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**Online Instructor's Manual**  
*to accompany*

# **On Cooking: A Textbook of Culinary Fundamentals**

**Sixth Edition**

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# Chapter 1

## Professionalism

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### Chapter Overview

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Auguste Escoffier (1846-1935), p.4  
Ferdinand Point (1897-1955), p. 5  
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Chefs Work Toward a Sustainable Future, p. 11  
A Very Big Business Indeed, p. 9  
The Classic Kitchen Brigade, p. 12  
The Dining Room Brigade, p. 13  
La Toque Blanche, p. 14

## Learning Objectives

After studying this chapter, students will be able to:

- name key historical figures responsible for developing food service professionalism and describe the contributions of each (pp. 2-6)
- list and describe the key stages in the development of the modern food service industry (pp. 6-13)
- explain the organization of classic and modern kitchen brigades (pp. 11-13)
- identify the attributes a student needs to become a successful culinary professional (pp. 13-16)
- describe the importance of professional ethics for chefs and list the specific behaviors that all culinary professions should follow (pp. 13-15)

## Key Terms

apprentices	farm-to-table movement	master baker
area chefs	food service	master pastry chef
assistants	front of the house	modernist cuisine
back of the house	front waiters	molecular gastronomy
back waiters	fusion cuisine	national cuisine
brigade	gastronomy	New American cuisine
California cuisine	genetically modified organism (GMO)	<i>nouvelle cuisine</i>
captains	global cuisine	pastry chef
chef	gourmand	professional cooking
chef de cuisine	gourmet	regional cuisine
classic cuisine	gourmet foods	restaurateurs
cookery	<i>grande cuisine</i>	short-order cook
cooking	headwaiter	skill
dining room manager	institutional cook	sous-chef
ethnic cuisine	judgement	sustainable foodservice
executive chef	line cook	taste
expediter	master chef	toque
		wine steward

## Questions for Discussion, p. 16

1 Summarize the contributions that chefs Carême and Escoffier made to advance the culinary arts during the 19th century.

Carême's meal would feature showpieces, dozens of courses, foods that are elaborately presented, garnished and sauced. Point's meal would be much lighter, emphasizing natural flavors and simpler preparations.

2 Discuss two recent culinary movements and their impact on the way food is served in

restaurants today.

Fusion cuisine combines ingredients and preparations associated with one ethnic or regional cuisine.

Farm-to-table or locavore movement has influenced chefs to serve fresh seasonal foods and those grown close to their establishments

Modernist cuisine movement or molecular gastronomy employs ingredients and machinery more typical of food manufacturing into restaurant kitchens

### 3. List and explain three technological advances affecting food preparation.

Cast-iron stoves: the heat source could be approached, and the heat more easily controlled

Canned foods: preservation and extended storage

Transportation: increased availability, freedom from using only locally produced ingredients

### 4 How can a food service operation address customer concerns about where their food was grown or raised and participate in the sustainability movement?

Through such practices such as composting, recycling, reducing fuel consumption, bio-degradable cleaning products, etc.

### 5. Discuss the societal changes that have contributed to diversification in the modern food service industry.

The creation and identification of new consumer groups; the increase in the type of facilities providing food, such as schools, resorts, office complexes; the increase of women in the workforce brought an increased need for food services and the financial means to use them.

### 6. Describe the kitchen brigade system. What is its significance in today's professional kitchens?

It is a system of staffing a kitchen. The executive chef leads the brigade, which includes sous-chefs, chefs de partie (station chefs) or area chefs and various assistants and apprentices. The systematic staffing and organization of personnel aids in efficient operation and avoids confusion and redundancy.

### 7 What are the roles of a chef, sous-chef and line cook in a modern kitchen?

The chef coordinates all kitchen activities, directs training, plans menus and sets the standards of conduct. The sous-chef supervises and coordinates the preparation of foods. The line cooks are directly responsible for preparing food items as directed and may operate one or more stations, such as sauté and broiler.

### 8 Describe the key attributes of a culinary professional and things you can do to develop the skills, taste and judgment required in your chosen career?

Knowledge, skill, taste, judgment, dedication and pride are the key attributes of a culinary professional. Knowledge and skill can be attained through schooling and apprenticeship. Taste

developed through experience and attention on the job. Judgement only comes through experience. Dedication comes through long hours of work and teamwork with colleagues. Joining professional organizations helps chef demonstrate their dedication to the culinary professional. Pride is manifested by attention to detail in everything from personal grooming to wearing a clean uniform each day on the job.

