**

READ 110 - Introduction to Critical Reading

- apply reading strategies appropriate to selected text types
- apply principles of analysis to selected readings, and make critical judgments about them
- research, compile, and compare texts, synthesizing material to produce an informed, documented argument

- recognize how sentence structure, punctuation, and lexical items create meaning and cohesion in a piece of writing

## ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

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## Catalog Description

A study of the visual arts as an expression of thought and culture.

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## Course Content

### Lecture

1. Art: Definitions and Questions
  - a. defining art
  - b. cross-cultural concepts:
    - i. artist and patrons
    - ii. beauty
    - iii. creativity
    - iv. reality
  - c. personal concepts of art
2. Approaching Art
  - a. form/content/style
  - b. styles of representation
  - c. functions of art
3. Visual Elements
  - a. line
  - b. shape
  - c. light, value, and color
  - d. texture
  - e. space
  - f. time and motion
4. Principles of Design
  - a. unity and variety
  - b. balance
  - c. emphasis and focus
  - d. proportion and scale
  - e. rhythm
5. Art: Across Time and Culture Ancient to Medieval
  - a. Prehistoric
  - b. African and Middle Eastern
  - c. Chinese, Japanese and Indian
  - d. North, Mezo and South American
  - e. European
6. Renaissance to Revolution Development of Western Tradition
  - a. the individual
  - b. religious diversity
  - c. structures of power

- d. changing social structure
  - 7. Modern Art
    - a. the western tradition
    - b. absorption and influence of other cultures
    - c. sub-cultures within the western tradition
      - i. afro-american
      - ii. women's art
      - iii. hispanic
      - iv. gay and lesbian
    - d. art of other cultures
    - e. post-modernism as a reflection of multiculturalism
  - 8. Issues and Concerns of Modern Art
    - a. patronage: museums, critics, collectors
    - b. alternative art, alternative spaces
    - c. creativity and censorship
    - d. value versus money
    - e. gender: its depiction and its roles
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## Course Objectives

### At the end of the course, the student will be able to:

1. identify and evaluate the materials, processes and forms of the visual arts.
  2. analyze and express relationships between aspects and issues of a variety of cultures and societies and the expression of these in the visual arts.
  3. discuss functions of the visual arts and their impact on society in a variety of cultures.
  4. analyze and evaluate the various forms of the visual arts, demonstration knowledge of terminology and principles appropriate to the arts.
  5. discuss diverse standards of personal and cultural aesthetics and issues of content, as they are reflected in the visual arts.
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## Methods of Instruction

- **Demonstration**
  - **Discussion**
  - **Lecture**
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## Assignments

- **Other Assignments**
    1. Various short writing assignments.
    2. Reading of text and articles.
    3. A notebook which consists of study guides, gallery reviews, and video notes. Sample short writing assignment: Describe the form of Van Gogh's Starry Night using vocabulary from our study of the visual elements and principles of design.
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## Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**
- **Papers**
- **Projects**
- **Class Participation**
- **Home Work**
- **Writing Requirements**
- **Other**
  1. Two mid-terms and one final, each consisting of slide identification, multiple choice, and essay.
  2. A

notebook which consists of study guides, gallery reviews, and video notes. Sample essay question: Describe the development of religious architecture, its function and its meaning from prehistory through the Renaissance. Include material regarding non-western cultures as well as the major western cultures. Examples of possible research topics: life and work of an individual artist; development of a particular technique, such as photography or lithography; art of a particular tribe, group, or culture.

