

**SEMESTER LESSON PLAN (RPS)**

**APPETIZER AND SOUP  
BG 207**



**Lecturer:  
Dra. Atat Siti Nurani, M.Si.  
Dr. Ai Mahmudahtusaadah. MSi**

**CULINARY EDUCATION STUDY PROGRAM  
DEPARTMENT OF FAMILY WELFARE EDUCATION  
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA  
2021**

	<b>SEMESTER LESSON PLAN (RPS)</b>	Document No. : FPTK-UPI-SIL-E0751.14
	<b>(APPETIZER AND SOUP)</b>	Revision : 2nd Date : 27 Oct 2021 Page : 1 of .. Page
Prepared by:	Verified by:	Approved by:
(Dra. Atat Siti Nurani, M.Si.) EIN 19600225 198803 2 001	(Dra. Tati Setiawati, M.Pd., M.M ) EIN 19630521 199301 2 001	Dr. Yulia Rahmawati, M.Si EIN 19670720 199303 2 009
<b>Lecturer</b>	<b>KBK of Culinary Education Study Program</b>	<b>Chairwoman of Culinary Arts Education Study Program</b>

### SEMESTER LEARNING PLAN

#### 1. Course Identity

Name of Study Program : Culinary Education Study Program  
 Name of Course : Appetizer and Soup  
 Code of Course : BG 207  
 Group of Course : Study Program Expertise Course (MKKIPS)  
 SKS weight : 3  
 Level : S1  
 Semester : Even  
 Prerequisite : -  
 Status (mandatory/optional) : Mandatory  
 Lecturer name and code : Dra. Atat Siti Nurani, M.Si. / 0979  
 Dr. Ai Mahmudahtusaadah.MSi

## **2. Description of Course**

This course is the core course of the Study Program that learns about: Continental menu concept, cut vegetables, poultry, meat, fish for continental dishes, stock (broth) processing, herbs and spices, appetizers, canapes and sandwiches, soup, egg processing and breakfast in continental food. The learning process uses an expository and inquiry approach in the form of lectures, discussions, and practicums related to the problems discussed in accordance with developments in the field. The student mastery stage is evaluated through attendance, assignments, practicums, Practicum Exams, Mid-Semester Exams (MSE), and Final Exams.

## **3. Study Program Learning Outcomes (PLO)**

The learning achievements of the Appetizer and Soup Course are:

- S Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, as a nation, and state based on academic norms and ethics.”
- P1 Proficient in the theoretical concepts of educational science, strategy, lesson planning, media, methodology and evaluation of learning and psychology of Education
- P3 Proficient in theoretical concepts of Culinary education
- KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology that pays attention to and applies humanities values in accordance with their field of expertise
- KK1 Can plan, implement, assess learning outcomes and evaluate the implementation of technology and vocational education in the field of Culinary on a professional manner in formal education
- KK2 Can apply Information and Communication Technology and Literacy in Planning, Implementation, and Evaluation of Governance Learning Outcomes of Culinary.
- KK3 Can apply various food processing in accordance with food processing principles

## **2. Course Learning Outcomes (CLO)**

The CLO number must follow the referenced SPLO number

- M1 Students understand the concept of menus, cuts of ingredients, ingredients and seasonings, stock in continental food
- M2 Students analyze continental food appetizer and soup
- M3 Student analyze breakfast in continental food
- M4 Students make appetizer dishes in continental food
- M5 Student shows soup in continental food
- M6. Students demonstrate sandwiches and egg dishes for breakfast

## **3. Description of Learning Plan**

Minimum number of meeting is 16 (including MSE and UAS)

Meeting	Sub-CLO and Course Learning Outcome Indicators	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	<p>Sub-CLO: Explain the concept of continental menu</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>Students can explain menu definition (C2)</li> <li>Students can describe continental menu structure (C3)</li> <li>Students can describe the requirements for compiling a menu in continental food (C3)</li> </ol>	<p>Continental menu concept</p> <ul style="list-style-type: none"> <li>Definition</li> <li>Continental menu structure</li> <li>Conditions for compiling a continental menu</li> </ul>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	150'	<ol style="list-style-type: none"> <li>Assignment: compose a modern menu of continental food</li> <li>Oral test</li> </ol>	<ul style="list-style-type: none"> <li>The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
2	<p>Sub-CLO: Analyze ingredients, continental food seasoning</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>Students can</li> </ol>	<ol style="list-style-type: none"> <li>Continental foodstuffs</li> <li>Seasonings and spices in continental food</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i></p>	150'	<ol style="list-style-type: none"> <li>The assignment of identifying ingredients and seasonings for</li> </ol>	<ul style="list-style-type: none"> <li>The Culinary Institute of America. (2011). <i>The Professional</i></li> </ul>

