

		Universitas Negeri Surabaya Vocational Faculty D4 Culinary Management Study Program					Document Code																																									
SEMESTER LEARNING PLAN																																																
Courses		CODE		Course Family		Credit Weight		SEMESTER	Compilation Date																																							
Dishes		99999440603061				T=3	P=0	ECTS=4.77	4 April 27, 2023																																							
AUTHORIZATION		SP Developer			Course Cluster Coordinator		Study Program Coordinator																																									
		Dra. Lucia Tri Pangesthi, M.Pd.			Dra. Lucia Tri Pangesthi, M.Pd		Lilis Sulandari, S.Pt., M.P.																																									
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																															
	PLO-7	Able to apply logical, critical, innovative, quality and measurable thinking in carrying out specific work in the catering sector according to work competency standards																																														
	PLO-10	Able to organize cooperation between the kitchen and service departments by ensuring the readiness of food and drinks according to orders, preparing the service area and communicating when there are changes in service																																														
	PLO-13	Master in-depth theoretical concepts regarding the science and techniques of processing various foods/cuisine by applying food hygiene, Occupational Safety and Health (K3) to produce innovative, nutritious, safe and aesthetic products.																																														
Program Objectives (PO)																																																
PLO-PO Matrix																																																
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-10</td> <td>PLO-13</td> </tr> </table>				P.O	PLO-7	PLO-10	PLO-13																																								
P.O	PLO-7	PLO-10	PLO-13																																													
PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course is a study and understanding of the concept and application of arranging meals and services for various banquet occasions in relation to national culture that applies internationally. The discussion begins with the concept of table manners, dining etiquette, table setting, techniques and models of food service and room service, and banquets. PBM is carried out by applying a constructivist and practical approach in groups and ends with a competency test.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Faye, Kinder. Green, Nancy R. Harris, Natholin. 1984: Meals Management . New York: Mac MillanPublishing Co. 2. Goodman Jr, Raymond J. 2002. F& B Service Management . Jakarta: Erlangga. 3. Harvey Lang, Jennifer. 1988 . LarousseGastronomique. New York:Publishers, Inc. 4. JeanneHimich Freeland, Graves and Peckham, Gladys. 1987 . Foundations of Food Preparation . New York:MacmillanPub. Co. 5. Kazarian,Edward A. 1983. FoodserviceFacilities Planning . New York: AVI Publishing, Inc. 6. Kleinsteuber, Asti. 1997. TableManners . Jakarta: PrimamediaPustaka. 7. Kotschevar, H. Lendal, Withrow,Diane. 2007. Management By Menu . America: John Wilrey & Sons. 7. Lilicarp,Dennis R and Cousins, John A. 1990. Foodand Beverage Service . London: Hodder and Stoughton 8. Pendi, I. N. R. 2004. TableMannner Dinning Etiquette dan Etiket dalam Jamuan. Yogyakarta: Grahallmu. 9. Strianese,Anthony J. 2002. Dining Room andBanquet Management. Singapore: ITP Co. 10. Suyono, R. P. 2004. Etiket Jamuan Makan danKomunikasi . Jakarta: Grasindo 																																															
	Supporters:																																															
Supporting lecturer	Dra. Lucia Tri Pangesthi, M.Pd. Ila Huda Puspita Dewi, S.Pd., MM.Par.																																															
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 cooking in the food service industry	1. Describe the basic concepts of cooking. 2. Explain the benefits of food service 3. Identify aspects of food service 4. Describe the organizational structure of the F & B department in the restaurant food service industry 5. Classify the restaurant food service industry	Criteria: Correct answers are scored 100, incorrect answers are scored 0 Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. Discussion related to LKM: Basic concepts of cooking (Cooperative Learning Model) 4. Reading the module: Basic concepts of cooking 3 X 50		Material: Basic concepts of dishes References: <i>Lilicarp, Dennis R and Cousins, John A. 1990. Food and Beverage Service. London: Hodder and Stoughton</i>	5%
2	Able to understand the concept of dining etiquette at sit down meal and standing meal banquets according to standard operating procedures	.1. Explain the history of dining etiquette. 2. Define dining etiquette. 3. Develop eating procedures with sit down meals and standing meals according to standard operating procedures 4. Explain the procedures for eating various dishes in the continental set menu	Criteria: Correct answers have a score of 100, incorrect answers have a score of 0 Form of Assessment : Participatory Activities, Tests	1. Lecture 2. Question and answer 3. Discussion related to LKM about dining etiquette (Problem Based Learning Model) 4. Reading the module: Eating Etiquette 3 X 50		Material: Dining Etiquette Literature: <i>Suyono, RP 2004. Banquet Etiquette and Communication. Jakarta: Grasindo</i>	5%
3	Able to understand the concept of cooking needs	1. Explain the need for food preparation. 2. Classify the need for food preparation. 3. Explain the function of serving dishes. 4. Identify the requirements for serving dishes according to the menu	Criteria: Correct answers are given a score of 100, incorrect answers 0 Form of Assessment : Participatory Activities, Tests	1. Lecture 2. Question and answer 3. Discussion related to LKM: Needs for Cooking with (cooperative learning model) 4. Reading the module: Needs for Cooking 3 X 50		Material: Food Service Requirements References: <i>Kazarian, Edward A. 1983. Foodservice Facilities Planning. New York: AVI Publishing, Inc.</i>	5%
4	Able to understand the concept of serving dishes (menu)	1. Explain the menu description 2. Distinguish between types of menus based on their classification 3. Determine the design in compiling the menu	Criteria: Correct answers are scored 100, incorrect answers 0	1. Lecture 2. Question and answer 3. Discussion related to LKM: Menu 4. Reading the module: Menu 3 X 50		Material: Bibliography Menu : <i>Goodman Jr, Raymond J. 2002. F&B Service Management. Jakarta: Erlangga.</i>	5%

