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## Tony mirabelli learning to serve summary

Mirabelli, T. (2004). Learn to serve: language and literacy of food service workers. In Jabari Mahiri (Ed.), What not to learn in school: Literacy in the life of urban youth ( p143-162 ). Tony Mirabelli, who was obtained from a content summary in Learning to Serve: The Language and Literacy of Food Service Workers, presents the genre of communication used by waiters and waitresses as one that requires more skills than is generally assumed. Through the use of well-known internet sources such as hate mail aimed at websites, Mirabelli shows us that people who think that the work of a food service worker is easy are quite common. It shows us the assumptions that people usually make through many examples, such as economists who suggest that food service workers lack education, should be considered knowledge workers, and are essentially left to the thoughtless routine tasks that anyone can do. Through examples of catering workers, including herself, Mirabelli argues that waiters, although in some cases uneducated, are individuals who develop a skilled genre of communication that no education can teach. This includes interacting with the customer, connecting with the customer, and managing the services of many groups of people at once. In essence, it expresses that there is something unique about the language of food service workers in the way they use literacy and language. After he made his claims, Mirabelli presents his readers with an example of the Italian-American Lou's Restaurant to carefully examine the discourse, roles and challenges that waiters face. Mirabelli, who has worked there in the past, tries to portray the waiter's literacy skills to us by telling the story of a series of small stories that implement his point. It begins by introducing the characters, three waiters named Tony (himself), Harvey and John. The first explanation he gives relates to the context and full understanding of the restaurant menu. Mirabelli highlights the difficulty of remembering the entire menu by telling the reader that the waiter/waitress needs to know how each food item is prepared. Mirabelli then returns to this storytelling, showing how harvey couldn't explain what pesto sauce was, the customer he was visiting didn't order food that had pesto sauce. In addition, Mirabelli states that the waiter must be able to take special orders that were not found in the menu, and be able to determine based on his knowledge whether they can be made. These special requirements extend the importance of the menu with the effect that it is dependent on the waiter. It continues to present the restaurant menu not only as a list of options, but also as a facility that allows waiters to gain control Ordering. Using a script-like dialog, Mirabelli briefly reenacts the scenario between it and some customers who have been placing orders. When a customer came across something unknown in the menu that needed an explanation, Mirabelli took full advantage of it. He also took advantage of one of the customer's requests for steamed vegetables as opposed to the regular pasta on offer. In fact, the waiter can then use linguistics to talk about food or suggest different foods; it often shifts responsibility from the person ordering to the waiter, as the waiter becomes an authority in the relationship when interacting. In addition to reading customers and the Mirabelli menu, they talk about difficult situations that the waiter has to consider when serving people. It presents us with cases where the waiter has regulars who order the same thing daily and how to show these customers that you value them through their events. The stories he used to present this point were Mirabelli's improper interactions with a regular during dinner service and John's exemplary interactions with a regular on a busy day. Throughout this chapter, when Mirabelli solves his points, he accompanies him with a very small story in an attempt to get the reader to imagine what he is trying to say. Through a light narrative Mirabelli tries to prove that although the waiter is commonly considered mindless, repetitive work, the complexity deliberately explained by Mirabelli suggests the complex nature of the work exclusive to catering workers that require the use of innovative ways of communicating. Remarkable Quotes [...] [T]here it is decided to focus on printed texts through other media communications such as video and audio. Such a focus limits our understanding of literacy in terms of its use in specific situations in different modes of communication (p. 146). Reading menus and reading customers [...] involves a myriad of cultural differences. [...] [A]ge, gender, race and class are all relevant to interactions between customers and waiters or waitresses (p. 154). To be successful in practice to be friendly requires performing certain techniques over and over until they can be performed at unconscious level [...] (p. 157). I calculated that the waiter had to walk and run about 15 miles during the day, and yet the pressure of work was more mental than physical... One has to jump back and forth between many jobs - it's like sorting a deck of cards against time (p. 158). Literacy practices in this environment are not similar to those found in traditional classrooms, but may be more comparable to those found in the emergency room or hospital or air traffic controller tower ( p158 ). Mirabelli's answer has a very honest approach to proving his point. It was as if He was just talking to me informally. He was arguing, but it wasn't to convince us to believe in anything. Instead, he showed us the view that most people may not see in order not to side on the subject, but rather to promote an understanding of exactly what one community needs to go through regularly. In a way Mirabelli just allows the reader to wear the shoes of the other person, where the other person is