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An Introductory Wine Course For Hospitality Students

By

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Warner University
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PART ONE

Introduction

The purpose of an associate level hospitality management degree program is to prepare graduates for careers in the multi-faceted hospitality industry. In order to be successful these graduates must have the knowledge, skills and ability to be successful in the industry. The curriculum for these programs must be comprehensive, current and relevant to the industry. The research presented in this paper is intended to address introductory wine education, and outline an introductory course in wine. This area, which is not currently offered in some programs, is an important part of the food service side of the industry.

This research paper will address the need for wine education in hospitality education. The literature review will explore introductory wine course offerings from hospitality programs in the US, appropriate course content, and teaching methodologies to deliver the course. Part three of this paper will include a syllabus and course outline as well as some sample activities and assessments.

Purpose

This paper will outline an introductory wine course for hospitality students including justification, teaching methodology, sample class activities and assessments. The addition of this course to the existing curriculum will enhance the student's education and help to achieve the desired program and institutional learning outcomes.

Statement of Problem

The hospitality and culinary management program offerings at Daytona State College do not at present include any courses that include introductory wine education. Given the

importance of wine to the dining experience, and its contribution to profitability in the restaurant business, this area of hospitality education is necessary and useful for future managers.

Justification

Wine service and pairing is an important contributor to a quality professional dining experience. A good meal in a restaurant is often accompanied by an appropriate wine pairing which serves to enhance the diner's experience resulting in a more satisfied guest (LaVilla, 2010). Over the last three decades wine has become more accessible to the consumer as more affordable offerings by the glass have become more popular (Scott, 2011). Economic conditions have created a glut of quality wine that has driven the price lower. This situation and the relative larger number of producers and producing regions have allowed even more casual restaurants to offer fine wines at an affordable price. This excess supply has also resulted in a more highly educated consumer who expects appropriate and quality offerings to be available when they dine (Huffstutter, 2011).

Wine sales in restaurants have emerged as an ever more important contributor to the restaurants financial bottom line. As consumers have moved to lower alcoholic beverages such as wine and beer, restaurateurs have responded in kind with increased offerings. Alcoholic beverages have long been a profitable part of a restaurant's menu mix of which wine is a growing part (Michelle, 2011).

Daytona State College offers Associate of Science degrees in hospitality and culinary management. The comprehensive curriculum for both programs includes study in the area of beverage management from a cost control aspect but does not address basic wine education. A review of leading programs such as those at the Culinary Institute of America and Johnson and Wales University ("CIA," 2012; Johnson and Wales University Academics, 2012) shows that

they include introductory wine courses as part of their core curriculum. The inclusion of an introductory wine course in the curriculum at Daytona State College would serve to enhance the student's knowledge, provide them with another marketable skill and help to raise the level of expertise in the subject of wine for employees of the local restaurant industry. These specific marketable skill areas include responsible alcohol service, wine production knowledge, old and new world wine identification, and wine pairing with food.

Constraints

The resulting course is not intended to be a comprehensive study of wine but an introductory level course addressing the basics of wine education. The course is designed to be delivered in an eight week time frame consisting of 45 to 48 contact hours. Additional constraints include the resulting course materials. The course materials presented here do not include all of the daily lesson plans, activities or assessments. A comprehensive outline of the entire course, sample activities, and assessments are presented. This is necessary in order to allow the instructor to create individual daily lessons to fit with their teaching styles and methodologies.

Glossary

Acetic – A descriptive term used to describe wine that has gone sour as a result of exposure to oxygen. The resulting smell and taste is reminiscent of vinegar.

Acidification – The addition of acid to a wine at some point in the fermentation process to improve flavor.

Aeration – The addition of air to wine. Sometimes done purposely to change the flavor.

American Viticultural Area (AVA) – Geographical area in which grapes are grown that has been officially designated appellation status by the Alcohol and Tobacco Tax and Trade Bureau.

Amphora (Amphorae) – A clay vessel used in ancient times to ferment and store wine in.

Appellation Controlée – French wine laws which are specific to each wine producing region. Includes regulations governing the varietals used to produce each wine, the minimum alcohol content and the maximum yields allowed.

Appellation D'Origine – French regulations created in 1935 establishing areas of production and laws for each wine producing area

Balthazar – A large wine bottle equal to 1.5 gallons

BATF – Bureau of Alcohol, Tobacco and Firearms

Baumé – A descriptive term to measure unfermented sugar in grapes or must.

Bouquet – Fragrances detected by the nose resulting from a wine's development, fermentation and/or aging.

Brix – A measure of the sugar content in grapes

Cellar – A storage facility for alcoholic beverages including wine, often underground.

Charring – Burning the inside of a wooden barrel which is used for aging wine. This process adds color to the wine and mellows the taste.

Corked – A musty smell in wine resulting from a defective cork.

Domaine – A French term referring to a wine estate.

Dumb – An underdeveloped wine that has the potential to develop.

Earthy – Odors that are representative of soil or earth used in describing a wine's aroma.

Ethanol – The type of alcohol found in beverages.

Grafting – Joining a bud or grapevine to another to produce a hybrid of the two

Hot – Used to describe the taste and burning sensation when tasting wines with a high alcohol content

Isinglass – a substance derived from a dried sturgeon bladder used to improve clarity in wine production

Kabinett – A German term indicating the driest level of high grade wines

Krater – An ancient Greek vessel used to mix strong wine with water to make it more palatable

Late-Harvest – Wines produced from grapes that have been left on the vine longer than usual. These wines are sweeter because of the higher sugar content of the grapes

Mature – During the aging process the stage in which the wine has reached its potential.

Microclimate – The climate of a small regional area that differs from the surrounding region.

Noble Rot – A gray mold found in vineyards known as *Botrytis cinera*. If it grows on certain varieties of grapes the resulting wine is a sweet highly prized one.

Oaky – Descriptive term to describe an oak like flavor usually resulting from a wine aged in oak.

Oxidation – An undesirable chemical change in wine that results from exposure to oxygen at some point in the wine's production, storage or aging.

Primary Fermentation – This is the first stage of fermentation. The yeast metabolize the sugars present and convert them in to carbon dioxide and alcohol.

Punt – The indentation at the bottom of a wine bottle. The punt strengthens the bottle. Especially large in champagne bottles which must be produced stronger.

Sec – French term meaning dry.

Steely – A descriptive term used in wine tasting to describe a mineral like flavor.

Terroir – Meaning a “sense of place”. The unique geology, geography, and climate of an agriculture growing area that creates unique qualities in a crop.

Varietal – A specific grape variety. A wine made from a single grape variety. New world wines often are labeled with a varietal name, indicating the grape variety which is also the wine variety.

Viniculture – The art and science of making wine

Viscous – Term to describe wines that taste “fat” which are usually sweet dessert wines or full bodied red wines.

Viticulture – The agricultural science of cultivating grapes intended for winemaking

Wine – Alcoholic beverage resulting from fermenting grape juice (other fruits can be used).

All definitions are from “*Exploring Wine*” (2010) by Steven Kolpan, Brian Smith, and Michael Weiss.

PART TWO

LITERATURE REVIEW

Introduction

The process of developing curriculum requires a series of steps; the first being determining a need as was done in part one of this paper. Once the need for the curriculum area has been established the next step is to determine the scope of the course. Introductory wine and beverage courses are part of many hospitality programs throughout the US. In order to create a course offering on introductory wine that is relevant, and covers the appropriate level of information, it is necessary first to review what other successful hospitality programs offer. The following literature review will examine the content of some of these offerings from hospitality programs that include introductory wine courses as part of their core curriculum.

In a course that is part of an occupational program, it is important that the information be current and relevant to the industry in order to prepare the student for employment. The second part of this literature review will discuss the content of the course examining the latest information available. Part three of this literature review will detail the teaching methodologies that will be part of the resulting course (Bott, 1998).

Introductory Wine Course Offerings

Four schools offering introductory wine courses located throughout the United States were selected to evaluate for this paper. All four schools offered degree or certificate programs in culinary and / or hospitality management areas. The four schools selected were:

- Cornell University
- The Culinary Institute of America
- Johnson and Wales University

- University of Nevada Las Vegas

While there are many programs throughout the US offering similar wine courses these were selected because of their above average reputations as training programs for the hospitality industry.

Cornell University

Cornell is a leader in hospitality education in the United States and one that offers wine education to its students. Cornell has a long history of valuing wine education for students of hospitality. They were the first college to offer such a class beginning in 1953. Cornell's introduction to wine course is now one of the most popular elective courses at the college (Negrea, 2012). In addition to the introductory course Cornell offers courses at the 400 level for Food and Beverage management majors that delve more deeply in to the subject. These courses include beverage management and wine pairing and merchandising (Cornell University, 2012).

The Culinary Institute of America

The Culinary Institute of America is a non-profit college of culinary and hospitality located in Hyde Park, New York, San Antonio, Texas, and St. Helena, California. Long considered a leader in culinary education they have in recent years increased course offerings in wine. Their St. Helena campus specializes in wine education. They offer certificate, associate and bachelor degrees in culinary arts, baking and pastry arts as well as an accelerated 30 week certificate program in wine and beverage studies. The college requires a three credit 200 level course titled "Wine Studies" for all of their certificate and associate degree offerings. The bachelor degree programs in culinary and pastry arts require an additional, more advanced, 2 credit course titled "Food Wine and Agriculture" and an additional 1 credit field research

companion course which includes a trip to a west coast or international wine producing region ("CIA," 2012).

Johnson & Wales University

Johnson and Wales University is a private non-profit university offering associate and bachelor degrees in a variety of career areas. The largest programs are in culinary and a variety of hospitality related fields. The college long a leader in the hospitality education world believes in the importance of wine in their education program. They were the main force that lobbied the Florida government to allow underage students to taste wine in their courses (Berta, 2002). The college offers a principles of beverage course includes sensory analysis of wine. They also offer several non-credit courses and certificates on the subject of wine. These programs are geared to professionals who wish to add an in-depth knowledge of wine to their repertoire (Johnson and Wales University Academics, 2012).

University of Nevada Las Vegas

The University of Nevada Las Vegas is located in one of the most popular hospitality oriented destinations in the world. This fact requires that their programs remain current with the industry and reflect the competencies required to be successful in the industry. UNLV offers classes that focus on wine and beverage management and include sensory analysis of beverages. Recently they sunset their food and beverage management programs and no longer require any beverage classes in the core. They do expect the beverage classes to be among the most popular elective choices for students ("UNLV," 2012). The university also offers advanced wine training through their educational outreach department in conjunction with the International Sommelier Guild. Professional wine certifications are offered through these courses ("Professional certifications," 2012).

Course Content

The course outlined in this paper is designed to be an introductory course on the subject of wine. The course is intended to be delivered in eight weeks with 45-48 contact hours and will include tasting labs throughout the course. Part one of the course content will cover the history of wine and wine production. Part two covers the production of wine from vine to glass and wine tasting instruction including appropriate tasting terminology. Part three will cover old world wines including origination laws, varieties and styles. Part four will outline the wines of the new world including US wines, North American wines and wines produced in the southern hemisphere. The final part of this course will cover the proper service of wine in the professional dining environment, including responsible service of alcoholic beverages, and explore introductory wine and food pairing.

History of Wine

The term wine refers to an alcoholic beverage that is produced through the process of fermenting the juice of grapes. Yeast is introduced to the grape juice and ferments the sugars producing carbon dioxide and alcohol. Wine is then stored for conditioning which changes its flavor and character. An ancient beverage, wine can be produced from the sweet juice of other fruits, but is then labeled with the name of the fruit preceding the word wine (Encyclopedia Britannica, 2012). Wine has been produced throughout the world for thousands of years. Ancient winemakers having no knowledge of microscopic yeast or the fermentation process produced a product that was very different from the wine produced today.

Gibson (2010) in *The Sommelier Prep Course* states that because wine has been produced for thousands of years, it is strongly interwoven with the history of western civilization. From the ancient Mesopotamians, Egyptians, and Greek cultures it spread to the Romans, throughout

Europe, and to the new world as western civilization spread. It has been used down through the ages in religious rites and customs. The intoxicating effect of alcohol gave wine a mystique that associated it with the Gods which still exists today (Gibson, 2010). Wine is still used symbolically in the important rites of Christianity and Judaism today (Kolpan, Smith, & Weiss, 2010). Stanwick and Fowlow (2010) theorize that the history of human culture and wine are one in the same. They further postulate that throughout history a society's wine consumption mirrors its cultural mores. Beyond religious activities wine throughout history has been used as an important part of the daily diet, medical treatment and a political symbol and economic driver.

Modern technology and science has enabled winemakers to produce a pleasing and complex product that is consistent and affordable to the masses. As Europeans settled the new world they brought their vine stocks and wine making knowledge to what we now refer to as the wine producing regions of the Americas (Kolpan et al., 2010). These American wines have taken their place alongside their European counterparts as high quality products.

