

Long Beach City College  
SABBATICAL LEAVE PROPOSAL  
Professor Stephanie Powell 2015-2016

**1. Briefly state the purpose of your sabbatical leave.**

I am applying for a two-semester sabbatical leave for Fall 2015 and Spring 2016. The purpose of my sabbatical is two-fold: I will create a Workbook/DVD and do a literary review with an annotated bibliography.

- a. I will physically dance and create a Dance movement vocabulary glossary and theater toolbox DVD. This 20-30 minute DVD will accompany the workbook, which will directly benefit the entry-level dancer, performer and dance major. The creation of a DVD of this nature is laborious and extremely time consuming in filming and rendering/editing of footage. There will be approximately 70 alphabetical steps that will be broken down phonetically from the Ballet French vocabulary with a QuickTime video demonstrating the featured step. The footage will be edited on Final Cut Pro editing software. Along with those video clips, I will include demonstrations of theater etiquette, protocol, and general rules that many first time performers are unaware of until they enter a performance space. Currently, there is no manual, written workbook or DVD, particularly for the community college dancer, with this type of much needed and valuable information. This research will not only help to inform and prepare the students but it will also be a tremendous help to instructors at the community college level.
- b. I will do a literary review of numerous books and articles within my field of Dance to create and author a workbook along with an annotated bibliography. This research will primarily focus on the core introductory level and performing dance courses offered in the LBCC Dance Program.

This research is extremely important to me because I will be able to give lecture presentations on cutting edge ideas and expectations for the successful dancer. Rather than focusing on the art, presentation, and technique in the Auditorium, I have found that much time is spent explaining protocol and common practice in the Dance studio and theater. The Workbook and DVD will be wonderful tools for students and faculty and most importantly it will allow the Dance faculty and directors more time to focus on teaching movement and creating artistry on the concert dance stage. I will also share the results with other interested high school Dance instructors, LBCC Dance faculty, community college professors and Dance club leaders in order to develop a more informed student, and increase transfer and completion rates.

**2. Give all pertinent details of your proposed plan. This should include all activities, projects, research, itinerary, study, employment, expected outcomes, relationships with current coursework, etc. connected with your proposed leave.**

Over my sabbatical year, I plan to immerse myself in literature related to my field that focuses on the current expectations of the training and performing artist in Dance. I plan to read articles and take rigorous notes.

The expected outcome that my Workbook will serve is it will be a very useful tool to reference when teaching all of my Dance technique classes, directing the LBCC Dance concerts and Dance Showcases, and for lecture material for future semesters. The DVD is a very time consuming project as the rendering process for only two minutes can take from 10-14 days to complete.

I have experience in making YouTube clips, editing, and formatting into a DVD from previous projects. I have worked extensively with the late Amit Schitai along with Monika Mravec in Distance Learning in the creation of my Dance 1 and Dance 19 Dance History online courses.

I will create a template of what is needed to be a successful student in the community college and what students should know prior to entering the performance space and transferring to a 4-year university. I intend to make an alphabetical glossary of most commonly used Dance terminology with short, clear video in order to keep the students engaged. My current course load is heavily concentrated in Dance technique, such as Ballet, Modern Dance, Jazz, Pilates, Dance History and Dance Performance. LBCC Dance course offerings that would benefit from these materials are: DANCE 5, 6, 14, 15, 16, 17, 20, 21, 24, 26, 27, 28, 29, 31, 33, 41/1, 41/2, 41/3, 41AD, 46. All of these courses have a need for these materials and this project will support and strengthen my current assignment.