9 List and explain the benefits that you can enjoy by belonging to a professional culinary organization.

Professional organizations provide educational and networking opportunities. By joining such associations, chefs may find new job opportunities, new products and new ideas.

10 Why do professional culinary organizations ask their members to adhere to a code of ethics?

Answers vary. Ethics are a code of ways of doing things. The culinary code of ethics ensures that all culinarians conduct themselves to the highest standards of honest, fairness and integrity.

11. The James Beard Foundation recognizes and honors outstanding American chefs each year. Use outside sources to learn who was James Beard? Which chefs are currently considered some of the most outstanding in the United States? Why?

[www.jamesbeard.org](http://www.jamesbeard.org)

## **Learning Activities**

### Dining Trends

Assign students a current restaurant food trend from this chapter (see pages 7-11) to research outside of class. Direct them to cookbooks, professional restaurant magazines and culinary industry web sites to learn more about the trend. Industry resources such as surveys done by the market research firms as well as those consulted by food marketing organization are also useful sources for this information.

Each student will present a five-minute oral presentation that discusses a current example of this trend. Encourage students to plan their presentations creatively.

<http://www.restaurant.org> The National Restaurant Association provides restaurant and food trend information to the industry.

[www.hartman-group.com/](http://www.hartman-group.com/) provides research and consulting services to the foodservice and other industries.

[www.thepacker.com/](http://www.thepacker.com/) provides foodservice information to the fresh fruit and vegetable industry.

### Brigade de Cuisine

During class time, cluster students into groups of three or four to diagram on large pieces of butcher paper the appropriate staffing and stations for two contrasting food service operations, such as:



Four-star restaurant/school cafeteria  
Café/retirement home  
Hotel/office complex  
Banquet hall/sports arena

Each group will then present its kitchen and staffing plan to the whole class, explaining its reasoning.

### Becoming a Chef

In class, discuss the variety of food-service careers and opportunities for professional training and development. Assign students to research the education and training of a major chef or culinary professional of their choice.

Each student will create a one-page professional resumé of his or her chosen food professional's education, training and other credentials to post in the classroom.

[www.starchefs.com](http://www.starchefs.com) profiles some of the nation's leading culinary figures.

### Professional Development Plan

In class, share with students some of the organizations and associations that offer support, training and scholarships to culinary professionals. Ask students to identify their personal career goals and write a one-page professional development plan for attaining them. As an additional out of class activity, have students interview chefs in their area on which professional culinary organizations they belong to and why.

### Sustainable Foodservice

In class discuss with students the new trend of sustainable foodservice. Have students break into smaller groups to discuss and list 5 ways to protect their local environment.

[American Culinary Federation, Inc.](http://www.american-culinary-federation.com) is the site of the national professional organization for chefs.

[International Association of Culinary Professionals](http://www.international-culinary-professionals.org) is the site of the international professional organization of culinary professionals.

[Women Chefs & Restaurateurs](http://www.womenchefs.com) is the site of this organization devoted to promoting the education and advancement of women in the restaurant industry.

[National Restaurant Association](http://www.nationalrestaurantassociation.com) hosts business-related information on the restaurant industry.

## **Supplementary Materials**

PowerPoint Slides

## Chapter 2

### Food Safety and Sanitation

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#### Chapter Overview

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Direct Chemical Contaminants, pp. 25-26	Residual Chemicals, p. 25 Food Service Chemicals, p. 26 Toxic Metals, p. 26
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#### Sidebars

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Safety Alert: The Temperature Danger Zone, p. 21

Safety Alert: Time and Temperature Control for Safety (TCS) Food, p. 23

Food Safety of Fruits and Vegetables, p. 25

Steps to Prevent Cross-Contamination, p. 26

Safety Alert: Tasting Food, p. 27

Safety Alert: Single-Use Gloves, p. 27

Sanitizing Solution, p. 30

Safety Alert: Chemical Storage, p. 30

Sustainable Food Safety, p. 31

#### Objectives

After studying this chapter, students will be able to:

- explain the importance of sanitation in the restaurant industry and identify the three major types of contaminants that cause food-borne illnesses (pp. 18-35)