	<p>describe continental foodstuffs (C3)</p> <p>2. Students can describe the spices in continental food (C3)</p>		<p>Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Expository</p> <p>Method: Lecture Discussion Question and answer</p>		<p>continental food</p> <p>2. Quiz test</p>	<p><i>Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</p> <ul style="list-style-type: none"> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>● Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
3	<p>Sub-CLO: Analyze cuts of ingredients in continental food</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can identify vegetable cuts in continental food (C2)</li> <li>2. Students can analyze poultry (chicken) cuts in continental food (C4)</li> <li>3. Students can analyze cuts of meat (C4)</li> </ol>	<p>Cuts of ingredients in continental food:</p> <ol style="list-style-type: none"> <li>1. Vegetable cuts</li> <li>2. Chicken cuts</li> <li>3. Meat cuts</li> <li>4. Fish cuts</li> </ol>	<p><i>Synchronous</i>: Meeting via zoom meeting</p> <p><i>Asynchronous</i>: Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Expository</p>	150'	<ol style="list-style-type: none"> <li>1. The assignment of finding how many vegetable cuts other than what is conveyed</li> <li>2. Test with quiz</li> </ol>	<ul style="list-style-type: none"> <li>● The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken,</li> </ul>

	<p>4. Students can analyze cuts of fish in continental food (C4)</p>		<p>Method: Lecture Discussion Question and answer</p>		<p>NJ: John Wiley &amp; Sons, Inc, ● Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</p>
--	--	--	---	--	---

4	<p>Sub-CLO: Analyze stock and egg processing</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can explain ingredients and seasonings in making stock</li> <li>2. Students can describe equipment in stock processing</li> <li>3. Students can classify continental stock</li> <li>4. Students can analyze stock processing in continental food (C3)</li> <li>5. Students can analyze egg processing in continental food (C4)</li> </ol>	<p>Stock and egg processing</p> <p>A. Stock processing in continental food</p> <ol style="list-style-type: none"> <li>1. Ingredients in producing stock</li> <li>2. Equipment used in producing stock</li> <li>3. Continental stock classification</li> <li>4. Problems in producing stock</li> </ol> <p>B. Egg processing in continental food</p> <ol style="list-style-type: none"> <li>1. Selection of eggs for continental dishes</li> <li>2. Equipment used for continental food processing</li> <li>3. Dishes from eggs in continental food</li> <li>4. Problems in the processing of continental eggs</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Expository</p> <p>Method: Lecture Discussion Question and answer</p>	150'	<ol style="list-style-type: none"> <li>1. The assignment of identifying stock and egg processing</li> <li>2. Oral test</li> </ol>	<p>- The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</p> <p>- Gisslen, Wyne. 2011 <i>Professional Cooking 7th edition</i>. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</p> <p>- Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</p>
---	--	---	--	------	---	---

5	<p><b>Sub-CLO:</b> Students can practice vegetable cuts for continental food</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Students can make various types of vegetables and cuts in continental food (P2)</li> <li>2. Students can display vegetable cuts for continental food (P3)</li> <li>3. Students can show vegetable cuts for continental food (P3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Make vegetable cuts</li> <li>2. Show vegetable cuts for continental meals</li> <li>3. Serve vegetable cuts for continental food</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Practice of making Continental dishes</p>	180	<ol style="list-style-type: none"> <li>1. Make a planning</li> <li>2. Show work from practice process</li> </ol>	<ol style="list-style-type: none"> <li>1. The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>2. Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>3. Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ol>
6	<p><b>Sub-CLO:</b> Students can practice stock making and egg processing for continental food</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Students can make various stocks and processing dressings in continental food (P2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Make stock and dressing</li> <li>2. Show stock and dressing</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p>	150'	<ol style="list-style-type: none"> <li>1. Making a planning</li> <li>2. Performance of the practical process</li> </ol>	<ul style="list-style-type: none"> <li>• The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> </ul>