specifically the one who worked at Lou's Restaurant as a waiter. I, Daniel, liked the way he used examples to show what he was saying, instead of trying to use big words to explain my points. Not only did he help me paint a picture in my mind of what he was saying, but he also helped me remember his main points. The style Mirabelli uses is understandable and interesting to me. Just as a novel keeps you reading by telling a coherent story, Mirabelli's piece tells a series of small stories that show a coherent argument. You get what Mirabelli's trying to tell you without having to decipher what every unfamiliar word means. This makes this piece accessible to everyone, not just literacy professionals. You don't need to know what every word associated with word literacy is to understand this piece. While I, Nelsyda, also found Mirabelli's narrative style interesting and useful when I read it, it wasn't the only thing that interested me. Mirabelli has a very picture-focused way of explaining the meaning of each story. Summarise its main argument, Mirabelli argues that [I] literacy practices in that environment ... could be more comparable to those found in the emergency room or in the hospital or in the air traffic controller tower (p. 158) while leaving behind the stories and points it has already mentioned as a means of comparison. He could only say that literacy practices are more like learning how to adapt to a situation, rather than just learning for the sake of learning; That's how I interpreted it. Instead, he paints another picture, just as Daniel described before. This picture leaves room for many interpretations while preserving the idea that waiters need to learn more than we originally thought they had to learn. In addition, he decided to choose a more dignified field of work in terms of importance and status. Doctors and air traffic controllers are viewed with greater importance than waiters because people's lives are at stake in the workplace. I see it as Mirabelli rewriting what he learned from the waiter to his writing, such as the skill of taking control of what the customer would order. He takes control of our perception of one sentence only by cleverly selecting words and images. In a way, though, his writing, if he is able to convince us that waiters know more than what think, then not only presented a decent argument, but also demonstrated the literacy of the waiter by applying them to the stories he told and the actual piece. Ugh. New space. I don't care much about the board, so I'll be one of those people who posts their answers on their blog as well. In any case, as the beginning of the reading states, Mirabelli conducts a study of the discourse of food service workers, their ability to work and read texts, as well as the people and methods that workers use to ensure that the situation has a favorable outcome for the worker. Kind. Tony begins when discussing a website called bitterwaitress.com to provide an example of how food service workers are perceived and how these workers view the disgruntled people they serve. Mirabelli talks about literacy and annotated meaning, being literate means having control over socially accepted associations between ways of using language, thought and action that can be used to identify yourself as a member of a socially meaningful group or social network. This definition applies directly to a catering worker. Their use of language is based on the menu. Initialisms, abbreviations, abbreviations that they use in writing, are based on this text /menu. The staff are grouped into the role of waiter/waitress (depending on the type of equipment) and their ability to describe the text to the customer is based on the knowledge of the worker and depends on their understanding of the text. The author talks about two ways of communication study: The New Literacy Studies: They argue that literacy transcends the individual experience of reading and writing to include different ways of communicating and situations of any socially meaningful group or network where language is used in different ways. Multiliteracies: Complements traditional literacy pedagogy by addressing the multitude of communication channels and increasing saliency of cultural and linguistic diversity in today's world. Mirabelli describes how his research was done. He works part-time at a restaurant called Lou's Restaurant and interviews with workers, observes their practices, and interacts with customers themselves, and even takes several orders. Tony gives a breakdown of the equipment and its workers. However, important things to note are both the size of the menu (over ninety, which is fucking stupid), and that Lou is privately owned. Mirabelli starts by talking about the importance of offering as text for the waiter and customer to base their interaction. In one case, the waiter doesn't know what pesto is when the customer asks. Since this waiter did not have the correct understanding of his text, he was unable to explain the pesto to the customer. For this reason, the customer did not order an item with pesto. Not only are certain words restaurant, but they can also vary depending on the context. Marinara is used as an example of what one restaurant calls marinara, another restaurant doesn't have to (and may even say pizza sauce, who knows). These different meanings show how food ingredients change depending on the type of restaurant, traditions and preparation. Mirabelli also shows that food service workers have the power to control what their customers may or may not order through their interactions. The waiter/waitress can completely deny the special request, they can describe why a special request would be difficult to change the customer's opinion, or they can offer advice on what foods are popular. Interview with scallopini (I originally wrote scalpollini. Doesn't that just sound like fresh scalps?) Is a good example of how the choice of text/menu words leads the customer to ask