

## Department:

Viticulture and Enology

## Course Description:

This course is intended for students who need to develop an understanding of the principles of sensory evaluation used in commercial winemaking. It will also be of benefit to the wine enthusiast who is interested in reaching advanced levels of appreciation as well as to the producer, the wine merchant, and ultimately the enologist, who by the nature of their profession need to discern flavors and establish tasting benchmarks. Students will utilize sensory kits and workshops to further their sensory evaluation skills and techniques. Students must be at least 21 years old to enroll in this class.

## Course Competencies:

Upon completion of the course, the student should be able to:

1. List the types and styles of wines.
2. Identify key differences between types and styles of wines.
3. List the purposes of wine tasting.
4. Describe the skills involved in wine tasting.
5. Perform a SPIT analysis of glucose, sucrose, fructose in water and alcohol solutions.
6. Perform a SPIT analysis of citric, tartaric, malic and acetic acid in water and alcohol solutions.
7. List the senses involved in the perception of wine quality.
8. Discuss the physiology of senses involved in wine.
9. Describe the importance of sequencing wine types in tasting.
10. Discuss the impact of palate fatigue.
11. Discuss the impact of environmental distractions.
12. List and describe the environmental factors involved in optimizing wine tasting.
13. Explain the importance of the vessel in perception of wine quality.
14. Explain the procedures for sensory evaluation of wine.
15. Describe tasting methodology and statistical procedures.
16. Describe the components of wine aroma and flavor.
17. Introduce the concept of the aroma wheel.
18. Show proficiency in the production and use of wine sensory standards.
19. Use the wine aroma wheel as a learning tool.
20. Develop sensory markers in wine aroma and flavor.
21. Recognize wine defects and spoilage.
22. Describe sensory thresholds for wine defects.
23. Associate wine sensory defects with chemical analysis.

24. Recognize the impact wine has on the taste of food.
25. Recognize the impact food has on the taste of wine.
26. Recognize the significance of becoming desensitized to in-house wines.
27. Perform a cross market analysis of a style of wine.

### Course Content:

- A. Wine Types, Styles and Regions
- B. The Senses Involved in the Perception of Wine Quality
- C. The Physiology of the Senses
- D. The Purposes of Wine Tasting
- E. Analysis of Glucose, Sucrose, Fructose in Water and Alcoholic Solutions
- F. Analysis of Tartaric, Citric, Malic and Acetic Acids in Water and Alcohol Solutions
- G. Procedures of Systematic Wine Tasting Methodology and the Skills Involved
- H. Practical Techniques and Considerations Involved in Wine Tasting
- I. Components of Wine Aroma and Flavor
- J. Wine Faults and Their Thresholds: Spoilage and Other Defects
- K. Understanding the Concept of a House Palate
- L. Performing a Cross Market Analysis of a Style of Wine
- M. Environmental Factors Involved in Optimizing Wine Tasting Including Glassware
- N. Avoiding Errors in Perception
- O. Sequencing Wine Types, Palate Fatigue and Environmental Distractions
- P. The Aroma Wheel
- Q. Wine Tasting Vocabulary and Sensory Markers in Wine Aroma and Flavor
- R. Wine and Food: The Impact of One on the Other

### Learning Assessments:

Course competencies will be assessed by use of portfolios and presentations, written examinations, laboratory and field observations, class projects and activities, active participation in course dialog, and scholarly activities including discovery, application, and integration.

### Instructional Materials:

The University Wine Course: A Comprehensive Text and Self Tutorial, Wine Appreciation Guild,  
1993 ISBN 0932664695

#### Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” at this link:  
<https://highlandcc.edu/pages/disability-services>.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.