

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 373** | 2. Units: | **3** |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College:  | **The W.A.Franke College of Business** | 4. Academic Unit: | **Hotel and Restaurant Management** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

1. **List the various ways wines are named.**
2. **Describe the major natural components in wine; sugar, acid, tannin and possible added component oak.**
3. **Identify the major growing areas or regions of Northern California, and state the major grape varieties and types of wines produced.**
4. **Identify the major growing areas or regions of France, and state the major grape varieties and types of wines produced.**
5. **Identify the major growing areas or regions of Germany, and state the major grape varieties and types of wines produced.**
6. **List the major growing areas or regions of Italy and state the major grape varieties and types of wines produced.**
7. **Discuss the effects of geography, soil, weather, climate, and wine maker’s skill has on the final quality of the wine.**
8. **Demonstrate how to properly open a wine bottle.**
9. **State the laws and regulations governing the production of wine in the States, France, Germany, and Italy.**
10. **Describe the levels of quality in wines of the United States, France, Germany, and Italy.**
11. **Discuss how to match wine with food.**
12. **Identify the key components of wine labels of wines from the United States, France, Germany, and Italy and describe how to read them.**
13. **Analyze a wine menu and critique it using criteria discussed in class.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**This course has also been taught previously as a HA 499. Wine plays a pivotal role in food service operations. It is a key component to the success for fine dining restaurants. Knowledge of wines is a key skill for our students’ success in their food service management careers.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **WINES OF THE WORLD**  |
|  *(max 100 characters including spaces)* |

|  |  |
| --- | --- |
| 9. Short course title: | **WINES OF THE WORLD**  |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This course covers the basics of many aspects of wine in a fun and educational setting. Students will learn how to taste wine, match it with food, and how to select wine. The course will cover wines from California, France, Italy, and Germany.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [x]  No [ ]

 If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes [ ]  No [x]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes [ ]  No [x]

       If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade **[x]** Pass/Fail **[ ]**Both **[ ]**

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

|  |  |  |
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| 16. Cross-listed with: |  |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [ ]     No [x]  |
|  16a. If yes, maximum units allowed? |  |  |
|  16b. If yes, may course be repeated for additional units in the same term? |  | Yes [ ]     No [ ]  |
|  |  |  |
| 18. Prerequisites: | **Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))** |  |

 If prerequisites, include the rationale for the prerequisites.

**HA 373 can only be taken by HRM Majors with almost junior status or by those students**

**that are part of an International Exchange Student Group or HRM Majors enrolled in the**

**aforementioned certificates or Interior Design Majors enrolled in the Interior Design Event**

**Management Certificate. 45 hours are required to ensure that students have sufficient**

**college-level coursework and experience (equivalent of three full semesters to be on track for**

 **a four year program) for the course.  Because this course enhances the HRM and IHM**

**degrees and the related certificates, we want to postpone student enrollment until they have**

**had at least three semesters of college-level coursework and are looking at courses for the**

**academic content.  To allow students into the courses earlier in their career risks making the**

**courses “experimental courses” to be taken for fun or for non-academic reasons.  We do not**

 **have the resources to offer these courses to all students.**

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| 19. Co requisites: |  |  |

 If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Wally Rande, Chris Hilt** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes [ ]  No [x]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes [ ]    No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

|  |  |
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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **2/5/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

Approved by the SHRM area on 01/09/2013

 Accepted by the curriculum committee on 11/02/2013



*MASTER SYLLABUS*

**HA 373 Wines of the World (3 Units)**

1. ***Catalog Description:***

An introduction to the history and methods of production of wine. Sensory evaluation, product knowledge, service techniques, sales, food pairing, and menu development, costing, and pricing are covered. Wines from California, France, Italy, and Germany are addressed.

1. ***Prerequisites:***

Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))

*Justification:* HA 373 can only be taken by HRM Majors with almost junior status or by those students

that are part of an International Exchange Student Group or HRM Majors enrolled in the aforementioned

certificates or Interior Design Majors enrolled in the Interior Design Event Management Certificate. 45 hours

are required to ensure that students have sufficient college-level coursework and experience

(equivalent of three full semesters to be on track for a four year program) for the course.  Because

this course enhances the HRM and IHM degrees and the related certificates, we want to postpone

student enrollment until they have had at least three semesters of college-level coursework and are

looking at courses for the academic content.  To allow students into the courses earlier in their career

risks making the courses “experimental courses” to be taken for fun or for non-academic

reasons.  We do not have the resources to offer these courses to all students.

**Notes:**

|  |  |
| --- | --- |
|  | - Must be 21 by first day of class.- A special class fee or deposit is required. |

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. List the various ways wines are named.
3. Describe the major natural components in wine; sugar, acid, tannin and possible added component oak.
4. Identify the major growing areas or regions of Northern California, and state the major grape varieties and types of wines produced.
5. Identify the major growing areas or regions of France, and state the major grape varieties and types of wines produced.
6. Identify the major growing areas or regions of Germany, and state the major grape varieties and types of wines produced.
7. List the major growing areas or regions of Italy and state the major grape varieties and types of wines produced.
8. Discuss the effects of geography, soil, weather, climate, and wine maker’s skill has on the final quality of the wine.
9. Demonstrate how to properly open a wine bottle.
10. State the laws and regulations governing the production of wine in the States, France, Germany, and Italy.
11. Describe the levels of quality in wines of the United States, France, Germany, and Italy.
12. Discuss how to match wine with food.
13. Identify the key components of wine labels of wines from the United States, France, Germany, and Italy and describe how to read them.
14. Analyze a wine menu and critique it using criteria discussed in class.
15. Demonstrate the ways to calculate the cost of wine and calculate the selling price of the various market forms of wine in a food and beverage operation using an Excel spreadsheet.
16. ***Course Materials:***

A text related to wine, such as About Wine, 2nd edition, Henderson (2012).