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Getlein, Mark *Living With Art* Edition: 12 2020

### Supplemental Texts

1. Janson. History of Art
2. Fleming. Art and Ideas
3. Metropolitan Museum of Art. Mexico: Splendors of Thirty Centuries
4. Lee. A History of Far Eastern Art.
5. Wassing. African Art.
6. Heller. Women Artists.
7. Franch. History of Pre Columbian Art

### Instructional Materials

None

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## Student Learning Outcomes

1. ART101 SLO1 - Identify, discuss and evaluate the materials, processes and forms of art and culture of a variety of civilizations and historical periods.
  2. ART101 SLO2 - Analyze and evaluate the various forms of the visual arts, demonstrating knowledge of terminology and principles appropriate to the arts.
  3. ART101 SLO3 - Discuss diverse standards of personal and cultural aesthetics and issues of content as they are reflected in the visual arts.
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## Distance Education

### Delivery Methods

- Internet
- Other Method (explain)

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)  
Instructor will communicate with students via email weekly per required office hours
2. Discussion Board  
Students will respond to each other via discussion board on a bi-monthly basis.
3. Review Session  
Review sessions will be held before exams.
4. Testing

Around 3 exams will be given throughout the semester.

### **Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

### **Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### **Strategies to Make Course Accessible to Disabled Students**

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Inform Students**

Students will be informed about on-line services through telephone, email and CANVAS.

**Additional Comments**

This course will be offered as distance learning and face to face as needed.

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**PCA Established:** 05/15/2015  
**DL Conversion:** 12/15/2020  
**Date Reviewed:** Fall 2021  
**Catalog Year:** 2022 - 2023

# Allan Hancock College

## Course Outline

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**Discipline Placement:** Biological Sciences (Masters Required)

**Department:** Life & Physical Sciences

**Prefix and Number:** BIOL 150

**Catalog Course Title:** Cellular Biology

**Banner Course Title:** Cellular Biology

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### Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
<b>Lecture</b>	3.000	48.0 - 54.0	
<b>Lab</b>	6.000	96.0 - 108.0	
<b>Outside-of-Class Hours</b>	6.000	96.0 - 108.0	
<b>Total Student Learning Hours</b>	15.0	240.0 - 270.0	5.0
<b>Total Contact Hours</b>	9.0	144.0 - 162.0	

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**Number of Times Course may be Repeated**

0

**Grading Method**

Letter Grade Only

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### Requisites

**Prerequisite**

CHEM 150 General Chemistry 1

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### Entrance Skills

Upon entering this course, the student should be able to:

CHEM 150 - General Chemistry 1

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### Catalog Description

A study of the nature of life, emphasizing its molecular and cellular aspects of life, particularly cellular reactions as governs organismic metabolism, biological and chemical evolution, and Mendelian genetics. Lecture: 3 hours weekly. Lab: 6 hours weekly.

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## Course Content

### Lecture

1. Unity and Diversity Themes
  2. Evolution—Mechanisms and Trends
  3. Cellular Basics of Life
  4. Energy Requirements
  5. Chemical Basis of Life
  6. Genetics—Molecular and Organismic
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. identify the major types of cells.
  2. discuss the phototropic and chemotropic metabolic pathways of photosynthesis and cellular respiration.
  3. utilize the scientific method and experimental designs to identify the cellular process of reproduction, enzymatic action, cellular transport, and molecular biology.
  4. discuss hereditary patterns and solve problems related to transmission genetics.
  5. identify examples of DNA technology and critically evaluate their potential uses.
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## Methods of Instruction

- Lab
- Lecture
- **Methods of Instruction Description:**

Lecture format with biological demonstrations when appropriate to supplement textbook material. Laboratory experiments will give the students hands-on experience. Additional readings may include articles from recent periodicals such as Nature, Scientific American, and Science to include recent developments in the world of biology. Also, Internet and other multi-media resources may be included in the class at the instructor's discretion.

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## Assignments

- **Other Assignments**

Sample writing assignment: Fragile X syndrome is the leading genetic cause of mental retardation. The FRAXA Research Foundation website contains information about the disease, and also posts information about current research projects. Use the information at this site to supplement what you know about the screening and treatment of Fragile X syndrome. a) Describe the features of the Fragile X children shown at this site. What differences can you see between the boys and the girls? Is it worth using physical appearance to identify children with this syndrome? b) Why is Fragile X more common in males than in females, with the symptoms becoming more severe in successive generations. c) What do you think might explain why most affected boys are mentally retarded, but only 1/3 to 1/2 of the girls are similarly impaired? Men who inherit the mutant gene (FMR1) that causes Fragile X syndrome but have a normal phenotype are called transmitter males. Explain why mothers of transmitter males are normal, and have a low risk of having Fragile X children, but daughters of transmitter males have a higher risk of having affected children.

