

ASIGNATURA DE INTRODUCCIÓN A LA GASTRONOMÍA BIS

1. Competences	To coordinate the operation of the area of food and beverages through planning, execution and evaluation of the preparation of gastronomic products, considering the procedures, standards and regulation, in order to contribute to the profitability of the organization and to strengthen the gastronomic industry and culture.
2. Four month term	First
3. Theoretical hours	40
4. Practical hours	35
5. Total hours	75
6. Total hours per week	5
7. Learning objective	The student will integrate the basic principles of gastronomy through the analysis of historical background and current situation, the organization of the kitchen area and the selection of raw materials, in order to improve the efficiency of the culinary processes and to contribute to improvement in the production sector and the services.

Learning units	Hours		
	Theory	Practice	Total
I. Historical background of gastronomy	15	5	20
II. Kitchen structure	10	10	20
III. Identification of raw materials	15	20	35
Total	40	35	75

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LEARNING UNITS

1. Learning unit	I. Historical background of gastronomy
2. Theoretical hours	20
3. Practical hours	5
4. Total hours	25
5. Learning unit objective	The student will distinguish the stages in the history of gastronomy, the current situation and culinary language to communicate in a professional context.

Topics	Knowledge	Skills	Values
Evolution of gastronomy	<p>To describe the concepts of gastronomy, kitchen, culinary art, gourmet, contemporary cuisine, traditional cuisine and artisanal cuisine.</p> <p>To identify the background and characteristics of the stages in the history of gastronomy:</p> <ul style="list-style-type: none"> - prehistoric - ancient times - middle ages - modern time - current time <p>To identify the precursors of gastronomy and great chefs with their principle contributions:</p> <ul style="list-style-type: none"> - Brillant-Savarin - Grimond de la Reyniere - Careme - Berchoux - Escoffier <p>To identify the concept, guidelines and exponents of Nouvelle Cuisine:</p> <ul style="list-style-type: none"> - Paul Bocuse 		Punctual Work in teams Responsible Proactive Creative Committed Respectful

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	-Michel Guérard -Jean y Pierre Troisgros To identify gastronomy as a cultural factor and as a service industry.		
Culinary terms	To identify culinary terminology, origin, significance and its actual application.		Punctual Work in teams Responsible Proactive Creative Committed Respectful

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>The student will write an essay about gastronomy making use of the basic concepts that includes:</p> <ul style="list-style-type: none">- Evolution and importance of gastronomy currently at the national and international level- Timeline with stages, precursors and contributions- Glossary of culinary terms- Conclusions	<ol style="list-style-type: none">1. To understand the basic concepts of gastronomy.2. To identify the background of gastronomy.3. To differentiate the stages and precursors to gastronomy.4. To understand culinary terminology.	<p>Essay Check list</p>

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LEARNING-TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Research tasks Collaborative groups Group discussion	Multimedia equipment Internet Computer Printed materials

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
X		

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LEARNING UNITS

1. Learning unit	II. Kitchen structure
2. Theoretical hours	10
3. Practical hours	10
4. Total hours	20
5. Learning unit objective	The student will determine the brigades, equipment and their necessary functions for the operation of a kitchen.

Topics	Knowledge	Skills	Values
Kitchen equipment	To identify the major and minor equipment and the utensils of cooking. To describe the functionality of the major and minor equipment and the utensils of cooking.	To prepare technical data sheets for the equipment and utensils.	Punctual Work in teams Responsible Proactive Creative Committed Respectful
Kitchen brigades	To describe the brigade system of a classic kitchen. To explain the positions and functions within the brigades.	To prepare position descriptions and functions of the brigades.	Punctual Work in teams Responsible Proactive Creative Committed Respectful
Kitchen structures	To describe the areas of the kitchen and storeroom. To identify the types of kitchen layouts according to their functionality.	To make sketches of kitchen layouts.	Punctual Work in teams Responsible Proactive Creative Committed Respectful

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>Based on a case, the student will make a proposal for the organization of a kitchen that includes:</p> <ul style="list-style-type: none"> -Layout of the areas within the kitchen - Name and number of brigades with a description of their positions - Equipment and justification - Technical data sheets of the major and minor equipment and utensils. 	<ol style="list-style-type: none"> 1. To identify the major and minor equipment and the utensils of cooking. 2. To understand the brigade system of a classic kitchen. 3. To identify the positions and functions within the brigades. 4. To analyze the types of kitchen layouts according to their functionality. 	<p>Case studies Check list</p>

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LEARNING TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Research tasks Collaborative teams Case analysis	Multimedia equipment Internet Computer Catalogues of major and minor equipment and utensils Printed cases

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
X		

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LEARNING UNITS

6. Learning unit	III. Identification of raw materials
7. Theoretical hours	10
8. Practical hours	20
9. Total hours	30
10. Learning unit objective	The student will determine the sensory conditions, varieties, conservation and presentation of raw materials and products, for the selection of ingredients that are integrated in a recipe.

