

FNH 341

Food Theory Applications

January 5th to April 5th, 2012

FNH 341

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Calendar Description:

FNH 341 (3) Food theory Application: Practical application of fundamental food knowledge (theory) and skills to issues of food preparation.

Co-requisite: FNH 340

Instructor Contact Information:

Gerry Kasten

Lab: FNH 130

Phone: (604) 253-0400 (Home)

Email: gerryk@telus.net

Office hours (In Lab): Thursday afternoons, 1:00 – 2:00

Dean Simmons

Lab: FNH 130

Phone: (604) (Home)

Email:

Office hours (In Lab): Thursday afternoons, 1:00 – 2:00

Course Format and Schedule:

One 3-hour lab each week, in FNH 130

L01 Thursday 2:00 to 5:00

L02 Thursday 6:00 to 9:00

Rules for the Lab

Rules for Personal Safety

- Wear closed toe shoes
- Use a pot mitt for handling hot items
- Inform people when you are behind them with hot water or hot pans.
- Take off pot lids by tipping lid away from you to release steam
- Turn pot handles towards center of cook top
- Carry knives with blade pointing down along leg
- Run burns under cold water immediately
- Apply pressure and elevate cuts until bleeding stops
- Inform instructor of accidents and damage

Rules for Food Safety

- Review Food Safe 1
- Wear clean apron or lab coat
- Tie long hair back or wear a cap or scarf
- Wash hands before starting to cook and every time you contaminate them
- Use paper towels to dry hands

Clean-up and Check Out

- Ensure Stoves and Burners are off
- Cutlery and Glasses are to be washed in the sterilizing washer*
- Wash and dry all equipment after use
- Return equipment to where you found it
- Wipe down all surfaces, and dry
- Remove debris from sink, rinse and dry it
- Empty and reline garbage cans
- All used dishcloths and tea towels placed into the laundry bag.
- Have your unit checked before you leave

*Cutlery and Glasses washing schedule:

Wk 1 – WF; Wk 3 – WM; Wk 4 – WW; Wk 5 – EF; Wk 6 – EM; Wk 8 – WF;
Wk 9 – WM; Wk 10 – WW; Wk 11 – EF; Wk 12 – EM; Wk 13 – WF; Wk 14 – WM

In general, common sense should prevail in the lab.

The instructors reserve the right to add further rules.

FNH 341 Lab Manual

Weekly Topics

Week 1: Weighing and Measuring **January 5th, 2012**

Week 2: Supermarket Tour **January 12th, 2012**

Week 3: Eggs and Dairy **January 19th, 2012**

Week 4: Flours and Baked Goods **January 26th, 2012**

Week 5: Fats and Oils **February 2nd, 2012**

Week 6: Breads and Pastries **February 9th, 2012**

Weeks 7: Grains and Grain Products **February 16th, 2012**

Week 8: Mid-Term Break **February 20th – 24th, 2012**

Week 9: Meat and Soy **March 1st, 2012**

Week 10: Fish and Seafood **March 8th, 2012**

Week 11: Soups and Sauces **March 15th, 2012**

Week 12: Legumes, Nuts and Seeds **March 22nd, 2012**

Week 13: Fruits and Vegetables **March 29th, 2012**

Week 14: Desserts **April 5th, 2012**

Objectives:

The objective of this course is to give students practical, hands-on experience with various aspects of food choice, preparation, & fundamental skills and knowledge in areas such as recipe modification for dietary needs and sensory evaluation of food. Students will expand their knowledge of food in a general sense by exposure to a wide variety of foods from many cultures, as they work in small groups to prepare recipes that illustrate key concepts. This course is closely coordinated with FNH 340, which provides the theory behind the practical applications experienced in FNH 341.

Learning Outcomes:

Upon completion of the course, students should be able to:

- Demonstrate understanding of fundamental knowledge and skills including the practice of kitchen and food safety, practical outcome of therapeutic recipe modification and measurement techniques
- Apply knowledge and principles of food preparation to a wide variety of foods
- Understand the role and interactions of ingredients in food preparation
- Be familiar with the wide variety of foods available to consumers, their preparation techniques, their nutritional attributes and relative cost
- Demonstrate presentation and facilitation skills related to food products and preparation methods.

Required Course Materials:

FNH 341 Food Theory Applications Laboratory Manual

- Lab manual is available for purchase at Copiesmart Copy Centre
Address : 103-5728 University Boulevard, Vancouver, BC V6T 1K6
Telephone : 604-222-3189
- The lab manual should be purchased before the first lab as it will be used extensively.

