

SEMESTER LESSON PLAN (RPS)





(ASIAN FOOD BG 208)



Lecturer:

**DRA. ATAT SITI NURANI.MSI
DRA TATI SETIAWATLMPD. MM
MUKTIARINI.SPD.MPD**

**CULINARY EDUCATION STUDY PROGRAM
DEPARTMENT OF FAMILY WELFARE EDUCATION
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION
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Prepared By:  .Dra. Atat Siti Nurani.MSi NIP .196002251988032001	Verified By:  Dra. Tati Setiawati.MPd.MM NIP 19630521 199301 2 001	Approved By:  Dr. Yulia Rahmawati MSi NIP 19670720 199303 2 009
Lecturer	KBK of Culinary Education Study Program	Head of the Culinary Education
SEMESTER LEARNING PLAN		
1. Course Identity Name of Study Program : Culinary Education Name of Course : Asian Food Code of Course : BG 208 Group of Course : Study Program Expertise Course (MKKIPS) SKS weight : 2 sks (semester credit unit) Level : S1 Semester : Even Prerequisite : - Status (mandatory/optional) : mandatory Lecturer name and code : Dra. Atat Siti Nurani. Msi Muktiarini SPd.MPd		
2. Course Description		

This is a Study Program Expertise Course (MKKIPS) of Culinary Education. After completing this course, students are expected to be able to understand the concept of Asian food including the basic concepts of Japanese food, Korean food, Chinese food, Thai food, Filipinos food, Malaysian and Singaporean food, Indian food, and Turkish food. The lectures use a classical, group, and individual approach using lectures, questions and answers, discussions, assignments and practice methods equipped with the use of audio-visual media such as LCDs. The student mastery stage is measured not only through evaluation of UTS and UAS but also evaluation of assignments, presentation of papers, food practicums from various countries in the Asian region.

3. Outcomes of the Referenced Study Program Learning (RSPL)

S Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to quality improvement of life in society, nation and state based on academic norms and ethics

P1 Proficient in the theoretical concepts of education, strategy, lesson planning, media, methodology and evaluation of learning and educational psychology

P3 Proficient in theoretical concepts in the area of Culinary education

KU Can apply logical, critical, systematic, and innovative thinking in the context of development or implementation of science and technology that pays attention to and applies appropriate humanities values with their area of expertise

KK1 Can plan, implement, assess learning outcomes and evaluate the implementation of education technology and vocational fields of Culinary on a professional manner in formal education

KK2 Can apply Information and Communication Technology and Literacy in Planning, implementation and Evaluation of Learning Outcomes in Culinary.

KK3 Can apply various food processing in accordance with food processing principles

4. Course Learning Outcomes (CLO)

M1 Students can understand the concept of East Asian food (S, P1, P3, KU)

M2 Students can understand the concept of Southeast Asian food (S, P1, P3, KU)

M3 Students can analyze East Asian, Southeast Asian, and Central Asian food (S, P1, P3, KU)

M4 Students can make dishes from East Asia (S, P1, P3, KU, KK1, KK2, KK3)

M5 Students can demonstrate dishes from Southeast Asian countries (S, P1, P3, KU, KK1, KK2, KK3)

M6 Students can show food from Central Asian countries (S, P1, P3, KU, KK1, KK2, KK3)

5. Description of Learning Plan

Meeting	Indicators of Course Learning Outcomes	Study Modules	Learning method approach	Time	Assignment and Evaluation	References
1.	Sub-CLO: Students can understand Japanese food Indicators: 1. Students can explain Japanese food menu patterns (C2) 2. Students can explain Japanese food ingredients and seasonings (C2) 3. Students can describe the classification of Japanese food menus (C3) 4. Students can analyze the characteristics of Japanese food (C4) 5. Students can analyze Japanese food dishes (C4)	Japanese Food 1. Definition of Japanese menu patterns 2. Japanese ingredients and spices 3. Japanese food classification 4. Characteristics of Japanese food 5. Japanese dish	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Listening to lectures from lecturers, asking questions, doing assignments, and discussing	150'	1. Identify Japanese food 2. Performance test (pre- and post-test)	1,2,3,4,5,6,7,8,9,10
2	Sub-CLO: Students can make Japanese dishes Indicators: 1. Students can make Japanese dishes (P3)	Japanese Food Practice 1. Making onigiri and sushi dishes 2. Making fried dish (agemono)	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i>	150	1. Making a planning 2. Performance of the practical process	1,2,3,4,5,6,7,8,9,10