Topics	Knowledge	Skills	Values
Fruits and vegetables (root)	To explain the sensory characteristics, varieties and conservation of fruits and vegetables.	To select the main varieties of fruits and vegetables. To make descriptive technical data sheets, including images, of fruits and vegetables.	Punctual Work in teams Responsible Proactive Creative Committed Respectful
Leafy vegetables, herbs, spices and condiments	To explain the sensory characteristics, varieties and conservation of leafy vegetables and herbs. To explain the sensory characteristics, varieties, conservation and presentation of spices and condiments.	To select the main varieties of leafy vegetables, herbs, spices and condiments. To make descriptive technical data sheets, including images, of leafy vegetables, herbs, spices and condiments.	Punctual Work in teams Responsible Proactive Creative Committed Respectful
Grains and legumes	To explain the sensory characteristics, varieties and conservation of grains and legumes.	To select the main varieties of grains and legumes. To make descriptive technical data sheets, including images, of grains and legumes.	Punctual Work in teams Responsible Proactive Creative Committed Respectful

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Raw materials originating from animals	<p>To describe the varieties of raw materials that originate from animals: meats, poultry, fish and seafood, milk derivatives, sausage and game animals.</p> <p>To explain the sensory characteristics, varieties and conservation of raw materials that originate from animals.</p>	<p>To select animal products according to their variety.</p> <p>To make descriptive technical data sheets, including images, of raw materials that originate from animals.</p>	<p>Punctual Work in teams Responsible Proactive Creative Committed Respectful</p>
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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>The student will create a catalogue to classify the groups of raw materials and products derived from them that contains:</p> <ul style="list-style-type: none"> - Name of the product - Picture - Group the product belongs to - Description: sensory characteristics, varieties, conservation and presentation. 	<ol style="list-style-type: none"> 1. To analyze the sensory characteristics, varieties and conservation of fruits and root vegetables. 2. To analyze the sensory characteristics, varieties and conservation and presentation of leafy vegetables, herbs, spices and condiments. 3. To analyze the sensory characteristics, varieties and conservation of grains and legumes. 4. To analyze the sensory characteristics, varieties and conservation of raw materials and products that originate from animals. 5. To select raw materials and products. 	<p>Project Check list</p>

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LEARNING-TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Project based learning Collaborative groups Practice situations	Multimedia equipment Internet Computer Catalogue of raw materials Printed cases

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
X		

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CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT

Capability	Performance criteria
<p>To develop dishes from standard recipes, selection of supplies, culinary basics, presentation techniques and the applicable regulations, to contribute to customer satisfaction and resource optimization.</p>	<p>The student demonstrates the preparation and presentation of a three part menu with the following specifications:</p> <p>A) PREPARATION</p> <ul style="list-style-type: none"> - Hygienic handling of ingredients - Basic culinary techniques and methods - Work organization in kitchen - preparation time coordinated with mis en place and time of delivery <p>B) ASSEMBLY AND PRESENTATION</p> <ul style="list-style-type: none"> - Cleanliness - Sensory elements such as odor, color, taste, texture and temperature in line with the standard recipe - Portion size according to the standard recipe - Esthetic presentation: balance, unity, flow and focus of the dish (BUFF) <p>C) STANDARD RECIPE:</p> <ul style="list-style-type: none"> - Ingredients - Procedures according to regulations - Types of cuts - Cooking methods - Cooking temperatures and serving temperatures - Photograph of the final presentation - Costs, portions and yields - Shelf-life - Nutritional components/attributes - Pairing suggestion and justification
<p>To coordinate food service operation according to specific logistics planning, supervision tools and resource management, to solve contingencies and meet customer requirements.</p>	<p>The student oversees the operation of a food service and records details in a master control containing:</p> <ul style="list-style-type: none"> - Activity in progress: compliance and setting roles, functions and times and raw material

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	<p>control</p> <ul style="list-style-type: none"> - Executed activity: compliance and adjustment of planned activities - Observations and incidents
<p>To evaluate the food service by analyzing the results of the operation and measurement of customer satisfaction, in order to propose continuous improvement strategies.</p>	<p>The student prepares a service evaluation regarding the food service that was delivered, including:</p> <ul style="list-style-type: none"> - Instruments for measuring customer satisfaction - Analysis of the master control sheet and the results of customer satisfaction data - Proposals for correction and improvement

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REFERENCES

Author	Year	Title	City	Country	Publisher
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Lozano, R. L. Martín, A. A. Martín, A. J.	(2007)	<i>Procesos de cocina</i>	Madrid	España	Visión Libros
Varios	(2008)	<i>Larousse gastronomique, en español</i>	Madrid	España	Larousse
Varios	(2008)	<i>The Professional Chef</i>	New York	E.U.A	Wiley
Maincent, Michel	(2001)	<i>La cocina de referencia</i>	París	Francia	Krieger Publishing Company
Varios	(2009)	<i>Aprovisionamiento de materias primas para cocina</i>	Madrid	España	Publicaciones Vértice
MARTINEZ DE FLORES ESCOBAR, GRACIELA	2013	ARTE CULINARIO PARA EL PROFESIONAL DE LA COCINA	Ciudad de México	México	LIMUSA
FUMEY, GUILLES	2008	ATLAS MUNDIAL DE COCINA Y GASTRONOMIA: UNA GEOGRAFIA GASTRONOMICA			AKAL
DENDY, DAVID A.V.: BOGDAN J.;ET.AL	2001	CEREALES Y PRODUCTOS DERIVADOS QUIMICA Y TECNOLOGIA	Aragón	España	ACRIBIA
	2017	CHILE Y ESPECIAS: 100 RECETAS PARA DAR UN TOQUE			PARRAGON

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		<i>PICANTE ESPECIADO A SU VIDA</i>			
MONROY, PAULINA	2013	<i>INTRODUCCION A LA HISTORIA DE LA GASTRONOMIA</i>	Ciudad de México	México	LIMUSA
BROWN, SARAH	1991	<i>LEGUMBRES Y NUECES</i>	Ciudad de México	México	TRILLAS
LANE PUBLISHING COMPANY	1995(R EIMP. 2011)	<i>PESCADOS Y MARISCOS: PLATILLOS FRESCOS Y DELICIOSOS</i>	Ciudad de México	México	TRILLAS
ARMENDARIZ SANZ, JOSE LUIS	2011	<i>PRODUCTOS CULINARIOS</i>	Madrid	España	PARANINFO

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