



Satire

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	Satire
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	<p>Satire pokes fun at people and institutions (i.e., political parties, educational systems). The satire may be general (e.g. social classes, or political practices) or more specific (e.g. the President of the United States). Sometimes it is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity, and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satirical plays, poetry, and essays are developed with conferences with the instructor. Through the study of satiric techniques, the students see how satire enables us to laugh at ourselves while at the same time effecting reforms. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How does the role of satire reflect changes in society and culture? ● How can satire be a powerful tool for social and political commentary? ● How does one create effective satire? ● How does one consume satire effectively?

Course Enduring Understandings:	<ul style="list-style-type: none"> ● As society and culture changes, satire will always be a tool to reflect the negative aspects in those changes. ● The freedom to make and consume satire is critical to a functioning democracy. ● Successful satirists are well-informed of the subjects they are criticizing and their intended audiences. ● Those who consume satire effectively become aware of their own biases and begin to think about changes they can effect.
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	<p>The following books are recommended for this unit:</p> <p><i>Lysistrata</i> by Aristophanes <i>Tartuffe</i> by Molière <i>Calvin and Hobbes</i> by Bill Watterson <i>Comedians in Cars Getting Coffee</i> hosted by Jerry Seinfeld <i>The Great Dictator</i> directed by Charlie Chaplin <i>Slaughterhouse Five</i> by Kurt Vonnegut <i>The Female Quixote</i> by Charlotte Lennox <i>The Blazing World</i> by Margaret Cavendish “Pedestrian” by Ray Bradbury “Harrison Bergeron” by Kurt Vonnegut “A Modest Proposal” by Jonathan Swift <i>Candide</i> by Voltaire <i>The Canterbury Tales</i> by Geoffrey Chaucer <i>The Princess Bride</i> by William Goldman <i>Me Talk Pretty One Day</i> by David Sedaris <i>The Daily Show</i> <i>The Colbert Report</i> <i>The Onion</i> <i>The Babylon Bee</i></p>

	<p> <i>The Simpsons</i> <i>South Park</i> <i>The Office</i> <i>The Truman Show</i> directed by Peter Weir <i>Best in Show</i> directed by Christopher Guest <i>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</i> directed by Stanley Kubrick <i>Alice's Adventures in Wonderland</i> by C.S. Lewis <i>Saturday Night Live</i> <i>A True Story</i> by Lucian (a.k.a. True History) Power and Resistance: A Case Study of Satire on the Internet <i>Irony and Ethics in Narrative</i> by Linda Hutcheon “An Essay on Satire” by John Dryden “The Satire Paradox” <i>Revisionist History</i> podcast by Malcolm Gladwell Each year, teachers of this course will identify one common text to be read by all students. </p>
FPS Course Academic Expectation(s):	Creating & Constructing Conveying Ideas
Year at a Glance (Units):	<ul style="list-style-type: none"> ● The Portfolio ● Unit 1: From Chaucer to Colbert ● Unit 2: The Satirist and the Audience

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Essential Question(s):	<ul style="list-style-type: none"> • How can a portfolio of work show achievement and growth in literacy skills? • How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? • How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? • How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. • Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. • When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. • Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
--	--	---

Unit Number and Title:	Unit 1: From Chaucer to Colbert
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Lysistrata</i> by Aristophanes ● <i>The Canterbury Tales</i> by Geoffrey Chaucer ● <i>Tartuffe</i> by Molière ● <i>The Onion</i> ● <i>Calvin and Hobbes</i> by Bill Watterson ● <i>Comedians in Cars Getting Coffee</i> hosted by Jerry Seinfeld ● <i>The Great Dictator</i> directed by Charlie Chaplin ● <i>Dr. Strangelove</i> directed by Stanley Kubrick ● <i>Saturday Night Live</i> ● <i>The Colbert Report</i> hosted by Stephen Colbert
Unit Overview:	<p>The "From Chaucer to Colbert" unit is a comprehensive introduction to the genre of satire. This unit aims to foster a deep understanding of satire by examining its evolution across various time periods, forms, and media. Through the exploration of diverse satirical works, students will develop critical thinking skills and an awareness of rhetorical situation; they will cultivate an appreciation for satirists' ability to challenge societal and political norms and to provoke change.</p> <p>The unit begins with an introduction to satire, defining its purpose and exploring its historical significance. Ancient satirical works, such as the plays of Aristophanes and Roman satires, will be examined to understand the roots of this genre and its enduring relevance.</p> <p>Moving forward, the unit delves into satire in literature, focusing on works such as Geoffrey Chaucer's <i>The Canterbury Tales</i>. Students will analyze the satirist's use of satire to critique societal and political norms and individuals, reflecting on the context of the work and its resonance in contemporary society.</p>

