



**PROSTART PROGRAM**  
**SIMON A. SANCHEZ HIGH SCHOOL**  
**COURSE SYLLABUS**  
**SY 2020-2021**

**COURSE TITLE:** CTTT065B/L Foodservice Nutrition  
 Foodservice Nutrition: Lab

**INSTRUCTOR:** Chef Philip Callos

**CONTACT INFO:** (email) [ptcallos@gdoe.net](mailto:ptcallos@gdoe.net)  
 (text / Whatsapp only) 480-6536 [Please include your name and period]

**TIME AND LOCATION:** Room 301 / Online / Synchronous

**REQUIRED TEXTS:** Foundations of Restaurant Management and Culinary Arts Level I and II  
 ISBN-10: ISBN-13: 978013254790

**REFERENCES:** National Restaurant Association. ManageFirst: Nutrition with Answer Sheet.  
 2013 or latest edition. Pearson ISBN 9780132181631

**COURSE DESCRIPTION (SEMESTER 2)**

This is the lecture portion of a two-part course. This portion introduces students to the principles of professional dining room service focusing on the practices of high-quality customer service, attributes of a professional server, the service process, and marketing a positive guest experience. Students must take this concurrently with CTTT 065A-L Professional Dining Room Service: Laboratory unless already successfully completed. Successful completers have the opportunity to earn the National Restaurant Association Customer Service certification.

**STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Identify the characteristics of high-quality customer service.
2. Explain the importance of server appearance in high-quality service.
3. Create a formal customer service plan.

**TEACHING METHODOLOGIES**

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| <ol style="list-style-type: none"> <li>1. Class discussions</li> <li>2. Instructor presentations</li> <li>3. Case studies</li> <li>4. Homework problems</li> </ol> | <ol style="list-style-type: none"> <li>5. Assigned readings</li> <li>6. Course project</li> <li>7. Kitchen Labs &amp; Skills Development (subject to change due to PCOR levels)</li> </ol> |
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**REQUIRED MATERIALS AND RECOMMENDED SUPPLIES**

ONLINE	HARD COPIES	FACE-TO-FACE
<ul style="list-style-type: none"> <li>→ Desktop / Laptop with built-in camera</li> <li>→ Reliable internet connection</li> <li>→ Earphones / Headset</li> </ul>	<ul style="list-style-type: none"> <li>→ Calculator, Pens (black, blue, red), pencils, correction tape, college ruled filler paper, sheet protectors.</li> <li>→ College ruled notebook</li> <li>→ 2-inch binder *for ProStart use only</li> </ul>	<ul style="list-style-type: none"> <li>→ Face Mask, Hand Sanitizer</li> <li>→ Calculator, Pens (black, blue, red), pencils, correction tape, college ruled filler paper, sheet protectors.</li> <li>→ College ruled notebook</li> <li>→ 2-inch binder *for ProStart use only</li> </ul>

## GRADING SYSTEM

ONLINE	HARD COPIES	FACE-TO-FACE
<ul style="list-style-type: none"> <li>Grade is based on evidence of work submitted in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Grade is based on evidence of work submitted in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Grade is based on evidence of work submitted in a timely manner.</li> </ul>

Students will be graded based on the evidence of work submitted in a timely manner for all three learning models. Grading criteria are the following:

### Grading Criteria

Assignment	Points
Daily Virtual Meeting	5 points each
Discussion Forum	20 points each (Includes original post, response to a peer's post, and reaction to a peer's post)
Assignments	20 point each

Assessment	Points
Weekly Quizzes	10 points each
Exams Final	100 points each
Course Project	100 points each

### Grading Scale

Letter Grade	Percentage
A	90-100 %
B	80-89 %
C	70-79%
D	60-69%
F	59 and below

## COURSE REQUIREMENTS

All course requirements must be completed, they are not optional. Students who do not complete all requirements may receive a letter grade of "F".

Student engagement is the physical attendance, submission of assignments, communication, or video conference with a teacher. A **minimum of two student engagement activities** is required per week.

