I. Course Description:
This course provides an overview of meal management with an emphasis on procuring, planning, preparing and serving. Included in the course is learning how to analyze resource allocation in relation to time, energy, economics, and human factors.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in HMS 139</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of meal production management principles in a variety of settings.</td>
</tr>
<tr>
<td>Academic excellence through critical, reflective and creative thinking</td>
<td>Students will use critical, reflective and creative thinking skills in applying course content, food preparation principles and professional research to the coursework.</td>
</tr>
<tr>
<td>Collaboration and shared decision making</td>
<td>Students will work independently and as a team to complete assigned coursework.</td>
</tr>
<tr>
<td>Openness to new ideas, culturally diverse people and innovation and change</td>
<td>Recipes including those that reflect diverse cultures will be utilized in the laboratory setting and will expose the students to culturally diverse food.</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence and ethical behavior and</td>
<td>Students will become aware of the impact of values, beliefs and attitudes in relation to diverse populations through ongoing class discussions. Questioning commonly held assumptions and belief systems will be emphasized during lecture along with identifying critical thinking skills needed to exhibit ethical and social behavior.</td>
</tr>
<tr>
<td>Service that enriches the community</td>
<td>Students will understand the value of positive community service in the areas of hospitality and/or nutrition.</td>
</tr>
</tbody>
</table>

Professional organization standards related to this course include: https://www.ahlei.org, https://www.cmaa.org, https://www.clubcorp.com
I. Program Learning Outcomes:
1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.
2. The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
3. The student will demonstrate competence in his/her specific discipline using oral and written forms.
4. The student will demonstrate a positive service attitude.

II. Student Learning Outcomes:
The course objectives provide an opportunity for the student to:

- Develop an understanding of menu planning principles, menu composition, design, and merchandising.
- Identify resources to apply to human nutritional needs, nutrient functions in the body, and the major food sources of nutrients to coursework.
- Explain the psychological, emotional, and social influences on eating habits and the influence of these on nutrition and health.
- Develop an appreciation of the importance of effective communication with customers and persons with whom one works.
- Explain the styles of service for commercial operations and basic menu styles.
- Demonstrate recipe preparation skills for various numbers of individuals/customers to be served.
- Develop menus based on individual and group nutritional needs.
- Develop oral and written communication skills.
- Develop computer skills through application of course content to assignments.
- Demonstrate cooking techniques with emphasis on nutritional requirements and food science applications.
- Develop an understanding of nutritional contributions to certain medical diagnoses.

The Accreditation Council for Education in Nutrition and Dietetics requires that course content include principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups (ACEND KRD 5.1).

III. Lecture Course Assignments, Activities, Instructional Strategies, use of Technology:

EXAMS - Four exams, including the final, will be given covering material from lecture, outside articles and activities and assignments. Make-up exams will only be given for an excused absence with prior instructor approval. Scheduling is at the discretion of the instructor. The final exam schedule will not be changed without prior notification.

ASSIGNMENTS – In addition, to the exams, there are three assignments, one group project, one outside of class tour, and six volunteer/service learning hours to be completed in the lecture portion of this course.

TRENDS ASSIGNMENT: Each student will research current industry food trends related to the student’s assigned foodservice segment within their major—and select two reputable article sources that contain trend information to read and summarize. Students will apply at least two of these trends to their group final project--FS Menu Concept. Students should site the source and give a link to it, summarize the article using APA style and written in the student’s own words, and explain how he/she will apply the information to their group project in a one- to two-page, double-spaced typed paper. Reputable sources including professional journals and/or industry publications must be used. Blogs and other sources not recognized by the instructor are not appropriate for this project.
KID’S MEAL EVALUATION ASSIGNMENT: The student will select a fast food or casual dining children’s meal for a 7-year old child, as well as a meal that the student would choose from the same restaurant. Appropriate restaurants include those that publish the nutritional information of their menu items online. Students will evaluate the nutritional contribution of the meals, utilizing USDA Dietary Guidelines and MyPlate nutritional guidelines for both the child and the SFA student. A one- to two-page paper will be written for this assignment focusing on protein, fat, saturated fat, carbohydrates, sodium, and calcium along with specific servings of protein, starch, fruit, dairy and vegetables provided by the selected meals. The paper must be typed, written in APA style in the student’s own words and uploaded to dropbox by the deadline. See course calendar and D2L content for more details.