The exploration of satire then extends to drama and theater, as students study the works of playwrights such as Molière. Through plays like *Tartuffe*, students will analyze the satirist's technical ability to expose societal hypocrisy and pretense, allowing for a comparison of satirical approaches between different time periods, forms, and media.

The unit also encompasses satire in visual media, examining the power of political cartoons and caricatures as potent satirical expressions. Students will analyze the visual and rhetorical techniques used by influential satirical cartoonists from various eras, gaining insight into the art of conveying satire through imagery.

Students will explore satire in film and television, exploring examples such as Charlie Chaplin's film *The Great Dictator*, Stanley Kubrick's *Dr. Strangelove*, and *Saturday Night Live*. By examining the ways in which filmmakers and television writers use satire to comment on social and political issues, students will deepen their understanding of the genre's impact and influence in the realm of visual media.

The unit concludes with a study of contemporary satire through the lens of works such as *The Colbert Report*. Students will analyze the satirist's ability to critique contemporary politics and media, reflecting on the role of satire in shaping public opinion and fostering critical thinking.

Throughout the unit, various assessment methods such as class discussions, written reflections, creative assignments, and group presentations will enable students to showcase their understanding of satirical techniques, analyze literary devices, and explore the social commentary embedded within satirical works.

By the end of the "From Chaucer to Colbert" unit, students will have strengthened their appreciation for satire as a literary genre. They will possess the analytical skills to critically examine and appreciate satirical works from different time periods, forms, and media, while also being empowered to express their own creative voices through original satirical pieces.

Standard(s):	<p>Reading</p> <p>RL & RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL & RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Writing</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening</p> <p>SL11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
---------------------	---

Essential Question(s):	<ul style="list-style-type: none"> ● How does the role of satire reflect changes in society and culture? ● How can satire be a powerful tool for social and political commentary? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● As society and culture changes, satire will always be a tool to reflect the negative aspects in those changes. ● The freedom to make and consume satire is critical to a functioning democracy. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● The concept and purpose of satire ● Different forms of satire across various time periods, forms, and media ● Satirical devices ● Historical and cultural knowledge necessary to fully comprehend a satirical work 	<ul style="list-style-type: none"> ● Evaluate and interpret satirical works ● Identify satirical devices such as exaggeration, irony, parody, and ridicule ● Compare and contrast different satirical approaches and techniques across time periods, forms, and media ● Apply historical and cultural knowledge to contextualize satirical works and understand their intended messages
Writing	<ul style="list-style-type: none"> ● Characteristics and structure of argument writing ● Characteristics and structure of informative and explanatory writing ● The writing process 	<ul style="list-style-type: none"> ● Create and present original satirical pieces ● Reflect on personal and societal perspectives influenced by satirical works ● Employ all steps in the writing process to strengthen and refine writing

Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations ● Civil discourse ● Presentation skills 	<ul style="list-style-type: none"> ● Collaborate effectively in group discussions and presentations related to satire ● Engage in respectful and open-minded dialogue when analyzing controversial or sensitive satirical themes ● Present ideas
-------------------------------	---	---

