

CENTRAL TEXAS COLLEGE
RSTO 1321
MENU MANAGEMENT

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. COURSE DESCRIPTION

- A. A study of the food service principles involved in menu planning, layout, and evaluation for a variety of types of facilities and service methods. Emphasis on analysis of menu profitability, modification, commodity use, and other activities generated by the menu.
- B. RSTO 1321, Menu Management, is a required course in the Restaurant Operations and Restaurant Skills Certificate's of completion. RSTO 1321 is also a required course for Restaurant & Culinary Management Associates in Applied Science degree program.
- C. This course is occupationally related and serves as preparation for careers in Restaurant Management or Food and Beverage Management.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Menu Planning, the student will be able to:

- A. Explain the difference between demographic surveys and feasibility studies. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- B. Describe how competition can influence a restaurant's menu listing. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- C. Differentiate between the popularity of certain foods among age groups, ethnic origins, education, occupation, and income. **(C5, C6, C15, F1, F2, F5, F6, F11, F12)**
- D. Recognize what considerations need to be made when changing the menu in an existing operation. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- E. Develop a cost card from a standardized recipe including a conversion of invoice cost into recipe cost. **(C5, C6, C15, F1-12)**

- F. Explain the menu pre-cost method for selling price, cost, and amount of items sold. **(C5, C6, C15, F1-12)**
- G. Analyze a menu for profitability. **(C5, C6, C15, F1-12)**
- H. Explain the impact of nutrition on menu writing. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- I. Identify the categories that are used on menus and differentiate when each is used. **(C5, C6, C15 F1, F2, F5, F6, F9, F11, F12)**
- J. Explain the importance of accurately describing menu listings. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- K. Describe the various styles of menu covers and explain their importance to the overall ambiance of the restaurant. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- L. Discuss what impact simplicity has on a quick-service menu. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- M. Define the 4 P's of marketing – Place, Product, Price and Promotion – and how they relate to restaurant operations. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- N. Explain the importance of standardization of menu items. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- O. Explain the primary structure for family restaurant regarding to pricing, staffing, and complexity of listing. **(C5, C6, F1, F2, F5-12)**
- P. Differentiate between the characteristics of theme, ethnic and fine dining restaurants and their respect to menus. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- Q. Explain the functions of the sales department. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- R. Describe the advantages that a buffet offers over a traditional menu. **(C5, C6, F1, F2, F5-12)**
- S. Explain how to use various time frames for cycle menus. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- T. Explain how profitability is tied to a menu. **(C5, C6, F1, F2, F5, F6, F11, F12)**

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through <http://www.ctcd.edu/books>
- B. Additional references may be required that are available in a servicing library.
- C. Access to Microsoft Office to include Publisher.
- D. Equipment Requirements:
 - 1. One PC for each student with windows2000, XP, or Vista. Macintosh OSX, Version 10.4.
 - 2. Network printer.

IV. COURSE REQUIREMENTS

- A. Reading Assignments: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas.
- B. Class Attendance: (Refer to CTC Catalog, for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed.
- C. Menu Project: You are expected to develop a menu as outlined by your instructor. You are required to complete it by the due date. Failure to do so may result in the loss of 150 points on a 1000 point scale.

V. EXAMINATIONS

- A. There will be two examinations:
 - Exam 1 (Mid-Term)
 - Exam 2 (Final Exam)
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed examination.
- C. Students without excused absences will be given a zero for the examination missed.

- D. Examination Schedule: The instructor will publish specific examination dates and will give an in-class review concerning the nature and type of test questions to be given.

VI. SEMESTER GRADE COMPUTATIONS

Exam 1 (Mid-Term)	100 points
Exam 2 (Final Exam)	200 points
Written Assignments	350 points
Quizzes (8@25 pts each)	200 points
Menu Project	<u>150 points</u>
Total Points	1000 points

A (1000 – 900) B (899 – 800) C (799 – 700) D (699 – 600) F (Below 600)

Points for the laboratory exercises will be awarded on the project, attendance, and quality.

A student must pass the final examination to receive a grade for the course.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

10-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously

issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
- C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Electronic Devices: Cellular phones and Electronic Devices will be turned off while the student is in the classroom or laboratory.
- E. Disability Support Services Program: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class, lecture and/or Distance Learning are responsible for contacting the Office of Disability Support Services (DSS) located on the Central Campus. This service is available to all students, regardless of locations. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Honesty and Integrity: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:
 - 1. *Plagiarism*: The taking of passages from writing of others without giving proper credit to the sources.
 - 2. *Collusion*: Using another's work as one's own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
 - 3. *Cheating*: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

VIII. COURSE OUTLINE

A. Lesson One:

Chapters 1 & 2: Know Your Customer; and Know Your Restaurant

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:
 - a. Explain the difference between demographic surveys and feasibility studies.
 - b. Describe how competition can influence a restaurant’s menu listings.
 - c. Differentiate between the popularity of certain foods among age groups, ethnic origins, education, occupation, and income.
 - d. Explain the difference between fads and trends and how to use them to advantage.
 - e. Recognize what considerations must be made when changing the menu in an existing operation.
 - f. Explain the importance of product availability, selling price, equipment availability, station capacities, flow, skill level, and theme when making menu changes.
 - g. Describe how the new operation interrelates with and is totally dependent on the menu.
2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)
3. Unit Outline:

Follow the sequence of the unit objectives.