Books and Articles for Research:

*Life in Motion: An Unlikely Ballerina* by Misty Copeland  
*Dancing On My Grave* by Gelsey Kirkland  
*Holding on to the Air* by Suzanne Farrell  
*The Student Dancer* by Julia Buckroyd  
*A Dancer's Manual* by Bobby Boling  
*Apollo's Angels* by Jennifer Homan  
*The Ballet Book* by Nancy Ellison  
*Hiking the Horizontal* by Liz Lerman  
*The Ballet Companion* by Eliza Gaynor Minden  
*Leaps in the Dark* edited by Mindy Aloff  
*So You Want To Be a Ballet Dancer* by Jennifer Kronenberg  
*Advice for Dancers* by Dr. Linda Hamilton  
*The Dancers Way* by Dr. Linda Hamilton  
*The Person Behind the Mask* by Dr. Linda Hamilton

Dance Teacher Magazine articles  
Dance Spirit Magazine articles  
Dance Magazine articles  
Pointe Magazine articles

Ex: *Demi Plie'* Sounds like - (plee-Ay)

*A bending of the knee or half bend of the knees. The act of being bent or bending. Plie's are typically done in warm-ups at the ballet barre in first, second, fourth and fifth positions. The bending movement should be smooth and deep, keeping the heels connected to the floor. The weight between the legs should be equally distributed. The legs should be rotated from the hip and the knees should bend directly over the toes for proper alignment and joint safety. All steps that have a saute' or jump should begin and end with a plie'.*



*The Q will represent the icon for the student to click on to view me as the instructor and demonstrator of the step (demi-plie').*

Working Titles:

The Community College Dancer  
The Successful Dancer  
Becoming a Dancer  
A Dancer's Handbook  
The College Dancer  
The Dancer's Manual  
A Guide to Successful Dancing  
The Informed Dancer

**3. Provide a timeline indicating how the activities in your plan will be completed within the time frame of the proposed leave.**

Video shooting will be in 2-3 eight (8) hour phases. In my experience, a two-minute "basic" video took 6-8 hours to shoot and 12 to 14 days to render and finalize the work on editing software. In the Dance program we have had faculty spend an entire semester working on a 4-minute dance for the camera piece for our bi-annual concerts. Depending on the footage, one minute of footage can take several hours to render and compress for a high quality final output. The rendering process takes time away from the editing process and must be perfectly synced with audio and titles. The video files will also need to be compressed to fit onto a DVD. This final DVD will likely be 20-30 minutes in length and will take an entire semester to complete.

1) In the Long Beach Auditorium

- Production equipment such as extremely bright lighting, flooring and curtains will need to be arranged prior to video shooting. The space will also need to be reserved through Facilities as the Dance concert performances are scheduled during the same week. This will be beneficial to my project so that I will have access to all of the theatrical materials. The academic calendar for the Auditorium stage is heavily impacted due to the 16-week schedule, graduation ceremonies, etc. Scheduling my video shoot at this time will avoid stage technicians from having to set up more than once. The shoot date will likely be scheduled on a Sunday when the Auditorium is vacant, prior to the first LBCC Dance concert dress rehearsal.

2) In the Q-110 and/or Q-113 Dance Studios

- The Dance studios will need to be reserved through Facilities in order to avoid conflict with existing classes within the Dance and Kinesiology programs. Extremely bright lighting will need to be obtained for a high quality video. The shoot date will likely be scheduled on a Sunday when the studios are vacant and classes are not in session. I have created the winter and spring schedules and am aware of the availability for these studios.

TIMELINE:

- In September 2015, I will research and begin reading books that support my Workbook.
- By mid-October 2015, I will have completed Chapters 1 of the Workbook.
- By mid-November 2015, I will have completed Chapters 2 of the Workbook.
- By mid December of 2015, I will have completed phase one of the video shoot at the LBCC Campus for the Auditorium portion of the DVD. The Auditorium space will have to be reserved during the Fall Dance Concert technical rehearsal week when the lights, dance floor, wings and theatrical elements are in place. I will also have to arrange for a light board operator, as the work lights in the Auditorium are very dim and are not conducive to an instructional video of this nature.
- By the end December 2015, I will have completed Chapters 3 and 4 of the Workbook.
- By the end of January 2016, I will have selected the best video from phase one and completed the editing process of all video from the LBCC Campus Auditorium.
- By mid February of 2016, I will have completed Chapters 5 and 6 of the Workbook.

