**One Book, One Community, 2023: *Sitting Pretty* by Rebekah Taussig**

The One Book, One Community project at the University of Arkansas brings together faculty, staff, and students to share a common reading experience. As part of the initiative, this year, ENGL 1013 courses will include the 2023 selection, *Sitting Pretty*, as part of inclusive access. The PRC will provide materials to support the integration of this text into 1013 classes, and all 1013 instructors will receive a copy of the book. (All new TAs will be required to use the text for their classes; continuing TAs will be encouraged to do so.)

## Syllabus Additions for *Sitting Pretty*

### Week 3

* Preface: Sets the stage with meta-engagement and contextualizing the book’s purpose.
* Chapter 2: Discusses how Other non-disabled bodies discuss disabled bodies. It also notes that we all become disabled if we live long enough.

### Week 6

* Chapter 8: Discusses the levels of accessibility and how complicated true accessibility is.

### Week 9

* Chapter 1: Gives background on the author’s condition and how they interact with the perceptions of others.

### Week 10

* Chapter 3: Complicates the ways that we view disability through two lenses: The Medical Model of Disability and The Social Model of Disability.

## Using “Think-Pair-Share” to facilitate class discussions

Step 1: Start with each student taking time to consider the question(s) by themselves and writing their thoughts. (7-10 minutes)

Step 2: Have students get into groups to share and discuss their thoughts as a group. (10-15 minutes)

Step 3: Have the group summarize their discussion and share it with the whole class.

Step 4: Have each group respond to another group’s thoughts to begin the class discussion.

**Note:** It takes weeks for students to start having Step 4’s level of class discussion. So, there will be times you need to help them feel comfortable talking about their own ideas and respectfully disagreeing with other’s ideas.

## Suggested Discussion Questions and Activities for Each Week

### Week 3

* What does Ableism mean to you?
* What is Taussig’s definition of ableism? In what ways is it similar to yours?
* What is something that's present in Taussig's definition of ableism that's missing from your own? Why does Taussig include that element in her definition?
* **Activity:** After students have completed the think-pair-share exercise discussion, as a class summarize the discussion that just took place. Next, using the class’s conversation, as a class, outline the summary the class would write for the chapter. Once you have created the outline, begin the revision process by asking the students how we can improve our summary paper outline.

Note: The idea of revision at this step will be new to most of your students, so you may have to help them by asking strategic questions or playing devil’s advocate.

### Week 6

* How does the author describe Accessibility?
* How does the author describe Access?
* How do these two things differ and how do they overlap?
* **Activity:** After students have completed the think-pair-share exercise discussion, as a class, discuss important ideas from the chapter and outline a rhetorical analysis of the chapter itself. What kinds of evidence does the chapter use? What is its context? Who is its audience? How does the author establish her credibility on the subject? Have students work in groups to take on one of the paragraphs/sections from the outline.

Note: Providing feedback for each group after they share their ideas is critical for this activity. Start by reinforcing at least one good aspect of their analysis. Next, highlight how the analysis could be improved.

### Week 9

* In an introduction to an interview with Taussig for the National Endowment for the Arts Art Works podcast, Josephine Reed describes the tone of Sitting Pretty as “conversational...mak[ing] it feel as though you're talking with a very smart, funny, and thoughtful friend.” Do you agree? If not, why not? If so, in what ways did this conversational style of writing affect how you experienced—or related to—the essays?
* This chapter discusses both shame and representation. How does Taussig define each of these ideas? What is the relationship between these ideas and disability?
* **Activity, Option #1**: Have students take notes on main ideas and types of evidence from this chapter. For next week’s activity, you’ll ask students to synthesize ideas from this chapter and chapter 3 as a way to practice synthesis.
* **Activity, Option #2:** After students have completed the think-pair-share exercise discussion, take one main point from two different groups, and as a class practice how to synthesize the two ideas. Repeat this activity until every group has synthesized one of their ideas with another group’s idea.

### Week 10

* How does the author describe the difference between the Medical Model of Disability and the Social Model of Disability?
* How do they overlap?
* How do they differ?
* Pick one example of the Medical Model of Disability and one example of the Social Model of Disability from the text. Compare both examples from the text to your own experiences or experiences you have witnessed first-hand?
* **Activity, Option #1:** After students have completed the think-pair-share exercise discussion on this week’s chapter, ask them to return to their groups and compare their notes from last week’s discussion of chapter 1 and come up with a shared list of main ideas from chapter 1. Where do ideas from the two chapters overlap? Where are there notable differences in argument, focus/emphasis, evidence, etc.
* **Activity, Option #2:** After students have completed the think-pair-share exercise discussion, take one main point from two different groups, and as a class practice how to synthesize the two ideas. Repeat this activity until every group has synthesized one of their ideas with another group’s idea.
* **Activity, Option #3:** Before starting the “share” step, tell the students to take notes for the other group’s synthesis share looking for ways to improve their peer’s work. After each group has shared their synthesis exercise, open the discussion up to the whole class by asking where we can improve what we just heard.

Note: You may have to challenge or even correct the group improvement suggestions. So, you will need to be fully present during the whole discussion.