On Food and Cooking: the Science and Lore of the Kitchen. McGee, Harold
Scribner, New York, 2004

Food FAQs: Substitutions, Yields & Equivalentents. Resnick, Linda and Brock, Dee,
FAQs Press, Tyler, TX 2003

(Strongly) Recommended Reference:

The Joy of Cooking. Rombauer and Rombauer-Becker Plume, New York 2004 (or any year)

Course Fee:

\$50

- Payable as cash or cheque on the first lab
- The fee covers food costs associated with the lab
- Please make cheque payable to: *The University of British Columbia*

Attire:

Students must wear a clean apron or lab coat and closed toe shoes. Long hair must be tied back or covered. Hair which moves when the head is moved must be tied back so that it does not move or it must be covered. Jewelry is not allowed. Please see *Rules for the Lab* above (page vii).

Please Note:

- Students may attend only the lab session in which they are registered.
- Regular attendance is mandatory.
- Students must notify the instructors as soon as possible **ahead of time** if absence from a lab is unavoidable. Please see the UBC Calendar: (<http://students.ubc.ca/calendar/index.cfm?tree=3,48,0,0>). Students who are absent due to illness should be prepared to present a physician's note explaining their absence.
- Student are expected NOT to attend if they are ill with a communicable disease. If you are in doubt, please feel free to consult the instructors.

Evaluation:

Vista quizzes	55%
Presentation assignment	20%
Recipe assignments	15%
Shopping assignment	5%
Participation	5%

Marking guides are included below.

Late assignments will receive a mark of zero. **Plagiarism is not tolerated.** Refer to the UBC Plagiarism guidelines available at:

<http://www.library.ubc.ca/home/plagiarism/>

Assignments and Evaluation for FNH 341

This is a practical course and this will be reflected in the evaluation. Completing the quizzes before the lab ensures students have read and understood the work that will be undertaken. Students should come to the labs having read and considered the “Questions for Discussion” in each module. While these questions may or may not be specifically discussed in class, the concepts are important to each module’s work. Assignments will demonstrate that students are able to apply concepts covered in the lab. **Please note** that marks will be deducted for poor use of grammar and for incorrect spelling.

Weekly Vista quizzes (to be completed prior to each lab).

Quizzes must be completed by 1:00 p.m. on the day of class (for **both** afternoon and evening labs.) Quizzes completed after the lab will not be marked, unless discussed with and agreed to by the instructors before the day of the lab. Each of 11 quizzes is worth 10 marks, for a total of 110 marks (or 55%).

Three brief recipe assignments, to be done individually:

Following three different labs within the term, find and prepare a recipe of your choice that illustrates principles covered in the lab. Submit the recipes, including publication details, to the instructors along with:

- A brief discussion of why you chose the recipe and how it relates to a concept from the lab.
- Cost of preparing the recipe (using the costing template and FAQ text for conversions.)
- Highlights of your experience making it.
- How it tasted.
- Any suggestions to improve it.

- Whether or not you would make it again or recommend it to others.

Recipes may be chosen from the following sources:

1. Cookbooks, Magazine or Newspapers - When submitting this recipe, please include a citation.
2. Packages - (e.g. Boxes, Cans, Packets, Bottles, manufacturer's website) When submitting Package recipe, please hand in the package or a digital file of the package (i.e. photo, scan etc.) or URL.
3. Marketing Board - (e.g. Dairy Farmers of Canada, Alberta Pork, Beef Information Centre, Alberta Barley Commission, Saskatchewan Pulse Growers) When submitting Marketing Board recipe, please submit leaflet/pamphlet or URL.
4. Family recipe – e.g. A recipe from a relative or family friend

Recipe from the internet or from the food network or other television programs will not be accepted.

Each recipe source may be chosen only once (i.e. for one assignment only)

Students may choose any lab, *except* Week 13: Fruit and Vegetables and week 14: Desserts. **Assignments will not be accepted after the end of the lab on Week 12.** Late assignments will receive a mark of zero. **Plagiarism is not tolerated.** Refer to the UBC Plagiarism guidelines available at:

<http://www.library.ubc.ca/home/plagiarism/>

Assignments are due Wednesday at noon to ensure sufficient time to print and submit a paper copy, should need arise. One assignment must be completed and handed by week 5 (Feb. 2nd). One assignment must be completed and handed in by week 9 (Mar. 2nd). The final assignment must be completed and handed in by week 12 (Mar 30th). Each of the three recipe assignments is worth 10 marks.

