

# CRM R107: DINING ROOM SERVICE

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**Originator**

ahart

**College**

Oxnard College

**Discipline (CB01A)**

CRM - Culinary Arts &amp; Restaurant Mgt

**Course Number (CB01B)**

R107

**Course Title (CB02)**

Dining Room Service

**Banner/Short Title**

Dining Room Service

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course provides proper methods of service in all types of eating establishments from mom and pop operations to haute cuisine restaurants. A comprehensive presentation of what is needed to provide excellent service is also reviewed.

**Taxonomy of Programs (TOP) Code (CB03)**

1306.30 - \*Culinary Arts

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

78.75

**Maximum Contact/In-Class Laboratory Hours**

78.75

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

96.25

**Total Maximum Contact/In-Class Hours**

96.25

## Outside-of-Class

### Internship/Cooperative Work Experience

Paid

Unpaid

### Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

35

Maximum Outside-of-Class Hours

35

### Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

131.25

Total Maximum Student Learning Hours

131.25

Minimum Units (CB07)

2.5

Maximum Units (CB06)

2.5

### Prerequisites

CRM R100, CRM R104

### Limitations on Enrollment

Current negative TB test or chest x-ray

## Entrance Skills

### Entrance Skills

Students should understand the importance of customer service and safety protocols in the restaurant industry.

### Prerequisite Course Objectives

CRM R100-Identify specializations within the hospitality industry.

CRM R100-Illustrate good work ethics within the industry.

CRM R104-Use acceptable procedures when preparing potentially hazardous foods

CRM R104-Pass the Food Service Sanitation Management exam with a score of 75% or better.

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### Entrance Skills

Students should have knowledge of foodborne illnesses and the role of the food service workers in its prevention.

### Prerequisite Course Objectives

CRM R104-Identify microorganisms which are related to food spoilage and foodborne illnesses and describe their requirements and methods for growth

CRM R104-Describe symptoms common to foodborne illnesses and how illness can be prevented

CRM R104-Explain the roles of the food service worker and manager in the prevention of foodborne illnesses, and demonstrate good personal hygiene and health habits

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**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

CRM 100

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Requisite Type**

Prerequisite

**Requisite**

CRM 104

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Students will be able to demonstrate the proper methods of serving guests at tables.                        |
| 2 | Students will be able to describe the appropriate dining room set up for different types of dining service. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |    |   |
|----|---|
| 1  | Define service as it relates to the hospitality industry  |
| 2  | Give examples of excellent service  |
| 3  | Distinguish the different types of service the dining room manager and banquet manager must provide   |
| 4  | List and explain the qualifications that managers must possess to provide excellent service   |
| 5  | Identify where to find the health regulations for the particular locality (state, county, city) in which the business is located                              |
| 6  | Describe acceptable cleanliness and appearance standards for employees  |
| 7  | Describe the characteristics of French, Russian, and American a la carte and banquet services and identify the advantages and disadvantages of these services |
| 8  | Define competency as it relates to proper service   |
| 9  | Explain the proper method of serving guests at tables and booths  |
| 10 | Explain the advantages and disadvantages of the three types of service (team, individual stations, and captain) in the American restaurant                    |
| 11 | Describe how to serve wine to guests  |
| 12 | Organize a dining room to accept guests   |
| 13 | State the advantages and disadvantages of a reservation policy and a no reservation policy  |
| 14 | Explain the method of handling complaints of guests who have a problem with reservations, the food, or any part of the dining experience                      |

