

**DINING ROOM OPERATIONS**  
**HMGT 2305**  
**Semester Year**

**Instructor**  
**E-mail**  
**Phone**  
**Office**  
**Office Hours:**

**Class Number**  
**Day**  
**Location**  
**Time**  
**Class hours- 1.5- Lecture,**  
**4.5 Lab**  
**Class credits- 3**

---

**Department Mission Statement**

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

**Program Learning Outcomes**

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

**Course Description**

Procedural, customer and staff perspectives involved in the provision of quality service as practiced in a dining room laboratory. Student rotation through dining room service positions with emphasis on responsibilities of planning, producing and evaluating service. Practice of proper safety and sanitation methods. Critique of restaurant service.

**Prerequisites** HMGT 1105, HMGT 1202

### Course Objectives

Upon completion of HMGT 2305, students will be able to:

- a. Define and explain proper menu terminology
- b. Identify and execute tabletop presentations
- c. Name and describe equipment necessary for all styles of service
- d. Discuss, practice and apply training techniques
- e. Discuss, practice and apply customer service techniques
- f. Analyze service standards

| Student Learning Outcomes   | Method of Assessment                   |
|---|--|
| a. Synthesize menu terminology used in the laboratory and in written communication (HMGT: Knowledge, Gen Ed: Integration; PLO #3)       | Laboratory and class participation     |
| b. Demonstrate the ability to identify and execute tabletop presentations (HMGT: Skill)   | Self-awareness exercise                |
| c. Demonstrate the ability to name and describe equipment necessary for all styles of service (HMGT: Skill)                             | Service analysis research project      |
| d. Comprehend training standards and implement training techniques (HMGT: Skill; Gen Ed: Skill)   | Written assignments                    |
| e. Comprehend customer service standards and implement customer service techniques (HMGT: Skill; Gen Ed: Skill)                         | Weekly restaurant review reaction memo |
| f. Gather, interpret, evaluate and apply information about service standards executed and experienced (HMGT Skill; Gen Ed, Integration) | Final practical                        |

### Grading Procedure

|  |            |
|--|------------|
| Laboratory performance/class participation | 25%        |
| Self-awareness exercise                    | 15%        |
| Service analysis research project          | 20%        |
| Written assignments (2)                    | 10%        |
| Weekly restaurant review reaction memo     | 15%        |
| Final practical                            | <u>15%</u> |
| Total                                      | 100%       |

## Assignments

### **Laboratory Performance (15%) Class Participation (10%). 25 points**

You will be evaluated as follows:

- Class participation in the lab
- Appropriate use of dining room terms and language
- Improvement of service vocabulary throughout the semester

### **Self-awareness Exercise 15 points**

- Weekly personal performance

### **Service Analysis Research Project 20 points**

You are to write a descriptive research essay of your dining expectations of any restaurant known for impeccable service. You will be expected to use proper restaurant review format

- Thorough research of the selected restaurant
- Use of descriptive language to communicate

### **Written Assignments 10 points**

Utilizing the text as a foundation, two (2) memos will be assigned covering service themes. Your grade will be assessed as follows:

- Proper use of memo format/organization
- Proper use of business style of writing to convey your thoughts and ideas

### **Weekly Restaurant Review Reaction 15 points**

It is expected that the student read the New York Times Food Section, restaurant review written by Pete Wells published every Tuesday night digitally or Wednesday on print. Students are to submit a reaction paper in memo form to the following class meeting. Grade will be evaluated as follows:

- Timely submission of reaction memo
- Participation in class discussion
- Use of specific and relevant examples as to why you would/would not dine in the reviewed restaurant.

