

PHY 123

Food, Fire, and Physics: The Science of Cooking

Instructor: Dr. Kevin B. Aptowicz

(revised: January 20th, 2014)

Course Summary

Welcome to Food, Fire, and Physics: The Science of Cooking. This course will explore food and cooking from a physical science perspective. In particular, we will use principles in soft matter physics (e.g. phase diagram, intermolecular forces, diffusion, elasticity, polymer physics) to gain a deeper understanding of food and cooking. Each week we will explore a different topic. This exploration will be both quantitative and qualitative as we try to unwrap the mysteries of cooking. It is my sincere hope that, by the end of the semester, your view of food and cooking will have dramatically evolved. Furthermore, my dream is that this represents the start of a lifelong journey thinking about the science of food and cooking with many years of kitchen experimentation and culinary conquests ahead.

Contents

1 Objectives	1
2 Course Information and Required Materials	2
3 Course Structure	2
3.1 The Calculation ... Student's Time on Task	2
3.2 Recommended Weekly Schedule	2
3.3 Course Components	3
4 Grading Procedure	4
4.1 Methods for Calculating Your Grade	4
4.2 Letter Grade Assignment	4
5 Course Policies	4
5.1 Academic Integrity Statement	4
5.2 Telephone Policy	5
5.3 Excused Absence Policy	5
5.4 Exams Policy	5
5.5 Problem Sets	5
5.6 Attendance and Lateness Policy	5
5.7 Teaching Style	5
5.8 Clicker Policy	5
5.9 LGBTQA Ally	5
5.10 Americans with Disabilities Act	6
5.11 Public Safety	6
5.12 Intellectual Property	6
6 Schedule	6
7 Bibliography	7

1 Objectives

PHY123 is an approved course in the WCU General Education program and counts as a science elective. It is designed to help students meet the following general education goals:

- Goal #2 Employ qualitative concepts and mathematical models
- Goal #3 Think critically and analytically

These goals will be achieved as student wrestle with the central concepts of the course and apply both scientific principles and utilize scientific expressions. We will study physical phenomena that are relevant to cooking including heat, temperature, molecular bonds, heat transfer, phase transitions, elasticity, diffusion, viscosity, emulsions, gels, and foams. A list of representative learning outcomes for the course are as follows:

Select Course Learning Outcomes
Students will be able to analyze the phases of matter using a molecular model that is based on energy considerations and intermolecular forces.
Students will be able to describe macroscopic properties of matter like temperature, viscosity, elasticity, using microscopic and molecular models.
Students will be able to demonstrate an understanding key thermodynamic properties enthalpy, entropy, and energy.
Students will be able to interpret a phase diagram graph to determine the state of matter for a given pressure and temperature.
Students will be able to interpret a phase diagram graph to determine the state of matter for given conditions.
Students will be able to quantitatively define stress and strain.
Students will be able to qualitatively identify matter based on their mechanical properties (e.g. viscoelasticity).
Students will be able to describe how biological, chemical, and mechanical leaveners change the viscoelastic properties of a material.
Students will be able to distinguish between different heat transfer methods of conduction, convection, and radiation.
Students will be able to identify the physical properties of the four basic food molecules (water, lipids, carbohydrates, and proteins)
Students will be able to describe how the key physical properties of the four basic food molecules (water, lipids, carbohydrates, and proteins) is determined by their molecular structure.
Students will be able to identify different types of colloids (foams, emulsions, gels, and sols) based upon physical description of the matter.
Students will be able to describe the structure of a polymer and explain how carbohydrates and proteins are polymers.
Students will be able to describe protein denaturation by heat and by acid.

However, I also have some unofficial goals that have guided the construction of this course. They are:

- That students thoroughly enjoy the course and find it a fulfilling experience.
- That students end the course inspired to go into their own kitchen and experiment with different cooking techniques.
- That students continue to think about food and cooking from a scientific perspective for the rest of their lives. (I know, this is a bit ambitious.)

