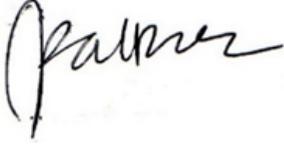


	SEMESTER LESSON PLAN (RPS)	Document No: FPTK-UPI-SAP-E0751-38
	CULINARY INNOVATION	Revision : 01
		Date : 27 Oktober 2021
		Page:
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SEMESTER LESSON PLAN (RPS)	
1. Course Identity	
Name of Study Program	: Culinary Education
Name of Course	: Culinary Innovation
Code of Course	: BG 403
Group of Course	: MKKIPS (Study Program Expertise Courses)
SKS weight	: 3 SKS (Semester Credit Unit)
Level	: S-1
Semester	: Even
Prerequisite	: Food Science, Indonesian Staple Food, Indonesian Side dishes, Pastry, Bakery, Food and beverage services, Culinary Arts
Status (mandatory/optional)	: Mandatory
Lecturer name and code	: Dra. Sudewi, M.Si., Dr. Rita Patriasih., M.Si
2. Course Description	
This is a Study Program Expertise Course (MKKKIPS) to be taken by undergraduate students of the Culinary Education study program. Learning activities in the form	

of mastery of concepts related to the understanding of Culinary Innovation, analyzing dishes, analyzing recipes for various dishes, experiencing the discovery process in creating recipes spontaneously, and producing starting recipes, making variations and modifying recipes, analyzing and creating fusion dishes, documenting and publishing the work of various dishes. Through expository learning experiences, competency-based learning approaches, process approaches and distance approaches, students are expected to be able to understand, have competence in the field of culinary creation and appreciate the process of discovery and drafting of concepts and development in the field of culinary product creation competencies. Learning emphasizes activities with individual practices in groups with assessment of learning outcomes carried out through structured assignments, Mid-term Exam, Final Exam, practices, book preparation, and organizing Culinary Innovation Exhibition called Gebyar Cipta Boga.

3. Study Program Learning Outcomes (SPLO)

- S Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state based on academic norms and ethics.”
- P3 Proficient in theoretical concepts in the Culinary education
- P4 Proficient in theoretical concept research method of Culinary Education
- KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that observes and applies humanities values corresponding to their area of expertise;
- KK3 Can apply various food processing in accordance with food processing principles
- KK4 Can create innovation and creativity of culinary arts products

4. Course Learning Outcomes (CLO)

- M1 Summarize the concept of Culinary Innovation
- M2 Analyze various dishes
- M3 Compile an analysis of cooking recipes
- M4 Implement the Spontaneous Copyright development process
- M5 Compose the creation of Standard Recipes
- M6 Apply the concept of variation and modification of dishes
- M7 Apply the concept of fusion food
- M8 Apply the concept of dish innovation
- M9 Document the work of copyright
- M10 Disseminate the creations of culinary innovations

5. Description of Learning Plan

Meeti ng	Sub-CLO/Learning Indicators	Modules Study Modules/Teaching Modules	Learning Method Approach	Time	Student Learning Experience	Evaluation	References
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1.	<p>CLO: M1. Summarize the concept of Culinary Innovation</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can explain the concept of Culinary Innovation (C2) 2. Can describe the purpose of Culinary Innovation (C4) 3. Can summarize the scope of Culinary Innovation (C5) 	<p>Basic Concepts of Culinary Culinary Innovation:</p> <ol style="list-style-type: none"> 1. Definition of Culinary Innovation 2. The Function of Culinary Innovation 3. The Purpose of Culinary Innovation: <ol style="list-style-type: none"> a. Classic goals for individual life b. Commercial purpose c. Social Goals 4. The scope of Culinary Innovation. <ol style="list-style-type: none"> a. Classic scope b. Commercial scope 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: Contextual approach, linking lecture modules with real world situations.</p> <p>Method: Lectures, question and answer, and discussion.</p>	150'	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> - Students and lecturers explore their perceptions of lecture rules - Lecturers deliver RPS as a learning guide - Students are required to create a whatsapp group <p><i>Asynchronous:</i></p> <ul style="list-style-type: none"> - Students are required to browse at spot.upi.edu to download lecture modules in PPT form - Students conduct self-study and explore more reading modules related to Culinary Work Creation and 	Oral test about culinary work creation in general	Lecturer
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					those related to lecture modules.		
2.	<p>CLO: M2 Analyze various dishes</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can dig up information about a dish from various aspects (C3) 2. Organize dishes by group (C4) 3. Perform dish analysis (C4) 	<p>Dish Analysis.</p> <ol style="list-style-type: none"> 1. The concept and development of the dish. 2. Dish analysis signs <ol style="list-style-type: none"> a. Naming b. Ingredients used c. Processing technique d. Serving technique e. Application of the type of core seasoning 3. Application of dish analysis 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: Contextual approach by relating the lecture modules to real world situations.</p> <p>Model: Problem-Based Learning</p> <p>Method: lecture, discussion, question and answer</p>	150'	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> - Students and lecturers explore their perceptions of the concept and analysis of dishes - Lecturers convey lecture modules through PPT - Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer 	<p>Assignment: Perform an analysis of Indonesian dishes</p>	PBL
3.	<p>CLO: M3 Compile recipe analysis</p>	<p>Recipe Analysis</p> <ol style="list-style-type: none"> 1. Definition of recipe. 2. Functions and benefits of Recipes 	<p>Learning format:</p> <p><i>Asynchronous:</i> Self-study in the form of learning</p>	150'	<ul style="list-style-type: none"> - Students are required to browse at spot.upi.edu to 	<p>Assignment: Perform recipe analysis to</p>	PBL

