

**Spring 2018 COURSE SYLLABUS  
CULINARY INNOVATION AND ENTREPREURSHIP**

**GENERAL INFORMATION**

**PROFESSOR INFORMATION**



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**COURSE DESCRIPTION AND PURPOSE**

A unique course allowing the opportunity for students with advanced culinary skills to learn the art and science of managing culinary innovation and entrepreneurship.

**COURSE OBJECTIVES**

Upon successful completion of this course, the student will be able to:

- Identify and understand the various processes and stages required to bring a new food product from conception to commercialization.
- Be aware of the dynamics of working on a product development team.
- Understand how to write a product formula and finished product specifications.
- Interact with industry leaders in the development of entrepreneurship skills.
- Understand how current innovations in food processing have changed how food is produced and consumed.
- Identify the main drivers that influence Global and American macro and micro trends.

### Course Objectives- Connection to Program Learning Outcomes

As a course in the Hospitality and Tourism Management undergraduate degree program, this course requires the student to successfully demonstrate mastery of a number of learning outcomes. As the course proceeds during the semester, students will be evaluated on their professionalism, critical thinking, and communication and information literacy. Students will receive assessments that demonstrate their skill levels in each of these areas. The following table summarizes how the curriculum learning outcomes for the program are related to the specific course objectives, and lastly how course objectives will be measured and taught.

<b>Program Learning Outcomes</b>	<b>Course Objectives</b>	<b>Assessment Activity</b>	<b>Learning Activity</b>
Critical thinking, Oral communication, Written communication, Use of Information technology, Service quality	Identify and understand the various processes and stages required to bring a new food product from conception to commercialization	Discussion forums Progress reports Final report Group presentations Product evaluation	Attend Lab classes Read Online material Participate in online discussion forums Submit progress reports Submit final report Group presentations
Professionalism, Critical thinking, Oral communication, Written communication, Use of Information technology	Be aware of the dynamics of working on a product development team	Progress reports Final report Group presentations	Attend Lab classes Submit progress reports Submit final report Group presentations
Critical thinking, Oral communication, Written communication, Use of Information technology	Understand how to write a product formula and finished product specifications	Progress reports Final report Group presentations	Attend Lab classes Read Online material Participate in online discussion forums Submit progress reports Submit final report Group presentations
Professionalism, Critical thinking, Oral communication, Written communication, Use of Information technology	Interact with industry leaders in the development of entrepreneurship skills	Guest speaker reaction papers	Attend guest speaker sessions Submit guest speaker reaction paper

<p>Critical thinking, Oral communication, Written communication, Use of Information technology</p>	<p>Understand how current innovations in food processing have changed how food is produced and consumed</p>	<p>Guest speaker reaction papers</p>	<p>Attend guest speaker sessions Submit guest speaker reaction paper Attend Lab classes Read Online material Participate in online discussion forums</p>
<p>Critical thinking, Oral communication, Use of information technology, Professionalism, Service quality</p>	<p>Identify the main drivers from inside and outside the culinary industry that influence Global and American macro and micro trends</p>	<p>Guest speaker reaction papers Discussion forums Progress reports Final report Group presentations Product evaluation</p>	<p>Attend Lab classes Read Online material Participate in online discussion forums Submit progress reports Submit final report Group presentations Attend guest speaker sessions Submit guest speaker reaction paper</p>

### Global Learning Outcomes

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit [goglobal.fiu.edu](http://goglobal.fiu.edu).

### TEACHING METHODOLOGY

I employ the flipped classroom model in my teaching. My role is more of guide and facilitator. The success of this class depends upon YOU. What this means for this class is that you, the student, will have to take responsibility for coming to class fully prepared. This will include reading the assigned chapters, viewing the appropriate power points, viewing assigned videos, taking quizzes, and turning in assignments. You are expected to have this work completed so that our time in class can be focused on discussing, clarifying, and utilizing the information. **Important Note:** While much of the information for the class will come from the one textbook, much of the learning will be

done in-class through group discussions. All information discussed in class will be covered on the exams. Therefore, it is important to come to class every day.

