

GM302 - ENGLISH VI - Turizm Fakültesi - Gastronomi ve Mutfak Sanatları Bölümü

General Info

Objectives of the Course

The aim of this course is to provide students with the intermediate level English proficiency they may need in the field of culinary arts, based on the four fundamental language skills.

Course Contents

This course covers basic vocabulary and scenarios related to the field of gastronomy, as well as language functions such as apologizing for a mistake, correcting a mistake, asking for and giving advice, requesting something, issuing a warning, seeking approval, narrating events in sequence, expressing confusion, and asking for help.

Recommended or Required Reading

Ders kitapları ve ek metaryaller. ICT. CD çalar, tahta ve kalem. Cooking: Evans, Dooley and Hayley, 2013

Planned Learning Activities and Teaching Methods

Question and answer, pair work, group work, drama, role play, brainstorming, presentation, interactive vocabulary work

Recommended Optional Programme Components

Supplementary reading materials (novels, articles). Watching and analyzing English movies and TV shows. Online interactive grammar and vocabulary exercises. Participation in language exchange programs. Attending English-speaking events or clubs.

Instructor's Assistants

Celal Yılmaz, Ali Nail Beyce (İÖ)

Presentation Of Course

This course is conducted using face-to-face teaching methods.

Dersi Veren Öğretim Elemanları

Inst. Uğur Ünalır Inst. Ali Nail Beyce

Program Outcomes

1. Students who successfully complete this course can identify basic kitchen tools, utensils, and equipment and describe their purposes appropriately.
2. Students who successfully complete this course can understand measurement units in recipes and use appropriate measurement terms accurately.
3. Students who successfully complete this course can explain basic kitchen actions (chopping, mixing, cooking, etc.) using appropriate verbs.
4. Students who successfully complete this course can understand and communicate warnings related to health and safety in the kitchen.
5. Students who successfully complete this course can suggest solutions to common problems encountered in a kitchen environment.
6. Students who successfully complete this course can describe the taste and characteristics of ingredients using basic adjectives.
7. Students who successfully complete this course can produce short written reports or notes related to kitchen equipment and work processes.
8. Students who successfully complete this course can engage in basic communication with customers and colleagues in a professional context.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	Students' prior knowledge of meat products consumed in daily life	Communicative Language Teaching, vocabulary-focused instruction, context-based reading	Basic concepts of meat types and cuts; classification of meat products. Evans, Dooley and Hayley, 2013: 44-45	Menu analysis, matching meat types, and providing information to customers about meat dishes
2	Students' personal experiences and awareness of seafood products	Task-based learning, recipe analysis, question-answer technique	Seafood types and preparation methods; basic terminology related to seafood. Evans, Dooley and Hayley, 2013: 46-47	Explaining seafood preparation methods and responding to customer questions
3	Students' everyday knowledge about consumption and storage of dairy products	Context-based instruction, inductive approach, vocabulary-function matching	Milk and dairy products; basic concepts related to spoilage, storage, and hygiene. Evans, Dooley and Hayley, 2013: 48-49	Activities focused on expressing warnings, consequences, and storage conditions of dairy products

