

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Tourism and Hospitality

Date: July 10, 2017

Title Of Course Or Degree: CA 1400 Artisan Bread Baking

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree        | <input type="checkbox"/> Change in Degree or Certificate Requirements         |
| <input type="checkbox"/> Closing of Certificate   | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite                           |
| <input type="checkbox"/> New Degree Proposal      | <input type="checkbox"/> Change in Course Designation                         |
| <input checked="" type="checkbox"/> New Course    | <input type="checkbox"/> Change in Course Description                         |
| <input type="checkbox"/> New 82 Course            | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour   |
| <input type="checkbox"/> Deletion of Course       | <input type="checkbox"/> Change in Academic Policy                            |
|   | <input type="checkbox"/> Pathways Submission:                                 |
|   | <input type="checkbox"/> Life and Physical Science                            |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                      |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                  |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                  |
|   | <input type="checkbox"/> C. Creative Expression                               |
|   | <input type="checkbox"/> D. Individual and Society                            |
|   | <input type="checkbox"/> E. Scientific World                                  |

Other (please describe): \_\_\_\_\_

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: ABoyler

I have reviewed the attached material/proposal

Signature, Department Chairperson: ABoyler

**KINGSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK**

**NEW COURSE PROPOSAL FORM**

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

Tourism and Hospitality Department  
CA 1400  
Artisan Bread Baking

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

N/A

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

**IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.**

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

This course introduces basic and advanced bread baking techniques, laying the foundation for success in entry-level employment at a bakery. The course provides students with an accelerated start into the industry by emphasizing the competencies most sought-after by employers: a thorough understanding of bread-baking procedures (including mixing, proofing, retarding, shaping, and baking bread dough) as well as costing bread recipes – a function that relates to the larger flow of bakery operations.

The course may also transfer to baccalaureate programs in culinary arts or food/hospitality management. It is similar to HGMT 4978 Artisanal Breads at New York City College of Technology.

- 4. BULLETIN DESCRIPTION OF COURSE:**

This course offers an introduction to basic and advanced bakeshop techniques that include: pre-ferments and liquid starter preparation and maintenance, steps of dough-making and shaping, and the baking of breads from a variety of flours and grains.

**5. CREDITS AND HOURS\* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input checked="" type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  ____ Lecture      ____ Lab  Explanation: _____

**\*Hours are hours per week in a typical 12-week semester**

**6. NUMBER OF EQUATED CREDITS IN ITEM #5:**

N/A

**7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)**

**A. PREREQUISITE(S):** CA 1100

**B. COREQUISITE(S):**

**C. PRE/COREQUISITE(S):**

**8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**

**A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)**

N/A

**B. PROJECTED ENROLLMENT**

15 – 18

**C. SUGGESTED CLASS LIMITS**

18 (Maximum capacity of kitchen)

**D. FREQUENCY COURSE IS LIKELY TO BE OFFERED**

In order to teach industry-relevant bread-baking procedures, it is necessary for the course to meet twice per week. Therefore, the course will most likely be offered as either a fall or spring express course or as a summer or winter regular course.

**E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION**

Kingsborough is dedicated to promoting lifelong learning by offering opportunities to prepare students for continued education and immediate employment. The Introduction to Bread Baking course is positioned to prepare students for both tracks. Because the course builds on the foundations of bread baking to introduce more advanced techniques, students will simultaneously refine their basic baking skills while developing new, marketable skills valued by both employers and Bachelors programs alike.

The course will serve as a required course in the Baking & Pastry Arts Concentration within the Culinary Arts program. This particular course is one of five that strengthen the students repertoire of employable skills.

**9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):**

N/A

**10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**

N/A

**11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**

Hamelman, J. (2012). *Bread: A Baker's Book of Techniques and Formulas*. Hoboken, NJ: Wiley.

**12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION?**

N/A

**IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).**

**NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.**

**13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:**

N/A

**14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

Upon completion of this course, the student should be able to do the following:

- 1) Produce breads in an industrial kitchen using industry-standard equipment
- 2) Understand weight and volume measure and bakers' percentages
- 3) Demonstrate and control bread production through the various stages – including ingredient selection, scaling, mixing, fermenting, shaping, resting, and baking – as they apply to various flours and fermentation methods
- 4) Calculate the cost of the breads made in class
- 5) Critique and evaluate commercially-made breads
- 6) Understand the history of bread and how culture and geography influence recipes and modes of bread preparation

**15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:**

Lectures (one hour per session) use a variety of teaching methods to further develop skills and competencies, to connect theory to practical skills, and to test student understanding.