5	Able to understand the concept of setting the dining table according to the menu based on SOP	1. Define setting the dining table. 2. Explain the guidelines for setting the dining table based on SOP. 3. Draw a dining table arrangement according to the menu based on SOP. 4. Explain the basic cover model for arranging a dining table. 5. Explain the procedures for setting the dining table based on SOP.	<p>Criteria: Correct answers are given a score of 100, wrong answers are scored 0</p> <p>Form of Assessment : Participatory Activities, Tests</p>	1. Lecture 2. Question and answer 3. Discussion related to LKM: Setting the dining table (problem-based learning model) 4. Reading the module: Setting the Table 3 X 50		<p>Material: The concept of arranging a dining table (table setting)</p> <p>Reference: <i>Strianese, Anthony J. 2002. Dining Room and Banquet Management. Singapore: ITP Co.</i></p>	0%
6	Able to understand the concept of food and beverage service techniques according to the menu and provisions of Standard Operating Procedures (SOP).	1. Define food and beverage service techniques. 2. Name food service equipment. 3. Explain the basic techniques of food and beverage service. 4. Explain food and beverage service procedures based on (SOP). 5. Explain the requirements for food servers (waiters)	<p>Criteria: Correct answers get a score of 100, wrong answers 0</p> <p>Form of Assessment : Participatory Activities, Tests</p>	1. Lecture 2. Question and answer 3. Discussion related to LKM: Food service techniques (cooperative learning model) 4. Reading module: Food service techniques 3 X 50		<p>Material: Food and beverage service models and techniques</p> <p>References: <i>Goodman Jr, Raymond J. 2002. F&B Service Management. Jakarta: Erlangga.</i></p>	5%
7	Able to understand the concept of food service models according to the menu and provisions of Standard Operating Procedures (SOP)	1. Explain the history of food and beverage service models. 2. Define food and beverage service models. 3. Classify food and beverage service models. 4. Identify the characteristics of food and beverage service models. 5. Explain food and drink service procedures according to the menu and SOP provisions. 6. Identify the advantages and disadvantages of the food and drink service model.	<p>Criteria: Correct answers are given a score of 100, wrong answers are given 0</p> <p>Form of Assessment : Participatory Activities, Tests</p>	1. Lecture 2. Question and answer 3. Discussion related to LKM: Food service model (cooperative learning model) 4. Reading module: Food service model 3 X 50		<p>Material: concept of food service model according to menu and provisions of Standard Operating Procedures (SOP)</p> <p>References: <i>Goodman Jr, Raymond J. 2002. F&B Service Management. Jakarta: Erlangga.</i></p>	0%
8	MIDDLE SEMESTER EXAMINATION Students are able to master the concept of serving dishes, dining etiquette, serving requirements, table setting and food and beverage service techniques		<p>Criteria: Correct answers are given a score of 100, incorrect answers 0</p>	Written test 3 X 50			0%

