



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Bakeries	8321102132		T=2	P=0	ECTS=3.18	3	February 2, 2021

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program which is charged to the course

PLO-8 Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook

Program Objectives (PO)

PO - 1 Able to understand the concept of a bakery oriented towards commercial western products by referring to learning objectives and utilizing learning resources.

PO - 2 Able to design the required materials and tools, process, present and store commercial western bakery products that are oriented towards standard operating procedures for the pastry catering industry, product quality standards, food hygiene standards, meet aesthetic values, and by paying attention to safety and security principles. work safety (K3) in the work environment intelligently by referring to learning objectives and utilizing learning resources

PO - 3 Have good morals, ethics and personality in studying bakery, be responsible both independently and work in a team for professional work/tasks in their field with full confidence, honesty, discipline, with attention to other people's opinions and social sensitivity in accordance with learning objectives. utilize learning resources and pay attention to the principles of work safety and security

PLO-PO Matrix

	<table border="1"> <tr> <td>P.O</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-8	PO-1		PO-2		PO-3	
P.O	PLO-8								
PO-1									
PO-2									
PO-3									

PO Matrix at the end of each learning stage (Sub-PO)

	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description This course studies basic bakery concepts and their application to various commercial western bakery products based on food service industry standards. Material orientation includes: basic bakery concepts, classification based on type of bread dough (lean and enriched dough: white bread, dinner roll, baguette, sweet bread, donut and danish), basic and additional ingredients and their function in making bakery products, equipment for making bakery products , techniques and procedures for making bread dough, quality characteristics of bread products based on food service industry standards. Learning is carried out using various methods such as lectures, demonstrations, group discussions, design, practice based on the problem based learning model

References **Main :**

1. Brett Schneider, Dean. 2016. Bread. New Zealand: Jacqui Small LLP An Imprint of Aurum Press
2. Charley, Helen. 1983. Food Science. (Second edition). New Jersey: John Wiley & Sons, Ltd.
3. Gisslen, Wayne. 2017. Professional Baking. New Jersey: John Wiley & Sons, Inc.
4. Hawkins, Kathryn. 2012. Bread making: Self Sufficiency . London: New Holland Publishers Ltd
5. Mushet, Cindy. 2008. The Art & Soul Baking. Kansas City (Missouri): Andrews McMeel Publishing, LLC.
6. The Culinary Institute of America. 2014. In the Hands of a Bakers. New Jersey:John Wiley & Sons

Supporters:

1. Annonymous. 2003. The Essence of Modern Bakery and Pastry Delicious. Jakarta: Trans
2. Chung, Roy. 2002. US . Wheat Associates
3. Harvey Lang, Jennifer. 1988. Larousse Gastronomique. New York: Publishers, Inc
4. James Wendy, Edden, Gill, Lorford,Grizelda. 1982. Kitchen Techniques. London: Orbis Publishing
5. Jeanne Himich Freeland, Graves and Peckham,Gladys. 1987. Foundations of Food Preparation . New York: MacmillanPublishing Co
6. Masi, Noble. 2011. Baking Fundamentals . New York: Prentice Hall: Pearson
7. Mc. Williams, Margaret. 1985. Food Fundamentals. New York: John Wiley and Sons
8. Rinadedik. 2018. Serba Serbi Baking. Jakarta: PT. Kawan Pustaka
9. US. Wheat Association. 1983. Pedoman Pembuatan Roti dan Kue . Jakarta: Djambatan