These include:

- Introduction of new terminology
- Large group discussion
- Supplemental handouts
- Quizzes
- Mid-term exam
- Final exam

The kitchen laboratory (4 hours per session) provides students with an opportunity to apply theory and practical skills in a kitchen setting. Instruction will rely on multiple teaching techniques, including:

- Demonstration to introduce new techniques
- Group work in pairs for laboratory (different pairs each week to encourage teamwork and adaptability)
- Baguette practical

## 16. ASSIGNMENTS TO STUDENTS

### **Field Assignment:**

From the flour riot of 1837 to the resurgence of artisanal breads in the 2010's, trends in New York City bread production are often reflective of cultural, political, economic, and societal changes in the United States and beyond. Choose a NYC bread, baker, or bakery and write a 400+ word paper that explores:

- The cultural, political, economic, and/or societal changes in New York City that influenced the development of the bread, baker, or bakery
- What impact the bread, baker, or bakery has (or had) on the baking industry and/or American eating habits
- What role, if any, ingredients and/or fermentation methods play in the bread, baker, or bakery's significance

### **Final Project:**

Develop and bake an original bread recipe using the ingredients and production methods covered in class. Prepare a 10-minute presentation that includes:

- Your original recipe
- Reasoning for ingredient selection
- Reasoning for chosen fermentation method
- Reasoning for chosen shape
- Cost per loaf
- Target market and/or target distribution channels

## 17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

33%	Class participation and laboratory (students will be evaluated on organization, sanitation, teamwork, communication skills, quality of production, understanding of techniques, and production analysis)
8%	Quizzes
8%	Field assignment
13%	Mid-term exam
13%	Final project
13%	Bread-baking practical
12%	Final exam
100%	<i>Total</i>

<b>Criteria</b>	<b>Professional</b>	<b>Experienced</b>	<b>Developing</b>	<b>Novice</b>
<b>Concept Skills</b>	<p>Student was an active and engaged participant and teammates could clearly point to student's contribution.</p> <p>Student fully understood kitchen tasks and assignments and quickly adapted to the needs of the assignment, helping other students along.</p>	<p>Student was an active and engaged participant in the team and student's contribution could be discerned.</p> <p>Student understood kitchen tasks and assignments and adapted to the needs of the assignment.</p>	<p>Student worked with team but did not show evidence of engagement with the team but did contribute.</p> <p>Student understood kitchen tasks and assignments and took direction from classmates.</p>	<p>Student did not show evidence of engagement with team and did not significantly contribute.</p> <p>Student misunderstood kitchen tasks and assignments or did not adapt to the needs of the assignment.</p>
<b>Verbal Communication and Teamwork</b>	<p>Student communicates well with teammates, chef instructor, and class at large; anticipates the needs of others.</p>	<p>Student communicates well with teammates and chef instructor.</p>	<p>Student communicates with teammates and chef instructor but does not help out beyond his/her own team.</p>	<p>Student does not communicate well with teammates or chef instructor and prefers to work as an individual.</p>
<b>Organization and Sanitation (where applicable)</b>	<p>Student used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated excellent organizational skills with mise en place and laboratory activity.</p>	<p>Student mostly used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated good organizational skills with mise en place and laboratory activity.</p>	<p>Student showed some knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated fair organizational skills with mise en place and laboratory activity.</p>	<p>Student showed little to no knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated poor organizational skill with mise en place and laboratory activity.</p>

**18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):**

Class Number	Description of Content	Homework/Assessment
1:	<ul style="list-style-type: none"> <li>• Syllabus &amp; course contract</li> <li>• Group formation &amp; group work</li> <li>• History &amp; culture of bread</li> <li>• Sanitation and safety issues related to bread production</li> <li>• Mechanics and components of bread formulas</li> <li>• Bakeshop principles &amp; bakers' percentages</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Bread</i> part I &amp; chapter 7</li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
2:	<ul style="list-style-type: none"> <li>• <i>Bread</i> Part I &amp; Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Bread</i> chapters 4 &amp; 5</li> <li>• <u>Make</u>: <ul style="list-style-type: none"> <li>○ Straight dough baguette</li> <li>○ Poolish baguette</li> <li>○ Pâte fermentée baguette</li> <li>○ Petites pains au restaurant</li> <li>○ Pain de mie</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
3:	<ul style="list-style-type: none"> <li>• <i>Bread</i> Chapters 4 &amp; 5</li> <li>• Mixing methods, friction &amp; desired dough temperatures</li> <li>• Demonstrate hand-shaping round &amp; oval loaves</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make &amp; retard: <ul style="list-style-type: none"> <li>○ Bordelais &amp; Brioche Doughs</li> <li>○ Straight Dough Baguette w/ 10% Whole Wheat</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
4:	<ul style="list-style-type: none"> <li>• Water temperature in mixing &amp; steam in the baking process</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <i>Bread</i> Chapters 6, 8, &amp; 9</li> <li>• Make: <ul style="list-style-type: none"> <li>○ Bordelais &amp; brioche breads</li> <li>○ Fougasse with sour</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>



