

PASSAIC COUNTY TECHNICAL INSTITUTE

CULINARY ARTS / TABLE SERVICE

APRIL 2005

CULINARY ARTS

TABLE SERVICE

I. Description

Table Service within the Culinary Arts program is a course of study which places emphasis on improving and developing the student's ability to perform a la carte as well as catered related service tasks in a setting which closely approximates a working dining room in a fine restaurant. Students in Table Service course of study, study the "art of serving well." They are required to be proficient in table preparation, order taking, correctness of service. They will study menu reading, equipment requirements, communication with guests, grooming, colleague interaction, logistical considerations and bill preparation. Finally each student will be introduced to various background elements related to service that will enrich his/her character and intelligence and hopefully make him/her a better citizen.

II. OBJECTIVES

A. MENU READING

- 1. To enable the student to identify and understand appetizers, soups, entrees, salad and desserts. CCCS 9.1 and 9.2.
 2. To enable the student to familiarize himself/herself with the “specials” of the day. CCCS 9.1 and 9.2.
 3. To develop in the student, the ability to explain the food items as to their ingredients, taste and arrangements. CCCS 9.1 and 9.2.
 4. To improve the student’s ability to correctly pronounce the menu offerings. CCCS 9.1 and 9.2.

A. EQUIPMENT KNOWLEDGE

- 1. To enable the student to recognize various utensils used for eating and drinking. CCCS 9.1 and 9.2.
 2. To enable the student to use service trays effectively. CCCS 9.1 and 9.2.
 3. To develop the student’s awareness of equipment necessary for tableside service. CCCS 9.1 and 9.2.
 4. To enable the student to use and be comfortable with the use of fork and spoon when serving food from platter to dish. CCCS 9.1 and 9.2.
 5. To improve the student’s ability to recognize and use dessert utensils. CCCS 9.1 and 9.2.
 6. To enable the student to recognize and use different plates and glasses appropriate to the occasion. CCCS 9.1 and 9.2.

B. SIDESTAND SET-UP

- 1. To enable the student to correctly anticipate equipment usage for the entire service period. CCCS 9.1 and 9.2.
 2. To develop the student’s ability to coordinate food to be served with utensils necessary for that particular service. CCCS 9.1 and 9.2.
 3. To develop in the student the organizational skills required to neatly store and replenish equipment during service. CCCS 9.1 and 9.2.
 4. To develop in the student the appreciation for esthetically pleasing and clean set-ups. CCCS 9.1 and 9.2.

C. TABLE PREPARATION

- 1. To enable the student to properly set dishes, flatware and glasses. CCCS 9.1 and 9.2.

2. To improve the student's ability to lay various sizes of tablecloths. CCCS 9.1 and 9.2.
3. To enable students to fold napkins in various styles according to need. CCCS 9.1 and 9.2.
4. To enable the student to set chairs at proper distance and in correct form for different occasions. CCCS 9.1 and 9.2.
5. To enable the student to set in ashtrays, salt and pepper shakers, sugar bowls and creamers and extra silver, plates and glasses in a timely fashion. CCCS 9.1 and 9.2.
6. To develop the student's sense of harmony and balance in viewing the table arrangement. CCCS 9.1 and 9.2.
7. To develop a passion for detail in the student. CCCS 9.1 and 9.2.

D. ORDER TAKING

1. To develop in the student the ability to lay out an order on the dupe pad in conjunction with kitchen requirements. CCCS 9.1 and 9.2.
2. To enable the student to identify patron's individual order according to seating arrangements. CCCS 9.1 and 9.2.
3. To enable the student to neatly arrange special instructions given by the patron. CCCS 9.1 and 9.2.
4. To enable the student to transcribe and transmit the information from the dupe pad to the pantry, fish station, Bar and cashier. CCCS 9.1 and 9.2.

E. COMMUNICATION WITH PATRONS

1. To enable the student to understand the difference between acceptable and non-acceptable conversation with patrons. CCCS 9.1 and 9.2.
2. To develop in the student an ability to acknowledge the patron's silent commands. (still eating, finished, need assistance, etc.) CCCS 9.1 and 9.2.
3. To enable the student to distinguish between intrusiveness and polite attention. CCCS 9.1 and 9.2.
4. To develop in the student a basic historical knowledge of food and drink. CCCS 9.1, 9.2.