## IMPORTANT INFORMATION

### POLICIES

Please review [FIU's Policies webpage](#). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

#### The FIU Academic Pledge AS A STUDENT OF THIS UNIVERSITY:

*I WILL BE HONEST IN MY ACADEMIC ENDEAVORS.  
I WILL NOT REPRESENT SOMEONE ELSE'S WORK AS MY OWN.  
I WILL NOT CHEAT, NOR WILL I AID IN ANOTHER'S CHEATING.*

#### Intellectual Honesty Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honorably demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct Procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for names, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Any student caught introducing or using unauthorized material at the beginning of, or during an exam or attempting to communicate with another student during an exam, or using a cell phone during an exam, will automatically fail the exam. If this occurs a second time, the student will automatically fail the course.

#### Intellectual property:

Students participating in the HFT 4833 Culinary Innovations and Entrepreneurship at Florida International University have the opportunity to develop their product development and entrepreneurial skills while preparing for a career in the food industry. Students will develop new and innovative concepts and food products as part of their learning experience. These products will be developed as a part of class activities using

support and resources supplied by Florida International University. Some of these developed food products may be used in national competitions, public displays, and other similar events. Students involved in an externally sponsored (federal or private) research project are bound by the agreement between the sponsor and FIU. More information can be found in Florida International University's policy on Inventions and Patents Policy 2390.001 <https://policies.fiu.edu/policy/549> which also addresses students receiving University Support as defined in the policy. During this class there may be an optional opportunity to work on a project for an external sponsor company.

## TEXTBOOK

### Required Reading:

- **Creating New Foods: The Product Developer's Guide** by Mary Earle and Dick Earle is available free online at <http://www.nzifst.org.nz/creatingnewfoods/index.htm>, or this book can be found on the course page on Blackboard.

### Useful Websites:

- Product Development Institute Inc. <http://www.product-development.com/index.php>
- Stage-Gate International <http://www.stage-gate.com>

## EXPECTATIONS OF THIS COURSE

### Students are expected to:

- Come to class on time.
- Be attentive and engaged in class.
- Refrain from using laptops, cell phones and other electronic devices during class, except for when instructed to by the professor for taking notes and following the lecture.
- Spend an adequate amount of time on the homework assignments, and to complete and submit assignments as required in a timely and professional manner.
- Actively engage and participate in classroom discussions and culinary labs.
- Seek help when appropriate.

### The instructor will:

- Start and end class on time.
- Attempt to reply to e-mails within 24-48 hours on weekdays.
- Assign homework that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for a 16-week course.
- Assess students in a manner that accurately reflect the material covered in class and assignments in homework.

## COURSE DETAILS

### GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available	% Weight
Lab Class Attendance	15	15	225	24%
Project Progress Reports	4		225	24%

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Homework Assignments	14	10	140	15%
Oral Presentations	1	100	100	11%
Evaluation of Product	1	75	75	8%
Guest Speaker Reaction Papers	5	30	150	16%
Syllabus Agreement	1	20	20	2%
<b>Total</b>			<b>935</b>	<b>100%</b>
Extra Credit, Nutrativia Global Winner	1	50	50	5%

*\*subject to change based on the possibility of additional guest speakers and availability of guest arranged speakers  
Reaction papers will not be accepted from students who were absent during the speaker's presentation if you did not go on the field trip*

Various methods will be used to assess your mastery of the material presented. There will be online assignments: discussion questions, progress reports, final report and oral presentations. At the end of the course, each team will complete a written report and will present their project orally to the class using multi-media technology. All students in the class will be required to view each presentation.

Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83
A-	91-92	C+	77-80
B+	87-90	C	71-76
B	84-86	D	61-70
		F	< 61

## ASSIGNMENTS

### WRITTEN ASSIGNMENTS

A special note about your written work: This class will require significant written work. If writing is not your favorite thing that is perfectly acceptable, but it does mean you must start your writing assignments early, revise them more diligently, and make time to consult with a tutor. I suggest the Center for Excellence in writing (BBC, LIB, 1<sup>st</sup> floor, 305-919-0360) or your BFF who's an English, Journalism major and a phenomenal editor. You are encouraged to create an Office Word template for assignments in order to save you time and aggravation when completing assignments.