	<p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can explain the concept of recipe analysis (C2) 2. Can describe the functions and benefits of recipe analysis 3. Can describe the requirements for preparing a recipe (C4) 4. Can analyze recipes (C4) 5. Summarize the basic recipe (C5) 	<ol style="list-style-type: none"> 3. Requirements for preparing recipes 4. Application of recipe analysis 	<p>videos via spot.upi.edu</p> <p>Approach: Contextual approach by relating the lecture modules to real world situations.</p> <p>Model: Problem-Based Learning</p> <p>Method: lectures, discussions, question and answer in discussion forums</p>		<p>download lecture modules in the form of learning videos</p> <p>- Students conduct self-study and explore more reading lecture modules related to Culinary Work Creation and those related to lecture modules.</p>	<p>get a starting recipe/basic recipe</p>	
4.	<p>CLO: M4 Implement the Spontaneous Copyright development process</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can explain the definition of spontaneous creation (C2) 	<p>Spontaneous Creation:</p> <ol style="list-style-type: none"> 1. Definition of spontaneous creation 2. The purpose of creating spontaneous 3. Steps to create spontaneous 4. Create spontaneous food products 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to</p>	150'	<p><i>Synchronous:</i></p> <p>- Students and lecturers explore their perceptions of the concept on Spontaneous Creation</p> <p>- Lecturers convey lecture modules through PPT</p>	<p>Assignment:</p> <p>- Practicing spontaneous creation according to the established signs</p> <p>- Make a report on the results</p>	<i>PBL</i>

	<p>2. Can explain the goal of creating spontaneous (C2)</p> <p>3. Can describe the steps to create spontaneous (C3)</p> <p>4. Analyze the procedure in creating a recipe (C4)</p> <p>4. Can create dishes spontaneously (C6)</p>		<p>develop knowledge, attitudes, experiences, and skills in learning</p> <p>Model: Problem-Based Learning</p> <p>Method: lectures, question and answer, discussions, and self-practices</p>		<p>- Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer</p> <p><i>Asynchronous:</i></p> <p>- Students conduct self-study and self-practice to explore their knowledge in creating problem-based spontaneous recipes</p>	<p>of the practice and upload it to the SPOT.</p>	
5	<p>CLO: M5 Compile the creation of Standard Recipes</p> <p>Sub-CLO/Indicators:</p> <p>1. Can explain basic recipe concepts (C2)</p>	<p>Standard Recipe Making</p> <p>1. Definition of Standard Recipe</p> <p>2. Standard recipe development procedure</p> <p>3. Standard Recipe Analysis</p>	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach:</p>	150'	<p><i>Synchronous:</i></p> <p>- Students and lecturers explore their perceptions of the concept of Standard Recipes.</p> <p>- Lecturers convey lecture modules</p>	<p>Assignment:</p> <p>- Practice cross-testing the results of spontaneous creations according</p>	PjB1