Supporting lecturer

Dra. Lucia Tri Pangesthi, M.Pd.
Nugrahani Astuti, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the basic concepts of Bakery in the food service industry	<ol style="list-style-type: none"> 1.Explain the chronological history of bakery development 2.Describe the definition of bakery 3.Classify the types of bakery 4.Identify the characteristics of each type of bakery 5.Describe the field of pastry work in the food service industry 6.Describe the organizational structure of the pastry kitchen 7.Describe the parts in the organizational structure 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study Discussion, Questions and answers, Assignment to work on LKM: Basic bakery concepts, Reading module: Basic Bakery concepts 3 X 50	Vinesa (Synchronous, Asynchronous) 3 X 50	<p>Material: Basic bakery concepts</p> <p>Reader: <i>Mushet, Cindy. 2008. The Art & Soul Baking. Kansas City (Missouri): Andrews McMeel Publishing, LLC.</i></p>	5%
2	Able to analyze equipment and its function in making bakery/bread products	<ol style="list-style-type: none"> 1.Describe the meaning of bakery equipment 2.Classify bakery equipment 3.Explain the function of bakery equipment 4.Able to operate bakery equipment 5.Able to demonstrate maintenance of bakery equipment 	<p>Criteria: 1.Assessment rubric 2.Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study Discussion in groups Question and answer Assignment to work on LKM: Bakery and Pastry Equipment Reading module: Bakery making equipment 3 X 50	Vinesa (Synchronous, Asynchronous) 3 X 50	<p>Material: Equipment for making bakery products</p> <p>Library: <i>The Culinary Institute of America. 2014. In the Hands of a Baker. New Jersey:John Wiley & Sons</i></p>	0%

3	Able to analyze ingredients in making bakery products	<ol style="list-style-type: none"> 1. Describe the ingredients in making bakery products 2. Classify the ingredients used in making various bakery doughs based on their type 3. Analyze the function of the ingredients used in making various bakery doughs 4. Analyze how to store ingredients in making various bakery doughs 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study Discussion Questions and answers Assignment to work on LKM: Basic and additional ingredients in bakery dough Reading module: Basic and additional ingredients in making bakery dough 3 X 50	Vinesa (Synchronous, Asynchronous) 3 X 50	<p>Material: Basic and additional ingredients in making bakery dough</p> <p>Reference: <i>Gisslen, Wayne. 2017. Professional Baking. New Jersey: John Wiley & Sons, Inc.</i></p>	5%
4	Able to differentiate techniques and procedures for making bakery products	<ol style="list-style-type: none"> 1. Describe the techniques and procedures for making bakery products 2. Differentiate techniques for making bakery products 3. Analyze bakery product manufacturing procedures 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study Group discussion Question and answer Assignment to work on LKM: techniques and procedures for making bakery products Reading module: techniques and procedures for making bakery products 3 X 50	Vinesa (Synchronous, Asynchronous) 3 X 50	<p>Material: Techniques and procedures for making bakery products</p> <p>Reference: <i>Gisslen, Wayne. 2017. Professional Baking. New Jersey: John Wiley & Sons, Inc.</i></p>	5%
5	Able to analyze white bread	<ol style="list-style-type: none"> 1. Explains the description of white bread 2. Classifying white bread dough based on the dough molding technique 3. Identify the components of white bread dough 4. Analyzing the function of ingredients in making white bread dough 5. Choose the equipment used in making white bread dough 6. Develop procedures for making white bread dough 7. Determine the evaluation criteria for white bread products 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study Discussion Questions and answers Assignment to work on LKM: Techniques and procedures for making bakery products Reading module: Techniques and procedures for making bakery products 3 X 50	Vinesa (Synchronous, Asynchronous) 3 X 50	<p>Material: The concept of white bread dough</p> <p>Reference: <i>Gisslen, Wayne. 2017. Professional Baking. New Jersey: John Wiley & Sons, Inc.</i></p>	5%

6	Able to analyze dinner rolls	<ol style="list-style-type: none"> 1.Explains the description of the dinner roll 2.Identify the components of dinner roll dough 3.Analyzing the function of ingredients in making dinner roll dough 4.Choose the equipment used in making dinner roll dough 5.Develop procedures for making dinner roll dough 6.Determine the evaluation criteria for dinner roll products 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Case study Discussion Questions and answers Assignment to work on LKM: analyzing dinner roll recipes Reading module: 3 X 50 Dinner Roll dough</p>	<p>Vinesa (Synchronous, Asynchronous) 3 X 50</p>		5%
7	Able to make various white bread and dinner roll products	<ol style="list-style-type: none"> 1.Explains the procedures for making products from various white bread and dinner roll doughs 2.Selecting the ingredients used in making products from various white bread and dinner roll doughs 3.Selecting equipment used in making products from various white bread and dinner roll doughs 4.Making products from various white bread and dinner roll doughs 5.Serving products from various white bread and dinner roll doughs 6.Evaluate products from various white bread and dinner roll doughs 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Case study Discussion Questions and answers Assignment to work on white bread and dinner roll LKM: Create a product practice portfolio report from various white bread and dinner roll doughs Reading module: white bread and dinner roll dough 3 X 50</p>	<p>Vinesa (Synchronous, Asynchronous) 3 X 50</p>	<p>Material: Procedure for making white bread and dinner rolls Reference: <i>Brettschneider, Dean. 2016. Bread. New Zealand: Jacqui Small LLP An Imprint of Aurum Press</i></p>	5%

