

## BU Hub Syllabus Template

**Course Number and Title:** SHA HF 328 The Australian Wine Industry

**Instructor Names:** Kate Khoury and Gaynor Sims

**Course Dates:** Fall, Spring, some Summers

**Office Location:** Study Abroad: BU Sydney Programs, Australia.

**Course Time:** There is a minimum of 40 hours of class time plus an overnight field trip and a 2 hour examination. This is an intensive program with classes running twice per week over a 6-7 week period. The overnight field trip takes place in the Hunter Valley, the wine country of New South Wales, Australia.

**Course Location:** Classrooms, BU Sydney Academic Centre, Sydney, Australia.

**Contact Information:** katek18@bigpond.com.au

**Course Credits:** 4

**Office Hours:** 10 minutes prior to and following classes; or by appointment.

### **Question-Driven Course Description.**

How has the Australian Wine Industry (AWI) development been influenced by the geography, history and culture of the country? Why did the industry develop in the new world and how are these influences expressed in the product?

How has the production of wine, from the paddock to the bottle, been influenced in ways different from the old world? What influence has the climatic conditions, topography, technology and innovation had on the AWI? What challenges face the AWI today? How are viticulturalists and winemakers adapting to the changes in climate and technology?

How has the evolution and rise of social media impacted on the AWI? Do the evolving domestic and global economies necessitate changes in the production, branding and marketing of the Australian wine image? Is there a global market for the Australian product?

With the growing awareness of the social and health impacts of alcohol, what is the influence on the culture of the society? What implications may this awareness have on the long term future of the industry? How will the industry need to adapt and change?

What senses and skills are involved in the wine tasting process? How has food and wine matching become part of the branding and marketing exercise? What effect does wine evaluation have on the culture of dining in the society?

*Students will employ a variety of strategies in answering all above questions. These include: attending lectures, classroom discussions, debates and ungraded collaborative exercises, analysing media and social media articles, attending class field trips, researching and presenting seminar topics, research and written paper on an Australian wine region including the issues and challenges facing that region, undertaking weekly wine tasting and writing wine tasting notes, and researching and composing a degustation menu with matching wines.*

*In addition*

- *there is a wine sensory evaluation workshop with a winemaker, and*
- *a workshop with a sommelier comparing the palate impact of a single cheese with different wines,*
- *a session with a winemaker who will take the students through a wine blending process*
- *the Hunter Valley field trip wineries visited are chosen to illustrate concepts that work to the outcomes. These wine tastings include discussions of organic and biodynamic techniques, sparkling wine production, a vineyard walk to demonstrate climate and soils of the Hunter Valley region and wine making process.*

### **Course Objectives:**

This course focuses on students developing an awareness of the history, culture and development of the AWI. Using research, collaborative learning strategies, field trips and interactive classroom presentations, students will develop an understanding of the regional differences of wine in Australia and the impact that climatic conditions and topography have on viticultural activity. Research, comparison, organisational and writing skills will be employed in the individual paper pertaining to a wine region by each student.

Through classroom work, workshops and a field trip to a wine region the students understanding of the process in making wine from paddock to plate will be developed. In comparing practices from the old world and the new world students will be able to debate the environmental issues involved in modern day agriculture. Through a sensory awareness workshop, weekly assessment and the field trip they will be able to use their senses to distinguish between and evaluate different wines and styles. Through research, classroom workshops and visiting lecturer they will develop the skills to match appropriate food and wine and display this knowledge in a degustation menu with justification of each choice they have made.

By examining the development and growth of social media the students will analyse the changes in branding and marketing of Australian wine. Through analysis of data they can make conclusions about the domestic and global markets and draw inferences about the future marketing and production.

Through individual research, critical reading of media articles and classroom work the students will investigate, analyse and be able to compare the issues and challenges which are now impacting, and will continue to impact the AWI.

A demonstration of each student's skills of research, analysis, comparison and use of language will be shown on a given topic pertaining to the AWI in a class presentation. A reference paper and bibliography will demonstrate the research skills.