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## Methods of Evaluation

- Exams/Tests
- Quizzes
- Papers
- Simulation
- Class Participation

- **Lab Activities**
- **Other**

1. Solve descriptive qualitative and quantitative genetic problems. 2. Written papers (article critiques) 3. Cumulative final examination. 4. Formal laboratory reports and laboratory notebook. 5. Exams including essay and objective components. Sample Essay Question: Metabolism is considered an important characteristic of life. Humans are open systems that need a constant supply of energy. Explain how humans obtain food to the formation of usable chemical energy. Include relevant summary equations and cellular processes.

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## **Texts and Other Instructional Materials**

### **Adopted Textbook**

1. Raven, P. Johnson, G. Mason, K. Losos, J. and Singer, S. *Biology* Edition: 12th Ed 2019

### **Supplemental Texts**

1. Scientific American
2. Nature
3. Internet sites designed specifically for biology: <http://www.ncbi.nlm.nih.gov/> (National Center for Biotechnology Information), <http://www.dnalc.org/> (DNA Learning Center), <https://www.hhmi.org/> (Howard Hughes Medical Institute)

### **Instructional Materials**

None

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## **Student Learning Outcomes**

1. BIOL150 SLO1 - Compare and contrast the major types of cells.
  2. BIOL150 SLO2 - Discuss the metabolic pathways of photosynthesis, respiration, and the storage and degradation of biological molecules.
  3. BIOL150 SLO3 - Investigate and analyze problems utilizing the scientific method to formulate an understanding of enzymatic action, cellular transport, photosynthesis, genetics, and cellular respiration.
  4. BIOL150 SLO4 - Solve problems, hypothesize, and investigate hereditary patterns related to transmission genetics.
  5. BIOL150 SLO5 - Demonstrate an understanding of DNA technology and critically evaluate their potential uses.
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## **Distance Education**

### **Delivery Methods**

- Internet

**Instructor Initiated Contact Hours Per Week:** 9.000

### **Contact Types**

1. Discussion Board  
N/A
2. Email Communication (group and/or individual communications)  
N/A
3. Labs

ERT will have remote labs. Other scenarios may have in person labs.

#### 4. Orientation Sessions

N/A

#### 5. Other (please specify)

Live lecture and lab content explained by instructor using Zoom or ConexED.

### **Adjustments to Assignments**

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- Interactive mobile technologies
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- Telephone
- Virtual offices hours
- Other: None

### **Adjustments to Evaluation Tools**

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2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Inform Students**

Via Canvas, email, and Zoom contact.

**Additional Comments**

In DL format, the class is taught as a hybrid. The course has 3 hours lecture online and 6 hours lab in person per week for a total of 9 hours.

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**PCA Established:** 12/15/2020  
**DL Conversion:** 12/15/2020  
**Date Reviewed:** Fall 2020  
**Catalog Year:** 2021 - 2022

# Allan Hancock College

## Course Outline

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**Discipline Placement:** Culinary Arts/Food Technology or  
**Department:** Applied Behavioral Sciences  
**Prefix and Number:** CA 324  
**Catalog Course Title:** Cake Decorating and Decorative Work  
**Banner Course Title:** Cake Decorating and Decorative Work

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### Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
<b>Lecture</b>	0.500	8.0 - 9.0	
<b>Lab</b>	1.500	24.0 - 27.0	
<b>Outside-of-Class Hours</b>	1.000	16.0 - 18.0	
<b>Total Student Learning Hours</b>	3.0	48.0 - 54.0	1.0
<b>Total Contact Hours</b>	2.0	32.0 - 36.0	

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**Number of Times Course may be Repeated**  
None

**Grading Method**  
Letter Grade or Pass/No Pass

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### Requisites

**Prerequisite**  
CA 124 Sanitation, Safety, and Equipment

or Food Safety Manager Certification (current or expired) or California Food Handler Card (current).