8	Able to make and evaluate Hard Roll and Baguette results	<ol style="list-style-type: none"> 1.Explain the meaning of Hard Roll and Baguette 2.Identify Hard Roll and Baguette components 3.Analyze the procedures for making Hard Rolls and Baguettes 4.Making Hard Rolls and Baguettes 5.Determine how to serve and store Hard Rolls and Baguettes 6.Evaluate the results of Hard Roll and Baguette products based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM Hard Roll and Baguette 5. Reading module: Hard Roll and Baguette dough <p>3 X 50</p>			0%
9	UTS	Indicato of meetings 1 to 8		3 X 50			0%
10	Able to make and evaluate Sweet Bread results	<ol style="list-style-type: none"> 1.Explain the meaning of Sweet Bread 2.Identify the components of Sweet Bread 3.Analyze the procedure for making Sweet Bread 4.Making Sweet Bread 5.Determine how to serve and store Sweet Bread 6.Evaluate Sweet Bread product results based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on the Sweet Bread LKM 5. Reading the module: Sweet Bread dough <p>3 X 50</p>			0%
11	Able to make and evaluate Sweet Bread results	<ol style="list-style-type: none"> 1.Explain the meaning of Sweet Bread 2.Identify the components of Sweet Bread 3.Analyze the procedure for making Sweet Bread 4.Making Sweet Bread 5.Determine how to serve and store Sweet Bread 6.Evaluate Sweet Bread product results based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on the Sweet Bread LKM 5. Reading the module: Sweet Bread dough <p>3 X 50</p>			0%

12	Able to create and evaluate Danish results	<ol style="list-style-type: none"> 1.Explaining the meaning of Danish 2.Identify Danish components 3.Analyze the procedures for making Danish 4.Making Danishes 5.Determine how to serve and store Danish 6.Evaluate Danish product results based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Questions and answers 4. Assignment to work on LKM Danish 5. Reading module: Danish dough 3 X 50 			0%
13	Able to create and evaluate Danish results	<ol style="list-style-type: none"> 1.Explaining the meaning of Danish 2.Identify Danish components 3.Analyze the procedures for making Danish 4.Making Danishes 5.Determine how to serve and store Danish 6.Evaluate Danish product results based on industry standards 		<ol style="list-style-type: none"> Lecture 2. Discussion 3. Questions and answers 4. Assignment to work on LKM Danish 5. Reading module: Danish dough 3 X 50 			0%
14	Able to make and evaluate donut results	<ol style="list-style-type: none"> 1.Explain the meaning of donut 2.Identify Donut components 3.Analyze the procedure for making donuts 4.Making Donuts 5.Determine how to serve and store donuts 6.Evaluate Donut product results based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Questions and answers 4. Assignment to work on LKM Donat 5. Reading module: 3 X 50 Donut dough 			0%
15	Able to make and evaluate donut results	<ol style="list-style-type: none"> 1.Explain the meaning of donut 2.Identify Donut components 3.Analyze the procedure for making donuts 4.Making Donuts 5.Determine how to serve and store donuts 6.Evaluate Donut product results based on industry standards 		<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Questions and answers 4. Assignment to work on LKM Donat 5. Reading module: 2 X 50 Donut dough 			0%

16	UAS	Mastering the material from meetings 1 to 15		3 X 50			0%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Test	15%
		30%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**