### **Hub Learning Outcomes**

- 1. Capacity: Scientific and Social Inquiry**  
**Area: Scientific Inquiry 1 – one unit**

*Learning Outcome 1:*

*Students will identify and apply major concepts used in the natural sciences to explain and quantify the workings of the physical world. This will include an introduction to the way that scientists explain complex systems such as living organisms, the Earth, or the Universe.*

Through class work, research and field trips the students will examine the process of viticulture in relation to the natural environment in which grape vines grow including climate, latitude/ longitude, altitude, soil types, topography and the biodiversity of the universe. Through graphs and matrix the students will compare the different terroir and how this will influence wine styles. Reference will be made to traditional, organic and biodynamic viticulture and winemaking. Through lectures, class presentations, readings and discussion the students will examine

1. the effects that synthetic chemicals have on the natural environment including water pollution, soil degradation, run off and chemical drift
2. health implications for societies including chemical residue and GM farming, and
3. how organic and biodynamic farming works with the Earth and the Lunar System to develop a philosophy of sustainability.

Their understanding is demonstrated through their first assessment when they research an Australian wine region and analyse the natural environment that typifies that region and therefore the resulting wine styles. These understandings will be further developed when comparison is made with the region of our field trip and the region of their individual research. The students will also focus on the current practices within both regions that are promoting process' that maintain sustainability of the natural environment.

Through sensory wine evaluation experiences, the students will be able to recognise different wine varieties and the styles of those wines that grow in different environments such as cool or hot climates.

Participating in classrooms discussions, debates and analysing readings the students will consider the impact that changes in the Australian climate have and may continue to have on the AWI.

## **2. Capacity: Diversity, Civic Engagement and Global Citizenship**

### **Area: Ethical Reasoning – one unit**

*Learning Outcome 1:*

*Students will be able to identify, grapple with, and make a judgment about the ethical questions at stake in at least one major contemporary public debate, and engage in a civil discussion about it with those who hold views different from their own.*

The AWI course focuses on areas that are currently being debated in Australia. Through presentations, research, writing and discussion the students will undertake classroom debates and discussions.

The students will be provided with key statements to provide a framework for ethical decisions –

- Values tell us what's good – they're the things we strive for, desire and seek to protect.
  - Principles tell us what's right – outlining how we may or may not achieve our values.
  - Purpose is your reason for being – it gives life to your values and principles.
- (Australia - The Ethics Centre)

The students will be presented with models/ questions to formulate their arguments in discussions and debates in relation to current areas of debate in the AWI, including –

- Climate change,
- Responsible Service of Alcohol,
- Legal drinking age,
- Synthetic chemicals and GMOs,
- Water conservation, and
- Monopolies.

See Appendix attached to course outline: Ethical questions

They will use de Bono's OPV (Other Point of View) to examine the issues which form NSW Government legislation in relation to the legal drinking age and "lock out" laws.

*Learning Outcome 2:*

*Students will demonstrate the skills and vocabulary needed to reflect on the ethical responsibilities that face individuals (or organisations, or societies or governments) as they grapple with issues affecting both the communities to which they belong and those identified as 'other'. They should consider their responsibilities to future generations of humankind, and to stewardship of the Earth.*

As part of HF328 students examine articles, their research and other primary sources to consider, discuss, and debate ethical questions currently paramount in Australia. In pairs they will formulate ethical questions on a given topic currently being debated in the AWI, including issues such as –

- Water conservation, river health vs irrigation,
- Synthetic chemicals vs organic and biodynamic practices
- Health implications and cost to society vs profits and social interactions
- Taxes and levies
- Underage drinking, youth culture and peer pressure.
- Sponsorship by alcohol companies of sporting events and festivals.

### **3. Capacity: Intellectual Toolkit**

**Area: Critical Thinking – one unit**

*Learning Outcome 1 –*

*Students will be able to identify key elements of critical thinking, such as habits of distinguishing deductive from inductive modes of inference, recognising common logical fallacies and cognitive biases, translating ordinary language into formal argument, distinguishing empirical claims about matters of fact from normative or evaluative judgments, and recognising the ways in which emotional responses can affect reasoning processes.*

As part of HF328 students will be introduced to a range of thinking strategies which will allow them to develop and formulate arguments around several issues currently being debated in the AWI. This will include De Bono's Thinking Strategies such as;

- The Six Thinking Hats – See Appendix 7 Course Outline
- GREEN-Creative Thinking, RED-Intuitive and Feeling Thinking, YELLOW-Benefits and Values Thinking, Optimism, WHITE-Information Thinking-Facts and Figures, BLACK- Caution Thinking, Judgement and BLUE-Thinking about the Thinking Process-Metacognition
- CoRT programme including PMI (plus, minus, interesting) and OPV (other person's point of view).