In recent years wine has increased in popularity as consumers have moved from higher alcohol based spirits to wine and beer (Michelle, 2011). Present day wine consumers view wine as an integral part of the dining experience and as a healthy choice of alcoholic beverage. The addition of a good wine to a meal or celebration adds to the pleasure and enjoyment of these experiences (Kolpan et al., 2010). In modern times wine consumption has been associated with quality of life which is reflected in numerous lifestyle magazines, travel programs and publications which has increased its popularity and importance (Stanwick & Fowlow, 2010).

Neolithic wines. The first wines produced were most likely an accidental occurrence. A majority of historians believe this occurred in the late Neolithic Era sometime between 5000

B.C. and 7000 B. C. in Mesopotamia (Gibson, 2010). Estreicher (2006) dates the earliest wines at approximately 8000 B. C. The hunter- gatherer people of the time likely harvested wild grapes and stored them in clay pots for later consumption. The primary wine producing grape *Vitis vinifera* is known to have grown wild in the region and when in season, would have provided an attractive food source for a foraging people. The stored grapes that were not quickly consumed would have naturally fermented as a result of the action of wild yeast present on grapes, and produced a crude alcoholic wine (Estreicher, 2006). The resulting beverage, although foul tasting would have produced the intoxicating effect associated with wine and spirits that has endeared it to humanity through the ages. Scientists also theorize that ancient winemakers were possibly inspired by observing intoxicated birds who feasted on fermented berries ("Scientists discover," 2005).

The introduction of clay vessels and more permanent settlements provided these Neolithic people with the tools necessary to produce this wine consistently rather than rely on spontaneous fermentation (McGovern, Fleming, & Katz, 1996). A recent 2005 archaeological discovery in Hajji Firuz Tepe in Iran dated 7000 years old discovered wine residue on the shards of clay jars in what was an ancient kitchen. Scientists found calcium salt, a residue from wine making, and resin from the terebinth tree which grew alongside the wild grapes, and was most likely used as an antibacterial agent to prevent the wine turning to vinegar (Berkowitz, 1996). Two other archaeological discoveries cited by Berkowitz (1996) in the same region show similar evidence of early winemaking, including a crude grape press. The crude wines produced would have had been muddy and had off flavors which the ancients would have masked with the addition of honey, herbs and spices. As the Mesopotamian culture spread through the eastern

Mediterranean the practice of wine making and grape growing were introduced to Egypt and Greece which lead to improvements in the wine produced.

The Egyptians. Archaeological evidence dates wine consumption almost to the beginning of Egyptian civilization. Egyptians, as in other early cultures would have reserved wine, not for the masses, but for the elite and religious class. The average Egyptian would have instead consumed a form of beer which they made from fermented grain, a common food source of the region (Gibson, 2010). Evidence of this was discovered in the tomb of Scorpion I from 3150 B.C. where 700 wine jars were found containing residue similar to that found in the Mesopotamian archaeological sites. Scientific analysis of the jars proved they likely originated from southern Palestine leading researchers to believe they may have been imported (Estreicher, 2006). The expense of importation and the nobles desire for wine led to the importation of the wine grape stock *Vitis vinifera*. Royal vineyards were subsequently successfully planted in the Nile River Delta lands and the production of wine was further successfully advanced (McGovern et al., 1996). The Egyptians are credited with advancing wine production especially with the creation of a wine storage vessel known as an amphora. The Egyptian amphora was a thick clay vessel with a pointed tip enabling it to be buried in sand partially. The Egyptians coated the inside of the amphora with resin to aid in the preservation of the wine. The amphora was usually stored on its side to keep the stopper wet and prevent it from shrinking much like corked wines are stored today (Estreicher, 2006). Wine in ancient Egypt was important both culturally and economically as a valuable commodity traded throughout the region.

The Greeks. The first European wines were produced as far back as 6000 years ago by the ancient Greeks. At the pinnacle of Greek civilization wine was consumed daily by all levels of their society and not relegated to the aristocracy. After the introduction of the wine grape

stock to Macedonia, wine quickly became an important part of Greek culture. The Greek God Dionysus was revered as being responsible for the miracle of wine was worshiped throughout Greece. Important religious celebrations to Dionysus took place annually and were thought to help ensure a bountiful harvest (Gibson, 2010).

The rise of Greek civilization can be partially credited to wine. The Greeks traded their commodity wine throughout the Mediterranean region. Wine was an important form of currency to the Greeks. They subsequently introduced vine stock and wine making throughout their colonies into modern day Spain, Portugal and Italy (Encyclopedia Britannica, 2012). The Greeks called Italy Enotria which means “land of wine” because it was so well suited for grape cultivation. The civilization that developed in what is modern day Italy quickly incorporated wine into its culture that continued throughout the rise of the Roman civilization (Gibson, 2010).

The Romans. As ancient Rome grew to power they mirrored much of the culture of wine and religion adopted from Greece. Like Dionysus, the Roman god Bacchus was the deity responsible for wine. The Romans built temples to Bacchus and many cults worshiped him, believing him responsible for the all important production of wine (Gibson, 2010). Early Roman wines were considered of poor quality compared to their Greek counterparts. The Romans often add flavoring agents to improve the taste including resin and perfumes. Wealthy Romans used a method of flavoring wine by boiling down a quantity of wine to a syrup in a lead pot and mixing it with fresh wine to drink. This act often unfortunately resulted in lead poisoning. The Roman amphorae was similar to the Greek’s and was sometimes sealed with cork similar to many wines today (Estreicher, 2006).

As the Roman Empire grew they exported the wine grape and wine making throughout the Mediterranean, North Africa, and Western Europe. By this fact alone they are largely

responsible for introducing wine making to Germany, France and Spain. The Romans through trial and error improved grape cultivation techniques and were instrumental in developing an understanding of *terroir*, and matching grape varieties to a growing region (Gibson, 2010). The Roman Amphorae were eventually replaced with wooden barrels which shortened the aging time and better preserved the wine for transport. Wine was extremely important to daily Roman life. Consumed by all Romans in spite of wealth or class wine was a necessary alternative to the contaminated water supply as Rome's population swelled to over a million people (Estreicher, 2006).

Europe and the Dark Ages. The period after the decline and fall of the Roman empire brought about massive changes in Europe. The relative peace and prosperity that existed during the Roman rule ended. Warring factions, foreign invaders and general lawlessness put an end to trade and most cultural activities including winemaking (Heather, 2011). This historical time is marked by rampant disease and famine. The Roman's expertise in producing quality wines is lost during this time. The wines of the Dark Ages were weak and unpalatable and were unsuitable for aging due largely to the unsanitary conditions in which they were produced (Estreicher, 2006).

The Catholic Church which still retained some of its power and organization continued winemaking to supply the populace and provide wine for their religious ceremonies. Local water supplies were often contaminated and unsafe to drink and wine, because of its alcohol content, was the alternative beverage of choice. The great wine regions of Europe that exist today were cultivated by the church. The Catholic Church essentially controlled wine production from this time through the Renaissance (Gibson, 2010).

Middle Ages to the Renaissance. As western European nations rose from the ruins of the Roman Empire wine again regained its status as an important commodity to be traded and

sold. Wine was routinely shipped to the colder regions of Europe where wine grape production did not exist (Gibson, 2010).

The innovation of distillation, which European crusaders returning from the holy lands brought home with them, was used to strengthen wine and create higher alcohol products that would survive long shipping times. Fortified wines like Port, Sherry, Marsala, and Madeira that exist today are a result of this ancient practice. Later innovations such as cork stoppers used in glass bottles removed the need for fortifying wines for preservation purposes. Winemaking improved and greatly improved during this period and firmly established Europe as the world's major winemaking region (Estreicher, 2006).

The Americas. Spanish colonial activities in the new world established the wine grape in the Americas. Catholic missionaries brought seeds and vine stock and planted some of the first vineyards in the new world (Gibson, 2010). Franciscans, Jesuits, and secular winemakers produce wines in South American colonies in increasing quantities. Within a short time enough wine is produced to export back to Spain. In order to protect Spanish winemakers King Phillip II restricts imports from "New Spain" which is ignored by the colonists. As the European colonies spread through the Americas so do the Catholic missions, and with them they bring viniculture.

Attempts at planting vineyards in the eastern English colonies of North America failed miserably. English colonies instead produced beer, cider and rum which used native ingredients and were not reliant on grapevines. North American winemaking on a large scale was basically nonexistent until the twentieth century.

The 19th Century. The 19th century is significant in wine history due to scientific advances that improved wine making and viniculture scientifically. Dr. Jules Guyot a French doctor who had an interest in wine and agriculture published three significant works on growing

grape vines. He developed new techniques that improved the yields and quality of wine grapes that are still in use today (Gibson, 2010).

Louis Pasteur the famous chemist proved in 1857 that it was yeast that caused the fermentation necessary for the production of wine. His work illustrated the roles of sugar and oxygen in the process of fermentation which led to many improvements in the process (Estreicher, 2006).

The early 1860's ushered in a disaster that almost devastated wine grape vines worldwide. French farmers planted a native North American grape variety called *Vitis labrusca* in order to assess its suitability for producing wine. Unknown to them the rootstock was infested with a tiny insect called *phylloxera* which rapidly spread and killed off native grape vines. The insect was spread throughout the wine producing regions of the world and devastated crops everywhere (Gibson, 2010). Through the work of an American horticulturist named Thomas Munson a method of grafting wine producing stock to the phylloxera resistant native American rootstock was developed that saved the world wine industry. So grateful were the French that they named Munson a chevalier in the French Legion of Honor (Estreicher, 2006).

Modern wine history. The early twentieth century was not a good time for wine production especially in the United States. The California winemaking industry was just getting started in the early 1900's. It recovered from the phylloxera epidemic only to be stopped by the 18th amendment known as Prohibition. Only a few winemakers survived the 13 year experiment by taking advantage of a legal loophole and producing sacramental wines (Gibson, 2010). After the repeal of prohibition the American economy was devastated by the Great Depression which sidelined the industry until the 1950's. World Wars I and II severely limit European wine production and result in the destruction of many famous vineyards. Wine is still produced during

this period, but by the end of World War II the entire wine industry enters a rebuilding phase (Estreicher, 2006).

France leads the way after World War II in rebuilding their wine industry. The French wine industry which produced what were considered the finest wines for centuries quickly recover and by the 1960's have regained their former prominence. The California wine industry in North America produces mainly low quality bulk wines through the 1950's and 1960's until a few innovators and entrepreneurs begin experimenting with advanced winemaking techniques. They plant high quality French varieties of wine grape and for the first time strive to produce wines of high quality (Gibson, 2010).

The centuries long dominance of the wine industry began to turn in 1976. California wines which were considered inferior to their French counterparts took top honors in a tasting competition held in Paris with French judges presiding. Known as "The Judgment of Paris" the results of this competition shook the wine industry and began a quality revolution in California wine country. For the first time wines produced in non-European areas could be considered on par with the classics. This helped to spur investment in wine producing regions throughout the world. Today, some consider this a "Golden Age" for wine, fine wines are produced all over the world. Never before in human history has so much fine wine been available to the masses as is today (Estreicher, 2006).

How Wine is Produced

Wine is not only the result of the fermentation of grape juice but is the culmination of many factors that greatly affect the finished product. First and foremost are the grape itself. The many varieties of wine grapes grown worldwide produce varying degrees of sweetness, flavor, acidity, tannins, and complexity (Kolpan et al., 2010). Further complicating the process of

winemaking are the many other factors that affect the finished product. Factors such as the soil, climate, weather, ripeness, harvesting methods, processing methods, crushing methods, and production methods all affect the finished product to varying degrees (Gibson, 2010). The process of fermentation which is necessary for making wine has been studied and greatly improved upon by winemakers in recent years. Carefully cultured yeast strains are employed to produce specific attributes in the wine. The temperatures of fermentation are now carefully controlled as well. Of equal importance, the winemaker carefully considers the materials used for fermentation and maturation which take the wine from a rough unpleasant beverage to a fine wine (Kolpan, Smith, & Weiss, 2008).

Winemaking process. The first step in the winemaking process involves de-stemming and gently crushing the grapes to break them open so that the juice can be extracted easily. This mixture of the juice and pulp of the grapes is called *must*. The must is usually chilled in order to slow down oxidation. At this point if the production is for white wine the juice is quickly removed from the must in order to prevent color and flavors from the pulp being extracted (Kolpan et al., 2010). Red wine production is started immediately after crushing. The entire must is fermented together with the liquid separation taking place after fermentation. The skins and solids of the must provide the color and complexity common in red wines (LaVilla, 2010). To produce Rose or blush wines the pulp is left in contact with the juice for a short time before being extracted and fermented (Gibson, 2010).