**All assignments are to be submitted electronically according to the instructions on Blackboard. Assignments will not be accepted via email, Facebook, text or any other means other than as indicated on Blackboard.**

Assignments must be formatted as follows:

Initials \_\_\_\_\_

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1. Documents must be labeled as follows: class code, student name and assignment name. For example: **HFT4833JoeBloggsFinalReport.docx**
2. All assignments must be typed
3. Assignments must be submitted as ONE document, Word document preferred. No Attachments.
4. Use a **12 point plain font such as Arial.**
5. Use 1" margins on all 4 sides.
6. 1.5 spacing.
7. Justify so the left edges of the typing are perfectly straight.
8. Head the first page this way, **single spaced in the upper right corner.**
  - your last name, your first name
  - your class (ex. FSS 3230)
  - due date
  - name of assignment (ex. Menu Planning Exercise )
9. Use a header with the page number and your last name or group name on page 2 to the last page.

**Work that does not meet these requirements will be handed back without comment.** If you redo the assignment, it will then be late and the late submission policy will apply (see below). These are mechanical things that will help me grade and return your assignments more efficiently. **Please take the time to learn and follow the instructions for each assignment.**

#### **GUEST SPEAKER REACTION PAPERS**

The report length must be **two (2) pages in total**, no more, no less. All reports are due at the before midnight on eve of the very next class period (Tuesday, 10.59 am). **My advice to you is to write the report immediately after the guest speaker or field trip.** The longer you wait, the more likely you are to procrastinate, and forget to write it. Besides, you will want to do the writing while the events are still fresh in your head.

Reaction papers require that you react to things like an event, video, guest speaker, or visit to a site. Usually, in this type of assignment you are asked to react to something and provide a thoughtful account and analysis of your reaction. As with the other types of assignments, your reaction should not only involve your personal feelings, but a reaction and reasoned response formulated in the context of course issues and themes. Such a reaction paper should involve all of the following details (but is not limited to):

- Who spoke/demonstrated etc. at the presentation? What are this person's qualifications? Is he/she well known in his/her field?
- What was discussed? Does this discussion have any connection to your course work? If so, what?
- What is your reaction to both the presentation itself and the ideas being discussed? Did your opinion change during the course of the presentation? If so, what convinced you and why?
- Did you learn anything from the presentation? Did anything surprise you? If so, what?

The quality of the student's analysis hinges on whether the student can demonstrate a grasp of the main lecture points and their connection to class themes and issues.

### GRADED/RETURNED ASSIGNMENTS & HANDOUTS

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1. If you are absent when I return an assignment to the class, I will not bring it to class again. You must come to my office to pick it up.
2. If you are absent when I distribute a handout, I will not bring it to class again. You must come to my office to pick one up.

### EARLY ASSIGNMENTS

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I do not accept work done early except under very unusual circumstances. You must pre-arrange that.

### LATE ASSIGNMENTS

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1. Late assignments lose 50% of the final grade before 24 hours. Late assignments must be submitted through Blackboard using the appropriate link. This is your insurance policy so you avoid the late penalty.
2. I work very hard to grade papers quickly. Late assignments do not get handled with the same dispatch. They go to the bottom of my priorities. **ON TIME IS THE WAY TO GO.**
3. No assignments will be accepted more than 24 hours late.
4. Failing to submit three pieces of fully completed written material (including in participation in online discussions) throughout the semester will result in a **Failed Quit (FQ) grade**. Failing to submit two pieces of fully completed written material in two consecutive weeks will result in a **Failed Quit (FQ) grade**.

### MISSED ASSIGNMENTS

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Submission folders will not be reopened for assignments past the late submission date. If you miss an assignment then you will not have an opportunity to make up the points.

### REDONE ASSIGNMENTS

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Occasionally I may ask you to redo an assignment.

If the assignment is being handed back because you did not follow instructions, including format, requirements and submission, it is considered late and you will lose the letter grade.

On the other hand, if I want you to do it in order to refine the content, it will not receive the late penalty as long as you meet the new deadline. In each case the assignment must be submitted through Blackboard.