Recipe Assignment 1 – due on or before Feb 1st

Recipe Assignment 2 – due on or before Feb 29th

Recipe Assignment 3 – due on or before Mar 28th

Students must submit their assignments through Vista. Gerry will confirm receipt and ability to open documents of any assignments. If you do not receive confirmation within 24 hours, please hand in a paper copy at the lab the following day. Assignments are due Wednesday at noon to ensure sufficient time to print and submit a paper copy, should need arise.

Shopping Essay Assignment – 1000 word maximum – to be done individually

Shopping Essay Assignment – **due on or before due dates listed. A sign-up sheet will be circulated during the first class. Please note both your chosen store and the associated due date.** Assignments are due Wednesday at noon to ensure sufficient time to print and submit a paper copy, should need arise.

Students must submit their assignment through Vista. Gerry will confirm receipt and ability to open documents of any assignment. If you do not receive confirmation within 24 hours, please hand in a paper copy at the lab the following day. Assignments are due Wednesday at noon to ensure sufficient time to print and submit a paper copy, should need arise.

During the term, Students must visit a grocery store that is outside of their usual food shopping experience. Assignments will be marked on the student's description of the following:

Name and location of the store

Consumers targeted by store (i.e. Ethnicity, Culture, Income, Quality, Standards)

Description of the range of foods in the store.

Any foods purchased and eaten

General experience of visit

Conclusion: Aside from familiarity with ethnic foods, how will familiarity with this store and the experience of shopping here contribute to your professional knowledge base?

Plagiarism is not tolerated. Refer to the UBC Plagiarism guidelines available at: <http://www.library.ubc.ca/home/plagiarism/>

Store	Due Date
Omnitsky Kosher 5866 Cambie Street	January 11 th , 2012
El Sureño 1730 Commercial Drive	January 18 th , 2012
H mart 590 Robson Street	January 25 th , 2012
Fujiya 912 Clark Drive	February 1 st , 2012
Aling Mary's 2656 Main Street	February 8 th , 2012
Cioffi's 4156 East Hastings, Burnaby	February 15 th , 2012
Jasmine Market 4323 Main Street	February 29 th , 2012
Yaas Bazaar International Foods, 1860 Lonsdale Avenue, North Vancouver	March 7 th , 2012
Punjab Food Center 6635 Main Street	March 14 th , 2012
Chinatown Supermarket 239 Keefer Street	March 21 st , 2012

Food Bank Assignment (Optional) – to be done individually

This Food Bag Assignment may be completed as an alternative to the third recipe assignment. Students must notify Joanne and Gerry of their interest in completing this option, as the food bank is interested in minimizing disruption and prefers a group visit by students, rather than individual visits. Please notify Joanne and Gerry of your interest by March 7th, 2012

Food security is an issue in Metro Vancouver, throughout BC and all of Canada. Many people depend on food banks for a significant part of their monthly foods. However, there is sometimes no choice in the foods that one receives.

For this alternate assignment, Joanne and Gerry will contact the coordinator, XXXXX, at the Greater Vancouver Food Bank to set up an appointment for a group visit to the food bank:

XXXXXXXXXXXXXXXX

The Greater Vancouver Food Bank
1150 Raymur Avenue
Vancouver, BC
V6A 3T2

Students must determine the contents of a weekly food bag. You may choose a bag targeted to a single person or a bag targeted to a family. When choosing a family bag, determine (i.e. ask) the nature of the family whose food needs it is intended to supplement (e.g. 1 adult and two children)

List the contents of the bag, including product name (i.e. Spam), type of product (i.e. canned processed meat), size of product (i.e. 198 g), Canada Food Guide food group (i.e. Meats and Alternatives), and the number of servings the product provides (i.e. approximately 4 fifty-gram servings). **Please note that Nutrient Analysis is not necessary.**

From the foods list, develop a menu plan that will use all of the products in the bag. You are welcome to use products in imaginative or alternate ways (e.g. from a macaroni and cheese dinner, use the cheese powder in one dish and the macaroni in a different dish).

You are welcome to use ingredients that are not included in the bag, but must include the amount and cost of such ingredients(e.g. "add 1 cup of brown rice; volume-to-weight conversion is 1 cup = 196 g; purchase price is \$2.99/907 g; added cost = \$0.65). The cost of added ingredients must not exceed \$5.00. Think practically here: it is possible to purchase 1 cup of rice, but not possible to purchase ½ can of corn. Some foods may need to be purchased in complete container units.

List the number of meals the food bag will contribute to an individual's or family's intake. (e.g. 4 breakfasts, 3 lunches and 2 suppers). Using the Canada's Food Guide Servings provided by the bag, assess the impact of the bag on meeting an individual's or family's nutrition needs.