Modern wine fermentation usually takes place in stainless steel tanks. The stainless steel is desired because it is easy to clean and sanitize and is a non-reactive metal. Some wines, such as some Chardonnays, include oak barrels for fermentation to impart the distinct “oaky” flavor associated with the style. Yeast is introduced to the must and fermentation begins. Many

producers use laboratory cultured yeast strains for fermentation in order to produce predictable and repeatable results. Some however, especially in Europe, still rely on the indigenous wild yeasts to ferment the must as they have done for centuries (Gibson, 2010). During fermentation it is necessary to carefully control the temperature. Wild temperature swings will greatly affect yeast activity and the finished wine as well. Delicate white wines are fermented at cooler temperatures 50-60 degrees F. where robust whites and red wines are fermented warmer between 60 and 95 degrees F. (LaVilla, 2010).

Once the wine has fermented it then must be aged in order for it to mature and develop its character. This is often done in several vessels and in bulk. The batches of matured wine can then be blended to maintain consistency and to produce desirable flavor characteristics. Aging is often done in oak barrels as has been practiced for centuries. The oak for the barrels is specially aged in order remove tannins in the wood and to produce delicate flavors in the finished wine. Due to the expense of these barrels some producers add various oak products to the fermentation tanks to produce the desired flavor (McCarthy, Ewing-Mulligan, & Egan, 2009).

The matured wine is then either filtered or put through a process called fining. Fining involves adding a substance that is protein based to the wine which causes particulates to clump and precipitate. The wine is then siphoned off, filtered and bottled. Some winemakers believe fining removes flavor and complexity from the wine as well. Wine bottling is done under carefully controlled conditions to prevent oxidation of the finished wine and contamination from bacteria (LaVilla, 2010).

Wine bottles are traditionally closed with a cork stopper. Cork is ideal for wine storage because it is a natural product that allows for the slow exchange of oxygen necessary for the long term aging of wine. Due to the shortage of this resource many winemakers now utilize plastic

stoppers or even screw caps. Screw caps were traditionally used for cheap fortified convenience store wines and carry that stigma today. Many winemakers are moving to the screw cap as they provide the wine the best protection for storage. Consumers still resist these products as it removes the necessity for a corkscrew and takes from the mystique of wine service (Slinkard, n.d.).

White Grape Varieties

There are many hundreds of grape varieties grown throughout the world for the purpose of winemaking. The traditional winemaking regions of the world have enacted laws regulating their wine industry including laws as to where certain varieties may be grown. These laws strictly regulate what winemakers can put on the label of their wines. U.S laws require that a wine labeled with a grape variety must contain a minimum of 75% of that variety in the wine. Most of the grape varieties grown today are hybrids and many were first cultivated on European soil. The different varieties thrive under differing conditions which is a major reason they are chosen for a specific growing region.

Chardonnay. The Chardonnay grape is a prolific variety that grows in both warm and cool climates. Chardonnay vines produce a robust yield and produce a wine that is fairly neutral in flavor and complexity and requires the art of the winemaker to make a quality product. Chardonnay is and has been traditionally fermented or aged in oak, imparting the signature oaky flavor coveted by lovers of this variety (Kolpan et al., 2010).

The Burgundy region of France is where Chardonnay originates from. This region produces the excellent white Burgundies, Chablis, and Mâconnais. Chardonnay is one of the only three varieties grown in the Champagne region and is the only white grape variety allowed

in the production of Champagne. The Chardonnay grape also is grown in southern France (Gibson, 2010).

In North America and specifically California Chardonnay is the second most widely grown variety after Cabernet Sauvignon. California Chardonnays are characterized by rich, oaky flavors and produce affordable quality wines enjoyed throughout the world (Kolpan et al., 2008). The chardonnay grape is also cultivated in New York State, Washington State, Idaho and Canada.

The southern hemisphere is home to the Chardonnay grape as well. It is grown and used to produce varying degrees of quality wine in Chile, South Africa, Argentina, New Zealand, and Australia (Kolpan et al., 2010).

Sauvignon Blanc. The Sauvignon Blanc variety produces an acidic herbal wine with flavors reminiscent of green apples. The grape has gained in popularity worldwide and is second only to Chardonnay. The French Loire Valley growers refer to the variety as “Blanc Fumé while producers in the New World use Sauvignon Blanc or Fumé Blanc to name the wines produced from this grape (Kolpan et al., 2010). This grape is grown throughout the world. In France it is used to produce the famous Sauternes and is grown throughout California as well. Australia, New Zealand, South Africa and Chile all produce quality wines from this grape (McCarthy et al., 2009).

Riesling. Originating in Germany Riesling grows best in cooler regions. While traditionally associated with sweet wines Riesling produces high acidity which is often balanced with sweetness by the winemaker. Riesling is characterized as being the chameleon of grapes. It is called so because its flavors and character differ greatly depending on where it is grown. Germany has been producing fine Riesling based wines for hundreds of years and is known for

the variety (Gibson, 2010). It is also grown in Austria on the banks of the Danube. The French produce a high alcohol, full bodied dry wine from the Riesling grape as well as a sweet late harvest variety. In North America Washington produces the most Riesling but it lacks the acidity of the German wines. It is grown in small quantities in California, New York, Idaho and Canada as well (Kolpan et al., 2010).

Gewürztraminer. This grape has its ancient roots in Italy but is known as a German variety. Gewürztraminer produces a wine that is aromatic with a spicy fruity character. It is usually made in to a dry or mildly sweet wine. The most famous examples originate from Germany or the French region of Alsace (Gibson, 2010). It is also cultivated in Austria, Italy and in small amounts in the U.S. and Canada (Kolpan et al., 2010).

Pinot Gris / Pinot Grigio. Originating in the Burgundy region of France this variety produced wine that has medium to high acidity with flavors of apple, peach, citrus and minerals. Pinot Gris refers to the French variety and is often aged in oak barrels. Pinot Grigio is the Italian name for the grape and is more acidic and never oak aged. Winemakers worldwide use the term that best describes the style they are emulating (Gibson, 2010). The Grape is cultivated in Germany, California and Oregon, Australia and New Zealand (Kolpan et al., 2010).

Other white grape varieties of note include Viognier, Chenin Blanc, Pinot Blanc, Muscat, Sémillon, Müller-Thurgau, and Albariño.

Red Grape Varieties

Although white wines can and are made from red grapes the red grapes produce the robust, flavorful and complex red wines that are popular worldwide. In the U.S. today red wines have overtaken whites in popularity partially because of health reports of the life extending, disease preventing qualities of substances in red wine.

Cabernet Sauvignon. This variety grows worldwide and grows best in climates that are moderately warm to hot. It produces wines that are complex, high in tannins with flavors of currants, raisins and dark cherries. For the winemaker Cabernet Sauvignon is a star. It has excellent qualities that lend it to blending and has the ability to produce bold wines while toning down its undesirable qualities (Gibson, 2010).

The French Bordeaux region is perhaps most famous for this variety. Traditional Bordeaux's are aged in French oak barrels and fined with egg whites for clarity. Cabernet also grows in Italy, Spain, South America, Australia, New Zealand and South Africa. In the U.S. it is the number one most widely planted variety due to its climate requirements. It is also grown in Washington State, Oregon, Long Island and Canada (Kolpan et al., 2010).

Merlot. This variety has gained popularity in recent years. Although it produces a robust wine its thinner skin produces less tannins and lower acidity than the Cabernet grape. Its softer character has made it particularly popular in the U.S. The grape grows all over Europe but most notably in France and Italy. U.S. production is centered in California and Washington State where its wines have gained accolades for quality. Australia and New Zealand grow small amounts but do not have a cool enough climate for large scale production (Kolpan et al., 2010).

Pinot Noir. Pinot Noir grows best in temperate ranging to cool climates. It produces wines that are low in tannins and range towards dry. The variety produces flavors reminiscent of cranberries, leather with hints of smokiness and spice. It can be difficult to grow but is widely cultivated due to the high quality product that it produces. Pinot Noir grapes take on the characteristics of the area in which it was grown which makes it widely desirable (Gibson, 2010). It is grown widely in the Burgundy region of France where the concept of terroir is extremely important. Wines produced from Pinot Noir in vineyards closely located to each other

produce very different flavors and characteristics further showcasing the winemakers art (Kolpan et al., 2010). In the Champagne region some of the finest sparkling wines produced there are made from this grape. It is also grown in Germany, Switzerland and Italy where it is known as Pinot Nero. In North America it is grown mostly in the cooler regions of the U.S. such as Northern California, Washington, Oregon and in small amounts in New York State. Chile and New Zealand produce wines from Pinot Noir with some success and to a lesser extent Australia (McCarthy et al., 2009).

Syrah / Shiraz. This grape is called Syrah in the Old World and Shiraz in South Africa and Australia. The variety originated from France and is a descendant of two lesser known varieties. It produces a wine with lower acidity and modest tannin with flavors characteristic of blackberries, leather and black pepper. The wines produced from this grape are often described as meaty with a full mouth feel. It is grown in the Rhone Valley of France and in limited quantities in Italy, Switzerland and Greece. In the U.S., it is grown widely in California mainly in the cooler regions. It is also found in Washington State where some excellent wines are produced from this variety (Kolpan et al., 2010). It has been grown in Australia since the 19th century and is made into some of the top selling inexpensive wines in the world (Kolpan et al., 2008).

Zinfandel. Zinfandel is considered a California grape variety and most of the world's production is grown there (Gibson, 2010). It is grown in lesser amounts in Italy, Chile, Australia, Mexico and South Africa. It produces a wine that has big bold flavors and is reminiscent of ripe berries. The grapes produce a high sugar content which ramps up the alcohol in the wine. In the 1970's and 1980's most of the Zinfandel was made in to "White Zinfandel"

wine that was extremely popular with consumers. White Zinfandel became the most popular wine produced worldwide. Although its popularity has waned in recent years the Zinfandel grape is being used to produce big red, high quality wines that are gaining acclaim. The variety thrives in areas with hot climates during the day and cool evenings. Some California Zinfandel wine labels use the term “old vine(s).” Though there is no legal regulation for this term it refers to grapes grown in poorer soil using organic methods producing low yields and wines that are more complex. In Italy the Pinot noir grape is known as Primitivo and is mainly used as a blending wine (Kolpan et al., 2010).

Grenache. Spain is the largest grower of this variety where it is known as Garancha. It is one of the world’s most widely grown varieties and is also grown in France and California. It produces wines that are soft, smooth and have plum like flavors. Because of the grape’s high sugar content these wines can have high alcohol contents up to 15%. In Spain the grape produces some of the world’s finest rosé wines (Kolpan et al., 2010).

Tasting Wine

The subject of tasting wine can be intimidating to the wine novice who has pre-conceived notions of the technical skills required to do so successfully. While it is true that experienced wine tasters likely have developed their skill to a high degree, a novice armed with a knowledge of the basic techniques can do so with a high degree of success and consistency. Tasting wines is different from drinking wines and we do so for different reasons. We taste wines in order to classify their characteristics, determine their attributes, and ascertain whether or not we like them. In a commercial setting we taste to determine their marketability and which menu choices they pair with best. We drink wines for enjoyment. Enjoying wine, especially with a meal, is

truly an enjoyable sensory experience. In the food service field it is an experience we strive to provide to our guests (Kolpan et al., 2010).

The first and most important aspect to consider when tasting wine is the environment in which it will take place. The wine tasting should take place in an area that is relaxed, quiet, and free of distractions. This is necessary in order for the taster to be able to concentrate on the wine. The room should be well lit preferably with natural light. Natural light (sunlight) allows the taster to see the natural color of the wine. Incandescent light enhances the warm spectrum colors of yellow and red. Fluorescent light enhances cool colors like blues and greens (LaVilla, 2010). The table on which the glasses of wine will be placed should be lined with a white tablecloth or napkin in order to provide a white background in which to best judge the color of the wine. Lastly proper and meticulously clean glassware, appropriate for the wine being tasted should be provided (McCarthy et al., 2009).

Wine tasting and evaluation is divided in to three categories which are appearance, aroma, and taste. Contrary to its name wine tasting involves many senses which are necessary to truly evaluate and classify the wine.

Serving temperatures. In order to fully experience the flavor and character of a wine it is necessary to taste it at the right temperature. Temperatures too cold will restrict the taste buds and change the flavor. Warm temperatures will offset the balance and accentuate the alcohol flavor. Guidelines for exact serving temperatures vary but generally the appropriate ranges are:

- Sweet wines and sparkling wines – 40-46°F
- Dry white wines, and dry fortified wines – 42-54°F
- Sweet fortified Wines - 72°F
- Red wines – 50-66°F

These guidelines can be altered for a particular wine in order to accentuate the character intentionally developed by the winemaker. Some American winemakers suggest a serving temperature on the bottles label (LaVilla, 2010).

Appearance. Step one is to look at the wine in order to judge its color. Color in wine can be described simply as in red or white or more exacting noting differing shades and hues. The nature of the color can be a sign of the wines power and age. Best practice is to tilt the glass at a 45 degree angle, holding it by the stem, against the white background and evaluate its color. In white wines a pale color often indicates a lighter intensity of flavor (Stevenson, 2007). A pale color with green hues often indicates a wine from cooler growing areas that will feature higher acidity. It is also important to note that as a white wine ages its color becomes richer and deeper with more of a gold hue (Kolpan et al., 2010). In red wines the color intensity decreases as they age. While younger reds often display deep hues as they age the slow action of oxygen changes to brown hues.