B. Lesson Two:

Chapters 3 and 4: Costs; and Pricing the Menu

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:
 - a. Develop a cost card from a standardized recipe, including a conversion of invoice costs into recipe costs.

- b. Describe the difference between as purchased (AP) and edible portions (EP).
- c. Calculate the cost of a complete meal.
- d. Calculate the cost of a salad bar or an “All You Can Eat” buffet.
- e. Explain the makeup of an income statement including the interrelationships of controllable and non-controllable cost and their effect on sales and profits.
- f. Describe several of the important markup methods, including the factor method, markup on cost, gross markup, ratio method, and the TRA method, as well as the relationship each has with the others.
- g. Explain the concept of psychological pricing and its importance in selecting the final menu price.

3. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

4. Unit Outline:

Follow the sequence of the unit objectives.

C. **Lesson Three:**

Chapter 5: Menu Analysis

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:

- a. Analyze a menu for profitability.
- b. Apply menu engineering to menu analysis.
- c. Apply menu scoring methods to menu analysis.

2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

3. Unit Outline:

Follow the sequence of the unit objectives.



D. **Lesson Four:**

Chapters 6 and 7: Nutrition; and Menu Content

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:
 - a. Explain the impact of nutrition on menu writing.
 - b. Explain the food pyramid.
 - c. Describe various nutrients and their importance.
 - d. Explain nutritional issues affecting menu design.
 - e. Identify the categories used on menus and differentiate when each is used.
 - f. Explain the criteria used to determine specific menu listings.
2. **Learning Activities:**

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)
3. **Unit Outline:**
Follow the sequence of the unit objectives.

E. **Lesson Five:**

Chapters 8, 9 & 10: Writing the Menu; Menu Layout and Printing; Menus, Restaurants, and Marketing

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:
 - a. Explain the importance of utilizing descriptive terminology to explain and sell menu items.
 - b. Explain the importance of accurately describing menu listings.
 - c. Explain the eleven sections of the accuracy in menu position paper adopted by the National Restaurant Association.
 - d. Describe the various styles on menu covers and explain their importance to the overall ambiance of the restaurant.
 - e. Explain the proper layout techniques for the headings, sub-headings, listings, and descriptive terminology for food and alcoholic beverage listings.
 - f. Describe the basic principles of printing techniques and terminology necessary to communicate with printing professionals.
 - g. Explain the issues related to the desktop publishing of a menu.

- h. Explain the difference between marketing and sales.
- i. Define the 4 P's of marketing- *Place, Product, Price, and Promotion*- and how they relate to restaurant operations.
- j. Detail the roll of public relations and publicity in a restaurant's marketing plan.
- k. Outline key considerations in developing and managing a restaurant marketing plan.

2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

3. Unit Outline:

Follow the sequence of the unit objectives.

F. Lesson Six:

Chapters 11, 12 & 13: Quick-service Menus; Family Style Restaurant Menus; Theme, Ethnic, and Fine-Dining Menus

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:
- a. Discuss what impact simplicity has on a quick-service menu.
 - b. Explain how speed, holding qualities, packaging, and minimum handling of products are important in menu planning.
 - c. Explain the importance of standardization of menu items.
 - d. Describe the role of test marketing in menu selection for quick-service operations.
 - e. Explain how the menu relates with other facets of the quick-service industry, such as concessions, delis, drive-thru, and delivery.
 - f. Explain the primary structure for family-style restaurants regarding pricing, staffing, and complexity of listing.
 - g. Describe the importance of variety and balance in family-style restaurant menus.
 - h. Generate menus that have the familiar listings as well as innovative and cutting-edge listings.
 - i. Differentiate the characteristics of theme, ethnic, and fine-dining restaurants and their respective menus.
 - j. Use descriptive terminology to influence the success of a theme, ethnic, or fine-dining menu.

- k. Describe the elements of menu covers design critical to tying together the theme of the restaurant.

2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

3. Unit Outline:

Follow the sequence of the unit objectives.

G. **Lesson Seven:**

Chapters 14 & 15: Banquet Menus; and Buffets

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:

- a. Explain the function of the sales department.
- b. Describe how banquets are packaged for selling.
- c. Describe the elements of a function sheet.
- d. Explain the difference between banquet menus and show menus.
- e. Describe the advantage that a buffet offers over a traditional menu.
- f. Describe how visual appeal takes the place of descriptive terminology.
- g. Explain the importance of line movement and table placement.
- h. Describe how to set up buffet tables to control costs.
- i. Describe the different types of buffets.

2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

3. Unit Outline:

Follow the sequence of the unit objectives.

H. **Lesson Eight:**

Chapters 16 & 17: Cafeteria and Cycle Menus; and The Menu as a Management Tool.

1. Lesson Outcomes: Upon successful completion of this unit, the student will be able to:

- a. Explain how to use various time frames for cycle menus.
- b. Explain how cycle menus fit into different types of food service.
- c. Describe the differences in the various cafeteria designs.
- d. Explain the differences between the two categories of cafeterias.
- e. Explain the principals of writing cafeteria menus.
- f. Describe the concepts for food arrangements in a cafeteria line.
- g. Illustrate how profitability is tied to a menu.
- h. Explain how product mix can define an operation's problem areas.
- i. Describe how a menu interrelates with each department in a food-service.

2. Learning Activities:

Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)

3. Unit Outline:

Follow the sequence of the unit objectives.