All work must be cited and referenced in APA style. See the following link for a comprehensive guide on APA style:

<https://owl.english.purdue.edu/owl/resource/560/01/>

### GRADING RUBRIC FOR ALL GRADING ITEMS

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The following grading rubric will be used for grading criteria for grading of all written and practical assignments, attendance and exams grading items.

Exemplary 91 - 100% of points	The student has demonstrated that they completely understand the assignment or task asked of them. All of the required components and/or expectations have been
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	completed and met to an exemplary standard. It is clear the student has made a significant amount of effort to complete the assignment or class task to the best of their ability or has exceeded the expectations of them.
Excellent 81 - 90% of points	The student has demonstrated that they understand the assignment or task asked of them. All of the required components and/or expectations have been met to a high standard. It is clear the student has made a more than considerable amount of effort to complete the assignment or class task to the best of their ability.
Good 71 - 80% of points	The student has demonstrated that they somewhat understand the assignment or task asked of them. The majority of the required components and/or expectations have been completed and met. It is clear the student has made some effort to complete the assignment or class task, however more effort could be put in, and the assignment or task was not completed to the best of their ability. The tone and style is written professionally and no grammatical, punctuation or typographical errors exist (only applicable to written assignments).
Average 61 - 70% of points	The student has demonstrated that they have some understanding but not a complete understanding of the assignment or task asked of them. Not all of the required components and/or expectations have been met or completed. It is clear the student has not input a lot of effort to complete the assignment or class task, and the assignment or task was not completed to the best of their ability. The information presented needs more details. The tone and writing style are appropriate for general readership; however, some minor punctuations and grammatical errors are present (only applicable to written assignments).
Below average 40 - 61% of points	The student has demonstrated that they have little understanding of the assignment or task. It is clear the student has not input the required effort to complete the assignment or task to the best of their ability. A significant portion of the assignment or task was not completed. The information presented needs more details. The information presented are mostly accurate, but lacks detailed information. The tone and writing style is borderline acceptable for general readership; however, the document has punctuation and grammatical errors (only applicable to written assignments).
Poor 0-39% of	The student has demonstrated that they have little or no

points	understanding of the assignment or task. It is clear the student has put little or no effort to complete the assignment or task. The majority of the required components for the assignment or task have not been completed or presented. The information presented is grossly inaccurate, and shows lack of attention to facts and details. The tone and writing style are inadequate for either general readership or college-level writing. The document is not acceptable for submission.
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## SYLLABUS AGREEMENT

This assignment is designed to ensure that you, the student, have read and understand the syllabus. We will review it in class, however, you will also need to read it thoroughly on your own. If you have questions regarding the course content or assignments then it is your responsibility to ask me questions, you can do so during class, in private after class or in my office (by appointment), or via email. This document represents an agreement between student and professor. I will do my best to uphold my end but I require you to do the same. You must read the entire syllabus and if you accept the terms of this syllabus, then initial each page, and sign the last page. You can then upload a scanned version of the signed document to the submission folder in Blackboard. This must be completed by midnight on the eve of our second class meeting.

## ATTENDANCE, PARTICIPATION AND PROFESSIONALISM

**Class Presence and Participation:** Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect weekly participation score as long as you come to class on time, actively contribute to the class discussion, and fully participate and engage in the lab.

**Presence:** Although it is not required, most students send their professor a brief e-mail to explain their absence in advance. Students who repeatedly arrive late to the lecture or lab will have their Class Participation grade lowered. Attendance will be taken at the beginning of the class. If you arrive late, please sign the attendance sheet and indicate your arrival time when you come to the class. Any false attendance signatures will result in zero participation grades for all parties involved. 3 or more unexcused absences will result in a failed quit grade in this class. Attendance is an important aspect of professionalism. You will need to have high, consistent attendance (including timely arrival and departure) in your role as a hospitality professional. Teamwork is an important aspect of this course. Your peers in lab, and the teaching staff depend on you to make the laboratory a positive learning experience. Therefore, everyone must be present and prepared if we are to be successful. Additional responsibilities are dependent on your lab position. There is a strong link between competently performing laboratory assignments, and success in this lab.