Step two is to look at the wine in order to judge its clarity. Many wines are filtered and should be brilliantly clear. Even unfiltered wines should not look cloudy or hazy which could indicate mishandling or a secondary bacterial action which will create off flavors. Look for particulates or sediment while observing the wine. Sediment is expected in older wines that have been aged and is acceptable. Swirl the glass of wine and observe how the wine residue flows down the inside of the glass. Wines with light body will sheet quickly down the glass while higher viscosity wines will slowly drip down the surface forming what is known as “legs”. The body of a wine gives the taster a clue as to its mouth feel and residual sugar content (Gibson, 2010).

Aroma. Determining a wine's aroma is as simple as bringing the glass to your nose and smelling it. The three areas to consider are the overall strength of the aroma, how complex the aroma, and the recognizable aromas of the wine. Simply the more powerful the aroma the more body the wine will have. The taster should notice whether the aromas are more one dimensional or more complex and floral. Additionally tasters should note which aromas are recognizable or what scents they are reminiscent of. In white wines one may notice citrus, straw, apple and green fruit like aromas. In red wines aromas can be reminiscent of berries, plums, cherries and even chocolate or leather. The most important factor to note is whether or not the wine smells pleasing. Off odors like those of old wet cardboard or a moldy basement odor are indications of "corked" wine. Corked wine is the result of a contaminated cork and is not drinkable or servable (Kolpan et al., 2008).

Taste. To taste the wine take a small amount in the mouth while slurping in a small amount of air. This is necessary to aerate the wine and distribute it into the mouth which intensifies the flavors present. First notice the relative sweetness of the wine. It is important to note that the tongue takes a moment to register sweetness. It is for a fruit flavor to register sweetness in the brain incorrectly. Sweetness will register in the finish of the wine. Notice if the wine is more towards the "dry" (opposite of sweet), in the middle (off-dry) or the sweet side (dessert wines) (LaVilla, 2010).

The next step is to assess the acidity of the wine. It is good practice to also rate the wine as having low, medium, or high acidity. The acid quality of a wine has a drying effect on the mouth prompting the mouth to salivate. The term "sharp" is used to indicate acidity levels that are reminiscent of biting on a lemon. Red wines should be judged for tannin. Tannin results from the wine's contact with the skin of the grapes and also produces a drying effect on the mouth

with a bitter note to it. It is easy to confuse tannic qualities with acidity. Tannin also can be noticed on the gums and cheeks which acidity does not affect (LaVilla, 2010).

The process of tasting wine in the mouth has three steps. The first is the “attack”. The attack lasts only one to two seconds and bright and fruit flavors are usually perceived at this point. The second is the “midpalate” where mineral, earthy, and spicy flavors are perceived. These flavors remain until the wine is swallowed or spit. The third is the “finish”. The important point to note is how long the flavors persist in the finish. In general, the longer the finish, the higher the quality of the wine. The most important step in tasting is to notice the alcohol content. Alcohol produces a warm sensation in the mouth and nasal passages. Wines with unpleasantly high alcohol contents are called “hot”.

The perceived flavors should be noted when tasting a wine. As in judging aroma, it is important to recognize what the flavors are reminiscent of. Overall it is important to note whether or not the flavor was balanced and enjoyable. Wine after all is meant to be enjoyed (Gibson, 2010).

Classifying and Identifying Wines

The wine producing world is divided into the two distinct categories of Old World and New World wines. Old World wines are those produced in European countries and New World wines are produced in North and South America, Australia, New Zealand and South Africa (Kolpan et al., 2010). Each of these wine producing areas has established laws and regulations pertaining to the classification and labeling of the wines it produces. These regulatory systems enable the wine consumer to ascertain where, when, and from what grapes the wine was produced helping the buyer to determine flavor and character attributes it may have (McCarthy et al., 2009).

Appellation systems. The term appellation refers to a specific geographic region in which the grapes that produced a wine are grown. Appellation regions can range from a large area such as a country (France) or state (California), to a smaller region and even a specific estate. Old world wine appellations usually associate a place with a particular variety of grape that must be used to produce the wine (Kolpan et al., 2008). Old world wine appellation laws in many cases divide and classify wines by quality. For example French appellation laws (A.O.C. or A.C.) classify wines into four groups ranging from the highest quality with the highest regulatory standards to the lowest. These regulations pertaining to the higher classification levels regulate all aspects of the winemaking from vine to glass (Gibson, 2010).

New World appellation systems are less stringent than their European counterparts. They do not specify a specific grape variety that must be used to produce a wine from a particular region. The United States has developed an appellation system called AVA or American Viticultural Area. This system regulates wine labeling as it relates to the origin of the grapes used to produce the wine. Currently there are more than 200 approved grape growing regions in the American system ranging from large to small geographic areas (Kolpan et al., 2010). U.S. law requires that a minimum of 75% of the grapes used to produce the labeled wine be from the region of origin displayed on the label. This being the case some New World regions have become known for a particular grape variety (Kolpan et al., 2008).

Wine labels. In wine that is to be sold in the United States specific information is required by law to appear on a wine label. The Federal Government requires the following:

- Brand name
- Class or type of wine
- Alcohol percentage by volume

- Name and location where the wine was packaged
- Net contents of the container expressed in milliliters
- Country of origin
- Warnings including the alcohol consumption warning and sulfite warning
- The term “imported” if the wine originated outside the U.S.

Because wine is classified as an alcoholic beverage these regulations are strictly controlled. It is important to note that the alcohol content has a maximum allowable percent of 14. Labeling laws are similar in other countries but sometimes contain more specific information pertaining to origin and quality especially in the Old World wines (McCarthy et al., 2009).

Wine labels sometimes contain additional information designed to differentiate the wine from its competitors and to inform the consumer. The term “vintage” followed by a year indicates the year the grapes were grown. This information is provided to allow the consumer to select a wine for the particularly favorable weather during that year which is believed to produce a superior wine. The term “reserve” in American wines is used for marketing purposes only. It has no specific meaning. In Old world wines reserve indicates wine that has had additional aging and in some countries is a regulated term (McCarthy et al., 2009). Wines labeled “estate bottled” indicate a wine that is produced from grape to glass by the same company. The grapes must be grown, and the wine produced, within the same appellation area. Terms such as “late harvest” or “botrytis” indicate a method of producing sweet wine. Late harvest wines are made from grapes that are allowed to ripen longer on the vines which produces additional unfermentable sugars resulting in sweet wines. Botrytis is a fungal infection of grapes that produces wines that are highly sweet (Kolpan et al., 2010).

Old World Wines

Old world wine producing areas are the historically important areas that have traditionally produced the world's finest wines. These areas are located in Europe and typically produce wines that are higher in acidity, lighter in body and alcohol, and are characterized as more subtle in flavor and character than their New World counterparts. The concept of terroir is prevalent in Old World wines as is illustrated by their stricter appellation system of regulation (Gibson, 2010).

French wines. France has for centuries been the leader in producing fine wines. In recent years they have lost market share worldwide as French consumption has dwindled and international sales have declined due to intense competition from New World wine producing areas (Kolpan et al., 2008). Nonetheless the French wine producing regions are still largely considered the world's finest and today produce wines that the rest of the wine producing world seek to emulate.

The Bordeaux region is known for the production of fine red wines. This being the case the region also produces high quality white, sparkling and rosé wines. The climate of Bordeaux is characterized by hot summers, mild winters and spring seasons with high precipitation amounts. The land and soil is best suited to growing grapes which is the major crop the area produces. For white wines of this region the grapes primarily used are Semillon and Sauvignon Blanc. For red wines the three major varieties used are Cabernet Sauvignon, Cabernet Franc, and Merlot (Kolpan et al., 2008).

The important wine producing areas of Bordeaux are divided into two categories the Right Bank and Left Bank regions of the Gironde estuary. The leading areas of the Left Bank region are Médoc, Haut- Médoc, and Graves. Wines from the Médoc region primarily feature

Cabernet Sauvignon grapes and range from simple straightforward wines to rich and complex. The Haut- Médoc sub-region produces wines considered some of the world's finest. The major four AOC areas located in Haut- Médoc are Margaux, Saint- Estéphe, Saint-Julien and Pauillac (Gibson, 2010).

The Burgundy region of France is located in the center of the country and is a smaller geographic region than Bordeaux. The climate of this region is relatively cool because of its central inland location. In spite of its small size Burgundy is divided into many smaller growing areas that were selected because of their differing characteristics and terroir. The wines produced use primarily Chardonnay for white wines and Pinot Noir for red wines (Kolpan et al., 2008). The major wine producing areas of Burgundy are Chablis, Côte d'Or, Côte Chalonnaise, Mâconnais, and Beaujolais. Wines that are famously from this region and have been emulated worldwide include those labeled Chablis, Pouilly-Fuissé, and Beaujolais Nouveau. Beaujolais Nouveau is created to celebrate the wine harvest and is produced using a process called carbonic maceration which enables winemakers to produce a wine quickly with a low tannin content (Gibson, 2010).

Wines of the Rhone Valley region features a warm climate tempered by its proximity to the Mediterranean. It is known for rich red wines with earth tones the Rhone region is also produces white wines of note and rosé's. The primary grapes utilized are Syrah, Viognier and Grenache. Côtes-du-Rhone and Châteauneuf-du Pape.

Perhaps the most famous and recognizable wine producing region of France is Champagne. This region is located in northern France and has a cool climate best suited for the style of wine that is produced. The Champagne designation is used to refer to a sparkling wine produced only in the Champagne region from one or more of three varieties of grapes. The

Chardonnay, Pinot noir, and Pinot Meunier grapes are all used to produce the white sparkling wine known as Champagne (Kolpan et al., 2010). Champagne ranges from sweet to dry and is characterized by its high level of carbonation. Dry sparkling wines are labeled Brut, Extra Dry (or Extra Sec), or Dry. Wines that range from semi sweet to highly sweet are labeled Sec, Demi-Sec or Doux. Wines that are labeled Blanc de Blancs are made from all white grapes while the term Blanc de Noirs are made from a blend containing one of the two red grape varieties of the region (Gibson, 2010).

The Loire Valley is located on the Atlantic coast and extends 600 miles to the center of France (Gibson, 2010). This large region produces many wines of varying styles and can be divided into three distinct areas called the West End, the Center, and the East End. The West End with its coastal climate is known for Muscadet a dry white wine that achieves some of its unique character from a secondary fermentation called *sur lie* where the fermented wine is left on the semi-dormant yeast which produces a smooth wine with a light sparkle. The Center region features white and red wines made from Sauvignon Blanc, Chenin Blanc, or Cabernet Franc varieties. This area produces fine Rosé's and a sparkling wine using the Champagne method. The East End is known for its white wines derived from the Sauvignon Blanc grape. Wines of note include those labeled Pouilly-Fumé which are considered more complex with higher acidity and mineral flavors than their New World counterparts (Kolpan et al., 2008).

Alsace because of its close proximity to Germany feature characteristics common to German wines. Bordered on the west by the Vosges mountains this region gets less rainfall which produces the characteristics common in the wines from this region. This region is unique in France because the wines are generally labeled with the grape varietal used to produce the wine. The wines are mainly white and are not generally blended varieties. The major grapes of

the region are Riesling, Pinot Gris, Muscat, and Gewürztraminer (McCarthy et al., 2009). The resulting wines feature characteristics ranging from light bodied and crisp to fruity, spicy with floral notes (Kolpan et al., 2010).

Italian wines. Italy is unique in that the entire country, while diverse geographically, is well suited for wine production. With its centuries long tradition of winemaking Italian winemakers grow many varieties of grapes and produce a wide variety of wines that are recognized as some of the world's finest (McCarthy et al., 2009). The wine producing regions are broken down into the Central, Northwest, Northeast, and Southern regions (Kolpan et al., 2008).

The Central region of Italy features the sub-regions of Tuscany, Umbria, Marche, Abruzzo, and Lazio. Tuscany being the most famous sub-region of Italy is known for the Sangiovese grape variety. During the last two decades winemakers of the Tuscan region have made considerable improvements in their wine making processes often abandoning traditional methods in order to produce wines of superior quality. These wines known as "Super Tuscans" have made their mark on the wine world. Tuscany's most widely recognized wine is Chianti. Chianti which was traditionally known as a poor quality wine is available in a variety of price ranges and features big, bold and rich flavors. These wines are labeled as Chianti, Chianti Classico, Chianti Classico Riserva, Chianti Rufina, or Chianti Colli Senesi depending on their quality or the area in which they were produced (Kolpan et al., 2008).

The region of Umbria is located inland in central Italy. It produces both white and red wines with whites most often imported to the United States. Wines of note from this region are Oriveto, Lungarotti, and Sagrantino (Kolpan et al., 2010).