FAMILY MENU ASSIGNMENT: Each student will create a three-day menu for a family of four utilizing proper menu planning principles and techniques discussed in class. The student will utilize the cycle menu template on D2L to create the menu for three meals and a snack for each day. Each meal should contain an entrée, starchy side dish, non-starchy vegetable side dish or fruit and other items to meet the recommendations from the USDA and complete the meal, including a beverage. The menu will be uploaded to LiveText by the due date. See course calendar and D2L content for more details. In addition, the student will cost out the ingredients for the dinner meal and upload it along with the menu to LiveText—see details for the recipe costing in the lab portion of the syllabus.

FOODSERVICE MENU CONCEPT PROJECT: Students will be assigned into groups reflecting foodservice segments of their major field of study to create and present a menu concept. The student groups will incorporate lecture content covered during the semester, including trends, menu planning techniques and guidelines, and market analysis of the location, customer, community and competition, for their project concept. The group will create seven menus that depict concept theme, service style, cross utilization, standardized recipes appropriate for the target customer. These recipes will have a costing analysis completed and handed in with the project paperwork. In addition, students will identify equipment needed and merchandizing ideas. The creative, professional project will be presented to the class as a powerpoint-type presentation and include a 1- to 3-minute video advertisement created by the group to introduce the class to the menu concept. Five bonus points will be given if at least one group member is incorporated into the video.

OUTSIDE OF CLASS TOUR: As a class, we will visit the local community farm, Appleby Community Farm, (http://www.applebycommunityfarm.com/) located at 11825 North US 59 Nacogdoches TX 75965 to learn about community assisted agriculture and understand how to apply the farm to table concept to the Farm to Table Lab.

VOLUNTEER SERVICE LEARNING: Each student must complete 6 hours of volunteer service during the semester to fulfill this requirement. It is worth 50 points and is an ‘all or nothing’ grade. If less than 6 hours are worked, the result will be a zero (0) grade for the service learning portion of the lecture grade.

In order to prepare competent professionals for a global society the faculty of the hospitality program has implemented a service learning component across multiple courses. Students are required to sign up for APPROVED events outside of class time to fulfill this component. Hours will be documented by both the student and the approved site supervisor.

Additional information will be given for specific event times and dates. This service learning opportunity will expose students to the important cross-cutting themes within the Body of Knowledge of Human Sciences. These themes include: communication skills, critical thinking, diversity, global perspectives, professionalism, independence and community development.
Lecture Evaluation and Assessments Points (Grading):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A (90-100%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B (80-89.9%)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C (70-79.9%)</td>
</tr>
<tr>
<td>Trends Assignment</td>
<td>25</td>
<td>D (60-69.9%)</td>
</tr>
<tr>
<td>Menu Planning Assignment</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Conversion Quiz</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Recipe Costing</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Kids Meal Evaluation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>FS Concept Project</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>*Attendance inc. Farm tour</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Volunteer Service Hours</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 700

*Attendance will be taken during class. There will be **BONUS opportunities throughout the semester, so COME TO CLASS!!**

GENERAL INFORMATION REGARDING ASSIGNMENTS – Written assignments should include APA format, double-spaced, and typed in 11-pt Arial or New Times Roman font. References are also required.

IV. INSTRUCTIONAL STRATEGIES – This class uses didactic (lecture) format with class discussions, group assignments, hands-on practical application, and web-based research.

V. TECHNOLOGY – Desire 2 Learn (D2L) will be used to post announcements, course grades, online assignments, and support information. For help, call the D2L help desk at 936-468-1919.

