MINISTRY OF EDUCATION AND TRAINING

**LAC HONG UNIVERSITY** 

**COURSE OUTLINE**

**<126070 – CUISINE CULTURE>**

| 1. **GENERAL INFORMATION**
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| --- |

| Course name (Vietnamese): | Văn hoá ẩm thực |
| --- | --- |
| Course name (English): | Cuisine culture |
| Course ID: | 126070 |
| Types: | Fundamental of majors |
| Faculty/ Department: | Expertise – Guidelines Tourism |
| Main Lecturer:  | Master Vu Duc CuongEmail: cuongvd@lhu.edu.vn |
| Lecturer participating in: | Master Phan Van HaiEmail: haipv@lhu.edu.vn Master Vu Duc CuongEmail: cuongvd@lhu.edu.vn |
| Number of credits : | 3 |
| Theory:  | 3 periods |
| Practice:  | 0 periods |
| Exercise:  | 0 periods |
| Speciality: | Obligatory |
| Prerequisite course: | No |
| Previous course: | No |

1. **COURSE DESCRIPTION**

Cuisine culture is a course which demonstrates some basic issues to the traditional cuisine culture in Vietnam. Including: the base of Vietnam cuisine, the cuisine in the area; typical ethnics’ cuisine. In addition, it provides general knowledge of the cuisine culture of some beliefs and nations around the world. This experience will be applied to the narration, set up on the menu and organized into food and drinks served for tourism

1. **COURSE LEARNING OUTCOMES**

 **Table 1: Course Learning Outcomes (CLOs)**

| **Course Learning Outcomes (CLOs)** | **Course Learning Outcomes content** | **Bloom domain/Bloom level** | **Program Learning Outcomes PLOs/SOs/PI (\*)** |
| --- | --- | --- | --- |
| CLO1 | Applying the comprehension to Vietnam cuisine culture and some nations around the world, and some relevant beliefs, in the tourism of business and serving.  | Knowledge (3) | PI1.2 |
| CLO2 | Setting up the serving option in tourism, based on the cuisine culture experience. | Skills (4) | PI4.1 |
| CLO3 | Establishing the narration, menu and Food and Drinks serving organization in order to develop tourism. | Skills (4) | PI6.2 |
| CLO4 | Respecting every culture, belief along with different nations and ethnicities around the world while doing tourism activities.  | Attitude (2) | PI7.1 |