Abruzzo, Marche, and Lazio produce red and white wines that are notable such as Frascati, Verdicchio, and Montepulciano d'Abruzzo (Kolpan et al., 2010).

The Northwest wine producing region of Italy while not as famous as Tuscany is a close second. The region is divided into the four sub-regions of Liguria, Lombardy, Piedmont, and Valle d'Aosta. Because of this regions proximity to France and Switzerland their wines are similar in character. Lombardy and Piedmont are known for wines made from the Nebbiolo grape variety which some of the region's most sought after wines (Kolpan et al., 2010). The most notable would be Barolo and Barbaresco. These powerful wines border on the expensive side and mellow in color as they age. They are both highly sought after wines. Another well known wine of the region is Asti or as it is better known Asti Spumante. Spumante in Italian means sparkling and was used to designate it as a sparkling variety. It is now called Moscato d'Asti and features lower carbonation levels. The Northwest region is also know for the inexpensive Lambrusco style. These inexpensive wines are big sellers worldwide and once were extremely popular in the U.S. (Kolpan et al., 2008).

The Northeast Region of Italy subdivides into Veneto, Friuli-Venezia-Giulia, Trentino, and Alto Adige. This region is best known for the famous red wines Valpolicella, and Amarone. These wines are produced from Italian grapes but the region also produces wines from French grapes such as Merlot. Amarone is produced from grapes that have been dried in the sun like raisins. The resulting wine is dry with very high alcohol content. White wines of note produced in the region include Soave and Soave Classic (Stevenson, 2007).

Southern Italian wines include those made in Sicily, Campania, Puglia, Basilicata, Calabria and Sardinia. Sicilian wines are characterized as being full bodied and rustic. This regions warmer climate produces wines that are bold with lots of fruit character. The southern

region is most famous for Marsala. Marsala is a fortified wine that is traditionally aged in oak barrels similar to sherry. This is Italy's highest wine producing region with much of it for domestic consumption (Kolpan et al., 2010).

Spanish wines. Spain's wine industry has been reborn during the last few decades. Spain's climate is generally hot and dry. Rioja is the most well-known wine producing area in Northern Spain. The wines of this region feature the Tempranillo grape as well as Garancha, Mazuelo, and Graciano in lesser amounts. New Spanish winemakers of Rioja are aging in oak and are some of the most expensive varieties on the market. While the red wines of this region are bold and spicy the white wines produced are fruity and generally low priced. The region of Catalonia in Northern Spain is known for Cava. Cava is a sparkling wine or Rosé wine made using the Champagne method (Kolpan et al., 2008).

La Mancha is Central Spain's most important region. The winemakers of La Mancha primary uses the Tempranillo grape and the resulting wines are inexpensive and straight forward (McCarthy et al., 2009).

Southern Spain and the region of Andalucía are notable for Sherry. Sherry is produced from the Palomino grape which is grown in Jerez. The wine is fortified by adding a neutral brandy to the wine. Sherry is divided in to three styles. They are fino, amontillado, and oloroso. These terms refer to the process used in aging the sherry. The fino sherries are protected from oxygen which protects its golden color. Oloroso's are exposed to oxygen which produces a brown coloring in the sherry. The amontillado's are protected while young then exposed to oxygen as they age which produces a sherry with and amber color. Sherries can have high alcohol contents and range from dry to sweet (Kolpan et al., 2008).

German wines. German wines are classified differently from their European counterparts in that they do not focus on region of origin. Their wine labels most often list a grape variety rather than a region. Some wines, usually of lower quality, are labeled with a style like the widely recognized Liebfraumilch wine. If no grape variety is listed it usually indicates a blend of grapes was used to produce the wine. Unlike other countries wine laws German wine classification relates to the sugar content of each vintage's harvest. The sugar content and degree of ripeness are measured and classified into one of four levels of quality. Tafelwein, Landwein, Qualitätswein bestimmter Anbaugebiete (QbA), or Qualitätswein mit Prädikat (QmP). Only the highest designated wine grapes have a degree of ripeness necessary to make wine without the addition of sugar to the process (Gibson, 2010).

Grape varieties used to produce German wines are Riesling, Gewürztraminer, Müller-Thurgau, and for reds Spätburgunder. Because of Germany's cool climate they produce many white wines that range from crisp to sweet. The Kabinett style is a low alcohol wine that is off-dry or sweet with a light body. Kabinett wines are made from grapes that meet the minimum QmP designation. Spätlese wines are late harvest wines that allows the grapes to develop extra sugar. Auslese wines are full bodied and only produced from hand harvested grapes in warmer years. Eiswein is produced from grapes that have been allowed to freeze on the vine partially which results in sweet dessert wines. Beerenauslese style wine is produced from overripe grapes that have been infected with botrytis resulting in a super sweet viscous wine (Gibson, 2010).

New World Wines

The major New World Wine producing countries include the United States, Chile, Argentina, Australia and New Zealand, and South Africa. In recent years the amount and quality of wine produced in these countries has increased considerably. The New World wine producers

who were once thought to only produce low quality wines, have come in to their own and challenged the great wineries of Europe for supremacy.

The United States. The major winemaking areas in the United States are California, Washington and Oregon, and New York. All of these regions produce fine wines that are enjoyed domestically as well as internationally. The New World wine revolution got its start in California (Estreicher, 2006).

California is the premier wine producing region of the U.S. California wine production takes place in the regions of the North Coast, Central Coast and the Central Valley. The North coast, specifically the Napa Valley and Sonoma sub-regions are the most popular and recognizable. The two regions combined produce about 15% of the wine made in California. Wines from these regions feature many varieties including Cabernet, Merlot, Chardonnay and Sauvignon Blanc. The climate of this area features warm days with cool evenings that produces wines that feature big bold fruit flavors and significant alcohol content. The Napa region is also home to Zinfandel and Pinot Noir grapes which produces smooth wines with rich berry and earthy flavors (Gibson, 2010).

The Central Valley region is well known for producing inexpensive but good wines that are often labeled “California” wine or by a style such as “Chablis”. The areas of Clarksburg and Lodi however have become famous for quality wines. Lodi is known for its Zinfandel boasts some of the country’s finest labels(Kolpan et al., 2010).

The Central Coast American Viticulture Area is a large area and is known for producing wines commonly found in supermarkets. Not to be confused with inferior wines these wines are often labeled with the AVA designation of “California” because the grapes from this region are blended with those of other areas to keep costs down. These wines are characterized as

affordable good wines. There are more expensive high quality wines produced in this region as well. The Arroyo Seco AVA produces excellent Chardonnay's, Rieslings, and Gewurztraminer's. The Sierra Foothills boasts pre-prohibition era Zinfandel vineyards that are used to produce affordable rich and earthy wines (Kolpan et al., 2008).

Washington and Oregon. Washington's wine growing areas have a climate that is mainly cool and dry. Washington's wine industry is relatively new and now ranks as the second largest producing area in the U.S.. Wines produced in this state are mainly from Chardonnay, Merlot, and Cabernet Sauvignon grape varieties. Because of their climate and soil conditions Washington wine grapes are mainly French in origin and use little pesticide as a result. The main region of wine production is the Columbia Valley. The area lies in the same parallel of latitude as that of some of France's finest wine producing regions. The wine of this region are often compared with French varieties (Gibson, 2010). The state boasts some of the country's most stringent wine regulations. Place name wines must originate 100% from the designated area which exceeds the 85% federal regulation. Generic style labels are not allowed. The label term "reserve" must only be used on wines of higher quality. The regulation limits reserve wines to 10% of the wine produced and cannot exceed 3,000 cases (Kolpan et al., 2008).

Oregon specializes in grapes that thrive in cooler climates such as Pinot Noir, Riesling, Chardonnay and Pinot Gris. The Willamette Valley is the major growing area in Oregon. Pinot Noir is famously grown and produced in this region. Oregon boasts wine regulations similar to Washington State's which exceed federal standards and ensure the wines produced there are recognized for their quality and place of origin (Gibson, 2010).

Most of the wines produced in New York are from varieties not suited for winemaking. These wines are considered novelty wines. These native grapes have been crossed with wine

making varieties to produce wines that are of questionable quality as well. The areas of Finger Lakes, and The Hudson River Valley produce wines that are similar to German varieties.

Primarily using Riesling grapes this area produces wines of high quality. The Long Island area has recently become known for producing high quality wines from Chardonnay and Cabernet Sauvignon grapes (Kolpan et al., 2008).

Australia. Australia's wine industry is mainly centered in the south of the country and has about 100 designated growing areas. Primarily Australia is known for the Shiraz variety of wine grape and specialize in wines designed for export especially to the United States. The other major varieties grown in Australia are Cabernet Sauvignon and Chardonnay. Most of the Shiraz variety grown in Australia is used to produce affordable drinkable wines for the domestic and export market. In recent years a few wineries have begun producing high quality more expensive wines based on Shiraz with much success. Australian wine labeling laws are similar to those of the U.S. that makes their wines easily acceptable for the U.S. market (Gibson, 2010).

New Zealand. New Zealand has 10 grape growing regions divided into two main areas known as the North and South Islands. The two main varieties produced there are Sauvignon Blanc and Chardonnay. The wines produced there are tart and fruity with hints of minerals. More recently Riesling has been cultivated and used to produce crisp wines in the same style. These popular wines have recently earned New Zealand wineries accolades that has led to increased exports of these products. New Zealand labeling laws are similar to those of the other New World producers and do not restrict growing areas (Kolpan et al., 2010). Wines labels include the grape variety and if a place is listed it must contain 85% or more of grapes from the listed area (Gibson, 2010).

South Africa. Due to trade embargoes levied by most of the world against the Apartheid government of South Africa their wine industry is struggling to regain its prominence. Since the fall of Apartheid in the 1990's the country's wine industry has strived to produce better quality wines on par with those of the rest of the world. The country is mainly known for white wines but producers are starting to cultivate red varieties as well. Many common varieties are grown there including one native grape known as Pinotage. Wine laws in South Africa are similar to U.S. laws but more restrictive in some areas. A wine with a place designation on the label must come 100% from that region. If a grape variety is listed the minimum content must be 85%. South African wines are steadily gaining acceptance worldwide as the industry there plays catch up and modernizes. As the eighth largest producer of wine in the world they are expected to be players in the wine world in the future (Gibson, 2010).

Chile. The three major grape variety's used in Chilean wines are Cabernet Sauvignon, Chardonnay, and Carmenère. Carmenère is unique in that it was once considered an extinct grape variety originally from the Bordeaux region. DNA testing proved that the variety brought to Chile by French winemakers still grew in Chile (Gibson, 2010). Chile's wine industry was developed using French techniques that are still in use today. Their labeling laws are similar to U.S. and they mainly use varieties on their labels and require that 85% of the wine's contents be from the labeled variety. Traditionally Chilean wines were produced to be inexpensive exports but that is changing today. Winemakers are improving techniques and raising standards to produce wines of higher quality that command a higher price (Kolpan et al., 2008).

Argentina. Argentina is the fifth largest producer of the world's wine today. With a warm climate and a long history of wine production dating back to Spanish missionaries Argentina is a major player in the wine world. Chilean winemakers only began seriously

exporting wines in the 1990's and are attempting to emulate Chile's success in the market. As the world's largest per capita consumer of beef, Argentinean wine's feature big bold reds that are made to go with beef dishes (Gibson, 2010). The major grape varieties grown are Malbec, Cabernet Sauvignon, and Torrontés. Producing a wine with a crisp character and light body Torrontés based wines have fruity and citrus notes (McCarthy et al., 2009).

Wine Service

As an important part of the dining experience, the elements of wine service should parallel those of food service. Because of wine's long history and its relation to fine and elegant dining, wine service sometimes can be intimidating to guests, which in most dining situations is to be avoided. Although the level of formality applied to wine service in restaurants will vary depending on the service style of the establishment it should always be a pleasant experience for the guest (Gibson, 2010). Traditionally the person in charge of wine service is known as a Sommelier. Many establishments today employ a Sommelier who may be responsible for all aspects of wine selection, purchasing and service in the restaurant. Most casual restaurants do not have a Sommelier and instead relegate those responsibilities to the service staff (LaVilla, 2010). The person responsible for serving wine should be knowledgeable about the wine and the service requirements and should not flaunt that knowledge to guests. They should seek to serve as a guide for the guests, always seeking to provide a positive experience whether the guest is drinking an inexpensive house wine or an expensive vintage (Kolpan et al., 2010).

The corkscrew. The waiter's corkscrew (or wine key) is the most important tool for a wine server. There are many styles of corkscrew on the market today. Most of these corkscrews are designed for the novice wine drinker and are not suitable for restaurant service. The waiter's corkscrew has a long, well-constructed screw or worm which is necessary to penetrate far

enough into corks of varying lengths. The corkscrew also has a strong lever to permit the removal of the cork (Gibson, 2010). The higher quality water's corkscrews have strong well designed levers. There is also a small knife attached to the corkscrew which is used to remove the covering (capsule) of the cork. The capsule which is made from lead or plastic protects the cork from contamination during storage (McCarthy et al., 2009).

