



**NEW ENGLAND
CULINARY INSTITUTE™**

- I. **Course Code:** CMCT1205 **Course Title:** Communication: Verbal and Interpersonal
Number of Credits: 3 credits

<u>Instructor's name</u>	<u>NECI Email</u>
Darryl Benjamin	darryl.benjamin@neci.edu

II. **Course Description and Rationale**

Students will learn how to select and limit a writing topic, determine purpose, evaluate audience, and develop and support a main idea. Students will read their work out loud for constructive audience (peer) feedback. Using the writing process, students will produce a writing portfolio that includes the following research based and personal essays: daily prompts, personal experience essay, persuasive essay, and fan fiction, and a memoir. Students are responsible for prewriting/research and mechanics of writing assignments during and after class relevant to the standards of the course.

Writing, Reading, Researching and Analytic Reasoning are significant skills required for success in any profession. Students will demonstrate their ability to think critically through their reading, research, as well as oral and written communication.

[NOTE] THIS IS A HYBRID COURSE. ASSIGNMENTS, LESSONS, AND RESOURCES ARE AVAILABLE ONLINE IN MOODLE.

III. **Course Evidence:**

Evidence Descriptions	Associated Standards
Written Expression Portfolio Part I: Scholarly Personal Narrative / Culinary Memoir, Research & Recipe Part II: Persuasion / Restaurant Critique Part III: Oral Presentations & Written Materials / Global Food Issues Part IV: Weekly Assignments	All listed below under course standards
Professionalism Student's professionalism addresses the necessary behaviors and attitudes recognized by the industry for success of an individual. The student accepts that how peers, instructors and others view him/her affects his/her professional opportunities.	AOS PPD Standards and Associated Rubric

IV. **Course Standards**

Critical and Creative Thinking Domain

Critical and creative thinking are significant skills required for any professional in the foodservice industry. Students will demonstrate their ability to think critically through their writing and group discussions. Using a disciplined process of thinking, students will take positions on issues affecting the industry while working with diverse groups of people. Students will be expected to empathize with the opinions and positions of others, recognizing that multiple opinions contribute to intellectual conversations and on-going debates. Reading,

writing, research methods, analytic reasoning and problem solving, presentation, and language are some of the topics that are introduced within this class.

CCT Reading in Contemporary Issues:

The student explores multiple viewpoints on issues with relevance to the food service industry. The student reads from selected writings - including novels, nonfiction, case studies, industry journals and periodicals. The standard is met when the student:

1. Demonstrates an ability to read and analyze written work
2. Identifies key concepts and ideas, supporting arguments, and supporting evidence
3. Interprets implications and consequences
4. Makes connections between multiple works
5. Relates reading to relevant personal perspective and experiences

CCT Writing

The student writes to demonstrate his/her understanding of the components of good writing in a variety of styles. Through the active process of writing and revising, the student establishes his/her point of view in a disciplined and sophisticated manner. The standard is met when the student:

1. Demonstrates an ability to draft, revise and finalize written work at a professional level by clearly articulating main ideas, providing appropriate supporting information, following an organized structure, using the appropriate tone and maintaining correct sentence-level grammar.
2. Produces critical and creative writing including persuasive essays, reflective writing and descriptive writing
3. Produces thoughtful responses to weekly writing prompts.

CCT Research Methods

The student uses a variety of research methods to investigate topics and to extract pertinent information to support or dispute ideas. The student uses this information to support written work at a professional level. The standard is met when the student:

1. Engages in research process and demonstrates the ability to access and use information from a variety sources including books, magazines, newspapers, the internet and interviews while discerning the relative value or credibility of a source by identifying bias.
2. Synthesizes cited material into his/her own writing by using citations that are appropriate to his / her overlying argument, incorporating citations into the text with an appropriate introduction and discussion and using citations as determined by the MLA guidelines (see library.neci.edu - under 'academic honesty and writing resources' there are numerous MLA citation web sites for reference).