1. ***Teaching Methods:***

The method of delivery of the course material will vary to facilitate the different ways students learn. The varying instruction methods will include, lecture, videos, discussion, guest speakers, and demonstration. Your grade will be based on class participation, assignments, exams, quizzes and projects.

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Feedback will be provided by; written comments on student assignments and exams, individual and group oral feedback; class discussion about assignments +/or exam questions, online feedback, during office hours or by appointment.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

|  |  |  |
| --- | --- | --- |
| Assessment Activities | Points | % of Grade |
| Final Exam | 100 | 18% |
| Midterm Exam | 100 | 18% |
| Quizzes: 6 Quizzes: Drop the lowest[5 @ 15 pts each | 75 | 14% |
| Total Assessments | 275 | 50% |
| Assignments |  |  |
| Tasting Book | 125 | 23% |
| Wine Grape Report | 75 | 14% |
| Wine Grape Presentation | 50 | 9% |
| Topic Report | 25 | 4% |
| Total Assignments | 275 | 50% |
| Total Course Points | 550 | 100% |

**Grading System**

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| --- | --- |
| Grade | Scale |
| A | 90-100%  |
| B | 80-89.9%  |
| C | 70-79.9%  |
| D | 60-69.9%  |
| F | 0-59.9%  |

1. ***Use of Technology and Information Systems***

Students are required to use PowerPoint for class presentations. Wine costing assignments utilize Excel spreadsheets to complete. Class PowerPoint presentations, course documents and the course grade book are posted on the Blackboard Learning System

1. ***Collaborative or Team Activities***

The class utilizes group term projects and presentations in which they research a product category in the beverage industry; small in-class group assignments.

1. ***Projects***

Students research a wine producing country and present it to the class using PowerPoint, and submit a written report of their presentation. Students also track wine trends and analyze two trends and write a report detailing how the trends affect the beverage industry.

1. ***University Policies and* *Statement Regarding Academic Dishonesty***

Current university required policies will be attached each term to actual syllabi. Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

**A. Topics**

#### What is Wine?

#### The Vineyard – From Soil to Harvest

#### The Winery – From Grapes to Bottle

#### Tasting Wines

#### The Wines of Italy

#### The Wines of France

#### The Wines of Spain and Portugal

#### The Wines of the Other European Regions

#### The Wines of California

#### The Wines of Washington, Oregon

#### The Wines of Australia, New Zealand, South Africa

#### The Wines of Chile & Argentina

#### Serving Wine & Managing a Wine List

**B. General Knowledge and Management Skills \***

|  |  |  |
| --- | --- | --- |
| Program Learning Outcome | Course Learning Outcomes(Letter corresponds to learning outcomes alphabetically listed in Section III) | Supporting Targeted Course Performance Level: I,D,or M |
| Communication Skills | B, H, K | D, M |
| Technology Skills | B, N | D |
| Problem Solving Skills | A, N | D |
| Analytical Skills | M, N | M |
| Conceptual Skills | C, D, E, F, L | D |
| Ethical Skills | H | I |
| Global Skills | J, I, L | I, D |
| Human Relation Skills |  |  |
| Career and Life Skills | G | I |
| Technical Skills | J | D |

\*I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated at the Mastery Level, Blank = Not Treated in this Course

**Definitions of Student Mastery Levels (1). These set performance levels that are somewhat parallel to Bloom’s Taxonomy.**

**I =** The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

**D =** The student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

**M =** The student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, case studies, and capstone coursework would be used as evidence.

**(1) Source: http://business.uhh.hawaii.edu/documents/documents/MasterSyllabusMKT310revFeb2012.pdf.**

**PROGRAM LEARNING OUTCOME DEFINITIONS**

* **Communication Skills\***: Use oral and written communication skills necessary to function effectively in the hospitality industry.
* **Technology Skills:** Use technological tools while presenting and interacting with data and

information.

* **Problem Solving Skills:** Use leadershipand management skills when solving problems and conflicts.
* **Analytical Skills:** Use financial and accounting management knowledge when evaluating the profitability of different business decisions.
* **Conceptual Skills:** Apply strategic and conceptual principles when analyzing business decisions at the property and corporate level.
* **Ethical Skills:** Identify ethical dilemmas and are able to recognize and evaluate alternative courses of action.
* **Global Skills:** Demonstrate the ability to work collaboratively with others from different cultures and backgrounds and to identify factors affecting international hospitality businesses.
* **Human Relation Skills:** Use emotional intelligence skills when interacting with guests and employees.
* **Career and Life Skills:** Participate in personal and professional development learning activities for successful career and life planning and management.
* **Technical Skills:** Demonstrate core competencies in the hospitality field.

**\* Skill:** *the ability, coming from one's knowledge, practice, aptitude, etc., to do something well*