As this assignment is more time consuming than other assignments and utilizes knowledge and skills not included in the instruction of this course, there will be 5 bonus marks (i.e. 2 1/2% of the final mark) added to the student's overall grade (Note: even with added bonus marks, no final mark can exceed 100%)

Plagiarism is not tolerated. Refer to the UBC Plagiarism guidelines available at:

<http://www.library.ubc.ca/home/plagiarism/>

Participation

All students will start the term with 10 participation marks. **Marks will be deducted** for non-attendance (unless agreed to previously by the instructors), hair not tied back, lack of appropriate clean attire and poor conduct within the lab. Poor conduct includes not turning off cell phones/pagers/PDAs, texting, poor food safety and kitchen safety practices, lack of courtesy, tardiness to class, not putting equipment away, or not taking out the garbage.

Supermarket Nutrition Tour

All students must participate in the supermarket tour at Save On Foods' Wesbrook Village Store (5945 Berton Avenue) on January 12th.

Presentation Assignment (One major assignment, to be done in pairs.)

Student pairs and topics and date of presentation will be assigned by the instructors during the first lab. All assignments involve some research and cooking at home, followed by conducting an in-class demonstration, a tasting and a class discussion.

The assignment is worth 40 marks (20%). Both students will receive the same mark. As each assignment is an integral part of the learning experiences of the associated lab, there is no opportunity for presentations to be late.

- As this is a practical foods-based course students must focus on food in their presentations. While nutrition issues are important to dietetic practice, all other courses focus on those issues. This is the *sole* course in which students deal with foods-based issues, and this should be reflected in the subject matter of presentations.
- Assignments are designed to get students into grocery stores and kitchens to expand their practical food experience and to share results with the class to develop their presentation skills.
- Handouts should be used to summarize *key points* of the presentation. Please keep in mind that handouts are a minor part of the assignment and should, hence, be **brief**.
- Please discuss your assignment with the instructors ahead of time so you are clear about expectations and the timing of your presentation within the lab.
- As some baked products prepared ahead of time may stale and therefore confound the tasting experience, carefully wrap and freeze products that are made earlier than the night before the lab. Be sure to allow time for them to thaw.
- Students will present the results of their assignment during the lab on that topic. Presentations should be between 20 and 25 minutes, and should include facilitated group discussion. Marks will be deducted if presentations are less than 15 minutes or over 25 minutes in length.

• Presentation Assignment Topics:

Week 3: Eggs and Dairy*

January 19th, 2012

People avoid eating eggs for many reasons. Some non-egg egg substitutions are listed in the lab manual and there may be others, which you find when researching the topic. There are also commercial non-egg “egg replacers” available. Make two versions of the same recipe e.g. a simple cake, muffin or biscuit of your choice: in one, use eggs; in the other, use a substitution listed in the lab manual or one which you research or a commercial product. Bring them to class for sampling. Be prepared to discuss success of the substitutions, and make recommendations for use. Discuss taste, smell, cooking characteristics and palatability.

Week 4: Flours and Baked Goods

January 26th, 2012

Quick sweet bread made with 100% whole wheat versus one made with 100% whole wheat flour augmented with gluten flour. Prepare two versions of a whole wheat quick bread recipe. In one version substitute $\frac{1}{4}$ cup gluten flour for $\frac{1}{4}$ cup of the whole wheat flour. Otherwise the recipes should be the same. Bake both versions and bring them to class. Evaluate the texture, crumb, loft, volume. Be prepared to discuss the effects of using gluten and the impact of fibre on gluten development.

Week 5: Fats and Oils

February 2nd, 2012

Choose a recipe for a dish frequently consumed in your culture and which you consider high in fat. Modify it to reduce the fat by 50%. Cook both versions and bring them to class. Discuss why you chose the recipe, why you made the changes you did, and lead the class in a taste test to determine how the changes affected the palatability. Discuss taste, smell, cooking characteristics and palatability.

Week 6: Bread and Pastry*

February 9th, 2012

Find a gluten-free bread recipe and make it. Note observations about handling and baking characteristics. Find a commercial gluten-free bread mix and make it according to the instructions. Make observations about handling and baking. Freeze bread until the morning of the lab. Purchase a commercial gluten-free ready-to-eat loaf of bread. Present your gluten-free breads to the class for sampling. Discuss differences from standard bread, suggestions for improvement and potential uses. Discuss taste, smell, cooking characteristics and palatability.