- By early March of 2016, I will have completed the second phase of the eight (8) hour video shooting the Dance studios at LBCC. The studio space will have to be reserved around all Dance and Physical Education classes offered. All video footage for the DVD should be complete. I am creating the fall and spring schedule for the Dance program and am aware of all studio vacancies.
- By the end of March of 2016, I will have completed Chapters 7 and 8 of the Workbook. Editing of phase two of the videos will begin.
- By mid April of 2016, I will have completed Chapter 9 and 10 of the Workbook. Any additional video that needs to be shot will be done at this time along with voice overs.
- By the end of May of 2016, I will have completed all editing of video footage for the DVD and read all of the books that support my Workbook. I will begin creating the Annotated Bibliography.
- By June 2016, I will have revised and completed the Workbook along with the Annotated Bibliography. I will also have a final version of a burned DVD to submit along with my Sabbatical report.

**4. Describe how the proposed leave will contribute to your professional development, including how it relates to your current assignment.**

This project is something that I am very passionate and excited about and is something that the students truly need and have requested numerous times. Something that I love about teaching Dance at LBCC is watching the students' "light bulbs goes on." When they are successful in their movements, I am so inspired and thrilled that it makes me want to create new methods of learning. My Workbook and DVD will keep me inspired to teach and create new ways for student success, based on the product they have access to. I will be able to incorporate these materials into my existing Dance technique classes for Dance majors as well as recreational movers. With the time allotted for sabbatical, my lectures will become more concise and detailed for my students. Specifically, the Dance 41 Performance course students and faculty will have a tangible product that they can use to be more informed and better prepared. Overall, I can see myself growing as an artist and being a stronger educator/director for the next generation of students and faculty.

**5. Describe how the proposed leave will benefit the college and students.**

Since the implementation of limited repeatability of Dance courses at LBCC, I have noticed a dramatic decline in student skill set and awareness for the Dance Performance course and Dance technique courses. In my ten years in academia, I have found that when students are able to train and study in a discipline for multiple semesters, they are able to learn more thoroughly how the human body functions, practice using the correct muscles used to facilitate movement in a safe method, and they get to experience a diverse collaborative creative process with faculty and student choreographers through the bi-annual Dance concert. All of these factors prepare the student for the 4-year university and a career in Dance. Now that students are unable to repeat courses, I have noticed a significantly more novice level of artistry in classes and performances. The Dance 41 Performance course is audition based and typically showcases the most talented and seasoned performers on the LBCC campus. However, since students are only allowed to take one semester of a Dance technique class (for example: Ballet, Modern Dance, Jazz, Tap, etc.) and are expected in a 16-week period to gain enough experience that will transfer to the main stage, they often tend to fall short. As an educator, I have always been dissatisfied that there is nothing written that is specific to community college student and I want to create something that would truly serve my LBCC students. My Workbook and DVD will be highly beneficial to the student who has never performed before and has limited Dance technique, by preparing them with necessary information that is typically gained only through experience in rehearsals and hours of training in the Dance studio. Students always benefit from seeing their instructors still agile and able to demonstrate movement vocabulary with skill and ease in a classroom setting. Being able to refer to a DVD is something tangible that they can keep and refer back to over holiday and summer breaks or before performance weekends, when many of our LBCC students cannot afford to pay \$15.00-\$20.00 for a single Dance technique class. This Workbook will be a user-friendly text that provides students with concrete, practical information on both the technical and creative aspects of Dance. It will also cover the basics of anatomy, including posture and injury concerns. The college will benefit from a higher level of Dance student who is better prepared for the performing stage as well as the four-year university setting. Having valuable information about injury prevention and body maintenance will not only inform the student from injuries but also protect the college and district. The transfer rate will increase and the student success will be evident in completion rates and higher skilled performances. I have already created a page on our website titled "Dance Student Success" (<http://www.lbcc.edu/TDF/dance-student-success.cfm>), which showcases students who have been accepted as Dance majors into four-year universities, gotten accepted into world renowned Dance institutions, and performed in the professional field. I would love to see this page grow to include more alumni, award recipients, and Dance majors who are successful in the field.