<p>5:</p>	<ul style="list-style-type: none"> <li>• <i>Bread</i> Chapter 8</li> <li>• Retarding &amp; proofing</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make &amp; retard: <ul style="list-style-type: none"> <li>○ Croissant dough</li> </ul> </li> <li>• Make: <ul style="list-style-type: none"> <li>○ Straight dough baguette</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p>6:</p>	<ul style="list-style-type: none"> <li>• Friction factor</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Bordelais &amp; croissant</li> <li>○ Pâte fermentée breads</li> <li>○ Poolish breads</li> <li>○ Sour-based breads w/ additions</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p>7:</p>	<ul style="list-style-type: none"> <li>• <i>Bread Chapters</i> 6 &amp; 8</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Sours &amp; levain with rye</li> <li>○ Soakers</li> <li>○ Kaiser rolls</li> </ul> </li> <li>• Make/feed: <ul style="list-style-type: none"> <li>○ Rye sour</li> <li>○ Regular sour</li> <li>○ Pre-ferments</li> <li>○ Solid levain</li> </ul> </li> </ul>
<p>8:</p>	<ul style="list-style-type: none"> <li>• Rye-based breads</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Hoferbrot</li> <li>○ Potato bread</li> <li>○ Muesli brochen</li> <li>○ Pain au levain with solid levain</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p>9:</p>	<ul style="list-style-type: none"> <li>• Italian breads</li> <li>• Biga pre-ferment &amp; durum wheat flour</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Focaccia</li> <li>○ Grissini</li> <li>○ Carta di musica</li> <li>○ Biga @ 50%, 65%, 80% hydration</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>

10:	<ul style="list-style-type: none"> <li>• High Hydration Doughs</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Pain puglisi</li> <li>○ Breads with 65% biga</li> <li>○ Breads with 85% biga</li> <li>○ Ciabatta with poolish</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
11:	<ul style="list-style-type: none"> <li>• German breads</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Water bagels</li> <li>○ Pretzels</li> <li>○ Braided loaves</li> </ul> </li> </ul>
12:	<ul style="list-style-type: none"> <li>• Baguette Practical</li> <li>• Final Project</li> </ul>	
13:	<ul style="list-style-type: none"> <li>• Final Exam Week</li> </ul>	

**19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

Hamelman, J. (2012). *Bread: A Baker's Book of Techniques and Formulas*. Hoboken, NJ: Wiley.

DiMuxio, D. (2009) *Bread Baking: An Artisan's Perspective*. Hoboken, NJ: Wiley.



## CA1400: Artisan Bread Baking

Culinary Arts Program, Department of Tourism and Hospitality, Kingsborough  
Community College, City University of New York

### Course Information

CA 1400, Tuesday / Thursday, 9:10 AM – 2:50 PM, M246

Professor TBA

Email: TBA@kbcc.cuny.edu

Office hours: TBA & \*BY APPOINTMENT\*

### Official Course Description

This course offers an introduction to basic and advanced bakeshop techniques that include: pre-ferments and liquid starter preparation and maintenance, steps of dough-making and shaping, and the baking of breads from a variety of flours and grains.

### Learning Outcomes

Upon completion of this course, the student should be able to do the following:

- 1) Produce breads in an industrial kitchen using industry-standard equipment
- 2) Understand weight and volume measure and bakers' percentages
- 3) Demonstrate and control bread production through the various stages – including ingredient selection, scaling, mixing, fermenting, shaping, resting, and baking – as they apply to various flours and fermentation methods
- 4) Calculate the cost of the breads made in class
- 5) Critique and evaluate commercially-made breads
- 6) Understand the history of bread and how culture and geography influence recipes and modes of bread preparation

### Required Text

Hamelman, J. (2012). *Bread: A baker's book of techniques and formulas*. Hoboken, NJ: Wiley.