Unit Number and Title:	Unit 2: The Satirist and the Audience
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● “The Satire Paradox” by Malcolm Gladwell ● Scholarly articles on the impact and role of satire in society and public discourse. ● Online forums and discussion boards focused on satirical works and their analysis.
Unit Overview:	<p>"The Satirist and the Audience" is an immersive unit in which students have the opportunity to explore the intricate relationship between satirists and their audiences. This unit encourages students to become satirists themselves by creating a large-scale work of original satire. Through a combination of critical analysis, creative exploration, and reflective thinking, students will develop a deep understanding of the techniques, ethical considerations, and impact of satire, while honing their own unique voices as satirists.</p> <p>The unit begins with an introduction to the complex dynamics between satirists and their audience. Students will delve into the historical and contemporary role of satire in shaping public discourse, examining influential satirists and their impact on society. Ethical considerations and responsibilities associated with creating satire will also be explored, fostering thoughtful discussions on navigating sensitive topics and the power of satire.</p> <p>Throughout the unit, students will analyze various satirical techniques that satirists use, evaluating their effectiveness in engaging and provoking audience reactions. They will gain insight into the balance between humor and critique in satirical works, as well as the power dynamics inherent in satirical commentary. Students will explore how satire challenges authority, addresses social injustices, and provides a platform for marginalized voices.</p> <p>The core focus of the unit is the creative process of crafting original satire. Guided by the principles and</p>

	<p>techniques explored, students will develop their own large-scale satirical works. They will be encouraged to choose relevant social or political topics and employ effective literary techniques to convey their satirical message. The unit emphasizes multiple drafts, revisions, and peer feedback to refine their satirical pieces, nurturing the growth of their satirical voice and critical thinking skills.</p> <p>The culmination of the unit will be the presentation of students' finalized satirical works to the class. Through these presentations, students will engage in meaningful reflection on the intent, reception, and potential impact of their satire. Class discussions will provide an opportunity to explore the effectiveness and ethical considerations of the presented satirical works, fostering a supportive environment for constructive feedback and further understanding.</p> <p>Assessment methods will encompass a portfolio of original satirical works, including drafts and a final polished piece, as well as written reflections and analysis of the creative process, ethical considerations, and audience reception. Class presentations and discussions, along with peer feedback sessions, will provide additional opportunities for assessment and growth.</p> <p>"The Satirist and the Audience" unit aims to equip students with the skills, knowledge, and critical awareness necessary to engage with satire as both creators and consumers. By understanding the dynamic relationship between satirists and their audience, students will develop their own unique voices and contribute to the ongoing tradition of satire, while considering its impact on society and the ethical responsibilities associated with wielding its power.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How does one create effective satire? • How does one consume satire effectively? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Successful satirists are well-informed of the subjects they are criticizing and their intended audiences. • Those who consume satire effectively become aware of their own biases and begin to think about changes they can effect. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Satirical techniques • Author’s choices • Text structure 	<ul style="list-style-type: none"> • Analyze and evaluate the impact of different satirical techniques on the intended message and audience reception • Navigate the ethical considerations of satire, making informed decisions about topics, targets, and the boundaries of their works

Writing	<ul style="list-style-type: none"> ● Satirical techniques such as irony, sarcasm, exaggeration, and parody in their writing ● Characteristics of the three major types of writing ● The revision process 	<ul style="list-style-type: none"> ● Generate creative and engaging ideas for satirical works ● Utilize satirical techniques such as irony, sarcasm, exaggeration, and parody in their writing ● Receive and incorporate constructive criticism, demonstrating openness to different perspectives and a willingness to revise and refine their satirical pieces ● Strike a balance between humor and critique in satirical works, making thoughtful choices to maximize their satirical impact
Speaking and Listening	<ul style="list-style-type: none"> ● Protocols and expectations for providing and receiving peer feedback 	<ul style="list-style-type: none"> ● Analyze and evaluate the satirical techniques used in their peers' works, identifying strengths and providing constructive feedback to enhance their impact ● Provide feedback and articulate creative choices, to foster constructive dialogue and collaboration