Week 8: Grains and Grain Products**February 16th, 2012**

Choose a whole grain that you would like to become familiar with. Choose a recipe, which you will prepare and bring to the lab for tasting. Discuss your experience with purchasing and preparing the whole grain, including time involved. Be prepared to offer three practical suggestions (either from your experience or from books) for things consumers can do to make it easier to eat more whole grains. Discuss taste, smell, cooking characteristics and palatability.

Week 9: Meat and Soy**February 29th, 2012**

Research meat and meat alternates (such as legumes, nuts, seeds, eggs and nut butters) portion sizes as recommended by Canada's Food Guide. Demonstrate these portions for the class discussing any differences in portion sizes and be prepared to recommend ways consumers might learn and recall these portion sizes at meal times. As this is typically the most expensive food group for consumers, discuss way of meeting recommendations with lower cost item, without sacrificing taste. (This demonstration does not necessarily need to include tasting.)

Week 10: Fish and Seafood**March 8th, 2012**

Consumption of mackerel and sardines is an inexpensive way to increase omega-3 fatty acids yet few people have experience using them. Research recipes using canned or fresh mackerel or sardines. List resources you consulted. Prepare your favourite for the class to try. Discuss taste, smell, cooking characteristics and palatability.

Week 11: Soups and Stews**March 15th, 2012**

Make a stock from scratch. It may be any type of stock. Purchase a commercial, pre-prepared similar product. Prepare a table comparing cost, key nutrient content and preparation time required. Bring both versions of stock to class, heat them and conduct a taste test to compare palatability and acceptability. Lead a discussion about the implications, and other ways to produce a nourishing soup when pressed for time.

Week 12: Legumes, Nuts and Seeds

March 22nd, 2012

Beans are nourishing and inexpensive, but they do take time to prepare. Make a bean chili from a recipe of your choosing, cooking the beans from the dried state. Calculate the cost per serving, and the protein, calories, fat, fiber and sodium per serving. Purchase a pre-prepared bean chili. Compare nutrients and cost to the one you made. Bring them both to class for sampling. Be prepared to discuss differences and to make suggestions on ways people can make use of beans in the home kitchen more convenient. Discuss taste, smell, cooking characteristics and palatability.

Week 13: Fruits and Vegetables

March 29th, 2012

Buy fresh cauliflower, carrot and broccoli. Wash and cut into pieces of a suitable size for a fresh vegetable plate. Separate into two batches. With one batch, assemble a raw vegetable plate, cover and refrigerate. With the second batch, blanch small amounts of vegetables at a time in a large quantity of boiling water for ***no longer than a minute***, remove from water and plunge into a bowl of water and ***ice*** to stop cooking, then drain on clean towels. Continue until the second batch is blanched and drained. Prepare a second vegetable plate, cover and refrigerate it. Bring to class; discuss the differences in preparation, including the time elapsed since preparation and any differences in appearance. Taste and discuss differences in taste and texture. What is the practical significance? Discuss taste, smell, cooking characteristics and palatability.

* As the costs of these presentations are higher, students in Lab 1 and Lab 2 may wish to team up in order to split the costs of these presentations

Marking Guides

Recipe Assignment

Evaluation: Recipe Assignment WorkSheet

	Possible Marks	Student's Mark	Comments
Publication details (Incl page number or URL access date)	1 mark		
Cost of preparing the recipe.	2 mark		
Brief discussion of why recipe was chosen and how it relates to a concept from the lab.	2 mark		
Highlights of experience of making it, and how it tasted (using glossary terms)	2 mark		
Any suggestions to improve/change the recipe (including how the change would affect the recipe) Rationale for whether to make it again or recommend it to others.	2 mark		
Spelling and Grammar	1 mark		

Shopping Essay Assignment

Evaluation: Shopping Assignment WorkSheet

	Possible Marks	Student's Mark	Comments
Store name and location details	1 mark		
Consumers targeted by this store	1 mark		
Description of the range of foods offered in this store	2 mark		
Description of any foods purchased and eaten	1 mark		
Description of the general experience of your visit	2 mark		
Conclusion: relevance to professional knowledge base	2 mark		
Spelling and Grammar Exceeds 1000 word limit	1 mark		

Food Bank Assignment (Optional)

Evaluation: Food Bank Assignment WorkSheet

	Possible Marks	Student's Mark	Comments
Type of Bag: "Single" or "Family" (include Family Make-up)	1 mark		
Contents of Food Bag listed, including product name, type of product and size of product	1 mark		
<i>Canada Food Guide</i> food group and <i>Food Guide Serving</i> breakdown of products	2 marks		
Menu Plan (including any additional ingredients with costs incurred)	2 marks		
Number of meals/snacks bag provides	1 mark		
Contribution of bag to weekly nutrition needs of target(s)	2 marks		
Spelling and Grammar	1 mark		
Bonus Marks	5 marks	5	