Glassware. Proper glassware is essential for good wine service. First and most importantly the glassware must be meticulously clean. Because of the fact that appearance affects taste, a glass that is less than clean could negatively impact the guests' experience. Glasses should be polished prior to service by steaming them upside down over hot water then polishing them with a linen or other lint free cloth (Gibson, 2010). There are many different glasses of varying shape and size intended for wine service. The level of formality of an establishment will determine the relative number of different glasses selected. Most restaurants with a more casual service style have at a minimum red wine, white wine, champagne and dessert wine glasses (LaVilla, 2010). Red wine glasses are generally larger and rounder in shape to allow air to mix with the wine and release flavors. White wine glasses are narrower in order to accentuate their more delicate flavors. Champagne glasses called flutes are tall and narrow in order to minimize surface area contact with the air and minimize carbonation loss. Dessert wine glasses are small due to the strong sweet character of these wines (McCarthy et al., 2009).

Other tools for service. Some wines like sparkling wines and white wines are best served at cold temperatures. An ice bucket has been traditionally used for this purpose. An ice bucket should be filled with ice and water so the bottle can be easily slid in and out of the bucket. The bucket should have a clean linen cloth on the handle in order to wipe the moisture from the bottle. Ice buckets are less common today as new chilled "sleeves" have gained popularity.

These sleeves are kept cold and slip over the wine bottle, keeping it cold without the moisture (Kolpan et al., 2010).

Wine servers should carry a clean, folded linen napkin called a serviette to catch any drips when pouring wine. The serviette should be replaced often to avoid giving the guest the impression of an unclean environment (Kolpan et al., 2010).

Service steps. The particulars of serving wine differ based on the standards set by the establishment, the type of wine being served and the desires of the guest. In recent years wine by the glass has increased in popularity. Wine by the glass that is poured from a bottle still uses most of the same steps depending on whether or not the bottle has been previously opened. It is important to note that during wine service, just as with food, the servers hand should never touch a wine contact surface like the rim of the glass or lip of the bottle (Kolpan et al., 2010).

The first step is to present the wine to the host. The host is the person who ordered the wine. Present the bottle so the guest can read the label. This is traditionally done to ensure the wine is the one the guest ordered.

The second step is to open the wine. If the wine is served in an ice bucket it should be opened in the bucket. Other wines should be opened on a flat surface which could be the table or a cart adjacent to the table. Cut the foil or plastic to remove the capsule completely. Many modern wine capsules have a tab which can be pulled vertically to aid in removal. Place the capsule in your pocket. Wipe the lip of the bottle with the serviette to remove any residue. Turn the worm of the corkscrew clockwise down the center of the cork leaving one ridge visible above the cork. Place the lever on the lip of the bottle and pry the cork up until a small amount remains inside the neck. Remove the cork the rest of the way by placing your hand on the top and wiggling back and forth while pulling up. It is important that this be done gently to avoid

spilling the wine. Remove the screw from the cork without touching the wet end and place on a small plate in front of the host (LaVilla, 2010).

Step three is to pour the wine. The first pour is a small taste for the host. When pouring slightly twist the bottle clockwise while lifting, with the folded serviette just under the lip to avoid dripping. After the host tastes and confirms the wine is acceptable begin pouring starting with the guests, pouring the host last. It is tradition to begin with the first woman to the left of the guest, then the rest of the women then the men (Kolpan et al., 2010).

The server should check with the guests periodically to see if they are satisfied with their choice or in need of another pour or bottle. As in all alcohol service the server should observe the standards of responsible service and report any problems to management (National Restaurant Association, 2009).

Handling and Serving Alcohol Responsibly

Serving alcoholic beverages including wine, beer, and spirits has serious legal ramifications if responsible industry standards and applicable laws pertaining to alcohol sale and service are not practiced. Although states have differing laws it is the responsibility of the licensed establishment to adhere to the applicable statutes and provide the training and oversight of the staff involved in serving alcohol. Failure to do so can lead to civil and/or criminal penalties as well as the suspension or loss of license resulting in loss of business or possible closure (National Restaurant Association, 2009).

Legal age. In all 50 states the legal drinking age is 21. It is unlawful to serve alcohol to any person under this age. In the State of Florida violators of this law can be charged with a first degree misdemeanor which allows for imprisonment up to one year ("Florida Statutes," 2011). It is necessary for anyone involved in the service of alcohol to properly check the legal

identification of anyone who may be underage. It is important to carefully check the identification provided to insure it belongs to the person in question and has not been altered in any way. Many establishments require servers to check the Identification of anyone who appears to be under 30 in order to prevent serving underage patrons (National Restaurant Association, 2009). Some states provide for exemptions to the minimum drinking age. The State of Florida allows for persons that are at least 18 to participate in tasting alcoholic beverages if it takes place as a requirement of a bona fide education program. The student is not allowed to imbibe but can only taste the beverage and must be supervised by faculty over the age of 21 at all time ("Florida Statutes," 2011).

Serving responsibly. Serving responsibly includes taking steps to not serve guests to the point of intoxication or serve guests who are already intoxicated. Alcohol's intoxicating effect on the body is affected by the gender, body type and size, consumption rate, and age of the person consuming it. The amount of alcohol present in the bloodstream is known as B.A.C. which stands for blood alcohol content. This measurement is used to ascertain the level of intoxication and is frequently used by law enforcement in drunk driving cases. The State of Florida has a legal B.A.C. limit of .08 for drivers. Servers should observe patrons and look for signs of intoxication. If a guest is intoxicated they should not be served. Each establishment serving alcohol should develop standards and train staff to prevent intoxication of guests (National Restaurant Association, 2009).

Wine and Food Pairing

As wine and food are inexorably entwined the subject of pairing them is necessary for anyone involved with professional food service. Just as a fine cut of meat or fish should be

complemented with a sauce that enhances the flavor, so should we seek to enhance the flavor of the wine by pairing with a food that complements it (Harrington, 2008).

Principles of pairing. It is important for anyone seeking to match food and wine to have an understanding of the flavor and character of both. It is necessary to know the power, flavor, and character of a particular style or type of wine in order to pair it with a food that will complement both. In general the more complex and/or powerful wines should be paired with more complex /powerful dishes. If one is serving hamburgers cooked on a grill it would be appropriate to choose an inexpensive light bodied simple, straightforward wine to serve with them. Conversely in a meal cooked in a five star restaurant it would be better to serve a fine wine with more complexity to match the complexity of the food. Matching strength and complexity is the first step in food and wine pairing (Kolpan et al., 2008).

Matching complementing flavors. The key to this strategy is to match flavors in the wine to flavors in the food. Dishes that contain sweet, spicy, fruit or earth flavors for example, match well with dishes that exhibit similar flavors. At a basic level it is first important to consider the basic taste sensations of sweet, sour, bitter, and salty. The next level involves considering the perceived flavors present in both the food and the wine (Harrington, 2008). Another level of matching involves considering the character of the wine. For example a wine with a rich buttery character matches well with a rich buttery dish. Another example would be matching a crisp, bright wine with a salad dressed with a vinaigrette (Gibson, 2010).

Matching contrasting flavors. Another strategy is to pair a wine with food that has contrasting flavors as is often done with food and their accompaniments. Examples include pairing sweet or fruity wine flavors with a salty dish. These two flavors combine on the palate in a way that is pleasing. On another level it is appropriate to pair an acidic quality in a wine with a

rich or fatty food. This is similar in concept to matching a fatty dish with an acidic sauce like duck with orange sauce or pork with apples (Harrington, 2008). Gibson (2010) recommends pairing foods that are sour or salty with wines to enhance the wine, and pair wines that are more sour or acidic to enhance foods. It is best to start simply and expand characteristics, using a combination of strategies to achieve successful pairing.

Teaching Methodologies

This course is designed to deliver a basic understanding of wine history, origin, tasting, service, and pairing. Because many aspects of understanding wine involves sensory analysis, the course includes tasting labs where the students have the opportunity to sample the wines being discussed and gain the ability to distinguish the flavors they present.

Lectures

Each course section begins with a lecture that details the pertinent information of the days lesson. The lectures are designed to encourage student participation and facilitate discussion. Walker (2002) points out that lectures are best used when time is important and when the speakers knowledge and experience enhance the material being presented. Each sections lecture is presented in 45 minute blocks in order to enhance retention. At the conclusion of each section of the lecture students discuss and share their thoughts on the subject matter.

Demonstration

This course contains many techniques especially in the areas of tasting, pairing and serving wine. These techniques are taught partially by demonstration. Through demonstration the student will gain a better understanding of the technique. Studies show that the demonstration method is preferred when presenting technical skills and is enhanced by following the demonstration by allowing the students to practice the technique (Rahman et al., 2011).

Tasting labs

The tasting labs are designed to give the student an opportunity to compare their perceptions of the wine with the characteristics commonly associated with them. The tasting labs will be conducted formally in a room set up specifically for this purpose. The instructor is present at all times and in control of the wine at all times. Each tasting lab consists of the wine of a particular region or variety. Approximately four to five wines are tasted each lab with one ounce portions being poured of each selection. Students are assigned tasting evaluation sheets which become part of a journal assignment they turn in. Each tasting lab is followed by a discussion section where small groups of students compare notes and report to the class their perceptions and the characteristics of the grape, region and style.

Journal assignments

Students are assigned a tasting journal in which they will summarize their tasting experiences noting differences with the standards and other students. This assignment encourages critical thinking and requires the student to apply the knowledge presented in the class.

Assessments and assignments.

There are four tests covering the course material presented throughout the semester. The tests cover a specific section of the material and are administered at the conclusion of the section. Discussion postings on the online course page are required weekly. Each week a discussion question is posted that is to be responded to. Students also are to reply to at least one posting by other students. Discussion posting guidelines are posted in the syllabus. The discussion postings encourage critical thinking and help students to learn from each other. Students will also complete a research paper. The research paper will be on a domestic or international Designated

Viticulture Area, and include information on the geography, climate and wine industry of the region.

Rationale for teaching methods.

The teaching methods applied to this course are chosen to promote active learning. Active learning engages the student in the learning process and is preferred over methodology that only permits the student a passive role (Wolfe, 2006). Including and encouraging active learning in the classroom enables the student to use the higher order processes of the brain and retain the information better (Bott, 1998). The active learning classroom environment is more democratic and forces the students to take ownership of the learning process (Garvin, 1991).

Conclusion

The subject of wine is one that is intertwined with the history of human civilization and the subject of food and dining. The research presented here shows the importance of wine in the ancient world as a source of nutrition, and medicine and as a trade good and religious symbol. It illustrates how the importance of wine has evolved in the modern world as a major part of the economy of many countries and as an important inseparable part of the dining experience. Wine has changed from a necessary staple of the ancients to a product produced to invoke a pleasing sensory experience to the consumer. Its long history as a partner to good food and the explosion of excellent, affordable wines available to the average person makes wine a subject to be studied and understood by hospitality students. The research clearly shows that all of the studied top schools of hospitality and culinary management offer courses on the subject of wine. This shows that they clearly understand its importance to the industry and believe that the competencies of understanding and serving wine are important to future industry workers and leaders. The information and course elements on wine presented here will serve to provide students a basic

foundation of knowledge and skills that they can build on as they go forward in their careers in the food and beverage industry.

PART THREE

Introduction

Introduction to Wine is an important part of the curriculum of the hospitality department at Daytona State College. The course serves to introduce students to wine as a vital component of many food and beverage operations, and as an enhancement to the dining experience. The skills delivered in this course on sensory evaluation, wine origin, selection, service, and pairing are necessary for future industry managers, which is an important component of the program's learning outcomes and mission.

Course Basics

The Introduction to Wine course is a 200 level course and is required for both culinary and hospitality management students. Students taking this course must be a minimum of 18 years of age and have completed the Sanitation and Safety, and Introduction to Hospitality courses. The course requires students to adhere to the department's guidelines when participating in the tasting labs. Appropriate lab fees are assessed at registration to cover the cost of materials and supplies necessary to deliver this course.

Textbooks

There are two textbooks required for this course. The textbooks were selected to provide students with the necessary reference sources to successfully navigate the course. The textbooks are:

- "Exploring Wine", 3rd edition; by Steven Kolpan, Brian H. Smith, and Michael A. Weiss; John Wiley & Sons Publishing -ISBN number 978-0-471-77063-3; Retail price - \$40.00.

This book covers the wine producing regions of the world, grape varieties, production methods, pairing, tasting, and service. Published in 2010 this text contains the latest information on wine available which supports class lectures, tasting labs, and assignments for this course.

- “Wine Tasting Notebook”, 2nd edition; by Steve De Long; The De Long Company – ISBN number 978-1-936880-02-7; Retail price - \$9.95.