If you must miss a class, please call the instructor, however this will result in a lower grade, as all absences, excused or not are considered to be absences. If there are extenuating circumstances for missing class, we will discuss alternative measures for correcting the absence. In case of illness, notify the instructor (first) and kitchen manager in advance of the class. This will be considered an unexcused absence.

**All absences other than school activities, military service and medical emergencies for the student or their immediate family are considered unexcused. No exceptions.**

If you are feeling ill and not sure if you should come to lab, you may come and the instructor will determine if you should either perform your position in lab, be reassigned, sent home or to a physician.

Students are expected to arrive to class on time. When we start service, lab starts promptly at 11:00 AM. This means proper lab attire worn, hair restrained, hands washed, and ready to begin with required materials at 11:00 AM. There are 40 points allocated for attendance for each class. Points are deducted for being late and unprepared for class.

*Grading of Participation:*

<b>Grading Item</b>	<b>Points</b>
Punctuality	5
Actively participating and engaging in conversation and discussion within student groups	10
Asking of questions during class	2.5
Total	15

**STUDENT RESPONSIBILITY**

It is assumed that students have attained a level of maturity that motivates them to take responsibility for achieving the learning objectives of this course by using the learning tools provided. This course is designed to be completed successfully through the use of three learning assignments:

1. doing the homework assignments on a timely basis
2. doing the reading assignments on a timely basis
3. attending all classes, taking appropriate notes and PARTICIPATING IN CLASS. Since managers frequently engage in group presentations, as future managers you are expected to gain experience in developing and expressing your ideas before a group of your peers in the class. This being a learning environment, it is the instructor's intent to use class participation to enhance respect for each individual and help develop their self-confidence in a friendly setting.

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A student who does not use all three of the above tools appropriately and in a timely fashion runs the risk of falling behind and being unable to keep up with the rest of the class. More importantly, the student is wasting an opportunity to improve himself/herself.

A. If, after doing the reading and homework assignments, a student does not understand a topic that has been explained in class, it is the student's responsibility to visit the instructor during office hours, or contact via e-mail to seek additional instructional assistance, or to seek such assistance from classmates, or from any other source that is available.

B. It is impossible to cover all assigned reading materials in class. Therefore it is of particular importance that a student request further explanation of any assigned material that the student does not understand, and that is not covered in class. Students are responsible, in the relevant classes, and on the relevant examinations, for the corresponding material on the reading and homework assignments regardless of whether it is, or is not covered in class.

C. In the unfortunate event that a student is obliged to miss a class lab lecture or other class in circumstances beyond his/her control, the student is responsible for taking any exceptional steps necessary to learn the material discussed in that class. Such steps may include obtaining assistance from classmates and/or requesting assistance from the instructor during office hours, going to tutoring sessions, or from any other available source.

### UNIFORM AND APPEARANCE

All students in food production laboratory Classes are expected to adhere to good industry practices for dress, personal appearance, safety and sanitation.

**All students must follow these guidelines for uniform and appearance.**

Wear a complete, clean uniform at all times.

This uniform includes:

- ✓ Chef Jacket 100% cotton preferred, with embroidered FIU CSHTM Logo. Available at Barnes and Noble on the BBC campus.
- ✓ Chef Pants (Black preferred)
- ✓ Full or Half Apron (Full preferred)
- ✓ FIU Food Lab Cap with FIU, CSHTM logo (Purchased in the lab for \$10.00, cash only)
- ✓ **Closed-toe**, non-slip, **oil-resistant** black shoes. Can be purchased from Payless, Crocs (imperforated), Wal-Mart, DSW or [www.shoesforcrews.com](http://www.shoesforcrews.com) online. Absolutely no heels or Mary Jane's. Sneakers are not allowed.

### ELECTRONIC LEARNING

According to an article written by Maryellen Weimer in the Jan 2014 edition of Faculty Focus magazine, "...most students don't multi-task well. When they're texting, looking at Facebook, or checking on the Internet **and** listening to a lecture or discussion **and** trying to take notes, they aren't dealing with the content as well as they would be if they just focused on listening and note taking. And the evidence of that keeps accumulating, like the Kuznekoff and Titsworth study referenced above and described in detail in the January issue of *The Teaching Professor*. Using an intriguing study design, here's what they found: **“. . . students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class.**" (p. 251)."

