




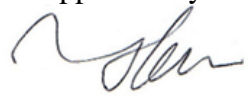
**SEMESTER LESSON PLAN (RPS)**

**CAKE, GATEAUX, AND TORTE  
( BG 424 )**



**Lecturer:  
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**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>	Doc. No. : FPTK-UPI-RPS-E0851-7
	<b>BG 424 CAKE, GATEAUX, AND TORTE</b>	Revision : 01
		Date : 27 Oct 2021
		Page : 27 pages
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<b>SEMESTER LESSON PLAN (RPS)</b>		
<p><b>1. Course Identity</b></p> <p>Name of Study Program : Culinary Education  Name of Course : Cake, Gateaux, and Torten  Code of Course : BG 424  Group of Course : Optional Culinary Subject (MKKPPS)  SKS weight : 3 SKS (Semester Credit Unit)  Level : S1  Semester : Odd  Prerequisite : -  Status (mandatory/optional) : Mandatory  Lecturer name and code : Dra. Sudewi Yogha, M.Si ( 0972 )  Dr. Sri Subekti, M.Pd ( 0772 )  Asep Maosul, M.Pd</p> <p><b>2. Course Description</b></p>		

This course is an Optional Culinary Subject (MKKPPS) for undergraduate students of the Culinary Education Study Program specializing in patisserie, after attending this course students are expected to understand the concepts of Cake, Gateaux, Torten (Definition, Purpose Terms, Functions), ingredients, functions of ingredients, and equipment which is used in the manufacture of Cake, Gateaux, and Torten. The method of making Cake, Gateaux, Torten is based on the classification of Cake, Gateaux, Torten dough. Techniques for forming Cake, Gateaux, Torten, Finishing Touch and packaging techniques for Cake, Gateaux, Torten. Lecture activities use an expository and inquiry approach in the form of lectures, discussions, daily assignments, and practicums related to the problems discussed in accordance with the progress in the field. The student mastery stage is evaluated through attendance, assignments, practicums, Practicum Exams, Mid-Semester Exams (UTS), and Final Exam (UAS).

### **3. Outcomes of Referenced Study Program Learning (RSPL)**

- 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
- P4 Proficient in the theoretical concepts of Culinary in the area of Culinary expertise
- KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding their area of expertise.
- KK4 Can apply various food processing in accordance with food processing principles

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

M1	Understand Lecture Overview.
M2	Understand the basic concepts of cake, gateaux, and torten (definition, terms, and history of cake, gateaux, and torten).
M3	Understand the classification of cake, gateaux, and torten products and the types of cake, gateaux, and torten products.
M4	Apply the method of making cake products, gateaux, torten and the function of ingredients, tools in the manufacture of cake, gateaux, and torten products.
M5	Analyze the failure and success factors of cake, gateaux, and torten products and the calculation of cake, gateaux, torten products.
M6	Evaluate various cake, gateaux, and torten products
M7	Forming techniques, finishing touch, and packaging techniques of cake, gateaux, and torten.
M8	Students can imitate the practice of cake, gateaux, and torten.

### 3. Description of Learning Plan

Meeting	Sub-CLO (Course Learning Outcomes Indicators)	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	<p><b>Sub-CLO :</b> Understand Bakery Course Overview. (S9, P1, P6)</p> <ul style="list-style-type: none"> <li><b>Indicators</b> <ol style="list-style-type: none"> <li>Students can explain the</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>Lecture Syllabus</li> <li>Purpose and scope of study</li> <li>Lecture reference books</li> <li>Lecture rules and procedures</li> <li>Lecture assignments</li> </ol>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p>	150 minutes	Oral quiz at the end of class	<ul style="list-style-type: none"> <li>Gisslen, 2013. Professional Baking. John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> </ul>