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
4	Students' everyday experiences with fruits they consume	Communicative Language Teaching, context-based vocabulary teaching, preference-expression activities	Basic concepts related to fruit types, nutritional value, and fruit preparation methods. Evans, Dooley and Hayley, 2013: 50-51	Activities on expressing preferences, making comparisons, and offering fruit-based recommendations to customers
5	Students' everyday experiences with using vegetables, spices, and herbs	Task-based learning, context-based instruction, error-correction and warning-focused teaching	Classification of vegetables, spices, and herbs; basic concepts related to storage, cooking, taste, and aroma. Hayley, 2013: 52-53- 54-55	Activities on explaining correct vegetable preparation, recommending appropriate spices and herbs, and giving warnings about incorrect use
6	Students' everyday experiences with using vegetables, spices, and herbs	Task-based learning, context-based instruction, error-correction and warning-focused teaching	Classification of vegetables, spices, and herbs; basic concepts related to storage, cooking, taste, and aroma. Hayley, 2013: 52-53- 54-55	Activities on explaining correct vegetable preparation, recommending appropriate spices and herbs, and giving warnings about incorrect use
7	Students' everyday experiences with consuming pasta, grains, and legumes	Task-based learning, context-based instruction, time-estimation focused language use	Classification of pasta types, grains, and legumes; cooking times and basic nutritional properties. Evans, Dooley and Hayley, 2013: 52-53- 54-55	Activities on explaining preparation times of pasta and legume dishes, selecting appropriate products, and responding to customer questions
8			Mid-term	
9	Students' everyday experiences with consuming pastries and experiencing food flavors	Context-based instruction, descriptive language use, comparison- and degree-focused teaching	Types of pastry and flavors; basic concepts related to degrees of taste and food flavor characteristics. Evans, Evans, Dooley and Hayley, 2013: 60-61- 62-63	Activities on describing pastry and food flavors and interpreting customer feedback related to taste
10	Students' everyday experiences with consuming pastries and experiencing food flavors	Context-based instruction, descriptive language use, comparison- and degree-focused teaching	Types of pastry and flavors; basic concepts related to degrees of taste and food flavor characteristics. Evans, Evans, Dooley and Hayley, 2013: 60-61- 62-63	Activities on describing pastry and food flavors and interpreting customer feedback related to taste
11	Students' everyday experiences with measurement units and measuring practices	Context-based instruction, problem-solving learning, comparison and conversion-focused teaching	Measurement units; basic concepts of metric and imperial systems, weight, volume, and temperature measurements. Evans, Dooley and Hayley, 2013: 64-65- 66-67	Activities on selecting correct measurement units in recipes, converting measurements, and answering measurement-related questions
12	Students' everyday experiences with measurement units and measuring practices	Context-based instruction, problem-solving learning, comparison and conversion-focused teaching	Measurement units; basic concepts of metric and imperial systems, weight, volume, and temperature measurements. Evans, Dooley and Hayley, 2013: 64-65- 66-67	Activities on selecting correct measurement units in recipes, converting measurements, and answering measurement-related questions
13	Students' everyday knowledge of food hygiene, kitchen safety, and healthy nutrition	Context-based instruction, cause-and-effect focused teaching, warning and recommendation-based instruction	Basic concepts of food safety, kitchen safety, and nutrition; hygiene, risks, nutritional values, and healthy eating principles. Evans, Dooley and Hayley, 2013: 68-69- 70-71-72-73	Activities on giving warnings about food safety and kitchen accidents, explaining safe working rules, and offering healthy menu recommendations
14	Students' everyday knowledge of food hygiene, kitchen safety, and healthy nutrition	Context-based instruction, cause-and-effect focused teaching, warning and recommendation-based instruction	Basic concepts of food safety, kitchen safety, and nutrition; hygiene, risks, nutritional values, and healthy eating principles. Evans, Dooley and Hayley, 2013: 68-69- 70-71-72-73	Activities on giving warnings about food safety and kitchen accidents, explaining safe working rules, and offering healthy menu recommendations

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18	Students' everyday knowledge about consumption and storage of dairy products. Evans, Dooley and Hayley, 2013: 48-49	Context-based instruction, inductive approach, vocabulary-function matching	Milk and dairy products; basic concepts related to spoilage, storage, and hygiene	Activities focused on expressing warnings, consequences, and storage conditions of dairy products
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21	Students' everyday experiences with using vegetables, spices, and herbs. Evans, Dooley and Hayley, 2013: 52-53-54-55	Task-based learning, context-based instruction, error-correction and warning-focused teaching	Classification of vegetables, spices, and herbs; basic concepts related to storage, cooking, taste, and aroma	Activities on explaining correct vegetable preparation, recommending appropriate spices and herbs, and giving warnings about incorrect use
22	Students' everyday experiences with consuming pasta, grains, and legumes. Evans, Dooley and Hayley, 2013: 56-57-58-59	Task-based learning, context-based instruction, time-estimation focused language use	Classification of pasta types, grains, and legumes; cooking times and basic nutritional properties	Activities on explaining preparation times of pasta and legume dishes, selecting appropriate products, and responding to customer questions
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Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	1,00
Final	1	1,00
Ara Sınav Hazırlık	7	5,00
Final Sınavı Hazırlık	7	5,00
Ders Sonrası Bireysel Çalışma	14	3,00
Ders Öncesi Bireysel Çalışma	14	3,00
Derse Katılım	14	10,00

Assesments

Activities	Weight (%)
Vize	40,00
Final	60,00

Gastronomi ve Mutfak Sanatları Bölümü / GASTRONOMİ VE MUTFAK SANATLARI (İKİNCİ ÖĞRETİM) X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O. 24	P.O. 25	
L.O. 1															5					4	5					
L.O. 2															5					4	5					

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O. 24	P.O. 25
L.O. 3																5				4	5				
L.O. 4																5				4	5				
L.O. 5																5				4	5				
L.O. 6																5				4	5				
L.O. 7																5				4	5				
L.O. 8																5				4	5				

Table :