There are several issues in the AWI and the broader community that provide opportunities for critical thinking analysis –

- The validity of 'Lock Out' Laws regarding health and safety versus the closure of small business, and
- Water management of the river systems versus the continued reliance of vineyards on irrigation.

#### *Learning Outcome 2 –*

*Drawing on skills developed in class, students will be able to evaluate the validity of arguments, including their own.*

The students will be able to use the skills learnt in HF328 -

- To evaluate arguments and debates concerning the AWI in locating and analysing the source of the information and data,
- To ascertain whether their response to an issue is influenced by their own biases and or emotions.
- To present their argument to a group in an informed, valid and respectful manner.

#### **Principal Lecturers:**

##### **Kate Khoury**

Qualifications include B Education, M Education, Dip Business Admin, Coach with Coach U, Australia.

##### **Gaynor Sims**

Qualifications include B Ed, Dip Special Education Studies, M Ed, Diploma Bus Admin, Train to Train Stephanie Burns, Coach with Coach U Australia.

Together these lecturers in 1995 purchased a run down - property and business and turned it into an award winning winery and tourist accommodation venue.

They both undertook courses in winemaking and business and were involved in the day to day running of this estate.

#### **Guest Lecturers**

**Benjamin Moechtar** BSc, WSET Approved Educator, National RSA, Food Safety Supervisor, Certified Sommelier with the Court of Master Sommeliers (Dux) 20+ years in the hospitality industry. Currently Director of the Certified Sommelier Consulting.

**Michelle Crocket** BSc Winemaking

20+ years as a winemaker, vintages in regions of Australia, Italy and France.

## Other Outcomes

### Sydney Internship Program Learning Outcome:

Demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media.

### Course Description

This course introduces the Australian Wine Industry. The focus will be

- ⊕ The history, location, culture and development of the Australian Wine Industry.
- ⊕ The process involved in the production of wine.
- ⊕ The business of the Australian Wine Industry.
- ⊕ The basic skills of wine tasting.

### Course Objectives –

*The Students will develop -*

- ⊕ An understanding of the culture, history and development of the Australian Wine Industry.
- ⊕ An understanding of the viticulture and winemaking process.
- ⊕ An understanding of the marketing of Australian Wine both domestically and internationally.
- ⊕ An awareness of regional difference and how it impacts the wine style.
- ⊕ An awareness of the issues and challenges facing the AWI including climate, markets and social media.

*The Students will be able to -*

- ⊕ To be able to choose, taste and match food with wine.
- ⊕ To be able to critically analyse & comment on media and marketing literature.
- ⊕ To develop and deliver a short presentation.

**These objectives satisfy Study Abroad Program outcomes under which this course operates; please see below. SHA HF 328 has been approved by the School of Hospitality Administration at BU.**

### Overall Study Abroad Sydney Program Outcome:

**The student will “demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, **industry**, science and technology, economics, social policy, environmental policy, film, marketing, advertising, and mass media”.**

## Instructional Format: Lecture, Seminar, Field Trips and Guest Speaker Course Pedagogy

For this course, formal lectures, group workshops, guest lectures, field trips, and seminar presentations have been organized. Attendance at all sessions is compulsory.

All students will be expected to contribute to all workshop and seminar discussions therefore they will need to prepare for each session as directed including required readings for sessions as indicated on the schedule. Each student will also be expected to undertake a seminar presentation, submitting a written form of this prior to the oral presentation.

The course also includes an overnight class visit to the Hunter Valley Wine Region of New South Wales where students

The objectives of the students' visit to the Hunter Valley Wine Region will include the following experiences:

- visiting vineyards and cellar doors.
- noting different types of businesses; company owned, family owned, organic, historical, a company undergoing a rebranding, a winery designated to sparkling wines.
- a structured tasting in a variety of cellar doors
- noting the tourist experiences available in a wine region
- identifying the demographic most targeted in the marketing and branding of each cellar door
- a food and wine match experience in a formal setting.