	<p>course syllabus. (C1)</p> <p>2. Students can understand the purpose and scope of lectures. (C2)</p> <p>3. Students can explain the reference books used. (C3)</p> <p>4. Students can apply the rules and procedures of lectures.</p> <p>5. Students can carry out coursework. (C3)</p> <p>6. Students can Solve course exams. (C4)</p>	f. Course Exam	Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing			<ul style="list-style-type: none"> <li>• Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> <li>• <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>• Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>• TriatmajaRaharja, 2016. Dasar Pastry. NSC Press Politeknik. NSC Surabaya</li> </ul>
2	<b>Sub-CLO :</b> Students can understand the basic concepts of cake, gateaux, and torten. (definitions, terms, and history of	<p>1. Definition of cake, gateaux, and torten.</p> <p>2. The history of cake, gateaux, and torten.</p>	<b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom	150 minutes	Seeking some modules about basic cake, gateaux, and torten and make power point about cake, gateaux, and torten	<ul style="list-style-type: none"> <li>• Gisslen, 2013. <i>Professional Baking</i>. John Wiley &amp; Sons,</li> </ul>

	<p>cake, gateaux, and torten.). (S9, P4, P6, KU2)</p> <p>● <b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Students can explain the description of cake, gateaux, and torten. (C1)</li> <li>2. Students can explain the history of cake, gateaux, and torten. (C1)</li> <li>3. Students can Identify the terminologies of cake, gateaux, and torten. (C1)</li> <li>4. Students can explain the function of cake, gateaux, and torten products. (C2)</li> <li>5. Students can apply the principles of cake, gateaux, and</li> </ol>	<ol style="list-style-type: none"> <li>3. The terminologies of cake, gateaux, and torten.</li> <li>4. Functions of cake, gateaux, and torten</li> <li>5. Principles of cake, gateaux, and torten</li> </ol>	<p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing for completing assignments</p>		<p>Evaluation of the oral quiz at the end of the lecture</p>	<p>Inc., Hoboken, New Jersey.</p> <ul style="list-style-type: none"> <li>● Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> <li>● <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>● Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>● TriatmajaRaharja, 2016. <i>Dasar Pastry</i>. NSC Press Politeknik. NSC Surabaya</li> </ul>
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	torten products. (C3)					
3	<p><b>Sub-CLO :</b> Students can understand the classification of cake, gateaux, and torten products. Including the types of cake, gateaux, and torten products. (S9, P4, P6, KK1)</p> <p>● <b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Students can describe the classification of cake, gateaux, and torten products. (C2)</li> <li>2. Students can describe the types of cake, gateaux, and torten products. (C2)</li> <li>3. Students can explain the characteristics of cake, gateaux, and torten products. (C2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Classification of cake, gateaux, and torten products: <ul style="list-style-type: none"> <li>- Pound Method</li> <li>- All in method</li> <li>- Sugar batter method (creamy method)</li> </ul> </li> <li>2. Types of cake, gateaux, and torten products <ul style="list-style-type: none"> <li>- Butter Type Cake</li> <li>- Sponge Cake</li> <li>- Foam Type Cake</li> <li>- Rich Cake</li> </ul> </li> <li>3. Characteristics of cake, gateaux, and torten <ul style="list-style-type: none"> <li>- Criteria for a good cake</li> <li>- Criteria of a good gateaux</li> <li>- Criteria of a good torrent</li> </ul> </li> </ol>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	150 minutes	Perform product analysis of cake, gateaux, and torten products in various bakery and pastry places in Bandung, then make reports for presentation	<ul style="list-style-type: none"> <li>● Gisslen, 2013. Professional Baking. John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>● Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> <li>● <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>● Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>● TriatmajaRaharja, 2016. Dasar Pastry. NSC Press</li> </ul>

						Politeknik. NSC Surabaya
4	<p><b>Sub-CLO :</b> Students can apply the method of making cake, gateaux, and torten products and the function of ingredients, tools in the manufacture of cake, gateaux, and torten products. (P4,P6,KU2, KU3, KK1).</p> <p>● <b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Students can describe the ingredients of cake, gateaux, and torten products. (C2)</li> <li>2. Students can explain the tools used in cake, gateaux, and torten products.</li> <li>3. Students can classify the function of cake,</li> </ol>	<ol style="list-style-type: none"> <li>1. Equipment and ingredients for cake, gateaux, and torten product preparation</li> <li>2. Cake, gateaux and torten product processing equipment and ingredients</li> <li>3. Equipment and ingredients for serving cake, gateaux, and torten products</li> <li>4. The function of tools and ingredients in the manufacture of cake, gateaux, and torten products is in accordance with the classification</li> </ol>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	150 minutes	<ul style="list-style-type: none"> <li>● Analyze the method of making cake, gateaux, and torten products</li> <li>● Make a list of tools and ingredients based on the grouping of preparation, processing, and presentation tools in cake, gateaux, and torten products, complete with images from various papers.</li> <li>● Make a paper report for presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Gisslen, 2013. Professional Baking. John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>● Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> <li>● <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>● Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>● TriatmajaRaharja, 2016. Dasar</li> </ul>