	<p>2. Students can show Japanese dishes that have been made. (P3)</p> <p>3. Students can show Japanese dishes that have been made (P3)</p>	<p>chicken katsu, karage</p> <p>3. Chicken teriyaki, yakiniku (grilled)</p> <p>4. Steamed dish (mushi cup)</p>	<p>Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Practice Experiment</p>			
3	<p>Sub-CLO: Students can understand Korean food</p> <p>Indicators:</p> <p>1. Students can explain the pattern of Korean food menus (C2)</p> <p>2. Students can explain Korean food ingredients and seasonings (C2)</p> <p>3. Students can describe the classification of Korean food menus (C3)</p> <p>4. Students can analyze the characteristics of Korean food (C4)</p> <p>5. Students can analyze Korean food dishes (C4)</p>	<p>Korean food</p> <p>1. Definition of Korean menu pattern</p> <p>2. Korean ingredients and spices</p> <p>3. Korean food classification</p> <p>4. Characteristics of Korean food</p> <p>5. Korean food dishes</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion) Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	180	<p>1. Students write Korean food papers</p> <p>2. Performance test (pre- and post-test)</p>	1,2,3,4,5,6,7,8,9,10

4	<p>Sub-CLO: Students can make Korean country dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Student can make Korean dishes (P3) 2. Student can display dishes from pasta already made.(P3) 3. Students can show a dish of pasta they have made (P3) 	<p>Korean food practice</p> <ol style="list-style-type: none"> 1. Korean main dish 2. Korean side dishes 3. Accompanying dishes (<i>bachan</i>) 	<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 Experiment</p>	150	<ol style="list-style-type: none"> 1. Making a planning 2. Performance of the practical process 	1,2,3,4,5,6,7,8,9,10
5.	<p>Sub-CLO: Students can understand Chinese food</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1.Students can explain the pattern of Chinese food menus (C2) 1. Students can explain Chinese food ingredients and seasonings (C2) 2. Students can describe the classification of Chinese food menus (C3) 	<p>Chinese Food</p> <ol style="list-style-type: none"> 1. Definition of Chinese menu pattern 2. Chinese ingredients and seasoning 3. Chinese food classification 4. Characteristics of Chinese food 5. Chinese food dishes 	<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"> 1. Student assignments to write papers 2. Oral test at the end of class 	1,2,3,4,5,6,7,8,9,10

	<p>3. Students can analyze the characteristics of Chinese food (C4)</p> <p>4. Students can analyze Chinese food dishes (C4)</p>					
6	<p>Sub-CLO: Students can make Chinese country dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can make Chinese dishes (P3) 2. Students can display Chinese dishes already made.(P3) 3. Students can show Chinese dishes that have been made (P3) 	<p>Chinese food practice</p> <ol style="list-style-type: none"> 1. Chinese side dishes 2. Chinese staple food 	<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 Experiment</p>	150	<ol style="list-style-type: none"> 1. Making a planning 2. Performance of the practical process 	1,2,3,4,5,6,7,8,9,10
7	<p>Sub-CLO: Students can understand Thai food</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can explain the pattern of Thai food menus (C2) 2. Students can explain Thai food ingredients and seasonings (C2) 	<p>Thai food</p> <ol style="list-style-type: none"> 1. Definition of Thai menu pattern 2. Thai ingredients and spices 3. Thai food classification 4. Characteristics of Thai food 	<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"> 1. The assignment of identifying Thai food 2. Oral test at the end of class 	1,2,3,4,5,6,7,8,9,10

	<p>3. Students can describe the classification of Thai food menus (C3)</p> <p>4. Students can analyze the characteristics of Thai food (C4)</p> <p>5. Students can analyze Thai food dishes (C4)</p>	5. Thai food dishes	Listening to lectures from lecturers, asking questions, doing assignments, and discussing			
8	Mid-Term Exam					
9	<p>Sub-CLO: Students can make Thai country dishes</p> <p>Indicators:</p> <p>1. Students can make Thai dishes (P3)</p> <p>2. Students can display Thai dishes</p> <p>3. Students can show dishes from Thailand country that have been made (P3)</p>	<p>Thai food practice</p> <p>1. Thai staple food dishes</p> <p>2. Side dishes from Thailand country</p> <p>3. Dessert dish from Thailand</p>	<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 Experiment</p>	150	<p>1. Making a planning</p> <p>2. Performance of the practical process</p>	1,2,3,4,5,6,7,8,9,10
10	<p>Sub-CLO: Students can understand Filipino food</p> <p>Indicators:</p>	<p>Filipino Food</p> <p>1. Definition of Filipino menu pattern</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i></p>	150'	<p>1. Students prepare Filipino food paper</p> <p>2. Oral test at the end of class</p>	1,2,3,4,5,6,7,8,9,10