	<ol style="list-style-type: none"> <li>2. Students can display stock and dressing processing for continental food (P3)</li> <li>3. Students can demonstrate stock and dressing processing for continental food (P3)</li> </ol>		Practice of making stock and dressing			<ul style="list-style-type: none"> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>● Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
7	<p>Sub-CLO: Students can understand appetizer dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can explain the definition of appetizer (C2)</li> <li>2. Students can express the classification of appetizers (C3)</li> <li>3. Students can describe the appetizer serving</li> <li>4. Students can analyze appetizer dishes (C4)</li> </ol>	<p>Appetizer</p> <ol style="list-style-type: none"> <li>1. Definition of appetizer</li> <li>2. Appetizer classification</li> <li>3. Appetizer serving</li> <li>4. Appetizer dishes</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: expository</p> <p>Method: Demonstration Lecture Assignment</p>	150'	<ol style="list-style-type: none"> <li>1. Identify dishes for cold appetizers</li> <li>2. Written test</li> </ol>	<ul style="list-style-type: none"> <li>● The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>● Seonardi, Tuti. (2013). <i>Teori</i></li> </ul>

						<i>Dasar Kuliner.</i> Jakarta: PT Gramedia Pustaka Utama
8	<b>MID-TERM EXAM</b>					
9	<p>Sub-CLO</p> <p>Students can practice making appetizers for continental food</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can make various kinds of salads in continental food (P2)</li> <li>2. Students can display salad processing for continental food (P3)</li> <li>3. Students can show salad dishes</li> </ol>	<p>Practice of making appetizer</p> <ol style="list-style-type: none"> <li>1. Salad dishes, aspic, balloontine, galantine, and pate</li> <li>2. Hot appetizers (<i>risoles</i>, croquet)</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Experiment</p> <p>Method: Practice</p>	150'	<ol style="list-style-type: none"> <li>1. Make a planning</li> <li>2. Show work from practice process</li> </ol>	<ul style="list-style-type: none"> <li>● The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>● Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>

10	<p>Sub-CLO: Students can understand canape and sandwiche dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can explain the definition of canapes and sandwiches (C2)</li> <li>2. Students can express the ingredients and toppings of canapes and sandwiches (C3)</li> <li>3. Students can analyze the types of sandwiches (C4)</li> <li>4. Students can tell about the function of canapes and sandwiches</li> </ol>	<p>Canapes and sandwiches</p> <ol style="list-style-type: none"> <li>1. Definition of canapes and sandwiches</li> <li>2. Ingredients and fillings or toppings for canapes and sandwiches</li> <li>3. Types of sandwiches</li> <li>4. Canapes and sandwich function</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: expository</p> <p>Method: Demonstration Discussion of Assignment Question and answer</p>	150'	<ol style="list-style-type: none"> <li>1. assignment : identify canapés and sandwiches</li> <li>2. test: Oral</li> </ol>	<ol style="list-style-type: none"> <li>1. The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>2. Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>3. Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ol>
11	<p>Sub-CLO Students can practice of making canapes and sandwiches for continental food</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can make various kinds of canapes</li> </ol>	<p>The practice of making canapes and sandwiches</p> <ol style="list-style-type: none"> <li>1. Various kinds of canapés</li> <li>2. Various kinds of sandwiches</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p>	150'	<ol style="list-style-type: none"> <li>1. Make a planning</li> <li>2. Show work from practice process</li> </ol>	<ul style="list-style-type: none"> <li>• The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc.</li> </ul>

	<p>and sandwiches in continental food (P2)</p> <ol style="list-style-type: none"> <li>Students can display the processing of canapes and sandwiches for continental food (P3)</li> <li>Students can show canapes and sandwiches (P3)</li> </ol>		<p>Approach: Experiment</p> <p>Practice</p>			<ul style="list-style-type: none"> <li>Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
12	<p>Sub-CLO: Students can understand continental soup dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>Students can explain the definition of soup (C2)</li> <li>Students can express about the ingredients for soup (C3)</li> <li>Students can analyze the types of soup (C4)</li> <li>Students can describe the function of soup</li> <li>Students can find continental food soup (C4)</li> </ol>	<p>Soup</p> <ol style="list-style-type: none"> <li>Definition of soup</li> <li>Ingredients for soup</li> <li>Kinds of soup</li> <li>Soup function</li> <li>Serving soup</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Expository</p> <p>Method: Demonstration</p>	150'	<ol style="list-style-type: none"> <li>assignment: identify the kinds of continental soup dishes</li> <li>Performance test during the learning process</li> </ol>	<ul style="list-style-type: none"> <li>The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>Seonardi, Tuti. (2013). <i>Teori</i></li> </ul>