### **Books and Other Course Materials**

Books and other course materials are provided to students through the BU Sydney library and blackboard learn ([www.learn.bu.edu](http://www.learn.bu.edu)) to which students have been given registered access. BU learn also provides links to online sources and maintains a message board. The BU Sydney library holds a variety of books and DVDs of secondary sources, some on closed reserve which can only be used within the confines of the library but to which students all have access. There is also an up-to-date selection of contemporary publications (newspaper and magazine supplements) provided by the professors.

The reading and reference list for the HF 328 course:

Course Text: 'A Good Nose and Great Legs' Robert Geddes, Murdoch Books, Australia 2007  
'Len Evans: How to Taste Wine' Len Evans, Barbara Beckett Publishing, Australia 2007

References: [The Wine Australia website www.wineaustralia.com](http://www.wineaustralia.com)  
'Wine Atlas of Australia' James Halliday, Hardie Grant Books 2014  
'R.I.Walters' Wine Guide to Australian Wine' R I Walters, Richard Carroll 1997  
'Discovering Australian Wine' Illand & Gago, Patrick Illand Wine Promotions, Australia 1995  
How Soil Types Affect the Wines We Drink - Wine Cooler Direct <https://learn.winecoolerdirect.com/soil-types>  
'Balance: Matching Food with Wine – What works and why' Lyndey Milan and Colin Corney, Hachette, Australia 2007  
*The Future Makers: Australian Wines for the 21<sup>st</sup> century* Max Allen, Hardie Grant Books, Australia 2010  
*A Concise History of Australian Wine* John Beeston, Allen and Unwin, Australia 1994  
*Food On the Plate Wine in the Glass* Max Lake, Dr Max Lake, Australia 1994

*Perfect Pairings* Evan Goldstein, University of California, USA  
2006  
deBonos Thinking Course Edward deBono, Pearson  
Education, USA 2006  
deBonos Six Thinking Hats Edward deBono, Little Brown and  
Company 1985  
An Introduction to Lateral Thinking Edward deBono, Ebury  
Publishing 2014  
Mindtools Ltd, USA Online 2006 - 2014

Media

DVD *Chateau Chunder -A Wine Revolution* Electric Pictures  
2012  
DVD *Australian Story 'Fruit of the Vine'* ABC TV 2008

**Courseware**

[www.bu.edu/learn/JO528](http://www.bu.edu/learn/JO528)

This is an active online link to all materials including course outline, criteria sheets, due dates of assignments, required readings, online links, and announcements.

**Assignments and Grading**

**ASSESSMENT**

• **REGIONAL PAPER –**

Prepare a paper on an Australian Wine Region.

There are more than 60 wine regions in Australia. Using the region allocated to you, prepare a paper that covers –

- The location, Indigenous and white settlement history of the Region  
*5 marks*
- The history of the wine industry in that area *10 marks*
- The climate and all aspects of terroir, including soil, aspect, topography, rainfall and altitude to demonstrate regional difference  
*10 marks*
- The main grape varieties grown and wine/s the region is best known for. Give Brand examples. *15 marks*
- Wine Events and Festivals, other tourism events, products of the region and other aspects of tourism the region is well known for.  
*5 marks*
- Discuss at least four Issues and Challenges facing the wine industry in Australia. Compare the impact of these challenges to your allocated region and refer by name to at least one other region.  
*25 marks*

- Referencing 10 marks
- Bibliography – must include print & published texts as well as the internet 10 marks
- Structure & readability (refer to guidelines) 10 marks

The paper is **2000** words.

**To be handed in with a cover sheet at the library – Friday Week 3 before 4.00pm**  
**25%**

- **SEMINAR PRESENTATIONS** – 10 minute presentation on allocated topic.  
For assessment, a copy of both the presentation (eg Power Point) and accompanying research notes are to be **given to a professor PRIOR to presentation**. The Power Point presentations will be posted to Blackboard.
  - Relevance to topic 20 marks
  - Extent of research 20 marks
  - Power Point Presentation 20 marks
  - Referencing & bibliography 20 marks
  - Overall presentation of seminar 20 marks
  
- **HUNTER VALLEY WINE REGION FIELD TRIP.** **10%**
  - **Pro Forma sheet**

To be completed during the field trip. 20 marks  
**To be handed in with a cover sheet at the library – Wednesday Week 6 before 4.00pm**
  
- **DOMESTIC MARKETING LIQUOR SHOPS** –  
To explore the main ways that wine is sold in the Australian domestic market.
  - \* Visit 4 x Liquor Outlets. Include one from both Woolworths and Coles (supermarket chains), an Independent store, and the emerging market, Aldi.
  - \* Pro Forma sheet provided. 20 marks

**To be handed in with a cover sheet at the library – Wednesday Week 6 before 4.00pm**
  
- **JOURNAL WRITINGS – to include**  
A weekly example of Tasting Notes of a wine you have tasted - 6 examples. Date each Tasting, add the cost and where it was purchased. Include food matching suggestions.  
  