what the differences were in the items. Tony also explains that some restaurants may use a foreign language to completely dictate what a customer can order based on the descriptions and suggestions a food service worker will provide. The author explains how a person's attitude is a performance that is learned through interaction and experience. She even describes how a waiter/waitress can use their behavior as a way to benefit financially. The last important term Mirabelli goes through is related to emotional work: it requires one to evoke or suppress a feeling in order to maintain an external face that produces the right state of mind in others. In addition, the rest is a recap and re-evaluation of the article. God, this is the longest summary I've had in a while. That wasn't my intention. Anyway, before my synthesis, a little grumping. Who the fuck thinks having over ninety items on the menu is a good idea? There is no way this place gets so much business that all these items are prepared fresh daily. This is how you get frost-burned mushy garbage when a customer orders an item that is never ordered. Also, chefs need to know how to prepare all these dishes. Customers order longer from the large menu, waiters/waitresses are expected to know each item in detail and chefs need to know the ingredients and prepare each item every day. It's a bloody waste of time and money. As well, I feel that social and text interactivity occurs in every type of industry. For my examples, I will use my work. I worked at Kum &amp; Go 8 years and 5 months and I was sales manager for almost six years. Having intimate knowledge of everything I'm involved in is essential. Not knowing how to handle certain situations, people or employees could make my job more difficult. When I am called to resolve a situation/dispute between an employee and a customer, I have to read the situation before Who looks more upset? Is he a customer or an employee? Did I hear any screams from the other side of the store before I got to the counter? Typically, the situation is the employee does not know how to handle a certain type of transaction, our card system can be down, or the customer asks if we have a certain service (like Western Union). Deciding whether to reach a customer or employee first is very important for the customer. If a coworker looks confused, I address them. In case the customer is upset, I hear their side first (because I probably won't agree with them anyway, but I can at least give the look that I'm willing to help them more than my coworker). One of my least favorite things to handle is if a customer or employee requests/puts a prepaid on the wrong pump and another customer pumps that gas (because they ran over their card and assumed they were charged). I then there are times when some workers don't follow a strict policy and I'm later badgered for it from other customers (\$20 cashback limit per person). So it makes the customer feel like I'm singling them out because of that, and so always does it for them. Or when someone needs 20 or 100 broken and I tell them they have to buy something to change, but that's not how it makes me. These kinds of situations arise because I not only have a special understanding of our set of rules (which I strictly enforce), but I am also expected to recover from my higher-ups. My coworkers don't make these decisions because they're lazy or don't understand the rules, but they do because they don't want to have a confrontation with the customer (which always creates a later confrontation for me that affects whether the customer likes me in the future). Besides, I usually have a façade of happiness and enthusiasm. So for people, I don't piss off forever I've come off as truly likable (though I really hate everyone). Hell, I was just talking about my work too much and not enough about the text. Eh, I think I covered everything I summarized anyway, just not through text. I think I'm going to finish one topic through my work. As with pesto conversations, in my work we have these damn &amp; Rewards cards. We started asking our customers if they would like one from May. We have to ask every customer if they have it/want it. Every customer. Now, a coworker with little understanding of the card will have poor results in getting the customer to get a new card. The customer usually asks: Why should I get it? This gives the employee the opportunity to use the knowledge of the text and knowledge of the situation or the customer as a means to convince this person that they need this card, and not only that, but they must go online and do a five-minute registration for Does the customer buy gasoline? Tell them about the gas coupon. Do they buy doughnuts? Tell them about the doughnut coupon. Then, last month we had a one month extension for our dollar drinks. Guaranteed way to get a &amp; Rewards to the customer was by told them that they can still get their drinks for a dollar if they have registered their card. Of course, you still have those older people who are like, I don't have a computer or I don't need another card. A co-worker can either decide to convince the customer to register the card for them by another person, tell them that they do not need the card after registration and can use their phone number, or not even take care of it. I personally never ask the customer if they want a card only if they have it (that's the question I ask 200-400 times a day). After incessently bombarding my customers with this lecture (except for a few adamant ones), I am actually the highest &amp; Rewards card numbers in our district (with our store leading district in the card used in the last few months since I was at the head of the program). So this is an example of not strictly following the text, but still getting the results of text requests. I seriously went on for too long and it is expected to be done with it an hour ago. Ugh, sad day. Day.

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