## ATTENDANCE, PARTICIPATION, AND COMMUNICATION EXPECTATIONS

Learning Mode	Online	Hard Copy/Grab & Go	Face-to-Face
<b>Email Address Utilized</b>	Use GDOE student email	Use GDOE student email	Use GDOE student email
<b>Communication Methods</b>	Communication will be via email, video conferencing, phone, or learning management system (Google Classroom)	Students will communicate via email if a student has access, otherwise through scheduled phone calls.	Students will communicate directly with the teacher if not via email if a student has access, otherwise through scheduled phone call or utilize Friday intervention meetings
<b>Email &amp; Phone Communication Frequency</b>	Check GDOE email daily.	Phone call on Fridays or contact the teacher via text, email, or phone call, or written message placed in packet. Leave a message for the teacher if unreachable.	Phone call on Fridays or contact the teacher via text, email, or phone call. Leave a message for the teacher if unreachable.

<b>Participation &amp; Questions</b>	Students will call in or attend online class by being virtually present as scheduled by the instructor.	Complete, submit, pick up all weekly assignments every Friday. Leave questions in the packet, if any. Students will receive response(s) on the next learning packet pick up. <ul style="list-style-type: none"> <li>• Absent = Failure to pick up hard copy items on Fridays.</li> <li>• Tardy = Pick up hard copy after the designated times</li> <li>• Hard copy work must be picked up by parent / legal guardian / student.</li> </ul>	Ask Teacher Directly. Utilize Friday Intervention scheduled meeting. <ul style="list-style-type: none"> <li>➤ Designated school days by last name.</li> <li>➤ Absent = did not attend class</li> <li>➤ Tardy = arrival after bell rings to start instruction</li> <li>➤ Technical Absence = arrival after 8 minutes</li> </ul>
<b>Contact Information Update</b>	Provide updated contact information regularly.	Provide updated contact information regularly.	Provide updated contact information regularly.

### BEHAVIORAL EXPECTATIONS

Online	Hard Copy	Face-to-Face
Adhere and follow course policies, netiquette, and standards of conduct included during course orientation and course materials.	Pick up and submit packets during designated time. Students who miss these opportunities to communicate with their teachers whether through individual means or for a regular scheduled class meeting, will be reported to an administrator.	Follow all school rules.
Be on time, keep microphone on mute until prompted.	Submit completed learning packet on due dates.	Follow all classroom rules.
School rules apply while attending online classes- appropriate attire, no smoking, vaping, appropriate background, etc.	No plagiarizing, no cheating.	Based on physical attendance during scheduled class days. When returning from an absence, students must show an excuse note to ALL their teachers and have them initial the note. The last teacher to initial will hold on to the note.
Follow appropriate online etiquette.	Do your own work, do not have someone else do the work for you.	Class discussions through designated class periods
No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.	No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.	No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.

### ATTENDANCE LAW, POLICY, AND PROCEDURE (PL34-104, BP411)

#### Compulsory Education Age:

Public Law 34-104 requires students who are five (5) years of age and have not reached the age of eighteen (18) to enroll and attend a school full-time. **(17Guam Code Annotated, Section 6102 and Guam Board Policy 411)**. Students must attend their classes no matter what models of learning they have chosen. There is a reasonable expectation that students will know their class schedule, maintain regular participation and communicate regularly with their teachers

#### Unexcused Absences

- 1 unexcused = Call parent
- 2 unexcused = Mandatory Parent Conference with Admin and issue Truancy Prevention Notice to parent
- 3 unexcused = Mandatory Parent Conference with School Attendance Officer
- 4 unexcused = Submit Student Attendance Referral Form (SARF)

## **COURSE ASSIGNMENTS**

### **1. Important Dates**

Please review due dates for your assignments found in the Course Calendar. I will post reminders prior to the due dates in the ANNOUNCEMENTS.

- ❖ Daily Assignments. Each day, you will need to complete the following:
  - ❖ Read and complete the daily lesson assignments.
  - ❖ Post in the Discussion Forum by required due date.
  - ❖ Respond to one other student's post by the required due date.
  - ❖ Respond or react to a student's response to your post.
  - ❖ Take the daily low-stakes quiz.
  - ❖ Take the assigned tests.