**Length 150-200 words per tasting**  
Presentation of notes to be typed & double spaced. 60 marks  
**To be handed in with a cover sheet at the library – Wednesday Week 6 before 4.00pm**  
**(100 marks) 20%**

- **PROJECT** – Develop and design a **5 Course Degustation Menu** with appropriately matched foods and **Australian** wines. Note the region and vintage of the wine.
  - Explain the theme of your Degustation.
  - Present the degustation menu appropriately.
  - Justify each pairing in a statement that refers to power, flavour and texture of both food and wine.
  - Reference the menu pairings.
  - Include a bibliography.

Up to 1500 words.

*5 x 20 marks*     **20%**

**To be handed in with a cover sheet at the library – Wednesday Week 6 before 4.00pm**

- **EXAM– 2 hours Closed Book**  
**Thursday Week 6 at 12.30pm – 2.30pm**

**25%**

### **Resources/Support/How to Succeed in This Course:**

**There is the opportunity of students meeting professors face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email.**

**The most effective way to succeed in this course is to undertake the reading and writing projects as they appear on the schedule of the syllabus. If students fall behind, it will result in them losing understanding of in-class lectures or in-progress exercises, thereby being disadvantaged. Student time management is thus a crucial component of this course. The other aspect, which will aid success, is the willingness of each student to accept constructive criticism of their work.**

**Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.**

## **Community of Learning: Class and University Policies.**

1. **Course members' responsibility** for ensuring a positive learning environment (e.g., participation/ discussion guidelines).

**It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior, seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of that day's class, and a grade deduction will be implemented as for "missing class without verifiable extraordinary reasons". (There is no precedent for this thus far on our programs.)**

2. **Attendance & Absences.** Clearly state your attendance policy, limit on absences, etc., including any implications of class attendance on grading. List all unusual required meetings (e.g., field trips, guest speakers).

**Attendance** at all designated sessions including those with Guest Speakers and Field Trips is expected. There are no optional absences from class sessions.

**Attendance at all designated sessions including those with Guest Speakers is expected. There are no optional absences from class sessions.**

**In the case of missing field trips, an extra article of 1000 words is expected based on a topic devised by the professor and pertinent to the missed field trip.**

**Any student missing class without verifiable extraordinary reasons will be penalized through grade deduction in fairness to those who do attend. This includes any guest speaker sessions, and field trips. The grade deduction is equal to 5% of the workshop-sessions grade per transgression.**

**BU Sydney Policy adheres to the general BU campus policy of Religious Observance, which would fall under "verifiable extraordinary reasons" as mentioned in various places above and below.**

3. **Assignment Completion & Late Work.** Detail your policy regarding how students should submit assignments (in person, by email, on courseware site, etc.) as well as how you will address late work, missed exams, etc.

**Completion of all writing tasks is expected. All written work must be submitted in hard copy through the BU Sydney Library by the time set down in the course outline. For some assignments, an additional soft copy emailed to professors may be required, as indicated. Our policy on late submission of work mirrors that of absenteeism in that, unless there is a verifiable extraordinary reason, there is a grade deduction imposed which amounts to 5% of the assignment grade per day. Similar grade deductions are applied to any student who proves to be a habitual disruptive classroom presence, after counseling and other strategies have failed. (There is no precedent for this thus far on our programs).**

4. **Academic Conduct Statement**, including expectations for academic honesty, reference to consequences for cheating or plagiarism, course-specific guidelines for, e.g., extent of allowable collaboration on assignments, and URL for Academic Conduct Code:  
<https://www.bu.edu/academics/policies/academic-conduct-code/>

**All students attending courses under the auspices of BU Sydney must have read BU's policy on academic honesty and understand the consequences of cheating or plagiarism. Within this course, all submitted written work is expected to be that of the individual. Please see BU's Academic Conduct Statement:**