	<p>gateaux, and torten product ingredients. (C3)</p> <p>4. Students can determine the function of tools in cake, gateaux, and torten products. (C3)</p> <p>5. Students can describe the method of making cake, gateaux, and torten products. (C2)</p> <p>6.</p>	<p>5. Method of making cake, gateaux, and torten products</p> <p>Method 1</p> <ul style="list-style-type: none"> <li>- Creaming method</li> <li>- Two-stage method</li> <li>- Sponge or foam type method</li> </ul> <p>Method 2</p> <ul style="list-style-type: none"> <li>- Conventional method of mixing</li> <li>- Muffins method of mixing</li> <li>- Easy mix on one bowl method of mixing</li> </ul>				<p>Pastry. NSC Press Politeknik. NSC Surabaya</p>
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		- Dough butter method of mixing				
5	<p><b>Sub-CLO :</b> Students can analyze the failure and success factors of making cake, gateaux, and torten products, as well as calculating cake, gateaux, and torten products. (P1, P4,P6, KU2, KK8 )</p> <p>● <b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. <b>Students can analyze failure factors in the manufacture of cake, gateaux, and torten products.</b> (C4)</li> <li>2. Students can find success factors in cake, gateaux,</li> </ol>	<ol style="list-style-type: none"> <li>1. The failure factor of cake, gateaux, and torten products</li> <li>2. Success factors for cake, gateaux, and torten products</li> <li>3. Packaging for cake, gateaux, and torten products</li> <li>4. Calculation of the selling price of each cake, gateaux, and torten product. <ul style="list-style-type: none"> <li>- Selling price</li> <li>- Cost of goods sold</li> <li>- Profit price</li> </ul> </li> </ol>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	150 minutes	Analyze the failure factors in making cake, gateaux, and torten, then make a report for presentation	<ul style="list-style-type: none"> <li>● Gisslen, 2013. <i>Professional Baking.</i> John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>● Larousse. (2020). <i>Larousse Patisserie and Baking.</i> Octopus</li> <li>● <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>● Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>● TriatmajaRaharja, 2016. Dasar</li> </ul>

	<p>and torten products. (C4)</p> <p>3. Students can calculate the selling price of each cake, gateaux, and torten product.</p>					<p>Pastry. NSC Press Politeknik. NSC Surabaya</p>
7	<p><b>Sub-CLO :</b> Students can evaluate various cake, gateaux, and torten products ( KU2, KK1, KK8 ).</p> <p>● <b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Students can compare cake, gateaux, and torten products.</li> <li>2. Students can make reports on cake, gateaux, and torten products</li> </ol>	<ol style="list-style-type: none"> <li>1. Make various kinds of cake products, gateaux and torten</li> </ol>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>	150 minutes	-	<ul style="list-style-type: none"> <li>● Gisslen, 2013. Professional Baking. John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>● Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> <li>● <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>● Rock, Gordon. (2020). <i>The</i></li> </ul>

						<i>Professional Pastry Chef</i> <ul style="list-style-type: none"> <li>• TriatmajaRaharja, 2016. Dasar Pastry. NSC Press Politeknik. NSC Surabaya</li> </ul>
8	<b>MID-TERM EXAM</b>					
9	<p><b>Sub-CLO :</b> Students can imitate the practice of butter type cake. (P4,P6,KU2, KU3, KK1, KK8).</p> <p>• <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Students can design job sheet plans in the practice of butter-type cake (P2)</li> <li>2. Students can identify recipes for butter-type cake practice (P2)</li> </ol>	<p>Practice various types of butter-type cake products including:</p> <ul style="list-style-type: none"> <li>- Banana cake</li> <li>- Crumbel cake</li> <li>- English fruit cake</li> <li>- Peanut Marble Cake</li> <li>- Upside down cake</li> </ul>	<p><b>Learning format:</b></p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Independent practicum at home</p> <ul style="list-style-type: none"> <li>- Method: Listening to lectures from lecturers, asking questions, doing</li> </ul>	150 minutes	<ul style="list-style-type: none"> <li>- Make a practice plan.</li> <li>- Product practice</li> <li>- Make a report</li> <li>- Presentation of practice results</li> <li>- Make product photos and in frames</li> </ul>	<ul style="list-style-type: none"> <li>- Gisslen, 2013. <i>Professional Baking.</i> John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>- Larousse. (2020). <i>Larousse Patisserie and Baking.</i> Octopus</li> <li>- <a href="http://ppg.spada.istekdikti.go.id">Http://ppg.spada.istekdikti.go.id</a></li> </ul>