Your Professor will post on Blackboard how to claim NY Times account to complete your homework

### **Final Practical 15 points**

The final analysis will be a compilation of the strategies and techniques learned throughout the semester. Your grade will be assessed as follows:

- Reflection on techniques learned
- Proper use of examples as support for the techniques exercised

## Grading System

|    |                |
|----|----------------|
| A  | 93 – 100       |
| A- | 90 – 92.9      |
| B+ | 87 – 89.9      |
| B  | 83 – 86.9      |
| B- | 80 -- 82.9     |
| C+ | 77 – 79.9      |
| C  | 70 – 76.9      |
| D  | 60 – 69.9      |
| F  | 59.9 and below |

**Required Text;** No Required Text

### Suggested Texts and Readings

Strianese, A. J. and Strianese, P. (2008). *Dining Room and banquet management*, (4<sup>th</sup> ed).  
Thomas Delmar Learning

Gisslen, W. (2018). *Professional Cooking*. (9<sup>th</sup> ed). John Wiley & Sons

Herbst, S. (2015). *The Deluxe food lover's companion*. (2<sup>nd</sup> ed). Barron's Educational Series

Meyer, D. (2006) *Setting the Table; The transforming power of hospitality in business*. Harper  
Collins

### Electronic Resources

National Restaurant Association. (n.d.). *Home*. Retrieved from [www.restaurant.org](http://www.restaurant.org)

New York Times Food Section <https://www.nytimes.com/section/food>

OSHA. (n.d.). *Teen worker safety in restaurants: service*. Retrieved from Department of Labor:  
[http://www.osha.gov/SLTC/youth/restaurant/strains\\_serving.html](http://www.osha.gov/SLTC/youth/restaurant/strains_serving.html)

Vino 101 <https://www.vino101.com/>

### Course Materials

- Two uniforms are required; it is the student's responsibility to be dressed appropriately for each scheduled weekly lab meeting.
- Operations manual (OM): Due the second lecture. Prepare a personalized, plastic covered, 2" or 2 1/2" thick, 3 ring binder, labeled with your name clearly on the front and corresponding table of contents with tabbed sections for:
  - Calendar; lab rotation and menus: DR, culinary, baking, pastry
  - course syllabus followed by handouts; training manual
  - class notes/briefing "menu" worksheets, DR "jargon"
  - memos/service analysis drafts/abstracts
  - weekly current analyzed restaurant reviews
  - weekly self-reflection exercise

**New York City College of Technology, CUNY  
Department of Hospitality Management**

Student Name:

Course:

Section Number:

**HMG2 2305 Dining Room Operations Service Analysis Writing Rubric**

**Instructions:** - Check in only one box after each of the questions, for example  or .  
Use a No. 2 pencil, blue or black ballpoint pen (not gel pens).

| Performance Criteria   | High Proficiency  | Proficiency  | Some Proficiency   | No Proficiency  |
|--|---|--|--|---|
| <b>Grading Points:</b>   |   |  |  |   |
| <b>Context and Purpose for Writing</b> (includes consideration of audience & circumstances surrounding the task) | Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).<br><input type="checkbox"/>  | Adequate consideration of context, audience, and purpose with a focus on the assigned task(s).<br><input type="checkbox"/>   | Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions.<br><input type="checkbox"/>  | Minimal attention to context, audience, purpose, and to the assigned task(s).<br><input type="checkbox"/>   |
| <b>Format</b>  | Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.<br><input type="checkbox"/>   | Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.<br><input type="checkbox"/>   | Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate.<br><input type="checkbox"/>  | Does not adhere to standardized format (APA) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance.<br><input type="checkbox"/>   |
| <b>Language</b>  | Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency.<br><input type="checkbox"/> | Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious.; generally straightforward language that conveys meaning to the readers.<br><input type="checkbox"/>                              | Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers.<br><input type="checkbox"/>  | Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage.<br><input type="checkbox"/>   |
| <b>Communication</b>   | Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.<br><input type="checkbox"/>   | Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses.<br><input type="checkbox"/>  | Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.<br><input type="checkbox"/>   | Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing.<br><input type="checkbox"/>   |
| <b>Analysis /Synthesis</b>   | Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic.<br><input type="checkbox"/>   | Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well-thought-out but lacks a few important points; relevant comments or real world connections are included.<br><input type="checkbox"/> | Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete.<br><input type="checkbox"/> | Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking.<br><input type="checkbox"/> |
| <b>Supporting Evidence</b>   | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.<br><input type="checkbox"/>  | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.<br><input type="checkbox"/>   | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.<br><input type="checkbox"/>   | Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.<br><input type="checkbox"/>   |

## Selected Bibliography

Hoffmann, J. (2018) *The world atlas of coffee: from beans to brewing coffees, explored, explained and enjoyed*. Fire Fly Books

Kakuzo, O. (2017). *The book of tea*. Empire Books.