**Advisories**  
CA 120 Principles of Foods 1  
or

**Advisories**  
FCS 120 Principles of Foods 1

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### Entrance Skills

Upon entering this course, the student should be able to:

## CA 124 - Sanitation, Safety, and Equipment

- Identify and give examples of three main types of foodborne hazards.
- List the factors that promote bacterial growth in foods.
- Identify the food temperature danger zone, properly measure food temperatures, and describe how to maintain safe temperatures.
- Identify the major types of potentially hazardous foods and the characteristics that are common to this group.
- Identify potentially dangerous personal hygiene habits and demonstrate proper hand washing procedures and frequency.
- Define cross-contamination and discuss procedures and methods to avoid cross-contamination.
- Describe the components of an effective pest management program.
- Track the food product flow and discuss guidelines for choosing sound food and conditions and requirements for storing food.
- Recognize and describe safe and unsafe preparation methods for freezing, thawing, cooking, cooling, hot-holding, cold holding, and reheating food.
- Describe safe service methods for self-service bars, temporary/mobile facilities, and home delivered meals.
- Evaluate equipment used to transport food products.
- Apply the HACCP system to analyze and protect food items from contamination during processing, preparation, and service.
- Evaluate the efficiency and effectiveness of sample facility designs and layouts to include recommended space allowances for function and volume.
- Plan and recognize work centers which support the tasks planned and the flow of food through production, service, and clean up.
- Identify the criteria used when determining the need for each type of equipment.
- Recognize the available types of cooking, refrigeration, preparation, and dishwashing equipment that are available for use in a food establishment.
- Utilize use and care manuals and product representatives to use and clean the most common kitchen equipment.
- Identify the different processes that can be used to clean and sanitize equipment and utensils and the primary steps involved in manually and mechanically cleaning and sanitizing equipment and utensils.
- Identify building materials and layout essential for proper environmental sanitation.
- Discuss and describe plumbing hazards regarding cross connections; backflow and devices and methods to prevent it; and grease traps.
- Plan a pest management control system for a facility.
- Establish a safety checklist and safety training program.
- Identify the essential components of an accident report.
- Perform first aid for choking.
- Recognize the proper body mechanics for lifting.
- Identify prevention and treatment techniques for falls, cuts, and burns.
- Discuss proper techniques to prevent fires such as personal practices, cleaning hoods, monitoring sprinkler systems, and use of fire extinguishers.
- Develop a response to on premise emergencies such as power failures, labor shortages, and ingredient shortages.
- Develop a natural disaster plan for an institution for flood or earthquake.
- For institutional food service, identify state law regarding required emergency stores, rotation of stores, menu plans and alternate water sources and use.
- Respond to a foodborne illness outbreak to include checking food flow, compliance with formal investigations, and designating a spokesperson.
- Establish standards of employee performance and a plan to train employees in course content areas.
- Identify the source and content of state and local food safety regulations.
- Recognize the jurisdiction of federal agencies involved in food quality and safety.

## CA 120 - Principles of Foods 1

- prepare and present a variety of products from each major category of food (e.g., dairy, grains, meat, etc.)
- apply basic food science principles.
- describe and utilize accepted food safety and sanitation procedures.
- identify and compare preparation methods to optimize nutrient content.
- demonstrate basic knowledge of food preparation terminology and techniques.

- demonstrate basic knowledge of weights, measures and conversions.
- demonstrate the ability to follow standardized recipes.
- evaluate sensory attributes of food.
- select, use and maintain laboratory equipment and utensils appropriately.

### FCS 120 - Principles of Foods 1

- prepare and present a variety of food products from each major category of food (e.g., dairy, grains, meat, etc.)
- prepare dishes using stocks, sauces, soups, meat, poultry, fish and shellfish.
- evaluate the use of food products on the basis of cost, labor usage, palatability, aesthetics, suitability, and nutrient contribution to the menu.

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## Catalog Description

Instruction in cake decorating techniques including assembling and icing cakes and pastry bag work for borders, lace, string work, writing, and flowers. Cake design, colors, construction, evaluation, and decorations of marzipan, pastillage, and nougatine will be covered.