	<p>3. Students can practice various types of butter-type cake products (P2)</p> <p>4. Students can demonstrate butter-type cake products.(P2)</p> <p>5. Students can explain the presentation of each butter-type cake product practiced. (P4)</p> <p>6. Students can listen to evaluations about various butter-type cake products practiced. (P4)</p>		<p>assignments, and discussing</p>			<p>- Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></p> <p>- TriatmajaRaharja, 2016. Dasar Pastry. NSC Press Politeknik. NSC Surabaya</p>
10	<p><b>Sub-CLO :</b> Students can imitate the practice of Sponge cake. (P4,P6,KU2, KU3, KK1, KK8).</p> <p><b>Indicators:</b></p>	<p>Practice various types of Sponge cake products including:</p> <ul style="list-style-type: none"> <li>- Sponge roll (Switzerland roll)</li> <li>- Brownies</li> <li>- Cupcakes</li> </ul>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Independent</p>	150 minutes	<ul style="list-style-type: none"> <li>- Make a practice plan.</li> <li>- Product practice</li> <li>- Make a report</li> <li>- Presentation of practice results</li> </ul>	<p>- Gisslen, 2013. <i>Professional Baking.</i> John Wiley &amp; Sons,</p>

	<ol style="list-style-type: none"> <li>1. Students can design job sheet planning in Sponge cake practice. (P2)</li> <li>2. Students can identify recipes for Sponge cake practice. (P2)</li> <li>3. Students can practice various types of sponge cake products. (P2)</li> <li>4. Students can demonstrate Sponge cake products.(P2)</li> <li>5. Students can explain the presentation of each Sponge cake product practiced. (P4)</li> <li>6. Students can listen to evaluations about various Sponge cake</li> </ol>		<p>practicum at home</p> <p>- Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>		<p>- Make product photos and in frames</p>	<p>Inc., Hoboken, New Jersey.</p> <p>- Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</p> <p>- <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></p> <p>- Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></p> <p>- TriatmajaRaharja, 2016. <i>Dasar Pastry</i>. NSC Press Politeknik. NSC Surabaya</p>
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	products practiced. (P4)					
11 - 12	<p><b>Sub-CLO :</b> Students can imitate the practice of foam type cake. (P4,P6,KU2, KU3, KK1, KK8).</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Students can design job sheet plans in the practice of foam-type cake (P2)</li> <li>2. Students can identify recipes for foam-type cake practice (P2)</li> <li>3. Students can practice various types of foam-type cake products (P2)</li> <li>4. Students can demonstrate</li> </ol>	<p>Practice various types of foam-type cake products including</p> <ul style="list-style-type: none"> <li>- Chiffon Cake</li> <li>- Angel Food Cake</li> </ul>	<p><b>Learning format:</b></p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Independent practicum at home</p> <ul style="list-style-type: none"> <li>- Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</li> </ul>		<ul style="list-style-type: none"> <li>- Make a practice plan.</li> <li>- Product practice</li> <li>- Make a report</li> <li>- Presentation of practice results</li> <li>- Make product photos and in frames</li> </ul>	<ul style="list-style-type: none"> <li>- Gisslen, 2013. <i>Professional Baking.</i> John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>- Larousse. (2020). <i>Larousse Patisserie and Baking.</i> Octopus</li> <li>- <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>- Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>- TriatmajaRaharja, 2016. <i>Dasar</i></li> </ul>