1. **COURSE CONTENT, LESSON PLAN**

**Table 2: Course Content, Lesson Plan**

| **Week** | **Lesson/****Chapter**  | **Name/Chapter**  | **Lesson Learning Outcomes (LLO)** | **Lecture and Study activity** | **Method of lecture** | **Method of****assessment** | **References (\*)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Chapter 1**The general information about culture, great cuisine culture around the world  | The general information about the great cuisine culture around the world | LLO1.1 | Explaining the role and meaning of cuisine in the worldwide culture. | Lecturer: - Introducing the general information, regulation and study goals.- Defining, explaining, Giving question about the definition of Culture, Cuisine culture and some relevant terminologies - Presenting some cultures and great cuisine cultures around the world + Distributing group, Giving tasks Students : - listening, observing and questioning.- Discussing about the comprehension of definitions, notions, notings | + Lecture (1)+ Didactic questioning (2)+ Discussion (13) | + Short form and multiple choice tests‘1’ | [1], [2] |
| **2** | **Chapter 1** | The factors affecting the cuisine culture and cuisine in the integration tendency  | LLO1.2 | - Illustrating the factors affecting the cuisine culture and some changes  | Lecturer: Giving the problem: Asking students to list the perceptions of the factors affecting the cuisine culture – Analyzing Students**:**. Discussing, answering, noting down the feedback Lecturer: Projecting illustrative pictures of some food, asking students to name and describe the character about the origin, how to process. Lecturer**:** Discussing in group and answering, noting down the feedbackLecturer**:** Summarizing the experience after lesson Tutoring students to read the reference, summarize the main idea  | + Lecture (1)+ Didactic questioning (2)+ Discussion (13) | + Case Studies ‘9’+ Essay ‘3’ | [1], [2] |
| **3** | **Chapter 2**Cuisine culture in Vietnam  | The natural-social condition and The traditional Vietnam cuisine culture  | LLO2.1 | Explaining the meaning and the important of The natural-social condition to the form of culture and cuisine culture (A2) | Lecturer: Projecting rice and wheat – establishing the case to the factors of natural-social condition decisively affecting to the cuisine culture of a nation or an area Asking students to add, enumerate the similar example **Students**: Discussing, Noting down, grasping main ideas, summarizing the case - Giving the critical thinking, debating **Home study:** Reading the reference; GV asking SV to work in group for the next three main area’s culture cuisine in lesson after the report  | + Lecture (1)+ Case Studies(8)+ Discussion (13) | + Short form and multiple choice tests ‘1’+ Essay ‘3’ | [1], [2] |
| **4** | **Chapter 2** | The three main area’s culture cuisine and the typical ethnic minorities  | LLO2.2 | Presenting the three main area’s culture cuisine and the typical ethnic minorities  | Lecturer: Choosing students from different areas to present their hometown speciality Offering groups to present the character of cuisine followed by the given area. Practical reporting the preparation **Student**: Listening, questioning, additionally discussing the information, summarizing the main idea.- Presenting in group**Home study**: Reading the reference  | + Lecture (1)+ Discussion (13)+ Case Studies(8) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Essay ‘3’ | [1], [2] |
| **5** | **Mid-term revision**  | Group presentation |  |  | - Team work: + Enumerating, summarizing the previous lesson.+ Finding the practical illustrative example + Discussing and writing  | + Lecture (1)+ Case Studies(8) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Essay ‘3’ | [1], [2] |
| **6** | **Chapter 3**Some essential cuisine cultures to Vietnam tourism  | Asian cuisine  | LLO3.1 | **-** Setting up the Chinese, South Korean, Japanese, Indian and some of the South East Asia countries menu in tourism (S4)  | Lecturer: Distributing in groups, asking every group to find 3 local restaurants which doing the cuisine business: Chinese, South Korean, Japanese, Indian and some of the South East Asian countries Students: Discussing in group, Providing the offered information, commenting. Other groups have to supplement or debate. Students: Noting, grasping the main idea, summarizing the case. **Home study:** Reading the reference –Preparing for the presentation of the European cuisine  | + Lecture (1)+ Case Studies(8) | + Short form and multiple choice tests ‘1’+ Presentation(8)+ Case Studies ‘9’ | [1], [2] |
| **7** | **Chapter 3** | European cuisine  | LLO3.2 | - Setting up the French, British, American, Russian in tourism (S4) | Lecturer: Lecture - Describing and explaining the main character of Western cuisine with nomad culture and Wheat planting; including the magnificent French’s cuisine culture and the art of serving and alcohol tasting, wine, and other drinks. Offering students to do Team work and find examples that contribute informatively to the lesson content.Lecturer: Presenting, discussing, participating in lesson Students have to take note, grasp the main idea, summarize the case Finding an illustrative example.**Home study:** Reading the reference – Asking students for the topic preparation: Cuisine and Religion. | + Lecture (1)+ Case Studies(8) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’ | [1], [2] |
| **8** | **Chapter 4**Cuisine and Religion  | Cuisine and Buddhism, Hinduism | LLO4.1 | Adapting both cuisine and religion in tourism(A2) | Lecturer: Extending the case by asking about students’ vegan experience.- Suggesting students to conclude the regulation of Buddhism’s vegetarianism; giving feedback.- Advancing into the introduction of Indian and Hinduism cuisine. Students have to present, discuss, grasp the main idea, and summarize the case.**Home study:** Reading the reference –Asking students for the topic preparation: Halal and Islamic cuisine  | + Lecture (1)+ Discussion (13) + Case Studies (8) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Essay ‘3’ | [1], [2] |
| **9** | **Chapter 4** | Cuisine and Islam  | LLO4.2 | Setting up a Halal menu in tourism (S4) | Lecturer: Lecturing about Islam, the society and culture of the Arabs.Asking students to find the local Halal restaurant to a group of tourists.+ Giving the problem to SV to solve. Students have to present, discuss, answer the question, grasp the main idea, and demonstrate the solution.**Home study:** Reading the reference – Asking students for the topic preparation: Kosher and Judaism cuisine | + Lecture (1)+ Discussion (13) + Case Studies (8) | + Short form and multiple choice tests‘1’+ Presentation(8)+ Essay ‘3’ | [1], [2] |
| **10** | **Chapter 4** | Cuisine and Judaism, Christianity  | LLO4.3 | Setting up a Kosher cuisine menu in tourism(S4) | Lecturer: + Projecting the picture of a kitchen divided into 2 separate areas in Kosher cuisine.+ Lecturing (1) about Kosher, Judaism and Christianity+ Offering students to find the additional information for the lesson content + Distributing the exercise for each groups + Giving the problem to SV to solve.Students have to present, discuss, grasp the main idea, and demonstrate the solution. | + Lecture (1)+ Case Studies (8)+ Discussion (13) | + Short form and multiple choice tests ‘1’+ Presentation(8)+ Case Studies ‘9’ | [1], [2] |
| **11** | **Final exam revision**  | * Revision
 |  |  | Lecturer: Providing the revision outline **Study in class** : listening to the explanation, questioning **Home study**: Preparing the outline and studying  | + Lecture (1)+ Case Studies(8)+ Discussion (13) | + Short form and multiple choice tests ‘1’+ Essay ‘3’+ Presentation(8) | [1], [2] |