<https://www.bu.edu/academics/policies/academic-conduct-code/>

**Students on a BU Program are advised that the penalty for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".**

## **Detail of Class Meetings: Date, Topic, Readings Due, Assignments Due.**

### **CLASS SCHEDULE**

Although the following schedule is intended to be final, from time to time, it may be necessary to alter it. Should changes be needed, students will be given adequate time to accommodate them. In all such cases, students will be notified individually and a message will be posted on blackboard learn. Any student missing class without verifiable extraordinary reasons will be penalized through grade deduction in fairness to those who do attend. This includes any guest speaker sessions, and field trips. There are also grade penalties for late submission of written work. Late work attracts a penalty grade deduction of 5% per day of the assessment grade. However, should the student show just cause (illness, extraordinary circumstance) for their late submission of work, the Sydney Program Academic Director will give due consideration to their case.

### **HF328 Course Schedule**

**Apart from set required readings, there will be, from time to time, further contemporary readings posted on blackboard learn which students will be informed to read for specific classes. Pro forma sheets are also posted on blackboard learn.**

#### **Week 1:**

#### **Class 1: Introductions**

##### **Overview of course**

*Course Outline*

*Expectations*

*Assessments and Criteria*

*Seminar Topics*

*Logistics*

##### **Old World/ New World Wines**

*Definition and History*

*Comparison of methods and technologies*

##### **Australian Wine history**

*White Settlement History- 1788 to now*

*Culture of wine in Aust Cultural Context*

*Impact of immigration on wine and food culture*

#### **Class 2: Australian Wine Regions**

*Map – terroir*

*G.I. Geographical Indicators*

*Importance of place*

## Grape Varieties History

The students, through a lecture and a mapping workshop, will gain an understanding of the geographical relationship of the Australian Wine Regions as identified by Geographical Indicators (GI), between the local regional environment and the regions of the world. Students explore the natural environment in which grape vines grow including climate, latitude/ longitude, altitude, soil types, topography and the biodiversity of the universe.

‘Soil health may be defined as the continued capacity of soil to function as a vital living ecosystem that sustains plants, animals and humans. This definition highlights the importance of managing soils so that they are sustainable for future generations.’ [www.wineaustralia.com.au](http://www.wineaustralia.com.au)

See Appendix 1 Course Outline

*Required Reading – A Good Nose and Great Legs*  
Robert Geddes, Murdoch Books, Australia 2007  
Ch 1 pgs 15 – 45

*The Future Makers: Australian Wines for the 21st century* Max Allen, Hardie Grant Books, Australia 2010 Ch 1 pgs 18 - 29

- **Assessment – Regional Wine Region paper**  
See Appendix 12 refer Criteria sheets

## Australia’s Global Position

*Export Markets*

*Image and reputation*

*Current Global position*

Through a lecture, using Australian Wine Industry (AWI) export data, the students in a workshop will examine the changing trends. The students will reflect and predict what the trend may be in ten years.

See Appendix 2

## Australia’s Domestic Market

*Market Share – allocating and analysing*

*Market segmentation of major suppliers Target marketing*

*Who owns what? Brands and retailers.*

- **Assessment – Visit four retail outlets (one during class time)**

See Pro forma attached. Appendix 3 Course Outline

Analyse how wine is sold in variously owned retail outlets – large corporations, small businesses and independent wine stores.

How are our wine purchase choices affected by cost, availability, shelf space and our perceptions about what constitutes the right choice for individuals?

Do concepts such as “Organic” and “biodynamic” affect our wine selection choices?

*PMI – In pairs discuss the PMI (Plus Minus Interesting) of buying wine from the different outlets. What are the ethical and social implications of those choices?*

*Do we have an ethical responsibility to the planet to make sustainable choices?*

*What language are we looking for on the label to assure us that our choices are ethically motivated?*

*Students share one point with the class.*

*See Appendix 4 Course Outline*

### **Wine Tasting Notes**

*DEMONSTRATION: How to write a Wine Tasting note*

- **Assessment – Write six wine tasting notes over a six-week period.**

*See Course Outline Appendix 12 refer Criteria Sheet*

### **Week 2:**

#### **Class 1: Wine Making Process**

*Vineyard*

*Winemaking*

*Quality control*

*Current Trends*

*Innovations*

*Through a seminar, graphs and AWI data the students will analyse the climate changes in temperature across four regions. They will then research to develop their own graph to show the changes in rainfall across the same four regions. Students will draw conclusions from this information about the changing patterns of our climate.*