### **2. Special Projects/Assessment**

In addition to your daily assignments, there will be a course project for this course. The instructor will discuss further the details, requirements, and expectations of the course project during the student orientation.

## **QUIZZES & TESTS (PRACTICAL & WRITTEN)**

Quizzes and tests will be administered at the end of each lesson and chapter. Please let me know if you need accommodation.

## **COURSE PROJECTS**

The purpose of course projects is to reinforce learning into a culminating activity. Projects can be done individually or in teams at the discretion of the instructor.

## **KITCHEN LAB, SKILLS DEVELOPMENT WITH LAB REPORT**

In the event we are able to proceed with kitchen labs, it will require face-to-face mode of learning. (Will change based on PCOR levels.) The purpose of kitchen labs and skill development is for the student to practice, develop, and demonstrate proficiency in basic culinary skills including food safety, workplace safety, teamwork and communication, and organization. **At the completion of each lab, you will submit a LAB REPORT that describes learning gained.**

## **MAKE UP WORK**

Make up work will not be accepted unless prior arrangements with your instructor have been communicated and approved. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements.

## **EMERGENCY PROCEDURES**

Emergency procedures will be followed according to that which has been described in the Simon Sanchez High School student handbook (where applicable), and according to the Guam Community College's emergency procedures (where applicable).

## **EMERGENCY PROCEDURES & STUDENTS WITH SPECIAL NEEDS**

Please refer to your school Student Handbook for emergency procedures and evacuation routes posted in class. Students with disabilities seeking academic accommodations may request from the counseling office, in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act, Section 504.

## **FERPA and Privacy**

Under FERPA (Family Educational Rights and Privacy Act), your educational records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at the GCC online college catalog in Appendix I (<http://catalog.guamcc.edu>), by visiting the U.S. Department of Education website, <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>, or accessing the FERPA Group on MyGCC which is open to all users. If you still have concerns, please the Registrar's office at [gcc.registrar@guamcc.edu](mailto:gcc.registrar@guamcc.edu)

## **ACADEMIC INTEGRITY**

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Therefore, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to sanctions as severe and expulsion from the College.

Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with the instructor. It is also the student's responsibility to be familiar with the student guidelines on academic integrity.

## **COVID-19 Safety Precautions**

- ✓ Students must always wear their student ID visibly.
- ✓ Masks and face coverings will be mandatory prior to entering and while on campus.
- ✓ Thermal scanning and screening will be required upon entry on campus. Students must have proof of screening upon entering the classroom.
- ✓ Always follow the six (6) feet physical distancing requirements.
- ✓ In order to meet COVID-19 building capacity requirements, students report to school during their designated days only.
- ✓ All students are to participate in the COVID-19 related training.
- ✓ Signs will be posted around the campus to remind students of the health and safety precautions.
- ✓ Conduct passive screening before leaving the house. If you are feeling sick or exhibit any of the symptoms, stay home. Call the school for further guidance.
- ✓ Frequent handwashing with soap and water is highly encouraged. If soap and water are not available, use alcohol rub and/or hand sanitizer prior to entering the campus.

# Course Outline

## Module 1: Nutrient and Nutrition: A Market for Nutritious Food

- Recognize and explain the current market need for nutritious menu options.
- Define *nutrient* and *nutrition*.
- Identify health issues caused by poor nutrition.
- Explain opportunities for foodservice professionals with knowledge of nutrition.
- Identify industry trends in the area of nutrition.
- Identify credible sources of nutrition information.
- Describe the process of human digestion.

## Module 2: The Concepts of Nutrition

- Define *calorie*, *nutrient density*, and *empty-calorie food* and explain why people should decrease consumption of empty-calorie food.
- Describe the major functions of carbohydrates, proteins, lipids, vitamins, minerals, and water in the body.
- Explain the effect of alcohol consumption on the body.
- Explain how the senses affect a person's intake of food.
- Identify the structures of the digestive system and describe digestion, absorption, transport, and utilization of nutrients from food.
- Describe the body mass index and explain why it is important to achieve and maintain a healthy weight.
- Determine the energy needs based upon basal metabolic rate and exercise expenditure.