9	Able to understand the concept of food and drink service in guest rooms (room service).	1. Explain the meaning of room service. 2. Describe the organizational structure of room service. 3. Identify room service equipment. 4. Develop room service work procedures based on SOP.	Criteria: The correct answer is given a score of 100, the wrong answer is given a score of 0 Form of Assessment : Participatory Activities, Tests	1. Lecture 2. Question and answer 3. Discussion related to LKM: Room service (cooperative learning model) 4. Reading the module: Room service 3 X 50		Material: The concept of food and drink service in guest rooms (room service) Reference: Strianese, Anthony J. 2002. <i>Dining Room and Banquet Management</i> . Singapore: ITP Co.	0%
10	Able to understand the concept of banquets for various occasions.	1. Explain the meaning of a banquet. 2. Classify banquets by nature. 3. Identify the characteristics of a banquet. 4. Explain banquet equipment. 5. Explain the procedures for holding a banquet	Criteria: Correct answers are given a score of 100, incorrect answers are given a score of 0	1. Lecture 2. Question and answer 3. Discussion related to LKM: Banquet (problem-based learning model) 4. Reading module: Banquet 3 X 50			0%
11	1. Skilled in serving food and drinks according to the international breakfast menu based on SOPs for food and beverage service models 2. Skilled in applying dining etiquette in carrying out sitdown meal breakfast activities according to standard operating procedures	1. Choose equipment for setting the dining table according to the international breakfast menu. 2. Arrange the dishes on the right serving utensils. 3. Arrange the table according to the international breakfast menu set and SOP provisions. 4. Serve food according to the set menu and SOP provisions. 5. Practice how to consume food according to the provisions of eating etiquette.	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Properly planning and preparing materials and tools weighs 15 3. Setting the table with the correct procedure has a weight of 25 4. Serving food and drinks correctly has a weight of 25. Applying table manners correctly 15 5. Taking an inventory of all cooking needs has a weight of 10	1. Presentation related to LKM: Food service model and table manners 2. Direct learning model to practice Food service model 3 X 50			0%
12	1. Skilled in serving food and drinks according to the international breakfast menu based on SOPs for food and beverage service models 2. Skilled in applying dining etiquette in carrying out sitdown meal breakfast activities according to standard operational procedures	1. Choose equipment for setting the dining table according to the international breakfast menu. 2. Arrange the dishes on the right serving utensils. 3. Arrange the table according to the international breakfast menu set and SOP provisions. 4. Serve food according to the set menu and SOP provisions. 5. Practice how to consume food according to the provisions of eating etiquette.	Criteria: 1. Making a written work plan correctly has a weight of 10. Planning and preparing materials and tools correctly has a weight of 15. Arranging a table using the correct procedures has a weight of 25. 2. Serving food and drinks correctly has a weight of 25 3. Apply table manners correctly 15	1. Presentation related to LKM: Food service and table manner model 2. Direct learning model to practice Food service and table manner model 3 X 50			0%

13	1. Skilled in serving food and drinks according to the international breakfast menu based on SOPs for food and beverage service models 2. Skilled in applying dining etiquette in carrying out sitdown meal breakfast activities according to standard operational procedures	1. Choose equipment for setting the dining table according to the international breakfast menu. 2. Arrange the dishes on the right serving utensils. 3. Arrange the table according to the international breakfast menu set and SOP provisions. 4. Serve food according to the set menu and SOP provisions. 5. Practice how to consume food according to the provisions of eating etiquette.	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Properly planning and preparing materials and tools weighs 15 3. Setting the table with the correct procedure has a weight of 25 4. Serving food and drinks correctly has a weight of 25 5. Apply table manners correctly 15	1. Presentation related to LKM: Food service and table manner model 2. Direct learning model to practice Food service and table manner model 3 X 50			0%
14	1. Skilled in serving food and drinks according to international lunch menus based on SOPs for food and beverage service models 2. Skilled in applying dining etiquette in carrying out sitdown meal breakfast activities according to standard operating procedures	1. Choose equipment for setting the dining table according to the international lunch menu. 2. Arrange the dishes on the right serving utensils. 3. Arrange the table according to the international lunch menu set and SOP provisions. 4. Serve food according to the set lunch menu and SOP provisions. 5. Practice how to consume food according to the provisions of eating etiquette.	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Properly planning and preparing materials and tools weighs 15 3. Setting the table with the correct procedure has a weight of 25 4. Serving food and drinks correctly has a weight of 25 5. Apply table manners correctly 15 6. Taking an inventory of all cooking needs has a weight of 10	1. Presentation related to LKM: Food service and table manner model 2. Direct learning model to practice Food service and table manner model 3 X 50			0%
15	1. Skilled in serving food and drinks according to international lunch menus based on SOPs for food and beverage service models 2. Skilled in applying dining etiquette in carrying out sitdown meal breakfast activities according to standard operating procedures	1. Choose equipment for setting the dining table according to the international lunch menu. 2. Arrange the dishes on the right serving utensils. 3. Arrange the table according to the international lunch menu set and SOP provisions. 4. Serve food according to the set lunch menu and SOP provisions. 5. Practice how to consume food according to the provisions of eating etiquette.	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Properly planning and preparing materials and tools weighs 15 3. Setting the table with the correct procedure has a weight of 25 4. Serving food and drinks correctly has a weight of 25 5. Apply table manners correctly 15 6. Taking an inventory of all cooking needs has a weight of 10	1. Presentation related to LKM: Food service and table manner model 2. Direct learning model to practice Food service and table manner model 3 X 50			0%

16	USS and Competency Exam to measure the ability to apply the concept of setting a dining table and serving food and drinks according to a set menu	1. Choose equipment for setting the dining table according to the international lunch menu. 2. Arrange the table according to the international menu set and SOP provisions. 3. Serve food according to the set menu and SOP provisions.	Criteria: Take essay instruments and performance tests	1. 3 X 50 independent practice exam			0%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Test	7.5%
		20%

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.