

# CRM R122: CALIFORNIA WINES AND VITICULTURE

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**Originator**

ahart

**College**

Oxnard College

**Attach Support Documentation (as needed)**

Advisory Committee CRM\_HM 2021.docx

**Discipline (CB01A)**

CRM - Culinary Arts &amp; Restaurant Mgt

**Course Number (CB01B)**

R122

**Course Title (CB02)**

California Wines and Viticulture

**Banner/Short Title**

California Wines

**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 from most regions within California. This course will cover most of the wine regions of California 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, tasting rooms, vineyards, 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 | Describe and contrast wines and sensory characteristics of those wines grown and produced in California.                            |
| 2 | Interpret and explain California wine labels.   |
| 3 | Explain the grapevine's yearly growth cycle, and correlate vineyard operations appropriate and required at each phenological stage. |
| 4 | Describe the steps required for the determination of feasibility for planting (or replanting) a vineyard.                           |

**Course Objectives**

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

- |   |  |
|---|--|
| 1 | Identify specific varieties based on tasting notes criteria  |
| 2 | Develop wine pairings based on culinary menu items   |
| 3 | Summarize the history and development of the wine industry.  |
| 4 | Evaluate the importance of grapes both historically and currently.   |
| 5 | Analyze the vineyard yearly growth cycle and relate it to timing of vineyard practices.                            |
| 6 | Describe and contrast development of a new vineyard vs. farming an established vineyard.                           |
| 7 | Explain how climate, soils and vineyard practices affect vine growth and grape and wine quality.                   |
| 8 | Identify and describe the important vineyard disease and pests and recommend integrated pest management practices. |

**Course Content****Lecture/Course Content**

- I. History and Evolution
  - A. Overview of world-wide importance of grapes and grapevines
  - B. History and development of the wine industry in California
  - C. Grapevine classification and Vitis species
  - D. Origin of Vitis vinifera and its spread throughout the new world
- II. Geographical Distribution of Grapegrowing
  - A. European and American varieties
  - B. Growing regions in California
  - C. Growing regions world-wide
- III. Vitis species and cultivars
  - A. Winegrape, table grape and raisin cultivars
  - B. Rootstocks
  - C. Clones
- IV. Climate and Soils
  - A. Heat summation and climatic regions
  - B. California vineyard soils and terroir
- V. Vine Structure and Function
  - A. Vocabulary
  - B. Shoot system and vine canopy
  - C. Root system and permanent wood
  - D. Vine physiology
- VI. Vineyard Yearly Growth Cycle
  - A. Bud break
  - B. Grand period of growth
  - C. Bloom and berry set
  - D. Veraison and ripening
  - E. Harvest
  - F. Post-harvest
  - G. Dormancy
  - H. Processes and factors affecting wine quality
- VII. Vine Propagation
- VIII. Vineyard Development
  - A. Site selection
  - B. Natural resources, habitat and environmental concerns
  - C. Vineyard design - trellises and irrigation systems
  - D. Installation and planting

- IX. Farming and Established Vineyard
  - A. Vineyard practices during the cycle of vine growth
  - B. Canopy management
  - C. Vine mineral management
  - D. Sustainable agricultural practices
  - E. Methods to improve grape quality
- X. Grapevine Diseases and Pests
  - A. Identification and monitoring
  - B. Control and integrated pest management
- XI. Current Importance of Grapegrowing and Economic Impacts
- XII. California varieties
  - A. Historical significance
  - B. Labeling practices after prohibition era
  - C. Pairing with California specific cuisine

### Laboratory or Activity Content

1. Sensory wine evaluation
2. Blind identification of major wine varieties
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. Development of a wine pairing menu
2. Research and submit a 2-3 page report on one of the following:  
worldwide distribution of grapes, grape production and consumption from a historical perspective, history of the development of the California wine industry, or the importance of grapes historically and currently.

#### Critical Thinking Assignments

Assignments that answer the following questions:

1. Describe tannin is and discuss 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 California regions and how it leads to specific characteristics in wines.

### **Reading Assignments**

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 as well as growing techniques present in the wine

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

1. Classify on a worksheet the important vineyard diseases and pests with recommendations for management practices.
2. Develop a wine menu based on restaurant concept and with annual beverage cost constraints.

## **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**

Yes

**Description**

Bonné, Jon (2013). The New California Wine, Berkeley, Ten Speed Press

ISBN-10 : 1607743000

ISBN-13 : 978-1607743002

## 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)	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.

**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**

09/22/2022

**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