

<b>Course title and number</b>	<b>ANSC 117 Texas Barbecue</b>
Term	Fall 2016. 1 credit
Meeting times and location	Fridays, 4:10 PM, MSTC 100

### **Course Description and Prerequisites**

Survey, demonstration, and participation class celebrating the rich heritage of Texas Barbecue; preparation techniques include types of meats, seasonings, and cooking methods with emphasis on food safety, costs, and availability; regional (e.g., Carolinas, Kansas City, Memphis, Cajun) and international (e.g., Brazilian, Argentine, Cuban, Asian) methods to be explored and compared. Prerequisites: First-year student.

### **Course Objectives**

1. Master the depth of knowledge required for a degree
  - a. Aware of various learning environments
2. Demonstrate critical thinking
  - a. Ability to understand academic assignments
  - b. Ability to collect and use relevant information, recognize reliable sources of data, and identify obvious assumptions
3. Communicate effectively
  - a. Practice development of verbal, written, and interpersonal communication skills
4. Practice personal and social responsibility
  - a. Recognize different leadership styles
  - b. Understand the value of good leadership practices
  - c. Model ethical behavior
5. Demonstrate social, cultural, and global competence
  - a. Engage in opportunities (on or away from campus) exposing them to cultures different from their own
  - b. Engage in interactions where multiple perspectives exist
6. Prepare to engage in lifelong learning
  - a. Begin practicing self-directed learning
  - b. Develop and demonstrate intellectual curiosity
  - c. Begin formulation of personal goals for continued professional growth
7. Work collaboratively
  - a. Experience working in a group or team

### **High Impact Educational Practices to be used in this course**

- Learning Communities – the cultural and social aspects of Texas Barbecue will create a group of enthusiasts who will have a common bond for years to come.
- Collaborative Assignment and Projects – group activities and learning to work with others is a major feature of Texas Barbecue.

## Instructor Information

<b>Name</b>	<b>Jeffrey W. Savell</b>	<b>Ray R. Riley</b>
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Office hours	Variable	Variable
Office location	Room 348 KLBG	Room 101 MSTC

## Textbook and/or Resource Material

Walsh, Robb. 2016. "Legends of Texas Barbecue Cookbook: Recipes and recollections from the Pitmasters." Chronicle Books, ISBN 979-1-4521-3998-2.

## Grading

### Points Allocation

<b>Item</b>	<b>Points</b>
Attendance and participation	130
Writing assignments	130
Contribution to workbook	140
<b>Total</b>	<b>400</b>

### Grading Description

<b>Item</b>	<b>Description</b>
Attendance and participation	<p>Students will receive 10 points per class for attending and participating. Because this will be a hands-on class, students will be evaluated on their help with the cooking demonstrations including preparations, servings, and/or clean up.</p> <p>For attendance, the policy as set forth in Student Rules, 7. Attendance (<a href="http://student-rules.tamu.edu/rule07">http://student-rules.tamu.edu/rule07</a>) will be followed.</p>
Writing assignments	<p>Each week, students will be asked to summarize in an E-mail message to the instructors their key learnings from the previous week to include: (1) what they learned, (2) what questions they still have, and (3) how they can use the information. Students are requested to write more formally in their E-mail assignments. Each E-mail assignment is worth 10 points.</p> <p>These assignments are due by 8 AM on the following Tuesday after class. Assignments turned in after that point, unless for reasons outlined in Student Rules, 7. Attendance, will only be worth 5 points.</p>
Contribution to workbook	<p>Each member of the class will receive a three-ring notebook with labeled dividers for each topic. Students will be required through their research and experimentation to prepare recipes and/or instructions to include in this notebook. Each student will be required to prepare at least 7 recipes/instructions for inclusion in the notebook, and each recipe/instruction form will be worth 20 points.</p>

### Attendance and Participation checklist

Students must receive a checkmark in at least one of the boxes on this form to receive Attendance and Participation points for each week's class

Student name	
Week's topic and date	
Activity	
Setting up/cooking	<input type="checkbox"/>
Serving	<input type="checkbox"/>
Cleaning up	<input type="checkbox"/>
Points earned	

### Grade Breakdown

Letter grade	Points
A	360 and above
B	320 to 359
C	280 to 319
D	240 to 279
F	239 and below

## Course Topics, Calendar of Activities, Major Assignment Dates

<b>Date</b>	<b>Topic</b>
September 2	Introduction, expectations, brief history of barbecue, food safety overview
September 9	Cooking methodology: pits, kettles, water smokers, barrel smokers
September 16	Types of fuel (charcoal briquettes, charcoal chunks, wood coals) and smoke (hickory, oak, pecan, mesquite)
September 23	Adding flavoring: seasonings, marinades, rubs, sauces
September 30	Pork: Southeastern-style pulled pork, Hawaiian-inspired pork loin
October 7	Ribs, ribs, ribs: baby back versus St. Louis-style; Memphis-style (dry) versus Kansas City-style (wet); Asian-inspired rubs and sauces
October 14	Chicken: smoking, cooking by rotisserie; whole or pieces
October 21	Barbecuing lamb and goat
October 28	Briskets: To wrap or not to wrap, that is the question!
November 4	Smoking other cuts of beef: shoulder clods, sirloins, ribeyes, and tenderloins
November 11	Cooking beef South American style: Brazil and Argentina
November 18	Thanksgiving Turkey: brining recipes; smoking, frying, cooking by rotisserie
December 2	Cooking whole pigs: Hawaiian, Cuban, Cajun
December 5	Course wrap up

## **Integrative Learning**

This course will encourage students to:

1. Connect skills and knowledge from multiple sources and experiences. An example of this will be to learn barbecuing techniques and recipes from books, websites, and instructors. In addition, there is no better teacher than applying what has been learned through actually doing it. Our successes or failures in barbecuing reinforce what we have learned or how to do it better next time.
2. Apply theory to practice in various settings. Not only will students learn more about barbecuing, but they will be able to actually make barbecue using a variety of methods, products, and seasonings.
3. Utilize diverse and even contradictory points of view. No subject brings about more passion, discourse, and debate than how to barbecue or which barbecue is best. Do you use sauce or not? Do you wrap briskets to finish cooking them or not? Which cut is best for barbecuing beef? These are just a small sample of the types of questions that are asked each day about barbecuing.
4. Understand issues and positions contextually. Barbecuing involves meat and poultry products that: (1) may or may not be seasoned, (2) that may or may not be smoked, (3) that may or may not be cooked at low temperatures, (4) that may or may not be cooked with expensive equipment, and (5) that may or may not have sauce served with the product. Somehow, the myriad of combinations from the points above demonstrate why the discussions of what is great barbecue can be so passionate at times and so difficult to really define.

## **Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>

## **Academic Integrity**

*For additional information please visit <http://aggiehonor.tamu.edu>*

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*