### Pre-Requisites

To be eligible to take this course, you must have passed CA11.

### Uniform

You are required to be dressed appropriately for class. You will not be allowed to participate and will lose participation points if you fail to comply in one or more key areas:

- Clean and pressed chef coat with KCC logo (purchase from bookstore)
- Cleaned and pressed white apron and chef hat (purchase from bookstore)
- Black work pants chef pants (must not be tight-fitting)

- Non-skid, closed-toe shoes
- Instant read thermometer
- Black permanent marker (Sharpie)
- No jewelry (a wedding band is permitted), nail treatments, or long nails

### **Grading**

In culinary classes at KCC, we use a competency-based approach to grading. In order to earn an "A" you must be able to do all the skills that the course requires. You will never be graded on getting it perfect the first time, but will need to perform each task in a reasonable time frame in order to get full credit for the activity.

Grading Point System – Total of 780 Points	
Participation	
On Time – 10 points daily @ 13 sessions	260 points
Uniform – 10 points daily @ 13 sessions	
Quizzes – 6 @ 10 points each	60 Points
Field Assignment	60 points
Mid-Term	100 points
Baguette Practical	100 points
Final Project	100 points
Final Exam	100 points

### **Grading Breakdown**

#### ***Participation (260 points)***

To learn and succeed, you must be here. Period. There is no magic formula or policy in this course regarding absence/lateness. Missing any class time, be it an absence or lateness, affects your grade due to direct point loss and missing lecture and practicum. Simple math will illustrate what portion of your final grade is forfeited by lateness and absence. If you miss a class for any reason, you can't earn these points. If you aren't present at line-up, you forfeit 5 of the 10 "On Time" points. If you are >30 minutes late, you are considered absent. Additionally, the concept of "excused absences" exists in this course only via the direct communication and my approval in accordance with College policy. Treat this course as if it was your job. Communicate with me and keep me informed.

#### ***Quizzes***

Six quizzes will be given, each worth 10 points toward your final grade.

#### ***Field Assignment (60 points)***

From the flour riot of 1837 to the resurgence of artisanal breads in the 2010's, trends in New York City bread production are often reflective of cultural, political, economic, and societal changes in the United States and beyond. Choose a NYC bread, baker, or bakery and write a 400+ word paper that explores:

- The cultural, political, economic, and/or societal changes in New York City that influenced the development of the bread, baker, or bakery

- What impact the bread, baker, or bakery has (or had) on the baking industry and/or American eating habits
- What role, if any, ingredients and/or fermentation methods play in the bread, baker, or bakery's significance

***Baguette Practical (100 points)***

The practical examination in this course covers the successful fabrication of 6 baguettes per student. A grading rubric will be provided in advance of the examination.

***Final Project (100 points)***

Develop and bake an original bread recipe using the ingredients and production methods covered in class. Prepare a 10-minute presentation that includes:

- Your original recipe
- Reasoning for ingredient selection
- Reasoning for chosen fermentation method
- Reasoning for chosen shape
- Cost per loaf
- Target market and/or target distribution channels

***Mid-Term & Final Exam (100 points each)***

A final written exam will be given during the final week of the semester that covers the material from the reading material and that gained from the practical aspects of this class.

**Weekly Meeting Descriptions**

<b>Class Number</b>	<b>Description of Content</b>	<b>Homework/Assessment</b>
<b>1:</b>	<ul style="list-style-type: none"> <li>• Syllabus &amp; course contract</li> <li>• Group formation &amp; group work</li> <li>• History &amp; culture of bread</li> <li>• Sanitation and safety issues related to bread production</li> <li>• Mechanics and components of bread formulas</li> <li>• Bakeshop principles &amp; bakers' percentages</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Bread</i> part I &amp; chapter 7</li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>