This book supports the learning activities in the tasting labs portion of the course. Students use this resource to record tasting notes in a professional and systematic fashion. Students will use the tasting notes recorded in this book as the basis for in-class activities and comparisons throughout the course.

Course Approval Process

Daytona State College requires that new courses are justified and approved according to a formal approval process. The new course must first be approved by the department’s dean or the vice president. Once this approval process is complete the course information is submitted to the Academic Affairs department for review by the director of Academic and Curriculum Services and initial approval by the Senior Vice President of Academic Affairs. At this stage the course is evaluated for appropriateness to ensure that the course meets State and college guidelines, and fits with the college, division, department, and program outcomes. The new course is then presented to the curriculum committee by the department chairperson or dean for approval. The final step in the process is approval by the District Board of Trustees. Once the course has been approved it may be implemented.

Syllabus and Course Information

“The Introduction to Wine course” will be offered during Fall and Spring semesters. The class size will be limited to 25 students in order to facilitate the tasting labs and to ensure proper

supervision. The course in keeping with the college and department standards includes online content which will include pertinent course information, assignments, and quizzes. All assignments are submitted to the online drop box.

Course Policies and Syllabus

Course and Number: HFT TBA – Introduction To Wine – 3 credit hours
Times and Dates - TBA
Building 1200 Room 205 (Beverage Lab)

Instructor: Chef Jeff Conklin CEC, CCE

Title: Assistant Chair / Associate Professor

Office: Building 1200 Room 114 (In production Kitchen)

Office Hrs: TBA

Phone: 386-506-3735

Email: conklij @DaytonaState.Edu

Department Homepage:

(<http://www.daytonastate.edu/CampusDirectory/deptInfo.jsp?dept=HOS>)

Faculty Web Page:

(<http://www.daytonastate.edu/CampusDirectory/empinfo.jsp?id=1418105972366262>)

Course Description:

This course is an introduction to the subject of wine for hospitality industry managers. Topics include the history of wine, winemaking, wine producing regions of the world, grape and wine varieties, wine tasting, wine and food pairing, and wine service. Classes include wine tasting labs that focus on developing sensory evaluation skills, and varietal identification.

**Note – Students will be required to taste wine and must be a minimum of 18 years in age.*

Class Format: The class has three distinct parts: Lecture, Tasting Lab, and Florida Online. Course assignment quizzes and online information important to successfully completing this course are available on Florida Online. Detailed instructions will be explained in the course introduction on class 1 and 2.

(<http://online.daytonastate.edu>).

Student Learning Outcomes: Upon completion of this course, the student will be able to:

1. Define wine and the winemaking process
2. Discuss the history and evolution of wine
3. Identify major wine grape varieties

4. List the major winemaking regions of the world
5. Discuss worldwide regional designations of wine
6. Evaluate wine for distinguishable flavor and aroma characteristics
7. Identify proper wine service temperatures
8. Serve wine using professional standards
9. Pair an appropriate wine with food
10. Evaluate wine for quality

The textbooks will be used throughout the course. It is necessary to purchase the textbooks.

Required Textbook(s):

“**Exploring Wine**”, 3rd edition; by Steven Kolpan, Brian H. Smith, and Michael A. Weiss; John Wiley & Sons Publishing -ISBN number 978-0-471-77063-3

“**Wine Tasting Notebook**”, 2nd edition; by Steve De Long; The De Long Company – ISBN number 978-1-936880-02-7

To access the college bookstore use link below

<http://shop.efollett.com/htmlroot/storehome/daytonabeachcommunitycollege173.html>

Grade Determination:

Student’s daily grade is based on a possible 780 points and the following criteria

Points per Task:	
Attendance and Participation-10 pts daily	160
4 Quizzes (Florida Online) – 30 pts ea	120
Tasting Evaluation Test	50
Discussion Postings	100
Completed Wine Tasting Journal	100
Pairing Menu Project	100
Research Paper	150
TOTAL	780

All due dates are by 11:00 pm EST on the dates listed. Florida online assignment quizzes will close at the listed times.

Grading Scale:

Number of Points Earned	Percent	Grade
702 – 780	90% - 100%	A
679 – 701	87% - 90%	B+
624 – 678	80% - 86%	B
600 – 623	77% - 79%	C+
546 – 599	70% - 76%	C
522 – 545	67% - 69%	D+
468 – 521	60% - 66%	D
0 – 467	0% - 59%	F

Attendance and Participation

Attendance and participation in tasting and evaluation is necessary to successfully complete this course. There will be tasting and evaluation exercises in class daily. Students are to act professionally at all times in class. During tasting exercises students must follow the instructor's guidelines at all times. Students who are under 21 years of age are to spit out the wine after tasting. Failure to follow these policies will result in removal from the course without exception.

Quizzes

There are 4 assignment quizzes located on Florida Online which have a possible 30 points each. The quizzes open on the date and times specified in the assignment schedule (see below.) The quizzes are based on the daily lectures, power points and course materials.

Tasting Evaluation Test

The tasting evaluation test will evaluate your ability to use proper tasting techniques and to identify basic aromas, flavors and characteristics of two red and two white wines. The maximum points that can be achieved on this test are 50. Students must be present on the day of the exam.

Discussion Postings

Students must post once weekly and respond to one posting on the discussion board referencing the week's tastings. Points are awarded for relevant postings and responses. Students should reference the course materials as well as their observations in the post. Postings and responses are due on Saturdays by 11:00 pm.

Completed Wine Tasting Journal

Students are to submit a completed tasting journal using, "**Wine Tasting Notebook**", 2nd edition; by Steve De Long. To achieve the 100 possible points students must complete all of the evaluations. The journal must be submitted to the instructor by the due date (see assignment schedule). The journal will be returned.

Pairing Menu Project

For this project students will be assigned a menu (randomly selected) for which they will create a menu with an appropriate wine pairing. The menu is to be typed in 12 point font and should be no more than two pages in length. An additional page justifying the student's pairing selections should follow the menu. The student's justification should reference the course materials and tasting notes. The project due date is listed in the schedule.

Research Paper

A research paper is to be completed on a designated wine region. The region can be either domestic or international. The paper must include information on the region, and relevant historical information on wine production of the region. Also required is information on the grape varieties grown there, and relevant regional regulations on wine production and labeling. The paper is to be typed in Times new Roman 12 point font, double spaced, and a minimum length of six pages. APA 6th edition standards are to be used. The project due date is listed in the schedule. No late work will be accepted.

Course Schedule

<u>Week 1</u> –	Course introduction, wine history, wine, and the winemaking process
<u>Assignments</u> -	Discussion posting one and response due
<u>Tasting lab1</u> -	Basic wine tasting

<u>Week 2</u> -	Wine tasting basics, white grape varieties
<u>Assignments</u> -	Discussion posting 2 and response due
<u>Tasting labs 2,3</u> -	White wines varieties, Chardonnay, Sauvignon Blanc, Riesling, Gewürztraminer, Pinot Gris / Pinot Grigio
<u>Quizzes</u> -	Quiz One – “Wine history and tasting basics” - by 11:59 pm
<u>Week 3</u> -	Wine tasting basics, red grape varieties
<u>Assignments</u> -	Discussion posting 3 and response due
<u>Tasting labs 3,4</u> -	Cabernet Sauvignon, Merlot, Pinot Noir, Shiraz, Zinfandel, Grenache
<u>Week 4</u> -	Classifying & identifying wines, Appellation systems, labels
<u>Assignments</u> -	Discussion posting 4 and responses due
<u>Tasting Labs 5,6</u> -	Blush and Rose wines
<u>Quizzes</u> -	Quiz 2 – “Grape Varieties, Classifying & Identifying Wines” – by By 11:59 pm
<u>Week 5</u> -	Old World wines, France, Germany, Italy, Spain
<u>Assignments</u> -	Discussion posting 5 and responses due, Research Paper due
<u>Tasting Labs 7,8</u> -	French varietals, German varietals, Italian varietals, Spanish varietals
<u>Week 6</u> -	New World Wines, U.S, South America, Southern Hemisphere
<u>Assignments</u> -	Discussion posting 6 and responses due
<u>Tasting Labs 9,10</u> -	California varietals, Chilean and Argentinean varietals, Australian, New Zealand and South African wines
<u>Quizzes</u> -	Quiz 3 – “Wines of the World” – by 11:59 pm
<u>Week 7</u> -	Wine Service, Responsible Alcohol Service
<u>Assignments</u> -	Discussion posting 7 and responses due, Tasting journal due
<u>Tasting Labs 11,12</u> -	Sparkling wines, Service lab

<u>Week 8</u> –	Wine and Food pairing
<u>Assignments</u> -	Pairing Project Due
<u>Tasting Lab 12</u> -	Tasting Evaluation Test
<u>Quizzes</u> -	Quiz 8 “ Wine and Food Pairing; Wine Service” – by 11:59 pm

Classroom Policies:

Important Note:

Because this course requires students to taste alcoholic beverages proper tasting guidelines must be followed at all times. Consuming more than the allocated tasting sample is not allowed. Students are to follow the instructors guidelines at all times. Failure to do so will result in disciplinary action not limited to expulsion from the class.

1. **Disclaimer:** Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus has been constructed to be as complete as possible but is by no means a binding document. I reserve the right to alter policies, procedures, and the syllabus as needed. Please utilize the website regularly as any changes to the syllabus will be posted there.
2. **How to proceed through the course:** The course materials are organized by class meeting. Your assignments, lecture power points and grades are located on Florida Online. It is necessary to check the class page weekly to complete assignments and to stay current with the schedule found there.
3. **Handling of assignments:** Assignment quizzes are available on Florida online. Detailed instructions on how to proceed will be demonstrated in class 1 and 2.
4. **Communication:** If it is necessary to communicate with the instructor outside of class time there are four options. 1. Campus email; 2. Falcon mail through Florida Online; 3. Phone mail; 4. In person during office hours
Students may expect responses to email and phone mail within 3 business days.
Students may expect assignments grades within one week after submission.
5. **Attendance and Lateness Policy:** Attendance is mandatory and necessary to successfully complete the course. Absence, tardiness, or leaving early will affect your grade (see grading chart)
6. **Late Work/Make-up Work and Exams:** Late work will not be accepted. Assignment quizzes on Florida online have clearly defined opening and closing dates. It is important that the student stay up to date in order to successfully complete the class. Extra credit opportunities will be made available throughout the course.
7. **Classroom Etiquette:** All students should be on time for class. Attend to your needs before entering the room. Students who come late or leave during the class are a

distraction to both the instructor and other students. The use of cellular phones, MP3 players and other electronic devices is also a distraction. Please ensure electronic devices are off (or on silent alert). If an emergency arises, please be courteous to your fellow students and leave quietly. Finally, cell phones, watch alarms, beepers, etc. are strictly prohibited in the examination room.

8. **Academic Integrity Policy (see student handbook pages 7-13**

http://www.daytonastate.edu/recreg/files/student_handbook.pdf)

- a. Daytona State College is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.
- b. All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.
- c. **Forms of Academic Dishonesty**
 - Cheating- Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.
 - Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.
 - Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.
- d. **Other Academic Misconduct:** Other Academic Misconduct might include, but is not limited to:
 - In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
 - Obtaining by the theft/purchase OR selling/ giving part or all of a test.
 - Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.

- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.
- e. **College Network Acceptable Use Policy:** The purpose of this policy is to outline the acceptable use of the network and resources provided by Daytona State College and to establish a culture of openness, trust, and integrity. Please make yourself very aware of this policy by clicking these two links:

http://www.daytonastate.edu/recreg/files/student_handbook.pdf (College Network, pages 4-5)

http://online.daytonastate.edu/docs/acceptable_use.pdf (Florida Online)

Withdrawal Process: Although it is not necessary to have approval from the instructor to withdraw from the course, you should discuss the situation with the instructor. Many times the issue can be resolved with communication. You should also check with the Financial Aid office to determine how this withdrawal might affect your funding. If the decision has been made to withdraw, you should

1. Go to FalconNet and login
2. Go to the Registration and Records Menu
3. Go to Class Registration and continue to the next page
4. Select the term you are registered for
5. Select the class you want to withdraw from and select the Drop button

Students with Disabilities: If you need academic accommodations, such as private testing, interpreters, note takers, etc., you must give me a current letter from Disables Student Services (DSS) that verifies that you need specific accommodations. Please make an appointment with me as soon as possible to discuss the accommodations. See Daytona State Website for student disabilities for more information <http://www.daytonastate.edu/sds/> or see Student Handbook (page 36) http://www.daytonastate.edu/recreg/files/student_handbook.pdf.

Additional Resources for All Students:

College Writing Center

College Writing Center:

At the College Writing Center (CWC), our mission is to help the students, staff, and faculty of Daytona State College become better writers through face-to-face or virtual consultations (up to 45 minutes) and workshops. As the hub of writing at Daytona State, we work with all writers at any stage of the writing process—so whether you're brainstorming ideas for a psychology paper you haven't started yet, or you've revised a letter several times and you want a fresh perspective, you can bring it into the CWC. We recommend scheduling an appointment because we tend to book up quickly; call (386.506.3297) or visit our website

(www.daytonastate.edu/cwc<<http://www.daytonastate.edu/cwc>>) for more information.