- See more at: <http://www.facultyfocus.com/articles/teaching-professor-blog/the-age-of-distraction-getting-students-to-put-away-their-phones-and-focus-on-learning/#sthash.v7PgE9uQ.dpuf>

## **RULES FOR USE OF MOBILE DEVICES**

**Students are strongly encouraged to use mobile devices (tablets, laptops) in class for note-taking and online participation. An internet enabled device is required for the ServSafe Exam and most assignments. Devices are valuable learning tools provided that students are mindful of the following:**

1. If it rings or buzzes or makes any other kind of noise IT MUST BE ON OUT OF THE LAB.
2. There is NO sending or receiving of phone calls.
3. There is NO sending or receiving of text messages.
4. Earbuds and earphones, whether connected or not, may not be worn in class.
5. NO music in the lab, it is distracting to the class.
6. Students who are disrupting the class OR the instructor with device use (text or internet) will be asked to leave and will receive an unexcused absence for the day, regardless of the time they were dismissed.

## **Unauthorized Use of Electronic Device During Class Policy**

The following policy regarding the use of electronic devices including mobile phones, laptops, tablets and media devices during class will be imposed:

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- A student found to be using an electronic device during class without permission will result in loss of half the attendance points allocated for that class for single violation of this policy without verbal or written notification.
  - A second violation of this policy during a single class will result in the forfeiting of all attendance points, any classroom or homework assignments allocated to that class.
  - A third violation of this policy during a single class will result in the student being asked to leave the classroom for the remainder of the class period.
  - Repetitive violations of this policy over numerous classes (two or more separate classes) will result in expulsion from the class until a meeting with the Associate Dean of Academics is scheduled. During which a decision will be made whether or not the student can return to the class. The student will also forfeit all attendance points, any classroom, homework assignments or exams during the period of expulsion.
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## **COURSE COMMUNICATION**

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Communication outside of the classroom in this course will take place via email.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

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**E-MAIL**

1. **You must e-mail me using your FIU e-mail account exclusively.** Even so, sometimes, your email may get filtered as spam.
2. E-mail from personal accounts are likely to wind up in the spam catcher; even if they don't I will move them there.
3. You must type your class, the class day and a word or two in the subject heading so I can keep emails organized.
4. Check your FIU e-mail often and regularly. Important information is mailed to you. I often use BB announcements. **Did you download the BB app yet?**
5. Emails should be worded in a professional and formal manner; use a proper salutation (my title, correct form of leave-taking and sign your full name). Any emails that I feel are worded too casual will be ignored.

**ADVICE:** You are encouraged to check Blackboard regularly to see what is new. **If you download and set up the Blackboard app it will send you push notifications to your smart phone with updates.** Everything is posted on Blackboard just as soon as it can be. It is up to you to STAY CONNECTED!

**RULES AND ETIQUETTE  
EATING AND DRINKING:**

1. No eating or drinking during class.
2. Remember if you spill it, you clean it.
3. **Recyclable bottles/containers should not be thrown into the classroom waste bin. Take them with you at the end of class and actually recycle them.**

**STUDENTS WITH LEARNING DISABILITIES**

Students with learning disabilities should contact the Coordinator for Disability Services at 305-919-5305. This office gives assistance and orientation concerning the various support programs and special testing situations available at the school. No accommodation for student disabilities can be made unless they are requested in writing by the Center for Counseling and Disabilities.

**COURSE CALENDAR**

**WEEKLY SCHEDULE (SCHEDULE SUBJECT TO CHANGE AS NECESSARY)**

DATE	Topic	Activities
Wk.1 Jan. 11	<b>Syllabus Review</b> Intro to Innovation, Entrepreneurship and New Food Product Development (NPD)	<b>Post:</b> Syllabus Agreement
Wk.2 Jan. 18*	Product Development Process - Overview The Organization of the Product Development Project part I	<b>Pre:</b> Read Ch.1& 2.1-2.3 Homework Questions <b>Post:</b> Guest Speaker Reaction Paper