2 Course Information and Required Materials

- Course:** PHY 123 - Food, Fire, and Physics: The Science of Cooking
- Required Material:** **Textbook** - *On food and cooking: the science and lore of the kitchen* McGee, Harold, 2004. Publisher: Scribner
- Clicker** - Response Card RF LCD by Turning Technologies
You can not use your cell phone as a clicker.
- Calculator** - A stand-alone calculator that is not part of a cellphone or other internet-accessible personal electronic device. The calculator should be a simple scientific calculator that can calculate logarithmic and exponential functions (e.g. $\log(100)$ or $e^{(\frac{3}{5})}$) and powers (e.g. $\sqrt{1024}$).
- Website:** Course materials are housed on D2L.
- Lecture Location:** Schmucker Science Link, Room 151
- Lecture Times:** Tuesday & Thursday
12:30 pm to 1:45 pm
- Instructor:** Kevin B. Aptowicz (Dr. Aptowicz)
- Office Location:** 227 Schmucker Science Center South
- Office Phone:** (610) 436-3010
- Email:** kaptowicz@wcupa.edu
- Office Hours:** Monday 1 pm to 2 pm
Tuesday 1:45 pm to 2:45 pm
Wednesday 11 am to 12 pm and 1 pm to 2 pm
Thursday 1:45 pm to 2:45 pm

3 Course Structure

How do we accomplish the objectives set forth in Section 1? It will require effort on both our parts. You will need to be a dedicated student with good time-management skills. In addition, you will need enough confidence to keep your chin up during rough stretches. I will need to develop pedagogically sound teaching tools that make efficient use of your valuable time and directly address those concepts or material that you find most challenging. This section gets at the heart of both of our roles and addresses how your time will be spent inside and outside the classroom.

3.1 The Calculation ... Student's Time on Task

The life of a student isn't easy. You have many demands on your time beyond this Gen Ed course. I need to be reasonable by not assigning more work than is humanly possible. This calculation is an attempt to do just that. In order to determine how much time a student can commit to PHY 123, I've made the following assumptions.

- The student (that's you!) spends a total of 45 hours a week on his or her college studies.
- The student course load is 15 credits.

Therefore, the total time a student is able to commit to this course per week is $\frac{45 \text{ hours}}{15 \text{ credits}} \times 3 \text{ credits} = 9 \text{ hrs}$. However, this is a Gen Ed course and thus should not be as intensive as a course in one's major. Thus, I'm designing the course assuming you will dedicate 7 hours a week to this course. These precious hours are allotted to the following tasks.

Table 1: Student time on task per week.

Task	Time (hrs)
actively participating in lecture	3
preclass reading	2
completing weekly assignment	2

3.2 Recommended Weekly Schedule

It's all about time management! Learning physics' concepts and procedures takes time ... lots of time. You must practice applying the concepts and principles multiple times and work diligently at clearing up any misconceptions.

If you create a regular weekly schedule for studying physics and take the course one step at a time, you will be shocked with the results. If you wait to the last minute and try to cram for an exam, the results will be disastrous. I'm expecting that you will spend 7 hours a week on this course. To spread out the work evenly over the week, I recommend the following schedule:

Day	Activity	Time
Monday	Read for Tuesday's lecture	~1 hour
Tuesday	Attend class and work on assigned problems.	~2 hour
Wednesday	Read for Thursday's lecture	~1 hour
Thursday	Attend class and work on assigned problems.	~2 hour
Friday	Finish up assigned problems and submit on D2L	~1 hour
Saturday	Take a break!!!	
Sunday	Take a break ... and do some cooking!	

3.3 Course Components

Here is a list of the different aspects of the course and the thinking behind each one.

Preclass Reading Yes, you must read from the required text before coming to class. By doing the preclass reading, I will be able to allot more time on the more challenging concepts during lecture which will pay-off when you complete the problem sets. The required textbook is the acclaimed *On food and cooking: the science and lore of the kitchen* by Harold McGee. It is an excellent book as indicated by the many positive reviews on Amazon. I'm hoping you will not dread the reading assignments but instead look forward to them. You should be able to read a page of the text in less than 5 minutes, so I will make sure not to assign more than 12 pages per lecture (about an hour of reading).