## Module 3: Understanding Nutritional Standards and Guidelines

- Identify current USDA Food Guideline principles and food groups.
- List the nutrient contribution of each food group.
- Discuss the 2015 – 2020 Dietary Guidelines for Americans.
- Define *Recommended Dietary Allowance*, *Adequate Intake*, *Tolerable Upper Intake Level*, and *Estimated Energy Requirement*.
- Develop recipes and menus using dietary guidelines, recommendations, food guides, and food labels.
- Determine the amounts of carbohydrates, protein, and fat recommended for healthy diets.
- Identify recommended estimates of calorie needs and daily fluid intakes.
- State the importance of achieving calorie balance to maintain weight.
- Locate the nutrition facts label and the ingredient list on food packages and describe how the daily values, nutrition facts label, and ingredient list are used in restaurants and foodservice operations.
- Identify major allergens on an ingredient list.

## Module 4: The Energy Nutrients: Carbohydrates, Proteins, and Lipid

- Identify the Acceptable Macronutrient Distribution Range (AMDR) and the Recommended Dietary Allowance (RDA) for carbohydrate, protein, and lipid.
- Identify the types of carbohydrates, their food sources, and their importance in the diet.
- Identify the types of dietary fiber, their food sources, and their importance to health.
- Explain diabetes and its causes and effects.
- Identify the dietary sources and functions of protein, and explain what essential amino acids and incomplete, complete, and complementary proteins are.
- Identify the big eight allergens and their relationships to protein.
- Determine appropriate substitutions (ie. Gluten, sugar, lactose-free).
- Describe the types and characteristics of lipids and their importance in health.

### Module 5: Vitamins, Minerals, and Water

- Distinguish between water soluble and fat-soluble vitamins.
- Describe the functions, sources, and recommended intake amounts of vitamins and minerals in the body.
- Identify causes and implications of nutritional deficiencies.
- Identify the recommended sodium intake and the implications of high-sodium diets.
- Identify ways to retain the vitamin and mineral content of food when cooking.
- Determine when it is appropriate to take supplemental vitamins and minerals.
- Describe the recommended intake amounts and functions of water in the body.

### Module 6: Market and Menu Assessment

- Identify and recognize the importance of nutrition trends.
- Analyze the target market for a nutrition program.
- Use competitive analysis to determine how the competition addresses the target market.
- Use SWOT analysis to determine how an operation might address a target market.
- Examine menu items using nutritional analysis of standardized recipes.

### Module 7: Marketable Food: Growing, Handling, Processing, and Packaging

- Distinguish among organic, certified organic, and conventional production of food.
- Define genetically modified organism and agricultural biotechnology.
- Describe the steps involved in harvesting and transporting food.
- Explain food additives, food irradiation, freeze-drying, and sous vide.
- Identify the characteristics of enriched food and fortified food and explain their roles in nutrition.
- Define processed food and processed packaged food and describe the nutritional differences among the various types of processed food.

### Module 8: Cooking for Health: Culinary Skills in Action

- Explain how cooking and cooking methods affect nutrition.
- Execute the center-of-plate concept and the MyPlate model.
- Modify recipes according to the latest dietary recommendations.
- Prepare recipes according to the latest dietary recommendations.
- Explain the importance of adopting standardized recipes.
- Write standardized recipes.
- Use scales and measuring tools.
- Demonstrate cooking techniques and storage principles and portion sizes for maximum retention of nutrients and effective weight management.
- Discuss contemporary nutritional issues (ie: vegetarianism, heart healthy menus, and religious dietary laws).
- Discuss weight management, exercise, and nutrition over the life cycle.

### Module 9: Food Allergens and Special Dietary Requests

- Describe the causes and symptoms of allergic reactions, and list the eight main food allergens.
- Describe the cause and symptoms of celiac disease and other food intolerances.
- Describe the steps for establishing a food-allergen program.
- Explain how to handle requests from customers with food allergies, sensitivities, and intolerances.
- Describe how to acquire new and alternative ingredients.
- Recognize the most common religious diets and other dietary restrictions.