CCT Analytic Reasoning and Problem Solving

The student will be able to use observation, research, experience and creativity to develop a critical and careful response to a written work or an observed situation. The standard is met when the student, through his/her writing and discussions:

1. Demonstrates observational skills by reading or reviewing a primary source for context and/or interviewing a person for their perspective on an issue, topic, or situation.
2. Demonstrates critical reading skills by identifying key concepts in books, journals and other sources.
3. Uses observation, research, experience, and creativity to develop and present a critical and careful response to a stated issue.
4. Is introduced to using creativity combined with critical thinking to develop innovative responses to specific situations.

CCT Presentation

Through the preparation and delivery of professional presentations, the student gains knowledge of a specific topic while sharpening communication and oral communication skills. The standard is met when the student prepares and delivers professional presentations by:

1. Drafting and using outlines and notes.
2. Projecting a professional appearance and demeanor
3. Using supporting information and documenting findings of presentation topic
4. Presenting information in a clear and understandable manner.

5. Using visual aids when appropriate.
6. With some assistance, responds appropriately to questions, comments and criticisms.
7. Provides constructive feedback to fellow students if requested.

V. **Rituals and Routines**

Philosophy: For many people writing can be an intimidating process. It is my responsibility as your instructor to help you develop your writing skills and to make the writing process less intimidating. To that end, I am available to help you complete your writing assignments during class writing time, before class, after class, by appointment, and thru e-mail . Please do not hesitate to ask for help. I can be reached via e-mail at darryl.benjamin@neci.edu. The other valuable educational resource available to you is the Anne Connor at the Learning Center at 7 School Street (802) 225-3327.

Due Dates: All written assignments are due at the beginning of class. If you are absent, you still must get your work to me via e-mail or to the folder at my desk at Alumni Hall on the day it is due.

Classroom Decorum: Writing class activities require a level of trust and respect among all members of the group. Interruptions, private conversations, and late entrances all detract from the work at hand. Cell phones must be turned off. If you demonstrate a lack of kindness and consideration for the other members of this writing group, you will be asked to leave class.

Academic Integrity: All written assignments must be solely the work of individual students. No copying, whether in part or in whole, of the writing of others is tolerated. The penalty for plagiarism, unauthorized assistance, interference, and multiple submissions is failure in the course.

OTHER NOTES:

Bring a laptop.

Course schedule is subject to change – I will provide a revised schedule if necessary.

VI. **Emergency Plan**

School Street:

Emergency Equipment: *The first aid kit is located in the mid-kitchen area. Students must report any injuries to the instructor.*

Nearest Emergency Exit: (if safe, use the following exit and relocate)

Classroom: Handicap entrance outside of purchasing, or front door, main dining room.

Relocate to: City Center, LaBrioche if closed.

Lab: Front door, main dining room, side door from kitchen, handicapped entrance outside of purchasing.

Relocate to: City Center, LaBrioche if closed

Shelter in Place, secured areas:

Classroom: Classroom #5 or Bergeron Room

Lab: Bergeron Room

Harris Hall:

- Shelter in place: stay in your classroom
- Fire alarm or other need to vacate the building — go to Dewey Cafeteria.

VII. **Course Schedule & Lesson Topics**

-  Day 1_Intro and Writing Process
-  Day 2_Effective Writing
-  Day 3_Persuasive Writing
-  Day 4_Advertising Writing
-  Day 5_Essay-Organization
-  Day 6_Memoir
-  Day 7_King Corn
-  Day 8_Audience
-  Day 9_Restaurant Critique
-  Day 10_Restaurant Critique-...
-  Day 11_Procedural Writing
-  Day 12_Editorial Writing
-  Day 13_Persuasive Poster Wr...
-  Day 14_Descriptive Writing
-  Day 15_Narrative Writing
-  Day 16_Self-Assessment Essay

