

# CRM R117: WINE APPRECIATION

## Originator

ahart

## College

Oxnard College

## Attach Support Documentation (as needed)

Advisory Committee CRM\_HM 2021.docx

## Discipline (CB01A)

CRM - Culinary Arts & Restaurant Mgt

## Course Number (CB01B)

R117

## Course Title (CB02)

Wine Appreciation

## Banner/Short Title

Wine Appreciation

## Credit Type

Credit

## Honors

No

## Start Term

Fall 2023

## Catalog Course Description

This course covers all the essentials from understanding labels and varieties, to selecting complementary foods and wines. This course will cover most of the wine regions of the world to help train your palate in wine production techniques and regional differences for menu creation.

## 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

**Faculty notes on field trips; include possible destinations or other pertinent information**

Wineries, vineyards, tasting rooms, and bottling facilities.

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) 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**

52.5

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

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

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

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Limitations on Enrollment**

Others (specify)

**Other Limitations on Enrollment**

Minimum age of 21

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

- |   |  |
|---|--|
| 1 | Differentiate among the varieties of wines in different countries. |
| 2 | Assess various components of wine through sensory evaluation.      |
| 3 | Demonstrate wine opening and beverage service techniques.          |

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

- |   |   |
|---|---|
| 1 | Describe the aromas of major red, white, and sparkling wine varieties, including but not limited to Cabernet Sauvignon, Pinot Noir, Syrah, Zinfandel, Chardonnay, and Sauvignon Blanc |
| 2 | Explain the impacts on wine flavor of the major steps in the red, white, sparkling and dessert winemaking processes   |

- 3 Identify levels in wine of acid, sugar, body, alcohol, tannin, color, oak, and sulfites
- 4 Describe major wine defects
- 5 Describe the impact of aging on wine color and flavor
- 6 Summarize the latest research on wine sensory analysis
- 7 Describe wine tasting setup

## Course Content

### Lecture/Course Content

#### I. Introduction

- A. Component versus descriptive analysis
- B. Perception and recognition thresholds
- C. Perception differences among individuals

#### II. Physiology of Flavor

- A. Aroma
- B. Taste
- C. Cross-modal effects with food pairing

#### III. Sources of Flavor

- A. Grapes
- B. Yeast
- C. Oak barrels
- D. Aging

#### IV. Components Analyzed

- A. Acid
- B. Sugar
- C. Alcohol
- D. Astringency
- E. Bitterness
- F. Sulfites
- G. Color
- H. Body

#### V. Descriptors Analyzed

- A. White wine
- B. Oak impact
- C. Red wine
- D. Wine faults

#### VI. Winemaking Impact on Flavor

- A. Basic winemaking equipment and procedures
- B. Grape ripeness for different wine styles
- C. Yeast and malolactic fermentation
- D. Sparkling winemaking procedures
- E. Fortified wine procedures

#### VII. Tastings, Emphasizing Style Choices

- A. Broad spectrum of white wines
- B. Chardonnay
- C. Sauvignon Blanc
- D. Pinot Noir
- E. Syrah
- F. Cabernet family
- G. Other reds
- H. Red blends

- I. Sparkling wines
- J. Dessert wines
- VIII. Setting up a Wine Tasting
  - A. Proper setting
  - B. Use of a scoring sheet
  - C. Menu Pairing

#### **Laboratory or Activity Content**

1. Sensory wine evaluation
2. Blind identification of major wine varietals
3. Blind identification of levels of major wine components

### **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):**

Essay exams

Oral analysis/critiques

### **Instructional Methodology**

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

Audio-visual presentations

Class discussions

Distance Education

Field trips

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 wine makers will be used either via zoom for DE or in person for onsite lectures
4. 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 paper 4-6 pages in length on sensory wine evaluation
2. Development of a wine pairing menu

#### **Critical Thinking Assignments**

1. Discuss what tannin is and how it adds to the overall character of a wine.
2. Discuss acidity in red wines and how it compares to acidity in white wine.
3. Describe a wines method of production and how it leads to certain characteristics of the wine.
4. Discuss terroir in different European countries and how it leads to specific characteristics in wines.

#### **Reading Assignments**

1. Reading text chapter assignments, journals, trends of the industry from guildsomm and other websites.

#### **Skills Demonstrations**

1. Sensory wine evaluation; blind identification of major wine varietals; blind identification of levels of major wine components

**Problem-Solving and Other Assignments (if applicable)**

1. Class presentation about wine varietal.

**Outside Assignments**

**Representative Outside Assignments**

1. Reading
  - a. Reading text chapter assignments, journals, wine reviews
2. Writing
  - a. Answering chapter questions and defining terms at the end of each chapter
  - b. Term project, i.e. developing a tasting menu using correct wine designations.
  - c. Written, detailed analysis of a specific institution including wineries and restaurants.
3. Other
  - a. Evaluation of current publications

**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****Area F: Ethnic Studies****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**

Zraly, Kevin (2020). Windows on the world complete wine course, 2020 Edition. New York, Sterling Epicure.

Hardcover : 464 pages

ISBN-10 : 1454942177

ISBN-13 : 978-1454942177

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
 Hybrid (51%–99% 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
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.
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.

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

Method of Instruction	Document typical activities or assignments for each method of instruction
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.
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.



**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	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.
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.
Other DE (e.g., recorded lectures)	Recorded lectures.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

CULINARY ARTS/FOOD TECHNOLOGY

**Additional local certifications required**

Instructor should possess at least level 1 sommelier certification through the Court of Master Sommeliers or Wine Spirit and Education Trust.

**Review and Approval Dates****Department Chair**

09/22/2022

**Dean**

09/26/2022

**Technical Review**

10/12/2022

**Curriculum Committee**

10/12/2022

**DTRW-I**

11/10/2022

**Curriculum Committee**

11/23/2022

**Board**

12/13/2022

**DOE/accreditation approval date**

MM/DD/YYYY