	<p>2. Can distinguish basic recipes with standard recipes (C2)</p> <p>3. Can implement the preparation of standard recipes according to procedures (C3)</p> <p>4. Analyze standard recipes (C4)</p> <p>5. Can design standard recipe (C6)</p>	<p>4. Application of Standard recipe development</p>	<p>The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Model: Problem-Based Learning</p> <p>Method: Lectures, question and answer, and discussion.</p>		<p>through PPT and analyze the results of Spontaneous copyright practice to be used for cross-testing.</p> <p>- Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer</p> <p><i>Asynchronous:</i></p> <p>- Students do self-study and self-practice</p>	<p>to the established signs</p> <p>- Make a report on the results of the practice and upload it to the SPOT.</p>	
6	<p>CLO: M6. Apply the concept of variation and modification of dishes</p> <p>Sub-CLO/Indicators:</p>	<p>Dish Variations and Modifications</p> <p>1. Definition of variation and modification</p> <p>2. Recipe Modification Principle</p>	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p>	150'	<p><i>Synchronous:</i></p> <p>- Students and lecturers explore their perceptions about the concept of variations and</p>	<p>Assignment: Design variations and modifications of dishes</p>	lecturer

	<ol style="list-style-type: none"> 1. Can describe the concept of recipe modification 2. Can distinguish variations and modifications of recipes. 3. Can describe the principle of recipe modification 4. Can analyze recipe modification procedures 	<ol style="list-style-type: none"> 3. Recipe modification procedure. <ol style="list-style-type: none"> a. Cake modification b. Modify cookies c. Side dish modification 	<p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Method: Lectures, question and answer, and discussion.</p>		<p>modifications of dishes</p> <ul style="list-style-type: none"> - Lecturers convey lecture modules through PPT and analyze the results of Spontaneous copyright practice to be used for cross-testing. - Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer <p><i>Asynchronous:</i></p> <ul style="list-style-type: none"> - Students conduct self-study with up-to-date reference 		
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					literacy and relevant to the material being studied		
	<p>CLO: M6. Apply the concept of variation and modification of dishes</p> <p>Sub-CLO/Indicators: 1. Can study dishes (C4) 2. Can plan variations and modification of recipes (C6) 3. Can generate variations and modification of recipes (C6)</p>	<p>Dish Variations and Modifications</p> <ol style="list-style-type: none"> Design variations and modifications of dishes. Application of dish modification 	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Model: Project-Based Learning</p> <p>Method: Lectures, question and answer, and discussion.</p>		Students conduct self-study and self-practice exploring their knowledge in creating variations and modifications of dishes	Assignment: Make variations and modifications of dishes as planned	PjBl
8	MID-TERM EXAM						
9	CLO:	Fusion food concept: 1. Fusion food concept	Learning format:	150'	Students conduct self-study to	Assignment:	lecturer

	<p>M7 Apply the concept of fusion food</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can describe the concept of fusion food (C2) 2. Can classify fusion food (C4) 3. Can analyze fusion food (C4) 	<ol style="list-style-type: none"> 2. Fusion food classification 3. Fusion Food Analysis 	<p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: Contextual approach by relating the lecture modules to real world situations.</p> <p>Method: Lectures, question and answer, and discussion.</p>		<p>explore their knowledge in creating variations and modifications of dishes</p>	<p>Completed fusion dish analysis.</p>	
10	<p>CLO: M7 Apply the concept of fusion food</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can plan the making of fusion food (C6) 2. Can design fusion food (C6) 3. Create fusion food (C6) 	<p>Application of fusion food:</p> <ol style="list-style-type: none"> 1. Fusion dish design 2. Make fusion dishes 	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p>	150'	<p>Students conduct self-study and self-practice exploring their knowledge in creating variations and modifications of dishes</p>	<p>Assignment: Practice making fusion dishes</p>	PjB1

			Method: Lectures, question and answer, and discussion.				
11	<p>CLO: M8 Apply the concept of dish innovation</p> <p>Sub-CLO/Indicators: 1. Can describe the concept of dish innovation (C2) 2. Can analyze dish innovation (C4) 3. Can plan dish innovation (C6)</p>	<p>Dish Innovation:</p> <ol style="list-style-type: none"> Dish Innovation Concept Dish Innovation Analysis Dish innovation design 	<p>Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: Contextual approach by relating the lecture modules to real world situations.</p> <p>Method: Lectures, question and answer, and discussion.</p>	150'	<p>Synchronous:</p> <ul style="list-style-type: none"> Students and lecturers explore their perceptions of the concept of food innovation Lecturers convey lecture modules through PPT Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer <p><i>Asynchronous:</i> Students conduct self-study to explore their knowledge in</p>	<p>Assignment: Make a dish innovation plan</p>	<ol style="list-style-type: none"> C. Michael Hall, Gossling Stefan. 2013. <i>Sustainable Culinary Systems Local Foods, Innovation, Tourism and Hospitality. 1st Edition.</i> C. Michael Hall, Gossling Stefan. 2013. <i>Sustainable Culinary Systems Local Foods,</i>