- P.O. 1 :** Ağırlama ve turizm endüstrisi alanındaki kavramlar, kuramlar, ilkeler ve olgular ile ilgili kapsamlı ve sistemli bilgi sahibi olur; gastronomi ve mutfak sanatları alanının ağırlama ve turizm endüstrisindeki yerini kavrar
- P.O. 2 :** Gastronomi ve Mutfak Sanatları alanındaki kavramları, ilkeleri ve teorileri bilir ve uygular.
- P.O. 3 :** Beslenme ilkeleri ve gıda bilimi hakkında bilgi sahibi olur ve alanında uygular.
- P.O. 4 :** Ulusal ve uluslararası gıda güvenliği standartlarını bilir ve uygular.
- P.O. 5 :** Alanı ile ilgili fiziksel ortamı, araç-gereçleri ve teknolojileri tanır, kullanır ve bakımını yaparak korur.
- P.O. 6 :** Çeşitli pişirme yöntemlerini bilir ve uygular.
- P.O. 7 :** Ulusal ve uluslararası mutfaklar hakkında bilgi sahibi olur ve uygular.
- P.O. 8 :** Menü planlama ilkeleri doğrultusunda çeşitli menüler geliştirir.
- P.O. 9 :** Yiyecek içecek maliyet analizi, kontrolü ve menü fiyatlandırması yapar.
- P.O. 10 :** İçecekler hakkında ayrıntılı bilgi sahibi olur, yiyecek üretiminde çeşitli içecekleri kullanır.
- P.O. 11 :** Yiyecek büfesi dekorasyonu ve yiyeceklerin görsel sunum tekniklerini bilir ve uygular.
- P.O. 12 :** Satın alma aşamasından sunum aşamasına kadar yiyecek içecek üretimi ile ilgili tüm süreçleri bilir ve bu süreçlerde ortaya çıkabilecek sorunları çözer.
- P.O. 13 :** Çalışma alanı ile ilgili ulusal ve uluslararası hukuki düzenlemeleri ve mesleki standartları bilir ve uygular.
- P.O. 14 :** Mesleki etik standartları bilir ve uygular.
- P.O. 15 :** Hem temel hem de alanıyla ilgili bilgi ve iletişim teknolojilerini ve yazılımlarını ileri düzeyde kullanır.
- P.O. 16 :** İngilizcede en az Avrupa Dil Portföyü B2 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.
- P.O. 17 :** İkinci bir yabancı dilde en az Avrupa Dil Portföyü B1 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.
- P.O. 18 :** İşletme ve iktisat alanındaki temel kavramlar, kuramlar, ilkeler ve olgular hakkında bilgi sahibi olur.
- P.O. 19 :** Bir yiyecek içecek işletmesini etkin bir şekilde yönetebilecek yönetim teorilerini ve uygulamalarını bilir ve uygular.
- P.O. 20 :** Başkalarıyla ve bağımsız olarak etkin bir şekilde çalışır.
- P.O. 21 :** Yazılı, sözlü ve sözsüz olarak etkili iletişim kurar ve sunum becerileri gösterir.
- P.O. 22 :** Kişisel bakıma, hijyene, giyime ve görünüme gastronomi ve mutfak sanatları alanının gerektirdiği şekilde özen gösterir.
- P.O. 23 :** Atatürk ilkeleri ve inkılapları konusunda bilgi sahibi olur ve Cumhuriyet'in temel değerlerini benimser.
- P.O. 24 :** Sanatsal konulara ilişkin bireysel yeteneklerini geliştirir.
- P.O. 25 :** Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçlarından (BM SKA) en az birini açıklar. BM SKA şunlardır: 1) yoksulluk, 2) açlık, 3) sağlıklı ve kaliteli yaşam, 4) nitelikli eğitim, 5) cinsiyet eşitliği, 6) temiz su ve sanitasyon, 7) erişilebilir temiz enerji, 8) insana yakışır iş ve ekonomik büyüme, 9) sanayi, yenilikçilik ve alt yapı, 10) eşitsizliklerin azaltımı, 11) sürdürülebilir şehirler ve topluluklar, 12) sorumlu tüketim ve üretim, 13) iklim eylemi, 14) sudaki yaşam, 15) karasal yaşam, 16) barış, adalet ve güçlü kurumlar, 17) amaçlar için ortak çaba.

- L.O. 1 :** Bu dersi başarı ile tamamlayan öğrenciler, mutfakta kullanılan temel araç, gereç ve ekipmanları tanıyabilir ve amaçlarına uygun şekilde ifade edebilir.
- L.O. 2 :** Bu dersi başarı ile tamamlayan öğrenciler, bir tarifte yer alan ölçü birimlerini anlayabilir ve doğru ölçüm terimlerini kullanabilir.
- L.O. 3 :** Bu dersi başarı ile tamamlayan öğrenciler, temel mutfak eylemlerini (doğrama, karıştırma, pişirme vb.) doğru fiillerle açıklayabilir.
- L.O. 4 :** Bu dersi başarı ile tamamlayan öğrenciler, mutfakta iş sağlığı ve güvenliğiyle ilgili uyarıları anlayabilir ve uygun şekilde ifade edebilir.
- L.O. 5 :** Bu dersi başarı ile tamamlayan öğrenciler, bir mutfak ortamında karşılaşılan sorunlara yönelik çözüm önerileri sunabilir.
- L.O. 6 :** Bu dersi başarı ile tamamlayan öğrenciler, mutfakta kullanılan malzemelerin tat ve özelliklerini temel sıfatlarla tanımlayabilir.
- L.O. 7 :** Bu dersi başarı ile tamamlayan öğrenciler, mutfak ekipmanları ve iş süreçleriyle ilgili yazılı kısa rapor veya notlar oluşturabilir.
- L.O. 8 :** Bu dersi başarı ile tamamlayan öğrenciler, mesleki bağlamda müşteriler ve çalışma arkadaşlarıyla temel iletişim kurabilir.