VI. Tentative LECTURE course calendar for HMS 139 Management in Meal Production:

- **Jan 16** Course Overview. Review expectations, syllabus, exams, and assignments; class introductions. Hand out measurement conversions sheet. Bonus syllabus quiz open until January 18 at noon.
- **Jan 18** Overview of FS Menu Concept final project. Group assignments and introductions. Review past projects. Create Team Name, hand in at end of class.
- **Jan 23** Ingredient Conversions and Standardized Recipes Presentations
- **Jan 25** Basic Menu Planning and Food Budgeting Presentations
  **HOMEWORK:** Explain 3-day menu-planning assignment. **DUE DATE:** Feb 1 at NOON via dropbox
- **Jan 30** Conversion Quiz in class—BRING CALCULATOR
  Yield Testing Presentation
- **Feb 1** Menu planning assignment **DUE today at NOON am in dropbox.** Key learnings discussed **Recipe costing Presentation.** **HOMEWORK:** recipe costing worksheet. Bring completed form to class on Feb 6.
- **Feb 6** Exam 1 review. Bring completed recipe costing worksheet to class
- **Feb 8** **Exam 1** – Covers recipe costing, yield testing, ingredient conversions, menu planning, food budgeting, and standardized recipes presentations and assignments.
- **Feb 13** Explain Classic Recipe Conversion LAB assignment. **DUE: NOON via dropbox on Feb 20th.**
  FS Menu Concept in-class work—HAND IN theme and general ideas about concept
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td><strong>Trends Presentation</strong>; <strong>HOMEWORK</strong>: Explain Trends assignment. <strong>DUE</strong>: Feb 22 at NOON via dropbox</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Market Survey Presentation</td>
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<tr>
<td>Feb 22</td>
<td>Trends assignment <strong>DUE today at NOON in dropbox</strong>. Trends key learnings discussion. FS Menu Project group work—incorporate at least two trends into concept and menus. Hand in at end of class.</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Exam 2 Review</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Exam 2 – Trends, market survey and yield testing lectures, measurement conversions, recipe costing and yield calculations.</td>
</tr>
<tr>
<td>Mar 6</td>
<td>FS Menu Concept in class work. Work on Market survey information and hand in at the end of class.</td>
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<tr>
<td>Mar 8</td>
<td>Nutrition Presentation</td>
</tr>
<tr>
<td>Mar 13</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 15</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 20</td>
<td>USDA Dietary Guidelines Presentation. Explain Kids Meal Menu analysis project: <strong>DUE DATE</strong>: Mar 27 by NOON</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Meet at Appleby Community Farm for tour</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Kids Meal Analysis <strong>DUE by NOON via dropbox</strong>. Class discussion of kids’ meal key learnings.</td>
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<tr>
<td>Mar 29</td>
<td>EASTER BREAK – NO CLASS</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Chapter 8 Truth in Food/Menus</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Exam 3 Review</td>
</tr>
<tr>
<td>Apr 10</td>
<td><strong>EXAM 3</strong>: Nutrition lecture, kid’s meal key learnings, Truth in food/menus lecture, recipe and yield costing and Farm tour</td>
</tr>
<tr>
<td>Apr 12</td>
<td>FS Menu Concept Group Work; Show past student presentation examples. Work on first half of slides of presentation and hand in at end of class</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Chapter 11: <strong>Equipment Analysis</strong>; Chapter 10: <strong>Merchandising the Menu</strong></td>
</tr>
<tr>
<td>Apr 19</td>
<td>Chapter 9 Sales History; Show examples of Good &amp; Bad Presentations FS Menu Concept Presentation Schedule drawing</td>
</tr>
<tr>
<td>Apr 24</td>
<td>FS Concept group work. Work on remaining details and complete videos. <strong>ALL VIDEOS AND Presentations due at NOON on Apr 26. No exceptions!</strong></td>
</tr>
<tr>
<td>Apr 26</td>
<td>FS Menu Concept Presentations – first 3 groups</td>
</tr>
<tr>
<td>May 1</td>
<td>FS Menu Concept Presentations – next 2 groups</td>
</tr>
<tr>
<td>May 3</td>
<td>FS Menu Concept Presentations – final 2 groups</td>
</tr>
</tbody>
</table>