## Course Content

### Lecture/Course Content

1. The Food Service Industry
  - a. The Importance of Service
  - b. The Importance of Sanitation and Appearance
  - c. Styles of Service and Place Settings
  - d. Proper Guidelines for Service
2. Dining Room Management
  - a. The Styles of Service
  - b. Training the Service Staff to Serve the Meal
  - c. Organizing the Dining Room to Accept Guests
  - d. Planning Reservations and Blocking Tables
  - e. Managing the Dining Experience
3. Banquet Management
  - a. The Banquet Business and the Banquet Manager
  - b. How to Book Functions
  - c. The Banquet Function Sheet
  - d. Managing the Function
4. The Art of the Reservation
  - a. Setting the Table
  - b. Place Settings
5. Social Media
  - a. Food Bloggers
  - b. Press
6. Designing the Dining
  - a. Creating Flow
7. What's in a Menu
  - a. Setting a Theme
8. At Your Service
  - a. Food Allergies
  - b. Food Preferences
9. Technophobia
  - a. Modern Options
10. Gratuities
  - a. Taking the Blame
  - b. Employer's Role
  - c. Tipping a Server
11. Cast of Characters
  - a. Role of Chef
  - b. Role of Head Waiter
  - c. Role of Servers

### Laboratory or Activity Content

1. The Practice of Food Service
  - a. The Importance of Timely and Courteous Service
  - b. The Importance of Sanitation and Appearance
  - c. Styles of Service and Place Settings
  - d. Proper Guidelines for Service
2. The Execution of Management in the Dining Room
  - a. Utilizing Styles of Service
  - b. Training the Service Staff to Serve the Meal
  - c. Organizing the Dining Room to Accept Guests
  - d. Planning Reservations and Blocking Tables
  - e. Managing the Dining Experience
3. Banquet Management

- a. Booking Banquet Functions
- b. Executing Banquet Service
- c. Managing the Banquet Function

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays  
Projects  
Problem-Solving Assignments

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Class discussions  
Distance Education  
Group discussions  
Guest speakers  
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will use powerpoint presentations as well as open sourced resources like youtube videos for audio-visual presentations.
2. Virtual discussions will be utilized in distance education scenarios and guided topic discussions will be used while in person lectures are conducted.
3. Guest speakers like local chefs and restaurateurs will be used either via zoom for DE or in person for onsite lectures.
4. Students will view demos in labs and replicate dishes as laboratory activities
5. Lectures via zoom will be used for DE scenarios or on site lectures following the most recently adopted book.

## Representative Course Assignments

### Writing Assignments

1. Written proposals for various types of menus for restaurants; written proposals for specific banquet functions.

### Critical Thinking Assignments

1. Students will take part in building FOH floor plans according to fictitious reservation book numbers.
2. Students will be assigned scenarios based on customer service interactions and respond accordingly.

### Reading Assignments

1. Textbook assignments and articles from various professional journals such as, *Restaurant Start Up and Operation*.

### Other assignments (if applicable)

1. Evaluation of performance at a variety of foodservice functions; visitations to different types of restaurants to observe traditional service

## Outside Assignments

### Representative Outside Assignments

1. Reading
  - a. Textbook assignments and articles from various professional journals such as, *Restaurant Start Up and Operation*.
2. Writing
  - a. Written proposals for various types of menus for restaurants; written proposals for specific banquet functions.
3. Other
  - a. Evaluation of performance at a variety of food service functions; visitations to different types of restaurants to observe traditional service

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Professional Server, The: A Training Manual (What's New in Culinary &amp; Hospitality) 3rd Edition

ISBN-13 : 978-0134552750

Publisher : Pearson; 3rd edition (2017) Boston MA

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions. Any Live meetings these will be recorded and provided to students in order to give equal access to any students would were not able to attend.
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions. Any Live meetings these will be recorded and provided to students in order to give equal access to any students would were not able to attend.
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions. Any Live meetings these will be recorded and provided to students in order to give equal access to any students would were not able to attend.



Asynchronous Dialog (e.g., discussion board)

Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

### Primary Minimum Qualification

CULINARY ARTS/FOOD TECHNOLOGY

### Additional Minimum Qualifications

#### Minimum Qualifications

Restaurant Management

### Additional local certifications required

Valid ServSafe Managers Certification or equivalent

## Review and Approval Dates

### Department Chair

10/19/2020

### Dean

10/19/2020

### Technical Review

10/28/2020

### Curriculum Committee

10/28/2020

### Curriculum Committee

12/09/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000588270

### DOE/accreditation approval date

MM/DD/YYYY