### Module 10: Developing Staff and Defining Responsibilities

- Describe the responsibilities of front-of-the-house and back-of-the-house staff in implementing a nutrition program.

### Module 11: Marketing and Evaluating Nutrition Program

- Identify the features of a marketing plan.
- Describe the steps involved in designing a marketing plan based on nutrition goals.
- Identify the components of the promotional mix.
- Explain the key points in executing a marketing plan.
- List the key phases in the life cycle of a new program.
- Explain how to evaluate the success of a nutrition program and adjust the program accordingly.
- Discuss marketing of healthy menu options.

### Module 12: Menu Labeling

- Describe the federal legislation that governs menu labeling in restaurants and foodservice establishments.
- Summarize the menu-labeling requirements for covered establishments.
- Explain nutrient-content claims and health claims as they relate to restaurants and foodservice operations.
- Identify acceptable truth-in-menu practices and appropriate menu disclaimers and explain their placement in marketing materials.
- Describe systems to monitor the operation for compliance with applicable labeling regulations.
- Apply emerging technology for nutrient analysis (Internet recipe analysis software).

### Module 13: Food Exchange Groups

- Discuss exchange groups.
- Plan a one-week menu using the Food Exchange System.
- Execute a meal from exchange group.



## PROSTART STANDARDS OF CONDUCT & BEHAVIOR

### Applies to all models of learning

Students are expected to conduct themselves in a professional manner (**with obedience, with respect, courtesy, & honesty**) **AT ALL TIMES**.

Disruptive and negative behavior will not be tolerated. **Disruptive behavior are those actions that impedes the ability of the teacher to teach the class productively. These disruptive or bad behavior include but are not limited to:**

1. **Showing up under the influence of alcohol, marijuana, or drugs - Serious offense**
2. **Leaving the classroom without permission.**
3. **Yelling, arguing, fighting, swearing, use of foul language, or other intimidating and or aggressive behavior - Serious offense**
4. **Sleeping, eating, drinking, chewing gum or engaging in side conversations during class.**
5. **Shuffling through paper, doodling, cleaning out backpacks, putting on makeup, braiding hair, etc. during class.**
6. **Interrupting the teacher or students in any way such as making smart aleck remarks or comments or asking nonsense questions unrelated to the topic being discussed.**
7. **Unauthorized use of cellphones to talk, text, film, photograph (selfie or group photos), using your phone's camera to look at yourself or use social media during class.**
8. **Sexting, bullying - cyber or face-to-face, or similar offense. - Serious offense**

## CONSEQUENCES

Violations of the classroom policies, procedures, and standards of behavior will result in the following disciplinary actions

### MINOR OFFENSE:

- FIRST OFFENSE: General Reminder. The class will be addressed and reminded of the policy and procedures.
- SECOND OFFENSE: You will be reminded privately.
- THIRD OFFENSE: Your offense will be documented.
- FOURTH OFFENSE: Parent/guardian, counselors, academic teachers conference with or without the student.
- FIFTH OFFENSE: Office referral and/or removal from the program.

### SERIOUS OFFENSE:

- FIRST OFFENSE: Parents, counselors, academic teachers, administrators conference with or without the student; **removal from the program.**

**Dear Parents,**

**Please sign your name at the space provided to indicate that you have read the syllabus and understand what is expected of your child. You may also write your questions and comments here. Please have your child return this portion. Thank you for your support.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have a working computer with Internet connection at home:    YES    NO

**Contact information:**

Home phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_

Work tel. no. And extension \_\_\_\_\_

Name of Employer \_\_\_\_\_

**Questions and/or comments?**

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**DATE:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

**MEDIA RELEASE FORM FOR HIGH SCHOOL STUDENTS  
IN GCC CTE PROGRAMS**

To Whom It May Concern:

I hereby authorize Guam Community College to use images, video and/or the voice of my minor son/daughter, \_\_\_\_\_, participating in GCC activities to help promote GCC through print, television, radio, web, video presentation and other media.

NAME of Parent/Guardian:(Please print) \_\_\_\_\_

SIGNATURE of Parent/Guardian: \_\_\_\_\_

RELATIONSHIP to Student: \_\_\_\_\_