Class Activities

All of the course activities are designed to support the material presented, introduce the students to new information, and produce the desired learning outcomes. Throughout the course students participate in group activities and discussions which enhance the learning process and facilitate critical thinking and a deeper understanding of the material. A portion of the student's grade is based on participation in these group activities. Other activities that are graded are graded individually.

Discussion Postings

There are seven required discussion postings that are part of this course. The students are required to post a response to each of the posted questions/subjects and also post a meaningful response to a minimum of one other students' posts. Each posting subject reflects the relevant subject matter covered in the class that week providing students with the opportunity to reflect on the subject matter. The discussion posting topics / questions are:

- 1. Which of the ancient wine producing areas discussed do you feel provided the greatest contribution to modern wine production? Why do you think so?*
- 2. Choose one of the white grape varieties discussed and tasted this week and describe: Its general flavor characteristics and regions it is grown in. Why or why not did you like this variety?*
- 3. Compare and contrast two of the red grape varieties discussed and tasted this week. Which of the two did you prefer, and why?*
- 4. Choose one of the Appellation systems discussed this week. Discuss what are its advantages and disadvantages to the production of good wine in that region.*

5. *Choose one of the Old World wine producing regions discussed this week and describe how you think the “Terroir” and traditions of the region affects the wine produced there.*
6. *Of the New World wine producing regions which produces wines you feel are most marketable on a restaurant menu and why?*
7. *Do you feel that most restaurants practice “responsible alcohol service”? Why or why not?*

Tasting Labs

Each class meeting includes a tasting lab following the lecture/discussion portion of the class. The tasting labs vary in length depending on the wines to be tasted but are no longer than one and one half hours long. A minimum of four and a maximum of six wines will be tasted during each session. Students are divided in to tasting groups of no more than four students each on a rotating basis. This provides the student with the ability to compare his or her perceptions to those of other students. The format of the tasting labs is as follows:

1. A wine is presented and its origins, style and varietal heritage discussed.
2. Each student receives and tastes the wine.
3. Each student records their tasting notes in their journal.
4. Students discuss their perceptions with their group.
5. Instructor and all students discuss the wine.
6. Students are issued palate cleansers.
7. The process begins again for the next wine.

The student’s conduct and participation in the tasting lab portion of the course will be graded as part of their daily attendance and participation grade. This is necessary in order to maintain a

professional environment in the tasting lab. Students are required to attend the entire class session and are not permitted to participate in the lab portion only.

Tasting Journal Assignment

The tasting journal assignment is a companion to the tasting labs portion of the course. The journal requires the student to synthesize and record their sensory experiences during the tasting. The journal will be recorded in the “Wine Tasting Notebook” text required for this class. The tasting log in the text provides a guided (mainly multiple choice selection) evaluation sheet for each wine recorded with blank spaces for the student’s own perceptions. The evaluation includes space for recording:

1. Information on the wine including the name, date of tasting, producer, region, grape variety (varieties), vintage, alcohol content, and price.
2. Visual evaluation including the color/depth, color/hue, and clarity.
3. Aroma evaluation including the intensity, development, and space to record the tasters perceptions of the aromas.
4. Tasting evaluation including the degree of sweetness, body, acidity, tannins, balance, flavor intensity, flavors, and finish.
5. Conclusion or finish evaluation and rating for style match.

Students are required to complete an entry for each of the wines tasted in the class. The journal entries are used by the student to produce the wine pairing menu assignment and for the tasting exam as a reference source. The journal entries are required to be completed in class only. The journal assignment is graded based on completeness and the quality of the evaluations entered.

The tasting journal is returned to the students so they may use it as a future reference or add to it in a future class.

Research Paper

Students in this course are required to complete a research paper on a designated wine producing region of their choice. The region can be either foreign or domestic and must be one of the major producing regions of the world. The paper must include the following:

1. Information on the region and relevant historical information on wine production of the region.
2. Information on the grape varieties grown there and annual production amounts.
3. Relevant regional regulations on wine production and labeling.
4. The paper is to be typed in Times new Roman 12 point font, and double spaced.
5. The paper is to be a minimum length of six pages.
6. The paper is to be formatted by APA 6th edition standards.

The paper is to be graded on the following criteria/points

1. Content – Covering all of the required content, and quality of content -50 points
2. Structure – Including proper formatting and APA references – 50 points
3. Grammar – Proper sentence structure, spelling and punctuation – 50 points

Pairing Menu Project

The pairing menu project is designed to have the student apply their knowledge of wine styles, characteristics, and pairing to an assigned menu. This assignment activity allows students to practice skills commonly performed by hospitality managers. For this project each student is assigned a randomly selected menu containing nine items consisting of three each appetizers, entrees, and desserts. Each student is to then create a menu with an appropriate wine pairing.

The menu is to be typed in 12 point font and should be no more than two pages in length. An additional page justifying the pairing selections follows the menu. The justification should reference the course materials and tasting notes. The project is graded on a possible 100 points based on the criteria in the following grading rubric:

Performance Indicators			
Grading Criteria			
	Needs Improvement	Meets Expectations	Excellent
<u>Appearance/Formatting</u> Menu appearance, proper format. The menu contains at least one selection for each menu item	10 Points	20 Points	25 Points
<u>Pairing Selections</u> Wine pairings are appropriate, match and complement the menu items.	25 Points	35 Points	40 Points
<u>Justification</u> Justification page references course notes and materials and is relevant. Student successfully justifies selections.	20 Points	30 Points	35 Points
Total			Possible =100 points

Assessments

There are four quizzes for this course covering the subject matter areas delivered in class lectures and demonstrations. The quizzes are administered on the online portal. The quiz subject areas are:

- Quiz One – *“Wine History and Tasting Basics”*
Learning outcomes assessed –
L.O. 1 - Define wine and the winemaking process
L.O. 2 - Discuss the history and evolution of wine
L.O. 6 - Evaluate wine for distinguishable flavor and aroma characteristics
- Quiz Two – *“Grape Varieties; Classifying and Identifying Wines; Tasting Basics”*
Learning outcomes assessed –
L.O. 3 – Identify major wine grape varieties
L.O. 4 – List the major winemaking regions of the world
L.O. 5 – Discuss worldwide regional designations of wine
L.O. 7 – Identify proper wine service temperatures
- Quiz Three – *“Wines of the World”*
Learning outcomes assessed –
L.O. 1 - Define wine and the winemaking process
L.O. 3 – Identify major wine grape varieties
L.O. 4 – List the major winemaking regions of the world
L.O. 5 – Discuss worldwide regional designations of wine
- Quiz Four – *“Wine and Food Pairing; Wine Service”*
Learning outcomes assessed –

L.O. 7 – Identify proper wine service temperatures

L.O. 8 – Serve wine using professional standards

L.O. 9 – Pair an appropriate wine with food

The first unit quiz is as follows:

Quiz 1 – Wine History and Tasting Basics

1. Winemaking originated from what ancient culture?
 - a) Greek
 - b) Roman
 - c) **Mesopotamian**
 - d) French

2. Evidence shows that ancient winemakers used ____ as a preservative in wine.
 - a) **Resin**
 - b) Hops
 - c) Yeast
 - d) Spices

3. A blind tasting is one where:
 - a) Your eyes are closed
 - b) You ignore appearance
 - c) Low light levels are used
 - d) **None of the Above**

4. ____ is the ancient culture who spread wine throughout Europe.
 - a) Egyptians
 - b) Mesopotamians
 - c) Moors
 - d) **Romans**

5. During the Dark Ages who continued and advanced winemaking?
 - a) Romans
 - b) Greeks
 - c) **The Catholic Church**
 - d) None of the Above

6. Which winemaking culture used Amphorae for wine storage?
 - a) Greeks
 - b) Romans
 - c) Egyptians
 - d) **All of the Above**

7. _____ were the first to plant wine grapes in the Americas.
 - a) Aztecs
 - b) Incas
 - c) **Spanish Missionaries**
 - d) Christopher Columbus

8. ____ is responsible for discovering the importance of yeast in fermentation.
 - a) **Louis Pasteur**
 - b) Steve Spurrier
 - c) Jules Guyot
 - d) Julius Caesar

9. Yeast, through fermentation produces alcohol and_____
 - a) O₂
 - b) **CO₂**
 - c) H₂O
 - d) CO

10. The amount of color in red wine is an indicator of:
 - a) **Grape Skin Thickness**
 - b) Enzymes
 - c) Alcohol Content
 - d) Acidity

11. _____ almost wiped out wine grape vines worldwide in the 19th century.
- a) Sooty Mold
 - b) **Phylloxera**
 - c) Botrytis
 - d) Drought
12. The “Judgment of Paris” took place in _____.
- a) 1980
 - b) 1886
 - c) **1976**
 - d) None of the Above
13. Wine was important to the Ancients for:
- a) Religious Practices
 - b) Cultural Practices
 - c) A Sanitary Water Source
 - d) **All of the Above**
14. Wine tastings should take place in a room with:
- a) Carpeting
 - b) **Natural Light**
 - c) A Sink
 - d) Artwork
15. The important senses employed during wine tasting are
- a) Sight
 - b) Smell
 - c) Taste
 - d) **All of the Above**
16. _____ is the Roman God of wine.
- a) **Bacchus**
 - b) Dionysus
 - c) Thor
 - d) Jupiter
17. The _____ were responsible for the innovation of storing wine in wooden barrels.
- a) Greeks
 - b) **Romans**
 - c) Egyptians
 - d) French
18. _____ was the Greek God of wine.
- a) Bacchus
 - b) **Dionysus**
 - c) Thor
 - d) Poseidon
19. The primary grape vine variety used for wine is:
- a) **Vitis vinifera**
 - b) Vitis labrusca
 - c) Vitis riparia
 - d) Vitis aestivalis
20. The legislation that delayed the development of the California wine industry was:
- a) The Taft-Hartley Act
 - b) Lend Lease Agreement
 - c) The Meat & Poultry Inspection Act
 - d) **The Volstead Act**

In addition there is one tasting exam designed to assess the students learned skills in identifying appearance, aroma, and flavor characteristics in red and white wines. Students will be presented two white and two red wines that are not labeled. The student will then taste the wines individually and complete a tasting exam sheets for each. The exam is designed to assess the following student learning outcomes:

- L.O. 6 – Evaluate wine for distinguishable flavor and aroma characteristics.
- L.O. 10 – Evaluate wine for quality.

The test is as follows:

Name _____

Date _____

Wine Type and Number **Red Number** _____

White Number _____

Appearance <i>Circle one for each</i>	Clarity Hi – Medium- Low	Color Depth Watery- Medium Deep	Color Hue Green – Yellow Amber	Notes:
Aroma <i>Circle one for each</i>	Intensity Low-Moderate Powerful	Development Young – Some age Aged		Notes:
Dry-Sweet <i>Circle one</i>	Very Dry	Off Dry	Sweet	Notes:
Body <i>Circle one</i>	Light	Medium	Full	Notes:
Acidity <i>Circle one</i>	Tart	Fresh	Flabby	Notes:
Balance <i>Circle one</i>	Good	Fair	Unbalanced	Notes:
Flavor Intensity <i>Circle one</i>	Weak	Moderate	Powerful	Notes:
Finish <i>Circle one</i>	Short	Medium	Long	Notes:
Style <i>Circle one</i>	Traditional	In Between	Modern	Notes

<p>Overall Evaluation</p> <p><i>Write short notes</i></p> <p><i>here</i></p>				
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Conclusions

The Introduction to Wine course provides the student with a basic foundation of skills and knowledge that will benefit them in the professional food service environment. With the popularity and increased availability of wine in modern restaurants, managers need to develop knowledge and skills in wine selection, pairing, and service. The combination of lecture, demonstration, and hands-on practice studying, tasting, evaluating, and pairing wines will provide the student with these skills. The skills learned using sensory evaluation in this course are especially useful for chefs and managers on developing their palates and ability to discern tastes and flavors. Students completing this course are able to apply these skills immediately as well as build upon them in the future by further study and experience.

Recommendations

The Introduction to Wine course should prove to be a popular and valuable part of the hospitality curriculum at Daytona State College as it has at other similar colleges and schools. After the addition and successful implementation of this course to the core curriculum the department should consider expanding this area of instruction. The addition of a second level course would be beneficial for students to build upon the basic knowledge and skills learned in the introductory course. Courses providing further study to include beer and brewing science and spirits would further benefit students and serve to set the program apart from similar area offerings. Several courses could then be combined to produce a certificate program in the subject of beverages that could be marketed to existing and potential students. As beverages are such an important part of the hospitality industry this would serve to support the local restaurants, and hotels and improve future managers knowledge and skills.

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