<p>2:</p>	<ul style="list-style-type: none"> <li>• <i>Bread</i> Part I &amp; Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Bread</i> chapters 4 &amp; 5</li> <li>• <u>Make</u>: <ul style="list-style-type: none"> <li>○ Straight dough baguette</li> <li>○ Polish baguette</li> <li>○ Pâte fermentée baguette</li> <li>○ Petites pains au restaurant</li> <li>○ Pain de mie</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
<p>3:</p>	<ul style="list-style-type: none"> <li>• <i>Bread</i> Chapters 4 &amp; 5</li> <li>• Mixing methods, friction &amp; desired dough temperatures</li> <li>• Demonstrate hand-shaping round &amp; oval loaves</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Make &amp; retard</u>: <ul style="list-style-type: none"> <li>○ Bordelais &amp; Brioche Doughs</li> <li>○ Straight Dough Baguette w/ 10% Whole Wheat</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
<p>4:</p>	<ul style="list-style-type: none"> <li>• Water temperature in mixing &amp; steam in the baking process</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Bread</i> Chapters 6, 8, &amp; 9</li> <li>• <u>Make</u>: <ul style="list-style-type: none"> <li>○ Bordelais &amp; brioche breads</li> <li>○ Fougasse with sour</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
<p>5:</p>	<ul style="list-style-type: none"> <li>• <i>Bread</i> Chapter 8</li> <li>• Retarding &amp; proofing</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Make &amp; retard</u>: <ul style="list-style-type: none"> <li>○ Croissant dough</li> </ul> </li> <li>• <u>Make</u>: <ul style="list-style-type: none"> <li>○ Straight dough baguette</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>
<p>6:</p>	<ul style="list-style-type: none"> <li>• Friction factor</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Make</u>: <ul style="list-style-type: none"> <li>○ Bordelais &amp; croissant</li> <li>○ Pâte fermentée breads</li> <li>○ Polish breads</li> <li>○ Sour-based breads w/ additions</li> </ul> </li> <li>• <u>Make/feed</u>: Sour, pre-ferments</li> </ul>

<p><b>7:</b></p>	<ul style="list-style-type: none"> <li>• <i>Bread Chapters 6 &amp; 8</i></li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Sours &amp; levain with rye</li> <li>○ Soakers</li> <li>○ Kaiser rolls</li> </ul> </li> <li>• Make/feed: <ul style="list-style-type: none"> <li>○ Rye sour</li> <li>○ Regular sour</li> <li>○ Pre-ferments</li> <li>○ Solid levain</li> </ul> </li> </ul>
<p><b>8:</b></p>	<ul style="list-style-type: none"> <li>• Rye-based breads</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Hoferbrot</li> <li>○ Potato bread</li> <li>○ Muesli brochen</li> <li>○ Pain au levain with solid levain</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p><b>9:</b></p>	<ul style="list-style-type: none"> <li>• Italian breads</li> <li>• Biga pre-ferment &amp; durum wheat flour</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Focaccia</li> <li>○ Grissini</li> <li>○ Carta di musica</li> <li>○ Biga @ 50%, 65%, 80% hydration</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p><b>10:</b></p>	<ul style="list-style-type: none"> <li>• High Hydration Doughs</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Pain puglisi</li> <li>○ Breads with 65% biga</li> <li>○ Breads with 85% biga</li> <li>○ Ciabatta with poolish</li> </ul> </li> <li>• Make/feed: Sour, pre-ferments</li> </ul>
<p><b>11:</b></p>	<ul style="list-style-type: none"> <li>• German breads</li> <li>• Cost bread formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Make: <ul style="list-style-type: none"> <li>○ Water bagels</li> <li>○ Pretzels</li> <li>○ Braided loaves</li> </ul> </li> </ul>

<b>12:</b>	<ul style="list-style-type: none"> <li>• Baguette Practical</li> <li>• Final Project</li> </ul>	
<b>13:</b>	<ul style="list-style-type: none"> <li>• Final Exam Week</li> </ul>	

## **Additional Kingsborough Community College Culinary Arts Program Policies**

### **Cell Phones**

Cell phones are a distraction in the classroom and even more so in a kitchen. It is dangerous and unsanitary to have a cell phone on your station, and in many regards, on your person. Keep the cell phone stowed until break time or in the event of an emergency.

### **Accessibility**

Communication is a beautiful thing. The more I know about you, the better I can tailor course content to you and your strengths and weaknesses. In accordance with the Office of Accessibility, it is the student's responsibility to inform the professor in writing of any disability requests.

### **Dismissal**

Only the instructor dismisses the class. While classes are designed to finish on time, the speed of the class in production and clean up will determine dismissal time.

### **Statement on Civility**

*Kingsborough Community College is committed to the highest standards of academic and ethic integrity, acknowledging that respect for self and others is the foundation of educational excellence.*

*Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Foul language, raise voices, or verbal or physical threats are not acceptable.*

*Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspect of human relations.*

### **Academic Integrity**

Students are held to the CUNY Policy on Academic Integrity available here:

<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>