F. FAMILIARITY WITH FOOD AND DRINK

1. To enable the student to have a basic knowledge of the menu items preparation. CCCS 9.1 and 9.2.
2. Develop in the student a basic knowledge of how drinks are prepared and served. CCCS 9.1 and 9.2.
3. To enable the student to understand basic wine terminologies and the different characteristics of wines and foods. CCCS 9.1 and 9.2.
4. To enable the student to read wine labels and wine lists. CCCS 9.1 and 9.2

G. CORRECTIVENESS OF SERVICE

1. To enable the student to serve plated food as well as platter food correctly. CCCS 9.1, 9.2.
2. To enable the student to understand the difference in serving styles. (French, Russian, Banquet, etc.) CCCS 9.1 and 9.2.

3. To enable the student to serve various types of coffee and desserts correctly. CCCS 9.1 9.2.
4. Develop in the student the knowledge of how wine and drinks are served. CCCS 9.1, 9.2.
5. To enable the student to perform basic cart service functions. (salad preparation, pan cookery, basic carving.) CCCS 9.1 and 9.2.
6. To enable the student to learn to clear the table correctly. CCCS 9.1 and 9.2.

H. GROOMING

1. To enable the student to develop extreme sensitivity to personal hygiene. CCCS 9.1, 9.2.
2. To develop in the student an appreciation of appropriate and clean dress. CCCS 9.1, 9.2.
3. To enable the student to distinguish between positive and negative hygiene behavior. CCCS 9.1 and 9.2.
4. To enable the student to conform to the legal regulations on proper food handling techniques. CCCS 9.1 and 9.2.

I. INTEGRATION WITH FELLOW WORKERS

1. To enable the student to overcome disputes between fellow workers. CCCS 9.1 and 9.2.
2. To develop in the student a team and “can do” attitude which will enable the student to function well within the group. CCCS 9.1 and 9.2.
3. To enable the student to be aware of “House Rules” and hierarchy of command common to all restaurants. CCCS 9.1 and 9.2.
4. To enable the student to develop pride in his performance, an ethical character and a positive outlook. CCCS 9.1 and 9.2.

J. BILL PREPARATION

1. To enable the student to perform basic cashiering functions using any system. CCCS 9.1 and 9.2.
2. To develop in the student accuracy in transcribing information from the dupe pad to the check. CCCS 9.1 and 9.2.
3. To develop in the student an understanding of systems layout and table distribution. (numbering, covers, and combinations). CCCS 9.1 and 9.2.

III. Textbooks and Instruction Materials

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Restaurant Basics-Why Guests Don't Come Back and What you Can Do About It
Marvin, Bill Wiley 1991

Training Manual The Manor Restaurant, West Orange, NJ

Training Manual Ridgewood County Club, Ridgewood, NJ

IV. TEACHING STRATEGIES

Various teaching methods are utilized in this course. Meaningful instruction will be given using prepared worksheets and exercises from written information compiled by different restaurants. Cooperative learning and peer/teacher evaluation, and role-playing will also be implemented. Finally, the use of specific audio-visual materials and expert speakers will supplement classroom instruction.

VI. STUDENT MASTERY / EVALUATION

Satisfactory completion of this course will be determined by a mastery of 65% of the course proficiencies as measured by: major tests (60%), special reports or shop assignments (10%), quizzes (10%), homework assignments (10%), and classroom participation (10).

VII. SCOPE AND SEQUENCE

Key- I- Introduced D- Developed in Depth R- Reinforced

SKILL TO BE LEARNED	Suggested Grade Levels			
ABILITY TO:				
Identify appetizers, soups, entrees, salads, and desserts	I	ID	DR	DR
Explain specials of the day on menus	I	ID	DR	DR
Explain ingredients used to prepare menu items listed	I	ID	DR	DR
Pronounce correctly the different menu offerings	I	ID	DR	DR
Identify utensils necessary to eat or to drink specific menu items	I	ID	DR	DR
Demonstrate proficiency in using large spoons and forks to serve food from platter to dish	I	ID	DR	DR
Identify and list utensils used for dessert service	I	ID	DR	DR
Demonstrate proficiency in the use of service trays	I	ID	DR	DR
List types of equipment necessary of tableside service	I	ID	DR	DR
List types of food and the appropriate plates and glasses used to service these foods	I	ID	DR	DR