Presentation Assignment

Evaluation: Presentation Assignment WorkSheet

/40

	Possible Marks	Student's Mark	Comments
Preparation (8 marks) This should include			
<ul style="list-style-type: none"> Evidence of visits to grocery store(s) 	2 mark		
<ul style="list-style-type: none"> Products prepared in advance (as necessary) for tasting/ evaluation by other students Appropriateness of pre-prepared products (thawed if previously frozen, served at appropriate temperature) 	2 mark		
<ul style="list-style-type: none"> Accompanying written materials prepared by the presenter(s) must be clearly presented, brief & well laid out 	4 marks		
Content (Presentation & Written Materials) (16 marks)			
Introduction <ul style="list-style-type: none"> Food issues of greatest significance were identified Recipes appropriate to the issue of concern Identify and address any controversies surrounding the issue (if present)? Were they effectively incorporated into the seminar presentation? 	4 marks		
"Body" of the Presentation <ul style="list-style-type: none"> Was the issue presented clearly? Was the depth of development appropriate? Was there evidence of critique of products available? 	8 marks		
Conclusions <ul style="list-style-type: none"> How good are the recipes? Will the recipes appropriately achieve the purpose for which they are designed? 	4 marks		

Continued to next page...

Presentation Style (8 marks) This includes the following considerations:			
<ul style="list-style-type: none"> • Voice — audible, good energy level, appropriate pace of speaking • “Body Language” — good eye contact with audience, freedom from distracting mannerisms (playing with pen, shuffling feet, etc.) • Organization — material organized in a logical manner; easy for audience to follow progression • Demonstration — visible, enough time given for audience to ‘take in’, actions explained clearly, appropriate amount of information/detail, creative. 	6 marks		
<ul style="list-style-type: none"> • Time management — Seminar neither too short (total time less than 15 minutes) or too long (over 25 minutes). 	2 mark		
Facilitation of Class Discussion and Involvement (8 marks) Evidence that the class was “engaged” in the session.			
<ul style="list-style-type: none"> • Questions stimulated or asked of class 	2 - 4 marks		
<ul style="list-style-type: none"> • Incorporation of class/group activities, and/or • Guiding of any class discussion 	2 – 6 marks		



Recipe Sources

The following are sources used to provide recipes used in the lab.

Cheese Primer by S. Jenkins Workman Publishing, New York, 1996

Chicken by J. McNair Chronicle Books, San Francisco, 1987

The Complete Book of Chicken by Cooks Illustrated Clarkson/ Potter New York, 1999

The Complete Book of Pasta by Cooks Illustrated Clarkson/Potter, New York, 2000

The Complete Meat Cookbook by B. Aidells and D. Kelly Houghton Mifflin, New York, 1998

A Cook's Guide to Chinese Vegetables by M. Dahlen Odyssey, Hong Kong, 1992

Delia Smith's Winter Collection by Smith, D BBC Books, London, 1995

Elegant and Inspired Vij's Indian Cuisine by Vij, V and Dhalwala, M Douglas and McIntyre, Vancouver, 2006

Five Star Food by E. Johnson Vancouver Sun, Vancouver 1993

The Gluten-Free Gourmet by Bette Hagman. Owl Books, 2000

Hershey's Kitchens www.hersheyskitchens.com

The Lighthearted Cookbook by A. Lindsay Key Porter Books, Toronto, 1998

Mama Never Cooked Like This by S. Mendelson, Talonbooks, Vancouver, 1980

A New Way to Cook by S. Schneider Artisan Books, New York, 1991

The Pie and Pastry Bible by Rose Levy Beranbaum, Scribner, 1998

Rebar: Modern Food Cookbook by A. Alsterberg and W. Urbanowicz Big Idea Publishing, Victoria, 2001

Seductions of Rice by J. Alford and N Duguid Artisan, New York 2000

Simply Great Food by P. Chuey, E. Campbell and M. S. Waisman Robert Rose, Toronto, 2007

Still Life with Menu by M. Katzen Ten Speed Press, Berkley, 1988

Sunrise Tofu www.sunrise-soya.com

Tea Breads and Coffeecakes by E. Alston Harper Collins, New York, 1991

Vegetarian Cooking for Everyone by D. Madison Broadway Books, New York, 1997

World of the East Vegetarian Cooking by M. Jaffrey Knopf, New York, 2001

Sources

The following are stores where the instructors shop for supplies used in the lab.