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## Course Content

### Lecture

Students who enroll in the B or C section of the course are expected to show substantial skills development beyond their previous section outcomes.

1. Icings
  - a. Fondant
  - b. Buttercreams
  - c. Foam-type icings
  - d. Fudge-type icings
  - e. Flat icings
  - f. Royal icings
  - g. Glazes
2. Assembling and icing simple cakes
  - a. Selection of icing criteria
  - b. Sheet cakes
  - c. Cupcakes
  - d. Specially items
3. Basic decorating techniques
  - a. Tools
  - b. Using the paper cone
  - c. Using the pastry bag
  - d. Other decorating techniques
    - i. Masking sides
    - ii. Stenciling & marbling
    - iii. Parlette knife patterns
    - iv. Piping jelly-figures; writing
    - v. Using food colors
    - vi. Icing flowers - icing, butter cream, fondant, gum paste
    - vii. Laces
    - viii. Embroidery
    - ix. Painting
    - x. Digital transfer
  - e. Decorating sequence
  - f. Creating themed cake designs
  - g. Styles of design
4. Decorative work

- a. Marzipan
    - i. Sheets and cutouts
    - ii. Modeling fruits, flowers, other items.
  - b. Pastillage
    - i. Making and handling
  - c. Nougatine
    - i. Production and shaping
    - ii. Other uses
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. prepare basic icings.
  2. assemble and ice simple layer cakes, sheet cakes, and cupcakes.
  3. make and use paper-decorating cone.
  4. use a pastry bag to make simple icing decorations.
  5. create flowers with icing.
  6. determine decorating sequence.
  7. design cake decorations for special occasions.
  8. utilize varied decorative techniques.
  9. use food colors effectively.
  10. evaluate cake decorations.
  11. make and handle marzipan and mold decorative items for it.
  12. make pastillage and use it to create decorative items.
  13. make nougatine and shape it into simple decorative items.
- 

## Methods of Instruction

- **Lab**
- **Lecture**
- **Methods of Instruction Description:**

Lecture portion may be internet based via Canvas, ConnexED, ConferZoom or other internet based communication application. Lab is face-to-face.

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## Assignments

- **Other Assignments**
    1. Field trip to at least two bakeries/restaurants to compare and contrast different styles of decorating.
    2. Design a themed cake, create it, justify the design and time to produce it.
    3. Evaluate critically the designs produced by class members.
    4. Homework will require practicing techniques demonstrated in class and bringing them to class for evaluation.
    5. Lab reports- self-assessment of decorative work done in class.
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## Methods of Evaluation

- **Exams/Tests**
  - **Other**
    1. Exam – Identification of border designs and appropriate tips and styles of decorating and matching icing type to design.
    2. Assignments above.
-

## Texts and Other Instructional Materials

### Adopted Textbook

1. Garrett *Professional Decorating* Edition: 2 2012

### Supplemental Texts

1. Basic cake decorating tool kit
2. Marzipan tools
3. Pastillage tools
4. Friberg, A. *The Professional Pastry Chef*. 4th Edit. Wiley & Sons, 2002.
5. Amendola, J. *The Baker's Manual*. 4th Edit. Wiley & Sons, 1992.
6. MacLauchlan, A. *The Making of a Pastry Chef*. Wiley & Sons, 1999.

### Instructional Materials

None

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## Student Learning Outcomes

1. CA324 SLO1 - Discover the basics of pastry bag use, cake assembly, icing types and icing techniques.
  2. CA324 SLO2 - Assemble cakes using differing styles of theme and design in cake decorating.
  3. CA324 SLO3 - Assemble cakes using advanced decorating techniques.
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## Distance Education

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 1.000

### Contact Types

1. Discussion Board
2. Email Communication (group and/or individual communications)
3. Group Meetings

Via Canvas, ConferZoom, Cranium Cafe or other internet based communication.

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email

- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

### **Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### **Strategies to Make Course Accessible to Disabled Students**

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

### **Inform Students**

Students will be informed about on-line services for students and course requirements via the course syllabus and/or course schedule.

### **Additional Comments**

N/A