	<p>foam-type cake products. (P2)</p> <p>5. Students can explain the presentation of each foam-type cake product practiced. (P4)</p> <p>6. Students can listen to evaluations about various foam-type cake products practiced. (P4)</p>					Pastry. NSC Press Politeknik. NSC Surabaya
13 - 14	<p><b>Sub-CLO :</b> Students can imitate the practice of rich cake. (P4,P6,KU2, KU3, KK1, KK8).</p> <p><b>Indicators:</b></p> <p>1. Students can design job sheet planning in rich cake practice (P2)</p> <p>2. Students can identify recipes</p>	<p>Practice various types of rich cake products including:</p> <ul style="list-style-type: none"> <li>- Lapis Legit</li> <li>- Lapis Surabaya</li> <li>- Moskovis</li> </ul>	<p><b>Learning format:</b></p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Independent practicum at home</p> <p>- Method: Listening to lectures from lecturers,</p>	150 minutes	<ul style="list-style-type: none"> <li>- Make a practice plan.</li> <li>- Product practice</li> <li>- Make a report</li> <li>- Presentation of practice results</li> <li>- Make product photos and in frames</li> </ul>	<ul style="list-style-type: none"> <li>- Gisslen, 2013. Professional Baking. John Wiley &amp; Sons, Inc., Hoboken, New Jersey.</li> <li>- Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</li> </ul>



	<p>for rich cake practice (P2)</p> <p>3. Students can practice various types of rich cake products (P2)</p> <p>4. Students can demonstrate rich cake products. (P2)</p> <p>5. Students can explain the presentation of each rich cake product practiced. (P4)</p> <p>6. Students can listen to evaluations about various rich cake products practiced. (P4)</p>		<p>asking questions, doing assignments, and discussing</p>			<ul style="list-style-type: none"> <li>- <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></li> <li>- Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></li> <li>- TriatmajaRaharja, 2016. Dasar Pastry. NSC Press Politeknik. NSC Surabaya</li> </ul>
15	<p><b>Sub-CLO :</b> Students can imitate the practice of gateaux and torrent. (P4,P6,KU2, KU3, KK1, KK8).</p>	<p>Practice various types of gateaux and torrent products according to the specified theme</p>	<p><b>Learning format:</b> <i>Synchronous:</i> Virtual meeting via zoom</p>	150 minutes	<ul style="list-style-type: none"> <li>- Make a practice plan.</li> <li>- Product practice</li> <li>- Make a report</li> <li>- Presentation of practice results</li> </ul>	<ul style="list-style-type: none"> <li>- Gisslen, 2013. Professional Baking. John Wiley &amp; Sons,</li> </ul>

	<p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Students can design job sheet planning in gateaux and torten practice (P2)</li> <li>2. Students can identify recipes for gateaux and torten practice (P2)</li> <li>3. Students can practice various types of gateaux and torrent products (P2)</li> <li>4. Students can demonstrate gateaux and torten products. (P2)</li> <li>5. Students can explain the presentation of each gateaux and torten products practiced. (P4)</li> </ol>		<p><i>Asynchronous:</i> Independent practicum at home</p> <p>- Method: Listening to lectures from lecturers, asking questions, doing assignments, and discussing</p>		<p>- Make product photos and in frames</p>	<p>Inc., Hoboken, New Jersey.</p> <p>- Larousse. (2020). <i>Larousse Patisserie and Baking</i>. Octopus</p> <p>- <a href="http://ppg.spada.ristekdikti.go.id">Http://ppg.spada.ristekdikti.go.id</a></p> <p>- Rock, Gordon. (2020). <i>The Professional Pastry Chef</i></p> <p>- TriatmajaRaharja, 2016. Basic of Pastry. NSC Press Polytechnic. NSC Surabaya</p>
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	6. Students can listen to evaluations about various gateaux and torten products practiced. (P4)					
16	<b><i>SEMESTER FINAL EXAM</i></b>					

#### **4. References**

- Gisslen, 2013. Professional Baking. John Wiley & Sons, Inc., Hoboken, New Jersey.
- Larousse. (2020). *Larousse Patisserie and Baking*. Octopus
- Rock, Gordon. (2020). *The Professional Pastry Chef*.
- TriatmajaRaharja, 2016. Basic of Pastry. NSC Press Polytechnic. NSC Surabaya.

#### **5. Appendix-1 Teaching Modules and Practical Modules**

#### **6. Appendix-2 Evaluation Instrument**