*'This combination of variation in soil, aspect and altitude provides the framework for the regions diverse range of wine styles – from some of Australia's finest Riesling through to earthy and savoury reds like Shiraz and Cabernet Sauvignon.'* [www.wineaustralia.com.au /south-australia/clare-valley](http://www.wineaustralia.com.au/south-australia/clare-valley)  
*See Appendices 5 and 6 Course Outline*

*Required Reading – A Good Nose and Great Legs*

*Robert Geddes, Murdoch Books, Australia 2007 Ch 2 pgs 46 – 81*

#### **Styles of Wine**

*Wine characteristics*

*The Senses*

*The students will make deductions from the data examined as to what style of wine will be produced from cool, warm and hot climates. This will be linked back to the student's seminars on grape varieties.*

*Read – A Good Nose and Great Legs Robert Geddes, Murdoch Books, Australia 2007 Ch 3 pgs 82 – 182*

## **Student Seminars**

- 2.1 *White Grape Varieties*
- 2.2 *Red Grape Varieties*
- 2.3 *Viticultural Practices; Conventional, Organic and Biodynamic*
- 2.4 *The Role of Oak*

See Appendices 11 and 12 refer Criteria Sheet in Course Outline

### **Class 2: Legal requirements**

*Responsible Service of Alcohol law  
Licensing laws*

- *Legal drinking age DISCUSSION*

*Students in groups will use one \*deBono Thinking Hat to illustrate a point of view represented by the hat in the discussion. Each group will present their point to the class. The class will then present an argument that demonstrates common ground.*

*Appendix 7 (\*The Six Thinking Hats – Thinking about thinking, Creative thinking, Intuition and Feeling thinking, Benefits and Values thinking, Caution thinking, and Information thinking.)*

### **Wine Labelling**

*Wine Label Integrity law*

- *Wine bottle labels workshop*

### **Choosing and cellaring wine**

*Cellaring wine*

- *Cellaring wine workshop*

*Read: A Good Nose and Great Legs Robert Geddes, Murdoch Books, Australia 2007 Ch 6 pgs 254 – 272*

### **Wine Shows**

*Purpose*

*Judging Criteria*

*Compare Aust and USA*

*Read: A Good Nose and Great Legs Robert Geddes, Murdoch Books, Australia 2007 Ch 5 pgs 220 – 252*

## **Student Seminars**

- 2.5 *RSA*
- 2.6 *Wine Label Integrity*
- 2.7 *Cellaring Wine*
- 2.8 *Len Evans*
- 2.9 *Wine Shows*

*In a class workshop*

*1-the students will critically analyse wine bottle labels in relation to the wine labelling laws.*

*2- the students will note the persuasive language of marketing and infer how our choices can be easily influenced.*

**Week 3:**

**Class 1: Wine Evaluation Tasting**

*Sensory Evaluation –*

*Guest lecturer - Wine Maker*

*Michelle Crocket BSc*

*\*How to taste wine 6xs - See, Swirl, Sniff, Sip, Spit, Savour*

*3 White and 3 Red wines*

*Evaluation (Pro forma) Appendix 8*

*Required Reading: \*Len Evans: How to Taste Wine Len*

*Evans, Barbara Beckett Publishing, Australia 2007, whole book*

*A Good Nose and Great Legs Robert Geddes, Murdoch Books, Australia 2007 Ch 4 pgs 187 – 218*

**Student Seminars**

*3.1 Tasting Wine*

*3.2 Sparkling Wine*

*The students will construct a graphic organiser to show the wine making process of*

*white, red, rose and sparkling wine. Students will refer to the lecture on wine making and their notes from the Sparkling House, Hunter Valley Field Trip.*

**Class 2: Food & Wine Matching**

*Purpose of Food and Wine matching*

*Degustation menus*

*Choosing wines*

*Required Reading: A Good Nose and Great Legs Robert Geddes, Murdoch Books, Australia 2007 Ch 7 pgs 274 – 290*

*Lecture. Workshop – copies of Degustation Menus are analysed and discussed in relation to the principles of food and wine matching. They sequence courses and with support match wines with the food.*

*Understanding of food and wine matching will be demonstrated in the final assignment of a 5 course Degustation Menu with Matching Wines.*

*Each pairing will be justified according to the principles of Power, Flavour and Weight of food and wine.*

**Health & Workplace Safety Regulations**

*Australian workplace laws*

*DVD Australian Story 'Fruit of the Vine'*

The students will review the NSW Government Workplace Safety Laws in relation to the AWI. They will discuss and reflect on the ethics of Employee and Employer Rights.