Rubric: Verbal and Interpersonal Portfolio

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (MS)	Exceeds Standard (ES)
Writing and Revision Process		Not always able to improve significantly from one draft to the next.	Demonstrates an active writing process of pre-write, first draft, and revision.	Demonstrates defined process that employs writing strategies that are apparent and trail progress through various stages.
Main Idea		Main ideas are not evident most of the time. Writing lacks coherence.	Main ideas are clearly evident.	Develops a controlling idea that conveys a perspective on a topic and is appropriate to purpose, audience and context.
Key Concepts		Doesn't integrate concepts. Important information is missing.	With some assistance, key concepts and ideas are integrated into writing and explained in an understandable format. Bridges are made to relevant experience, texts, and other outside sources.	Demonstrates strong understanding by placing concept(s) in a context with other works, personal and professional experience, and/or comparing and contrasting to other key concepts.
Supporting Information		Few details and/or explanation of ideas provided.	Integrates relevant information that supports main ideas. Sufficient information is provided to support assertions and ideas with evidence from credible sources.	Includes illustrative explanations and detailed descriptions. With minimal assistance, effectively integrates quotes by providing clear introduction to quote and directly reflecting on how quote supports assertions/ideas.

<p>Organization</p>		<p>Writing is difficult to follow.</p> <p>Information is lacking and/or ideas are confusing, out of sequence or don't fit together.</p>	<p>Clear and logical progression with a sense of beginning, middle, and end.</p> <p>Presents organizational structure appropriate to the topic.</p> <p>Organizational format is consistent throughout.</p>	<p>Presents organizational structure including transitional elements that help to lead the reader through the piece.</p> <p>Organizational format is consistent throughout. Uses innovative tools to organize the material.</p>
<p>Tone</p>		<p>Tone is unprofessional, is too informal and/or is inappropriate to the audience.</p>	<p>Uses appropriate professional vocabulary. Tone is appropriate to intended audience.</p>	<p>Able to maintain sophisticated tone throughout the entire piece, creating a unified, coherent voice.</p> <p>Vocabulary is particularly responsive to intended audience.</p>
<p>Grammar, Usage and Mechanics (GUM)</p>		<p>GUM errors interfere with reading. Lack of attention paid to proofreading final drafts.</p>	<p>GUM usage conforms to accepted usage.</p> <p>Demonstrates the ability to manage GUM so that they aid rather than interfere with reading.</p>	<p>GUM is used in a sophisticated manner enhancing the presentation of ideas.</p> <p>Displays controlled use of sentence structure including effective use of fragments, parenthetical comments, & repetitive elements.</p> <p>Demonstrates variety of language features such as effective word choice and parallel construction.</p>

Format		Doesn't follow format requirements. Document could appear more professional. Citation(s) fails to include necessary element(s).	Follows format requirements, meets deadlines and includes all necessary elements. Document is neat and professionally presented. Demonstrates ability to cite correctly according to MLA guidelines.	Includes additional elements that enhance format organization and presentation where appropriate, such as strong visuals, bullet points, and attractive letterhead. Format chosen is highly effective (ex: spacing, binding, paper, color usage, visuals, etc.) Demonstrates ability to correctly cite varied, difficult quote formats. In addition to correctly following MLA guidelines for citations, is able to follow guidelines for page layout including heading.
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Professionalism Rubric:

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (MS)	Exceeds Standard (ES)
Appearance and Grooming		Sloppy or inappropriate attire Personal grooming needs attention	Neat and well groomed. Attire is appropriate to classroom context.	Models business professional attire appropriate to context.
Language and Decorum		Acts or speaks inappropriately at times Needs prompting to respect people and situations	Good self-awareness; works to maintain composure Uses appropriate tone and language Acts or speaks respectfully and matches behavior to setting	Act as an example to others