					designing food innovations		<i>Innovation, Tourism and Hospitality. 1st Edition.</i>
12	<p>CLO: M8 Apply the concept of dish innovation</p> <p>Sub-CLO/Indicators: 1. Can design dish innovation (C6) 2. Can create dish innovation (C6)</p>	<p>Dish Innovation: 1. Dish innovation design 2. Application of dish innovation</p>	<p>Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Method: Lectures, question and answer, and discussion.</p>	150'	<p><i>Synchronous:</i> - Students and lecturers explore their perceptions of the concept of dish innovation - Lecturers convey lecture modules through PPT - Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer</p> <p><i>Asynchronous:</i> Students conduct self-study and</p>	Assignment: Innovate dishes as planned	<p>1. C. Michael Hall, Gossling Stefan. 2013. <i>Sustainable Culinary Systems Local Foods, Innovation, Tourism and Hospitality. 1st Edition.</i></p> <p>2. C. Michael Hall, Gossling Stefan. 2013. <i>Sustainable Culinary Systems</i></p>

					self-practice in making dish innovations		<i>Local Foods, Innovation, Tourism and Hospitality . 1st Edition.</i>
13	<p>CLO: M9. Compile documentation of copyrighted works</p> <p>Sub-CLO/Indicators:</p> <ol style="list-style-type: none"> 1. Can determine the purpose of dish documentation (C3) 2. Can organize dish documentation requirements (C4) 3. Can project dish documentation type (C5) 	<p>Dish Documentation</p> <ol style="list-style-type: none"> 1. The basic purpose of dish documentation 2. Dish documentation requirements 3. Type of dish documentation 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Method: Lectures, question and</p>	150'	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> - Students and lecturers explore their perceptions of the concept of dish documentation - Lecturers convey lecture modules through PPT - Students are required to learn more, and look for supporting literature corresponding to the lecture modules 	Assignment: Design a recipe book	

			answer, and discussion.		presented by the lecturer <i>Asynchronous:</i> Students conduct self-study and self-practice in documenting their creations		
14	<p>CLO: M9. Compile documentation of copyrighted works</p> <p>Sub-CLO/Indicators: 1. Can design dish documentation (C6) 2. Can assemble dish documentation (C6)</p>	<p>Dish Documentation</p> <ol style="list-style-type: none"> 1. Design dish documentation 2. Implement dish documentation 	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The student process approach is given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Method: Lectures, question and answer, and discussion.</p>		Students conduct self-study and self-practice to explore their knowledge in documenting their creations	Assignment: Advanced recipe book preparation	

15	<p>CLO: M10. Can disseminate Culinary Innovation in the form of Culinary Innovation activities</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Can understand the concept of dissemination and publication of copyrighted works 2. Can spread out the purpose of dissemination and publication of copyrighted works 3. Can design dissemination activities and publication of copyrighted works 4. Can apply dissemination and publication of copyrighted works 	<p>Concept of Dissemination and Publication of Culinary Innovation</p> <ol style="list-style-type: none"> 1. Definition of dissemination and publication of copyrighted works 2. Purpose of dissemination and publication of copyrighted works 3. Design of dissemination and publication of copyrighted works 4. Application of dissemination and publication of copyrighted works 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Approach: The cooperative learning approach and the student process approach are given the widest opportunity to develop knowledge, attitudes, experiences, and skills in learning</p> <p>Method: Lectures, question and answer, and discussion.</p>	150'	<p>Synchronous:</p> <ul style="list-style-type: none"> - Students and lecturers explore their perceptions of the concept on Spontaneous Creation - Lecturers convey lecture modules through PPT - Students are required to learn more, and look for supporting literature corresponding to the lecture modules presented by the lecturer <p>Students conduct self-study and self-practice to explore their knowledge in documenting their creations</p>	<p>Assignment: Design Culinary Innovation Festival</p>	
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