	<ol style="list-style-type: none"> 1. Students can explain the pattern of Filipino food menus (C2) 2. Students can describe Filipino food ingredients and seasonings (C3) 3. Students can describe the classification of Filipino food menus (C3) 4. Students can analyze the characteristics of Filipino food (C4) 5. Students can analyze Filipino food dishes (C4) 	<ol style="list-style-type: none"> 2. Filipino ingredients and spices 3. Filipino food classification 4. Filipino food characteristics 5. Filipino food 	<p>Self study via spot.upi.edu Discussion forums (group discussion)</p> <p>Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>			
11.	<p>Sub-CLO: Students can understand Malaysian food</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can explain the pattern of Malaysian food menus (C2) 2. Students can explain Malaysian food ingredients and seasonings (C2) 	<p>Malaysian Food</p> <ol style="list-style-type: none"> 1. Definition of the Malaysian menu pattern 2. Malaysian ingredients and spices 3. Malaysian food classification 4. Malaysian food characteristics 5. Malaysian food 	<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</p>	150'	<ol style="list-style-type: none"> 1. Assignment: identify dishes from Malaysia 2. Oral test at the end of class 	1,2,3,4,5,6,7,8,9,10

	<p>3. Students can describe the classification of Malaysian food menus (C3)</p> <p>4. Students can analyze the characteristics of Thai food (C4)</p> <p>5. Students can analyze Malaysian food dishes (C4)</p>		lecturers, asking questions, doing assignments, and discussing			
12	<p>Sub-CLO: Students can make Malaysian and Filipino dishes</p> <p>Indicators:</p> <p>1. Students can make dishes from Malaysia and the Filipinos (P3)</p> <p>2. Students can display dishes from Malaysia and Filipinos that have been made.(P3)</p> <p>3. Students can</p>	<p>Practice from Malaysia and Filipino</p> <p>Food practice from Malaysia</p> <p>1. Staple food</p> <p>2. Side dishes</p> <p>Filipino Food</p> <p>1. Staple food</p> <p>2. Side dishes</p>	<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 experiment</p>	150	<p>3. Making a planning</p> <p>4. Performance of the practical process</p>	1,2,3,4,5,6,7,8,9,10

	show dishes from Malaysia and the Filipinos that have been made (P3)					
Meeting 13	<p>Sub-CLO: Students can understand Indian food</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can explain the pattern of Indian food menus (C2) 2. Students can explain Indian food ingredients and seasonings (C2) 3. Students can describe the classification of Indian food menus (C3) 4. Students can analyze the characteristics of Indian food (C4) 5. Students can analyze Indian food dishes (C4) 	<p>Indian Food</p> <ol style="list-style-type: none"> 1. Definition of Indian menu pattern 2. Indian ingredients and spices 3. Indian food classification 4. Characteristics of Indian food 5. Indian food 	<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"> 1. Assignment: write a paper about Indian food 2. Oral test at the end of class 	1,2,3,4,5,6,7,8,9,10
14	<p>Sub-CLO: Students can understand Turkish food</p> <p>Indicators:</p>	<p>Turkish Food</p> <ol style="list-style-type: none"> 1. Definition of Turkish menu pattern 	<p><i>Synchronous:</i> Meeting via zoom meeting</p>	100'	<ol style="list-style-type: none"> 1. Seek dishes from Turkey 2. Written test 	1,2,3,4,5,6,7,8,9,10

	<ol style="list-style-type: none"> 1. Students can explain the pattern of the Turkish food menu (C2) 2. Students can explain Turkish food ingredients and seasonings (C2) 3. Students can describe the classification of Turkish food menus (C3) 4. Students can analyze the characteristics of Turkish food (C4) 5. Students can analyze Turkish food dishes (C4) 	<ol style="list-style-type: none"> 2. Turkish ingredients and spices 3. Turkish food classification 4. Characteristics of Turkish food 5. Turkish food 	<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>			
15	<p>Sub-CLO: Students can make Indian and Turkish dishes</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can make dishes from Turkey and India (P3) 2. Students can display dishes from India and Turkey that have been made.(P3) 3. Students can 	<p>Indian and Turkish food practice</p> <p>Indian food</p> <ol style="list-style-type: none"> a. Staple food b. Indian side dishes <p>Turkish food</p> <ol style="list-style-type: none"> a. Staple food b. Turkish food side dishes 	<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</p>	150	Performance of the practical process	1,2,3,4,5,6,7,8,9,10

	show dishes from India and Turkey that have been made (P3)		experiment			
Mee ting 16		SEMESTER FINAL EXAM				

6. References

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7. Ju-young, Park. (2021). *Authentic Korean Food*. Korea: Jadam
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10. Alling, Ted. (2020). *Authentic Indian Food Recipes*. Ted Alling

6. Appendixes

Appendix 1. *Teaching materials.....*

Appendix 2. *Evaluation Instrument...*

Evaluation instrument grid