1. **MAPPING OF LESSON AND COURSE LEARNING OUTCOMES**

**Table 3: Mapping of Lesson And Course Learning Outcomes**

| **Chapter** | **Lesson Learning Outcomes** | **Course Learning Outcomes** | **Evaluation Component** |
| --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** | **CLO4** |
| Chapter 1 | LLO1.1 | X |  |  |  | A1, A2, A3 |
| LLO1.2 | X |  |  |  | A1, A2, A3 |
| Chapter 2 | LLO2.1 |  |  |  | X | A1, A2 |
| LLO2.2 |  | X |  |  | A1, A2, A3 |
| Chapter 3 | LLO3.1 |  |  | X |  | A1, A2, A3 |
| LLO3.2 |  |  | X |  | A1, A2, A3 |
| Chapter 4 | LLO4.1 |  |  |  | X | A1, A2 |
| LLO4.2 |  |  | X |  | A1, A3 |
| LLO4.3 |  | X |  |  | A1, A3 |

1. **COURSE ASSESSMENT**

**Table 4: Course assessment**

| **Evaluation Component** | **Form of assessment** | **CLOs**  | **Percentage (%)**  |
| --- | --- | --- | --- |
| A1. Process | - Participating in the lesson - Class exercises- Homework- Team work - LMS exercises  | *CLO1, CLO2, CLO3, CLO4* | *30%* |
| A2. Mid-term | - Test- Big project- Essay | *CLO1, CLO2, CLO3, CLO4* | *30%* |
| A3. Final  | - Written report  | *CLO1, CLO2, CLO3* | *40%* |

1. **COURSE REQUIREMENTS AND EXPECTATIONS**

- Attendance: Obeying the regulation

- Students have to read the given study documentation by the lecturer before every lesson on the online learning system (LMS - learn.lhu.edu.vn).

- Students who do homework on LMS, answer short questions and quick exercises; discuss in class will be given bonus marks to the student's process.

- Finishing given group discussions according to the lecturer's regulations.

1. **STUDY REFERENCE**
	1. **Textbook**

[1]. TS. Võ Thị Thu Hà – ThS. Bùi Thị Hồng Thoa – ThS. Hoàng Thị Mỹ (2022), *Giáo trình Văn hóa ẩm thực Việt Nam,* NXB ĐHQG Hà Nội

[2]. Nguyễn Nguyệt Cầm (2008), *Giáo trình Văn hóa ẩm thực,* NXB Hà Nội

###  8.2 References

[1]. Nguyễn Thị Diệu Thảo (2007), *Giáo trình Văn hóa ẩm thực Việt Nam,* NXB Đại học Sư Phạm, Hà Nội.

[2]. Ngô Đức Thịnh (2022), Khám phá ẩm thực truyền thống Việt Nam, NXB Đại học Hồng Đức.

**General rules:**

| **Abbreviation** | **Description** |
| --- | --- |
| **PLO/SO** | Program Learning Outcomes/Standard Outcomes |
| **PI** | Performance Indicators  |
| **CLO** | Course Learning Outcomes |
| **LLO** | Lesson Learning Outcomes |

| **Head of Major/ Head of Faculty**(sign and write full name) | Dong Nai, February 24th 2023**Responsible lecturer**(sign and write full name)Vu Duc Cuong |
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