			Discussion of Assignment Question and answer			<i>Dasar Kuliner.</i> Jakarta: PT Gramedia Pustaka Utama
13	<p>Sub-CLO</p> <p>Students can practice of making soup for continental food</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can make various kinds of soup in continental food (P2)</li> <li>2. Students can apply continental food soup processing (P3)</li> <li>3. Students can show soup dishes (P3)</li> </ol>	<p>Soup</p> <ol style="list-style-type: none"> <li>1. Make continental soup</li> <li>2. Show continental soup</li> <li>3. Show continental soup</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Experiment</p> <p>Method: Demonstration Discussion of Assignment Question and answer</p>	150'	<ol style="list-style-type: none"> <li>1. Make a planning</li> <li>2. Show work from practice process</li> </ol>	<ol style="list-style-type: none"> <li>1. The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>2. Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>3. Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner.</i> Jakarta: PT Gramedia Pustaka Utama</li> </ol>
14	<p>Sub-CLO:</p> <p>Students can understand continental food breakfast dishes</p> <p>Indicators:</p>	<p>Continental breakfast</p> <ol style="list-style-type: none"> <li>1. Definition of breakfast</li> <li>2. Breakfast structure or pattern</li> <li>3. Types of breakfast</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i></p>	150'	<ol style="list-style-type: none"> <li>1. assignment: compiling the breakfast menu</li> </ol>	<ul style="list-style-type: none"> <li>• The Culinary Institute of America. (2011). <i>The Professional</i></li> </ul>

	<ol style="list-style-type: none"> <li>1. Students can explain the definition of continental breakfast (C2)</li> <li>2. Students can express about the continental breakfast structure (C3)</li> <li>3. Students can analyze the types of breakfast (C4)</li> </ol>		<p>Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Experiment</p> <p>Method: Discussion of Assignment Question and answer</p>		<p>for American breakfast</p> <ol style="list-style-type: none"> <li>2. quiz test</li> </ol>	<p><i>Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</p> <ul style="list-style-type: none"> <li>● Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>● Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
--	---	--	---	--	--	---

15	<p>Sub-CLO Students can practice egg processing for continental breakfast</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Students can make various kinds of eggs in continental food (P2)</li> <li>2. Students can apply continental food egg processing (P3)</li> <li>3. Students can show egg dishes (P3)</li> </ol>	<p>Eggs processing for continental breakfast</p> <ol style="list-style-type: none"> <li>1. Eggs processing by boiling</li> <li>2. Processing of fried eggs</li> <li>3. Egg processing in bake</li> </ol>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Approach: Experiment</p> <p>Method: Demonstration Discussion of Assignment Question and answer Trials</p>	150'	<ol style="list-style-type: none"> <li>1. Make a planning</li> <li>2. Show work from practice process</li> </ol>	<ul style="list-style-type: none"> <li>• The Culinary Institute of America. (2011). <i>The Professional Chef</i>. New Jersey: John Wiley &amp; Sons. Inc</li> <li>• Gisslen, Wyne. 2011 Professional Cooking 7th edition. River Street, Hoboken, NJ: John Wiley &amp; Sons, Inc,</li> <li>• Seonardi, Tuti. (2013). <i>Teori Dasar Kuliner</i>. Jakarta: PT Gramedia Pustaka Utama</li> </ul>
16	<b>Semester Final Exam</b>					

## 1. References

---

The Culinary Institute of America. (2011). *The Professional Chef*. New Jersey: John Wiley & Sons. Inc  
Gisslen, Wayne. (2015). *Essentials of Professional Cooking*. New Jersey: John Wiley & Sons. Inc  
Seonardi, Tuti. (2013). *Teori Dasar Kuliner*. Jakarta: PT Gramedia Pustaka Utama  
Peterson, James. (2017). *Sauces: Classical and Contemporary Sauce Making*. New York: HMH Books  
Nurhidayati, Laili. (2021). *Teknik Pengolahan Hidangan Kontinental*. Jember: Cerdas Ulet Kreatif  
Cahyana, Cucu and Guspri. (2013). *Cold Appetizer (Hidangan Pembuka Dingin)*. Jakarta: PT Gramedia Pustaka Utama

**2. Teaching Modules (Appendix 1)**

**3. Evaluation Instrument (Appendix 2)**