Equipment

Gourmet Warehouse
1340 E Hastings St
Vancouver, BC V5L 1S3
(604) 253-3022

Tinland Cookware
260 E Pender St
Vancouver, BC V6A 1T7
(604) 608-0787

Russell Food Equipment
1255 Venables St
Vancouver, BC V6A 3X6
(604) 253-6611

Ashton Green
A mail order catalogue
www.ashtongreen.com

Food

Famous Foods
1595 Kingsway
Vancouver, BC V5N 2R8
(604) 872-3019

Santa Barbara Market
1322 Commercial Dr
Vancouver, BC V5L 3X6
(604) 253-1941

El Sureno Market
1730 Commercial Dr
Vancouver, BC V5N 4A3
(604) 253-5017

Seafood City
143-1689 Johnston Street
Granville Island
Vancouver, BC V6H 3R9
(604) 688-1818

Triple A Market
1626 Commercial Drive,
Vancouver, BC V5L 3Y4
(604) 253-6326

Les Amies du Fromage
1752 West 2nd Avenue
Vancouver, BC V6J 1H6
(604) 732-4218

Norman's Fruit & Salad
1604 Commercial Drive
Vancouver, BC V5L 3Y4
(604) 251-5159

Restaurants

Harambe Ethiopian Restaurant
2149 Commercial Street
Vancouver, BC V5N 4B3
(604) 216-1060

Tandoori Palace Indian and
Pakistani Cuisine
1439 Commercial Drive
Vancouver BC V5L 3X8
604-254-TIKA(8452)

GLOSSARY OF TERMS FOR SENSORY EVALUATION OF FOODS

Students are *expected* to use these terms in both assignments and class discussions. Please review these terms prior to each class.

Acrid: Sharp and harsh odour, pungent

Aftertaste: The experience that may follow after removal of a taste stimulus; it may be continuous with the primary taste experience or may follow as a different quality, affected by swallowing, saliva, dilution and other influences.

Age: To let food get older under controlled conditions in order to improve flavour or texture or both. E.g. meat, cheese, wine*

Alkaline: A taste sensation usually attributed to a combination of sourness and bitterness. In cooking the most common alkali used in baking soda (to neutralize acid, as a leavener)*

Al dente: Term used to describe pasta or other food that is cooked only until it offers a slight resistance when bitten into, not soft or overdone.*

Aromatic: Possessing a fragrant, slightly pungent, aroma, usually pleasant. (n. Any of various plants, herbs and spices that impart a lively fragrance and flavour to the food and drink)*

Astringent: Quality perceived through the complex of sensations caused by shrinking, drawing or puckering of the skin surfaces of the oral cavity; dry feeling in the mouth.

Bland: Having no distinctive taste or odour property.

Biting: A physical sensation perceived on the tongue, independent of temperature, taste and odour; can be caused by substances such as pepper and ginger. Distinct from burning, that is of greater intensity and/or longer duration.

Body: A word used with food and drink to describe a full, rich flavour and texture. E.g. for beverages such as coffee has a complex, well-rounded flavour that lingers in the mouth.*

Brittle: Textural property characterized by breaking easily and leaving sharp edges.

Chewy: Tending to remain in the mouth without readily breaking up or dissolving; requiring mastication.

Cloudy: Having turbidity; not clear.

Cloying: A taste sensation that stimulates beyond the point of satiation. Frequently used to describe overly sweet products. Can also be an overpowering smell (e.g. very ripe cantaloupe)

Coarse: Composed of large particles, as opposed to fine. Also used to denote a harsh, unpleasant flavour in wines.

Coating: Forming a thin film on the tongue and/or teeth, sometimes caused by a combination of tannins in a food with proteins in saliva, or by homogenized milk and cream.

Consistency: (1) An oral tactile sensation, a degree of firmness, density, or viscosity. (2) Agreement of harmony of parts; congruity; uniformity.

Cooked: Refers to food heated at a specific temperature for a specified time period, until it has reached an appropriate degree of doneness and is at a temperature in accordance with HACCP specifications. Having the characteristic flavour for the food item in its cooked form.

Cooling: A physical sensation in the mouth resulting from a cold liquid or solid; also a result of chemical action sensed by the skin, such as that produced by menthol.

Creamy: (1) Textural property of liquids and soft semisolids resembling the smooth, oily consistency of an emulsion of fat or cream. (2) Creamy flavours refer to apparent fat content or richness.

Crisp: Textural property characterized by a brittle, friable nature.

Crumbly: Textural property characterized by ease with which a substance can be separated into smaller particles.

Crunchy: Textural property that produces a characteristic grinding or crushing sound during mastication of a substance.