Anticipate equipment usage for service period	I	ID	DR	DR
Identify the correct utensils necessary for particular food	I	ID	DR	DR
Demonstrate organizational skills required to store and replenish equipment	I	ID	DR	DR
Select proper set-ups	I	ID	DR	DR
Demonstrate the proper placing of dishes, flatware and glasses	I	ID	DR	DR
Demonstrate the proper placing of cloth on the table	I	ID	DR	DR
Compare and contrast different napkin folding techniques	I	ID	DR	DR
Demonstrate the proper setting of chairs around the table	I	ID	DR	DR
List the proper placing of salt and pepper shakers, sugar bowls, creamers, silver, plates and glasses	I	ID	DR	DR
Select balanced table arrangements	I	ID	DR	DR
List details important in setting a table	I	ID	DR	DR
Demonstrate the layout of an order on a dupe pad	I	ID	DR	DR
Identify patron's order according to seating arrangement	I	ID	DR	DR
Analyze intrusiveness opposed to polite attention	I	ID	DR	DR
Demonstrate a basic historical knowledge of food and drink	I	ID	DR	DR
List and define preparation of menu items	I	ID	DR	DR
Identify drinks and how they are prepared	I	ID	DR	DR
Demonstrate reading of wine labels	I	ID	DR	DR
Demonstrate the service of plated food as well as food on a platter	I	ID	DR	DR
List service styles and the particular characteristics	I	ID	DR	DR
Demonstrate five different layouts for a dining room with specific stations.	I	ID	DR	DR

TABLE SERVICE

x. STUDENT HANDOUT

Description

Table Service within the Culinary Arts program is a course of study which places emphasis on improving and developing the student's ability to perform a la carte as well as catered related service tasks in a setting which closely approximates a working dining room in a fine restaurant. Students in Table Service course of study, study the "art of serving well." They are required to be proficient in table preparation, order taking, correctness of service. They will study menu reading, equipment requirements, communication with guests, grooming, colleague interaction, logistical considerations and bill preparation. Finally each student will be introduced to various background elements related to service that will enrich his/her character and intelligence and hopefully make him/her a better citizen.

Proficiencies

Menu Reading

The student will be able to identify appetizers, soups, entrees, salads and desserts The student will be able to explain specials of the day on menus

The student will be able to explain ingredients used to prepare menu items listed

The student will be able to pronounce the different menu offerings

Equipment Knowledge

The student will be able to identify utensils necessary to eat or to drink specific menu items.

The student will be able to demonstrate proficiency in the use of service trays

The student will be able to list types of equipment necessary for tableside service

The student will be able to demonstrate proficiency in using large spoon and fork to serve food from platter to dish. .

The student will be able to identify and list utensils used for dessert service

The student will be able to list the types of food and the appropriate plates and glasses used to service these foods.

Sidestand Set - Up

The student will be able to demonstrate the ability to anticipate equipment usage for the entire service period

The student will be able to identify the correct utensils necessary for the particular food

The student will be able to demonstrate organizational skills required to store and replenish equipment

The student will be able to select different set-ups for proper service

Table Preparation

The student will be able to demonstrate the proper placing of dishes, flatware and glasses

The student will be able to demonstrate the proper placing of cloth on the table

The student will be able to compare and contrast the different napkin folding techniques

The student will be able to demonstrate the proper setting of chairs around the table.

The student will be able to list the proper placing of salt and pepper shakers, sugar bowls, creamers and extra silver, plates and glasses

The student will be able to select balanced table arrangements

The student will be able to list details important in setting a table

Order Taking

The student will be able to demonstrate the lay out of an order on a dupe pad

The student will be able to identify patron's orders according to seating arrangements

The student will be able to list the patron's special instructions neatly on the dupe pad

The student will be able to demonstrate transcription and transmittal of information from dupe pad to stations

Communication with Patrons

The student will be able to define and explain acceptable conversation with patrons

The student will be able to demonstrate silent commands of the patron

The student will be able to analyze intrusiveness opposed to polite attention

The student will be able to demonstrate a basic historical knowledge of food and drink

Familiarity with Food and Drink

The student will be able to list and define preparation of menu items

The student will be able to identify drinks and list how they are prepared

The student will be able to define and explain “nose”, “legs”, “body”, and “color” in wine.

Correctiveness of Service

The student will be able to demonstrate the service of plated food as well as food on the platter

The student will be able to list service styles and their particular characteristics

The student will be able to identify types of coffee and desserts correctly.

The student will be able to demonstrate cart services of salad, pan cookery and carving

The student will be able to demonstrate the clearing of a dirty table

Grooming

The student will be able to identify characteristics of positive hygiene

The student will be able to identify and list dress appropriate for a service establishment

The student will be able to demonstrate positive and negative hygienic behavior The student will be able to list legal requirements in handling food

Interaction with Fellow Worker

The student will be able to list five techniques to overcome disputes with fellow workers

The student will be able to define then “can do” goals a server can reach everyday

The student will be able to list and define “house rules” given and order of command in a typical restaurant

The student will be able to list the characteristics of performance pride

Bill Preparation

The student will be able to demonstrate cashiering functions of a server

The student will be able to list five habits a server should acquire to guarantee accuracy when preparing a bill CCCS

The student will be able to demonstrate five different layouts for a dining room with specific stations