Reading Quizzes Unfortunately, without reading quizzes, I find students often don't do the reading. However, I think you will find that the reading quizzes are not too bad. I will provide you with reading questions so you know what to focus on when doing the reading. Also, the reading quizzes will be open notes (but closed book), so you can jot down the answer to the questions as you read and have the answers available for the reading quiz. Below is the scoring for the 3 question reading quizzes. As you can see, by just attending class you earn a significant fraction of the points. I will allow for three absences (excused or unexcused) when calculating your reading quiz average.

Item	Points
Here at the start of class	2 pts
First Reading Question	1 pts
Second Reading Question	1 pts
Third Reading Question	1 pts
Here at the end of class	5 pts

Lecture You should be familiar with this part. I attempt to make it engaging and encourage lots of questions.

Cooking Demonstrations Four times during the semester, Chef Mike Coble will visit our class and show off some neat cooking techniques that build upon the science concepts we have been discussing.

Concept Questions This is a pedagogical tool to test whether you understand the main point I'm trying to make during lecture. I might also use it to check if you understand a subtle issue. Concept Questions also improve your ability to discuss and explain your critical and analytical thinking with your classmates. They promote active thinking during lecture time (rather than rote note-taking) that is critical to the learning process.

Problem Set Each week, I'll post a problem set on D2L. I will try to have the problem set available by Monday so that you can work on it over the course of the week as you learn the material. It will be due the following Monday. However, my hope is that you submit it by Friday and enjoy the weekend.

Exams There will be two multiple choice exams during the semester. These are indicated in the schedule below.

BBQ Review Session At the end of the semester, Aramark will sponsor a BBQ for the entire class. This will serve as a review session for the course and will help students get read students to There will be two multiple choice exams. during the semester. These are indicated in the schedule below.

Final Exam: The final exam is a cumulative exam that occurs at the end of the course.

Bonus Kitchen Experiments: Throughout the course of the semester, there will be opportunities to do experiments in your kitchen. If completed, you can submit the results of these experiments for bonus credit. This bonus credit will be added to your final exam score.

4 Grading Procedure

Grades! For some, this is the only section that matters. Enjoy.

4.1 Methods for Calculating Your Grade

To account for different student approaches to this course, I have devised two grading methods. The first method is geared towards diligent students who put in the effort all semester long but struggle on exams. The second method is to for those students who struggle with time management skills (e.g. doing the reading, finishing the problem sets), but get it together to do well on the exams. If you are a diligent student and do well on the exams, don't worry, you'll do well by both methods! I'll use both methods to calculate your course grade and then use the resulting highest grade for your grade in this course.

Method #1		Method #2	
Reading Quizzes	25%	Reading Quizzes	5%
Problem Sets	25%	Problem Sets	5%
1st Exam	15%	1st Exam	30%
2nd Exam	15%	2nd Exam	30%
Final Exam	20%	Final Exam	30%

4.2 Letter Grade Assignment

I assign letter grades according to the following scale.

Numerical Grade	Letter Grade
93.4 - 100.0	A
90.0 - 93.3	A-
86.7 - 89.9	B+
83.4 - 86.6	B
80.0 - 83.3	B-
76.7 - 79.9	C+
73.4 - 76.6	C
70.0 - 73.3	C-
66.7 - 69.9	D+
63.4 - 66.6	D
60.0 - 63.3	D-
below 60.0	F

I do not norm-reference (or scale) grades.

5 Course Policies

Numerous course policies can be found below. If you need more details or have a question, stop by my office.

5.1 Academic Integrity Statement

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source;

selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their major department's handbook, the Undergraduate Course Catalog, the Rams Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

5.2 Telephone Policy

It is critical that students remains engaged during class time and focused on the challenging concepts being discussed. Thus, cellphone use is strictly forbidden in class. Please do not leave cellphone on your laps or other locations where they might distract you. All cellphone must be packed away. For each infraction, the student's overall course grade will be reduced by a third of a letter grade. If an emergency situation arises and you need to check your cellphone, please excuse yourself from the class and check your cellphone in the hallway.