Crusty: Having a dry, hard, or coarse surface, with a softer inside.

Crystalline: Textural property resembling the surface conformation of a crystal; clear, transparent.

Doughy: Textural property resembling an unbaked water and flour mixture; pasty, soft and heavy (not pourable).

Effervescent: Containing gas bubbles induced by fermentation or carbonation, as champagne, beer, or soda water.

Elastic: Textural property reflecting rate of recovery of a material from deformation, such as measured or perceived by tongue and teeth. In yeast dough, refers to the extent of gluten formation.

Fibrous: Stringy textural property

Firm: Solid, compact textural property.

Flaky: Term describing a food, such as a pie crust, with a dry texture that easily breaks off into flat, flakelike pieces*

Fluffy: Soft and downy textural property; light and airy.

Foamy: Textural property consisting of a mass of bubbles formed on liquids, or in the mouth by agitation or fermentation; frothy.

Friable: Easily crumbled, breaking into small granules, *e.g. overbeaten egg whites; shortbread*

Fragrant: A pleasing olfactory quality; odours which are distinctly pleasant smelling.

Gelatinous: A thick, jellylike consistency.

Grainy: Granular texture (like white sugar, salt).

Greasy: Textural property suggesting a covering of oil or fat.

Gristly: Having cartilaginous like properties, chewy.

Hardness: A textural property; force necessary to attain deformation. Can also refer to mineral content in water

Mealy: Having a dry or powdery texture that resembles meal. A term describing the texture of a baked potato as slight dry and almost crumbly*.

Metallic: Flavour defect suggesting iron or copper contamination. In fat-containing foods, related to oxidative changes.

Mouthfeel: The feel of a food item on the tongue. Not a reference to flavour, but rather to texture and consistency.

Mouldy: An odour or flavour suggestive of mould. Visual appearance of mould growth

Mushy: A soft, thick, pulpy consistency, may be in relation to a food that is normally firm.

Musty: Flavour similar to the odour of a damp, poorly ventilated cellar, dusty.

Nippy: Sharp, biting oral sensation.

Pasty: Textural property characterized by flour-water paste; starch taste.

Piquant: Agreeably stimulating to the palate; pleasantly tart, sharp, or biting; pungent.

Plastic: A property of texture; capable of being deformed continuously and permanently in any direction without rupture. E.g. butter, margarine

Pungent: A sharp, stinging, or painful sensation of a flavour or odour.

Rancid: Having a rank odour or taste, as that of old fats and oil or nuts.

Rubbery: (1) Odour of natural or synthetic rubber. (2) Resilient, rubber like texture. Similar to gummy or chewy.

Sandy: A textural property resembling small, loose, dry, granular particles; gritty.

Savoury: A term describing food that is not sweet but rather piquant and full-flavoured.*

Sharp: Characterizing an intense or painful, well-localized reaction to a substance being eaten or smelled; e.g. various acids and alcohols. Strong flavour associated with well-aged cheese. (nippy, tangy)

Short: Culinary term used to describe non-yeast pastry or cookie dough that contains a high proportion of fat to flour. These doughs are tender, rich, crumbly and crisp*

Smoky: Emitting smoke; having a grey, cloudy appearance; having a burnt like odour or flavour.

Smooth: Having an even surface or consistency; devoid of lumps or pieces.

“Soupy”: Usually refers to undesirable dilution of a semisolid or a suspension.

Spicy: Flavoured with, containing, or characteristic of a spice or spice complex; aromatic; piquant; pungent.

Spongy: Having the consistency of a sponge; open, loose, pliable texture; elastic, porous, springy.

Springy: An elastic surface texture, such as that of freshly baked bread or cake.

Starchy: Containing a high amount of carbohydrate, with the flavour or mouth feel or uncooked starch.

Stale: Not fresh; dull or tasteless from age, such as stale bread or non-fat milk powder.

Sour: Acidic in taste, e.g. lemon juice

Tangy: Having a sharp, tart taste. (sharp, nippy)

Tart: Sharp, acidic or sour.*

Tender: Easily broken, cut or masticated. Opposite of tough or hard.

Texture: Properties of a foodstuff apprehended both by the eyes and by the skin and muscle senses in the mouth, including roughness, smoothness, graininess, etc.

Tough: Having flexibility without brittleness; yielding to force without breaking; tenacious, such as the ligaments in meat.

Viscous: Thick. Resistant to flow

* definitions taken from: **Herbst, Sharon Tyler, The New Food Lover's Companion, 2nd ed, Barron's Educational Series, NY, 1995**