**May 10th**: Thursday 10:30-12:30 **FINAL EXAM** – RECIPE COSTING FINAL.

(For exam day/time, please refer to exam schedule available at this website: [http://www.sfasu.edu/registrar/144.asp](http://www.sfasu.edu/registrar/144.asp)

The instructor has the right to change or amend this syllabus at any time throughout the semester.)
VII. Textbook & Materials

**Recommended Textbook (Not Required)**

**LiveText Statement (Required)**
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

**Calculator (Required)**
Simple calculator is needed for basic mathematical calculations—addition, subtraction, multiplication and division only. Bring to class everyday.

**Additional Resource Textbooks (Not Required)**


VIII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. Bonus points will be awarded for completion of the course evaluations.

IX. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Attendance:
Due to collaborative and reflective nature of the course and the sequence of activities, students are required to actively participate in a professional manner in classes. There are deadlines that must be met. No Late Assignments will be accepted unless approved by the instructor in advance of the due date.

Learning is reciprocal; your participation in the class is essential to the instructional process and will be a factor in the determination of your final grade. Regular and punctual attendance at all scheduled classes is expected. Attendance is critical to the course and will be taken during class; it is the student’s responsibility to personally sign the roll sheet every class period. **Do not sign the attendance sheet for another student nor ask someone else to sign in for you.**

Lecture attendance is worth 75 points of your total grade. It is important that you attend class to understand the material and work with your teams when needed. It also may make the difference between two letter grades at the end of the semester so it is to your advantage to attend classes. Tardiness will result in point deductions. Students are encouraged to be punctual out of courtesy for others, but also to ensure that they will not miss important announcements or be late for class discussion, activities, or tests.

However, you are allowed **1 (one) “unexcused” absence** for a lecture day. This absence covers any type of need such as illness, weddings, car problems, family emergencies, and personal travel, etc. (excludes planned absences for SFA extracurricular functions – documentation is required). For an absence to be considered “excused”, the instructor must receive documentation from the Office of Student Rights & Responsibilities. If additional absences are incurred without official documentation from the Office of Student Rights & Responsibilities, points will be deducted from your attendance points total for each day you are not in attendance. If you exhaust your total points from unexcused absences, and continue to miss class, you will continue to lose points from your total points accrued in the class. In-class activities cannot be made up.

**Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information:

GENERAL INFORMATION
- Arrive to class on time (to be on time is to be early!). Yes, you are expected to stay for the entire class. If you have to leave early, notify instructor as to the reason so you are excused and not marked absent.
- Read chapters BEFORE class to enhance participation and contribute to the learning environment.
- CELL PHONE USAGE IS PROHIBITED!! If you are caught texting (whether it is in front of me, under the desk, or however else you have perfected the Art of Texting), you will be asked to leave class and be marked absent. If you are waiting on an important call, let me know ahead of time, and step outside when you need to take the call. There will be times when I will allow the use of Smartphones, Ipads, laptops, etc. to do internet searches during group time to research recipes, ingredients, etc.
- On Exam days, do not come to class wearing ball caps, trench coats, gloves, unnecessary Band-Aids, or anything else that can hide cheat sheets/slips.
- You will need a calculator for this class. We will have food math exercises in class and on exams. Cell phone calculators ARE NOT ALLOWED for exams – NO EXCEPTIONS.

PROFESSIONAL STANDARDS
1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.
3. Per University policy, food and drink are not allowed in University classrooms/labs.
4. Smoke breaks are not allowed. If you are going through EXTREME nicotine withdrawals and cannot function, ask for permission. Per University policy, smoking is prohibited within University buildings and must be at least 20 feet from any entrance/exit.
5. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
6. Faculty are committed to provide information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.

7. If student dissatisfaction arises, the student’s request for a private conference/phone call with the professor serves as the first step toward resolution.