5.3 Excused Absence Policy

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

5.4 Exams Policy

There are no make-up exams. If you miss an exam for an unexcused absence, you will receive a zero for that exam. If you miss an exam for an excused absence, please meet with me to discuss a possible solution.

5.5 Problem Sets

Assigned problems will be graded every week. If you do not submit your work for the week, you will receive a zero. You can miss one problem set and it will not negatively impact your grade.

5.6 Attendance and Lateness Policy

If you are late to class and the reading quiz have been conducted, you will not be allowed to take the quiz. Note: three reading quiz grades are dropped when calculating your final quiz grade.

5.7 Teaching Style

This course will rely heavily on lectures using the chalk boards as well as concept questions projected onto a screen. If you have problems seeing the chalk board or reading my handwriting, please move to the front of the class.

5.8 Clicker Policy

You will need a clicker for this course. The clicker we use is the Response Card RF LCD by Turning Technologies. It is available at the bookstore. You can not use your cellphones as clickers. If you forget your clicker for a particular day, please see me directly at the end of class and I will allot 5 attendance points for that day. This is the maximum score you will receive.

5.9 LGBTQA Ally

Based on West Chester University's commitment to diversity, I believe that everyone in my classroom should feel safe. I have completed the University's Lesbian, Gay, Bisexual, Transgender, Queer, Questioning Ally training. In becoming an ally I made the commitment to offer a safe space for all of my students, not just those who identify as LGBTQA. If you or someone you know would like to know more about this program, or needs to speak confidentially about issues of sexual orientation or gender identity, please feel free to see me during my office hours.

5.10 Americans with Disabilities Act

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at ossd@wcupa.edu.

5.11 Public Safety

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

5.12 Intellectual Property

Intellectual Property Statement: The instructor for this course utilizes copyrighted materials under the "Freedom and Innovation Revitalizing United States Entrepreneurship Act of 2007" (Fair Use Act). Apart from such copyrighted materials, all other intellectual property associated with this course is owned and copyright protected by the instructor, including, but not limited to, lectures, course discussions, course notes and supplementary materials posted or provided to students authored by the instructor, assessment instruments such as quizzes and exams, and Power Point presentations. No recording, copying, storage in a retrieval system, or dissemination in any form, whether electronic or other format, by any means of the intellectual property of the instructor, either in whole or in part, is permitted without the prior written permission of the instructor. When such permission is granted, it must specify the utilization of the intellectual property and all such permissions and waivers shall terminate on the last day of finals in the semester in which this course is held.

Links and references to on-line resources provided by the instructor may lead to other sites. The instructor does not sponsor, endorse or otherwise approve of any information appearing in those sites, nor is responsible for the availability of, or the content located on or through, external sites. Apart from materials used in accordance with the Fair Use Act, the instructor takes no responsibility for material that is otherwise offered at web sites and makes no warranty that such material does not infringe any third party rights. However, should any of this type of material be present and this fact is brought to the attention of the instructor, they will remove references to it from course materials.

6 Schedule

Wow, you made it all the way to the schedule. Almost done. Here is the schedule of topics, exams and special events for the class.

Class Session	Date	Day	Lecture	Topic
1	Jan 21	Tu	1	Introduction
2	Jan 23	Th	2	Building Block of Foods
3	Jan 28	Tu	3	Heat, Temperature, and Energy
4	Jan 30	Th	4	Heat, Temperature, and Energy
5	Feb 4	Tu	5	Phase Transitions
6	Feb 6	Th	6	Phase Transitions (Visit from Chef Mike Coble)
7	Feb 11	Tu	7	Elasticity
8	Feb 13	Th	8	Elasticity
9	Feb 18	Tu	9	Diffusion
10	Feb 20	Th	10	Diffusion
11	Feb 25	Tu	11	Heat Transfer
12	Feb 27	Th	12	Heat Transfer (Visit from Chef Mike Coble)
	Mar 4	Tu	13	Special Topics
13	Mar 6	Th	14	Special Topics
14	Mar 11	Tu		Review
15	Mar 13	Th		Exam #1
16	Mar 18	Tu		SPRING BREAK
17	Mar 20	Th		SPRING BREAK