Maxwell, J.C. (2013) *How successful people lead*. Center Street

Pen, M. (2010). *Uncommon grounds: The history of coffee and how it transformed our world*. Basic Books

Post, P., Post, A., Post, L., & Post Senning, D. (2011). *Emily Post's etiquette*. (18<sup>th</sup> ed.). Harper Collins

Zraly, K. (2020). *Windows on The World complete wine course*. (35<sup>th</sup> ed.). Sterling Epicure

## Course Procedures

Using a simulation format, you are part of an evolving process in which the classroom is a service delivery laboratory designed as a series of applied management scenarios.

Lab sessions are designed to provide maximum weekly understanding of the basics of quality service through:

1. illustration of customer relations skills
2. practice of standard procedures on a rotation schedule
3. development of teamwork strategy
4. knowledge of menu through communication and research
5. appropriate use of critical thinking skills
6. application of problem-solving skills
7. daily performance self-awareness review

**Class Meeting Schedule**

| <u>Week #</u> | <u>Date</u> | <u>Lecture Topic</u>   | <u>Discussion Assignment</u>             | <u>Assignment Due date</u>                |
|---------------|-------------|--|--|---|
| 1             |             | Course Objectives and Expectations<br><br>Business Writing Techniques/WAS<br><i>Memo #1 scenario</i> | NYTimes, Restaurant review<br>Chpt 3& 4  |   |
| 2             |             | Wine Seminar   | NYTimes, Restaurant Review<br>PPT        | MEMO #1<br>DUE                            |
| 3             |             | Coffee Brewing Seminar   | NYTimes Restaurant Review<br>PPT         |   |
| 4             |             | Banquet and Private Dining<br><i>Memo #2 scenario</i>  | NYTimes, Restaurant Review<br>Chpt 10,13 |   |
| 5             |             | Restaurant Safety Practices<br>Sanitation  | NYTimes, Restaurant Review<br>Chapter 2  | MEMO #2<br>DUE                            |
| 6             |             | Service Analysis<br>Creative Writing Assignment  | NYTimes, Restaurant Review<br>Hand out   |   |
| 7             |             | Suggestive Selling   | NYTimes, Review<br>Chpt 6                |   |
| 8             |             | Restaurant Reviews*<br>A discussion about language   | NYTimes, Restaurant Review<br>Hand out   |   |
| 9             |             | Dining Room Terms  | NYTimes, Restaurant Review<br>Chpt.1-13  |   |
| 10            |             | Preparation for Final Scenario   | NYTimes, Restaurant Review<br>Handout    | Rough Draft of<br>Service Analysis<br>Due |
| 11            |             | Managing Emergency Situations  | NYTimes, Restaurant Review<br>Video      |   |
| 12            |             | Leadership in Dining Room Operations   | NYTimes, Restaurant Review<br>Chpt. 9    | Service Analysis<br>Due                   |
| 13            |             | Keeping a great team<br>Employee Retention and Development   | NYTimes, Restaurant Review<br>Hand out   |   |
| 14            |             | Review of Final scenario   | NYTimes, Restaurant Review<br>Hand out   |   |
| 15            |             | Course review  | NY Times,<br>Restaurant Review           |   |

### **Diversity and Inclusive Education**

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

### **Student Accessibility**

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

<http://www.citytech.cuny.edu/accessibility/>

### **Professionalism and Participation**

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines.

### **NYC College of Technology Statement on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual,

"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."



The complete text of the College Academic Integrity Policy Manual may be found on the College website.

### **Statement of Classroom Behavior**

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

### **Use of Electronic Devices**

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

### **Writing Style Statement**

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for APA Style Guides.

### **MS Office Suite Assignment Submission Guidelines**

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.

### **Department Calendar**