Communication		Has difficulty expressing ideas verbally or written	Verbal and written communication is clear	Anticipates outcomes and can clearly articulate verbally and written
Attendance and Punctuality		<p>Does not follow established protocols for reporting absences or tardiness Has a habit for being tardy</p> <p>Communicates lack of concern for collecting missed assignments or rescheduling class time</p> <p>Poor attendance and behavior interferes with education</p>	<p>Attends class regularly and is punctual</p> <p>If absent or tardy, follows established protocol for reporting</p> <p>Actively works to collect missed assignments and reschedule class time</p>	<p>Perfect class attendance.</p> <p>Is never late for class and often arrives early</p>
Responsibility, Organization and daily preparedness		<p>Shows difficulty understanding those responsibilities that affect his/her ability to organize effectively;</p> <p>Needs constant coaching on organizational skills</p> <p>Does not review course materials</p> <p>Assignments are regularly turned in late or incomplete</p>	<p>Comes to class with a good understanding of responsibilities</p> <p>Needs infrequent coaching on organizational skills</p> <p>Receives and acts on feedback positively</p> <p>Assignments are submitted on time and of good quality</p>	<p>Comes to class with complete understanding of responsibilities</p> <p>Uses his/her understanding to organize tasks without assistance</p> <p>Needs minimal to no coaching on organizational skills</p> <p>Uses course materials to prepare ahead</p> <p>Assignments are turned in on time or ahead of time and are complete and of professional quality</p>

Participation in Class Discussions & Activities		<p>Waits to be called on before participating;</p> <p>Limited involvement in group work</p>	<p>Participates regularly in class discussions and group work;</p> <p>Asks questions, and maintains discussion relevant to the topic.</p>	<p>Is actively engaged; makes thoughtful and intelligent connections between topics;</p> <p>Initiates discussions relevant to topic</p>
Flexibility - adapting to change		<p>Struggles with change.</p> <p>Works competently on tasks but can be sidetracked with new or changing information.</p> <p>May need prompting to act positively. With assistance can redirect efforts to incorporate changes.</p>	<p>Can be approached with changes.</p> <p>Responds positively to new requests or changing information.</p> <p>Works to find solutions.</p>	<p>Anticipates change, can identify need for change or flexibility.</p> <p>Works to find solutions and can act independently to make changes.</p>
Continuous Efforts for Improvement - Response to Instruction		<p>Does not revise work</p> <p>Relies on instructors to suggest ways to improve</p> <p>Lacks critical review skills</p>	<p>Uses instructor feedback to revise work</p> <p>Has good critical review skills</p> <p>Works to meet standards</p>	<p>Demonstrates frequent self-reflection and strives for continual improvement</p> <p>Engages instructor and suggests ways to improve his/her work</p>

Teamwork & Success of Others		<p>Places individual goals before class goals;</p> <p>Limited involvement in class work; Has difficulty developing working relationships with team members.</p> <p>May not always respond positively to request for help</p> <p>Rarely is a respectful audience for peers</p>	<p>Actively participates in class activities;</p> <p>Shows awareness of group dynamics;</p> <p>Makes good effort to help class accomplish tasks and function well as a team.</p> <p>Is approachable by others and is willing to assist and support the group</p> <p>Is a respectful audience for peers</p>	<p>Works effectively with all class members;</p> <p>Supports peers to create a positive team environment. Actively involves him/herself in assisting and supporting others</p>
Conceptual Understanding		<p>Appears disinterested in grasping the key points covered in class.</p> <p>Unable to answer questions.</p> <p>Unable to take lecture material and apply it in practical situation.</p>	<p>Demonstrates engagement with the material and an understanding of key ideas</p> <p>Correctly answers most questions</p> <p>Demonstrates ability to apply some of the key points in discussion and /or production settings</p>	<p>Demonstrates strong understanding of materials</p> <p>Provides highly perceptive answers to almost all questions (either written or orally).</p> <p>Takes responsibility for their education by further exploring key concepts</p> <p>Frequently relates material to relevant discussions or production setting</p>

VIII. Library Resources

Students are required to use at least one source from the library during their research for this class. With a collection specializing in the culinary arts, the library has books, journals, DVDs, audio books, subscription databases, and course reserves on hand. Students have access to a wide variety of articles and reference materials around the clock.

Library Hours and Contact Information

Hours:

Monday – Thursday: 9:00 am - 9:00 pm

Friday: 9:00 am - 4:00 pm
Saturday & Sunday : 1:00 pm - 5:00 pm

NECI Library

7 School Street

Montpelier, VT 05602

Rachel Bornstein, Librarian

802-225-3318

library@neci.edu