### **Student Seminars**

3.3 Fortified Wine

3.4 Health and Social Implications of Alcohol

The students, in pairs, will use the thinking skill of OPV-Other Point of View- to formulate a debate on one issue from the Health and Social Implications seminar. For example, the ethical question of sporting events being sponsored by wine companies.

### **First paper submitted through library**

#### **Week 4:**

#### **Class 1: Field Trip to Hunter Valley Wine Region**

While in the Hunter Valley Wine Region the students listen and interact with viticulturalists and winemakers who

1 - use regional data and information of soils, topography, temperature, rainfall and other climatic aspects that effect the grape growing. They also outline the climatic conditions that have and continue to change and provide a challenge particularly in the growing and harvest period. Students are given documents that show this information.

2 – compare the soils of the different regions that grapes are sourced from and then the resulting styles of wine. For example Shiraz from the Hunter (NSW) versus Shiraz from Heathcote (Central Victoria).

3 – demonstrate the three main styles of making Sparkling Wine: Traditional, Charmat and Carbonation.

See Appendix 9 in Course Outline

#### **Class 2: Hunter Valley Field Trip debrief**

*Pro forma attached Appendix 8 in Course Outline*

Using their field trip notes the students will critically review the Cellar Doors visited in the Hunter Wine Region. They will make inferences in relation to cellar door and staff presentation, location of winery, marketing and branding of the wines, the actual wine product and the business model. Students will identify the “ideal client” of each cellar door and be encouraged to make judgements about the “fit” of the marketing and the client demographic.

*Required Reading: The Future Makers: Australian Wines for the 21st century Max Allen, Hardie Grant Books, Australia 2010 Ch 9 pgs 320 – 328*

### **Regional/ State/ National Wine Tourism**

*Cellar Door Tourism*

*Events*  
*National Tourism*  
*Wine Personalities*  
*First Families*

### **Marketing and Branding**

*Labels*  
*Profitability*  
*Partnerships*

*Students will use deBonos Consequence and Sequence tools to examine the immediate, short, medium, and long-term implications of branding and marketing. Examining the generational marketing research, social media use and how the algorithms are and may continue to develop our emotional responses.*

### **Student Seminars**

*4.1 Sales, Distribution and Wine Clubs*  
*4.2 Packaging and Distribution*

## **Week 5:**

### **Class 1: Issues and Challenges facing the AWI**

*Regional paper - Comparison*

*Workshops*

*Students will use a SWOT Analysis to demonstrate the uniqueness of the one region they have studied. They will compare, make inferences and draw conclusions regarding the issues and challenges facing the AWI as a whole. See Appendix 10 in Course Outline*

### **Innovations**

*What's new in the vineyard*  
*What's new in the winery*  
*Social media*  
*Other technologies*

*Using lateral thinking the students will brainstorm innovations that may impact the AWI in the future – viticulture, winemaking, marketing and branding. They will analyse the ethical, sustainability and environmental consequences of these innovations.*

### **Student Seminars**

*5.1 Pests*  
*5.2 Diseases*  
*5.3 Taxes and Levies*

## 5.4 Sustainability

*Students, working in pairs, will use the information provided in the student seminars of Pests and Diseases and in further class research, to construct a matrix depicting 2 pests and 2 diseases and the effect on the environment of methods of control, using conventional, organic and biodynamic methods. Reference will be made to talks on Hunter Valley Field Trip regarding the various impacts of pests and diseases in that region.*  
<https://www.wineaustralia.com/.../vineyard-management/cover-crops>

### **Class 2: Career Path – The Sommelier**

*Guest Lecturer – Sommelier  
Benjamin Moechtar  
Cheese & Wine Matching  
Wine Options Game*

**Exam Review  
Evaluation of Course**

### **Final Assessments due**

**Degustation Menu  
Wine Tasting Notes  
Field Trip Notes**

**See :** Appendix 12 and refer to Criteria Sheet in Course Outline

Final Examination (closed book) Week 6 – time tba