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Wk.3 Jan.25*	Culinary Trends and Market Research <i>Stage 0: Idea Stage: Discovery</i> The Organization of the Product Development Project part II	<b>Pre:</b> Online Readings Trends Read Ch. 2.4-2.8 Homework Questions <b>Post:</b> Guest Speaker Reaction Paper
Wk.4 Feb.1*	Product Strategy Development: Idea Generation and Screening <i>Stage 0: Idea Stage: Discovery</i>	<b>Pre:</b> Read Ch. 3 Homework Questions <b>Post:</b> Guest Speaker Reaction Paper
Wk.5 Feb.8	Product Strategy Development: Product Concepts and Design Specifications <i>Gate 1&amp;2: Idea Screening</i> Stage Gate System	<b>Pre:</b> Read Ch. 4 Online Readings Stage Gate Homework Questions <b>Post:</b> Submit Market Research Report
Wk.6 Feb.15	Product Design and Process Development <i>Stage 1&amp;2: Building Business Case and Scope</i>	<b>Pre:</b> Read Ch. 5 Homework Questions
Wk.7 Feb.22	Product Commercialization	<b>Pre:</b> Ch. 6 Homework Questions
Wk.8 Mar.1	Product Launch and Evaluation and Bringing it all together <i>Gate 3: Development Plan</i>	<b>Pre:</b> Read Ch. 7 & 8 Homework Questions <b>Post:</b> Submit Concept Dev. Report
<b>Lab Classes</b>		
Wk.9 Mar.8*	<i>Stage 3: Development</i> Protocept Testing	
Wk.10 Mar.15*	<b>Spring Break No Class</b>	
Wk.11 Mar.22*	<i>Development</i> Protocept Testing	Genesis label
Wk.12 Mar.29*	<i>Development</i> Gold Standard Development	
Wk.13 Apr.5*	<i>Development</i> Commercial Product Development	

Wk.14 Apr.12*	<i>Stage 4: Testing and Validation: Shelf-Life Testing Gate 4: Go to Testing</i>	<i>Submit Development Report</i>
Wk.15 Apr.19	Sensory Evaluation	
Wk.16 Apr.26	Presentation of Developed Products 9:45AM - 11:45AM <i>Gate 5: Go to Launch</i>	<i>Submit Testing and Validation and Project summary Report</i>

**GUEST SPEAKER SCHEDULE (SCHEDULE SUBJECT TO CHANGE AS NECESSARY)**

	<b>Speaker</b>	<b>Title and Company</b>	<b>Topic</b>
Jan 18	<i>Todd Hegg</i>	President, Consumer Products Nutrativa Global	Project Outline and Scope of Work
Jan 25	<i>Maeve Webster</i>	President, Menu Matters	Market Research and Food Trends
Feb 1	<i>Pamela Penn</i>	Director, Innovation R&D - Local Priority Brands, Diageo	Product Strategy Development: Idea Generation and Screening
March 22, 29 and April 5	<i>Nathalia Alacorn</i>	Co-Founder and Chef, Cold Pressed Raw	TBD
Apr 12	<i>Sheran Ahmad, Ph.D.</i>	Post Doctoral Research, Food Science Research Group, FIU (Hosp. Mgmt)	Shelf Life Testing
March 8	<i>Tim Indriola</i>	Timo Restaurant	

### SYLLABUS CONTRACT

I \_\_\_\_\_ (print student first and last name) acknowledge that I have received and reviewed the course syllabus for HFT 4833, section \_\_\_\_\_ (fill in section).

This class meets on \_\_\_\_\_ (day) at \_\_\_\_\_ (time) in room \_\_\_\_\_.

I have read the syllabus, and I understand the classroom policies, instructor's expectations, and rules (eg. Technology and text requirements, grading system, attendance and tardy policies, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes, in-class assignments, and written project by the due dates as outlined in the syllabus.

I understand the attendance and in class behavior policies and that if I am absent for three (3) or more classes or am consistently late for class in the semester that I will automatically receive a failed (F) grade for the class.

I agree to be prepared for, arrive on time, and attend class each day as well as on scheduled test days.

Student Name (printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Initials \_\_\_\_\_