Class Session	Date	Day	Lecture	Topic
18	Mar 25	Tu	15	Viscosity
19	Mar 27	Th	16	Viscosity
20	Apr 1	Tu	17	Emulsions and Foams
21	Apr 3	Th	18	Emulsions and Foams (Visit from Chef Mike Coble)
22	Apr 8	Tu	19	Gases and Pressure
23	Apr 10	Th	20	Gases and Pressure
24	Apr 15	Tu	21	Fermentation & Enzymatic Reactions
	Apr 17	Th	22	Fermentation & Enzymatic Reactions (Visit from Chef Mike Coble)
25	Apr 22	Tu	23	Review
26	Apr 24	Th	20	Exam #2
27	Apr 29	Tu		BBQ Review Session
28	May 1	Th		Guest Speaker / Award Ceremony
	May 6	Tu		Final Exam (10:30 am - 12:30 pm)

7 Bibliography

The only required textbook for this course is:

- McGee, Harold. *On food and cooking: the science and lore of the kitchen*. Scribner, 2004.

This is a classic text that gives a general overview of the scientific concepts underlying cooking. More specific texts covering the scientific aspects of cooking, and the basic science, are listed below.

Other books on science and cooking:

1. Corriher, Shirley O. *Cookwise: the hows and whys of successful cooking*. William Morrow, 1997.
2. McGee, Harold. *The curious cook: More kitchen science and lore*. North Point Press, 1990.
3. This, Hervé, and Jody Gladding. *Kitchen mysteries: Revealing the science of cooking*. Columbia University Press, 2010.
4. This, Hervé. *The science of the oven*. Columbia University Press, 2009.
5. Beckett, Stephen T. *The science of chocolate*. Royal Society of Chemistry, 2008.
6. Clarke, Chris. *The science of ice cream*. Royal Society of Chemistry, 2012.
7. Ruhlman, Michael. *Ratio: The Simple Codes Behind the Craft of Everyday Cooking*. Scribner, 2009.
8. Barham, Peter. *The science of cooking*. Springer Verlag, 2001.
9. Potter, Jeff, and Michael Ruhlman. *Cooking for Geeks*. O'Reilly Media, Incorporated, 2010.
10. Crosby, Guy. *The science of good cooking : master 50 simple concepts to enjoy a lifetime of success in the kitchen*. Brookline, MA: America's Test Kitchen, 2012.

Cookbooks written by chefs:

11. Achatz, Grant. *Alinea*. Achatz, 2008.
12. Blumenthal, Heston. *The fat duck cookbook*. Bloomsbury, 2009.
13. Adrià, Ferran, Albert Adrià, and Juli Soler. *A Day at elBulli*. Phaidon, 2010.
14. Andrés, José, and Richard Wolffe. *Made in Spain : Spanish dishes for the American kitchen*. New York: Clarkson Potter/Publishers, 2008.
15. Yosses, Bill, and Melissa Clark. *The Perfect Finish: Special Desserts for Every Occasion*. WW Norton, 2010.

Scientific books:

16. Jones, Richard A. *Soft condensed matter*. Oxford New York: Oxford University Press, 2002.
17. Witten, T, and P. A. Pincus. *Structured fluids : polymers, colloids, surfactants*. Oxford New York: Oxford University Press, 2004.
18. Rubinstein, Michael, and Ralph H. Colby. *Polymer physics*. Oxford New York: Oxford University Press, 2003.
19. Hirst, Linda S. *Fundamentals of soft matter science*. Boca Raton: CRC Press, 2013.
20. Hamley, Ian W. *Introduction to soft matter : synthetic and biological self-assembling materials*. Chichester, England Hoboken, NJ: John Wiley & Sons, 2007.