**6. List and describe the specific, tangible products you will bring to the college within 90 days after you return to your assignment.**

The tangible product that I will bring to the college within 90 days after I return to assignment is:

a. A comprehensive Workbook and accompanying DVD for the entry-level community college Dance student, performer and Dance major.

b. Annotated Bibliography

Chapter Topics:

- 1) Chapter 1: RECREATIONAL MOVERS (approximately 5 pages)
  - a. Starting to Dance
  - b. The Non-Dance Major
  - c. The Dance Major
  - d. Dance Showcases and Concerts
  
- 2) Chapter 1: PREPARING TO DANCE (approximately 10 pages)
  - a. The Dancers Bag
  - b. Dance Apparel
  - c. Sewing Ballet Slippers
  - d. How to make a bun
  - e. The First Aid Kit
  - f. Hygiene
  - g. H2O and Protein
  - h. Headshot and Resume
  - i. Notebook and Pen
  
- 3) Chapter 3: SURVIVAL TACTICS (approximately 8 pages)
  - a. Following the Syllabus
  - b. Being Disciplined
  - c. Practice, Practice, Practice!
  - d. Anatomy and Dance Vocabulary
  - e. Dance Exams
  - f. The Dance Concert Critique
  - g. Dancing Smart
  - h. Getting an "A"
  
- 4) Chapter 4: STUDIO AND THEATER ETIQUETTE (10 pages)
  - a. Punctuality
  - b. Posture
  - c. Being Prepared
  - d. Minding Your Manners
  - e. Back Stage
  - f. The Crew
  - g. Onstage
  - h. The Green Room
  - i. Contacting an Instructor

- 5) Chapter 5: THE AUDITION (7 pages)
  - a. Headshot & Resume
  - b. The Choreographer's Proposal
  - c. Appearance
  - d. Dance Technique Classes
  - e. Learning Quickly
  - f. Nutrition, Hydration and Rest
  
- 6) Chapter 6: YEAR ROUND TRAINING AND BODY MAINTENANCE (10 pages)
  - a. Break Nightmares
  - b. Aerobic Conditioning
  - c. Strength Training
  - d. Range of Motion Training
  - e. Stretching
  - f. Balls and Bands
  
- 7) Chapter 7: INJURIES AND INJURY PREVENTION (15 pages)
  - a. Rest
  - b. Ice
  - c. Compression
  - d. Elevation
  - e. Athletic Cross Training
  - f. Diverse Dance Disciplines
  - g. Taping
  - h. Common Dance Injuries
  - i. Rehabilitation and Physical Therapy
  
- 8) Chapter 8: COMMITMENT, DEDICATION AND PROFESSIONALISM (7 pages)
  - a. Commitment
  - b. Dedication
  - c. Professionalism
  - d. Reputation
  - e. Being Responsible
  - f. Criticism
  - g. Instructor Expectations
  
- 9) Chapter 9: THE PERFORMING ARTIST (8 pages)
  - a. Make-up
  - b. Theater Kit
  - c. Company Class
  - d. Costume Fittings
  - e. Undergarments
  - f. Progress Reports
  - g. A Dancer's Notes and Corrections
  - h. Video study



10) Chapter 10: TECHNICAL REHEARSALS AND PERFORMANCES (7 pages)

- a. The Schedule
- b. Application of Notes
- c. Backstage etiquette
- d. Lights, Sound... Dance, Dance, Dance!
- e. Warm Clothing
- f. Respect
- g. Safety

TOTAL PAGES: approximately 85-100 pages

The Workbook and DVD will be available for students to purchase at the LBCC bookstore.

**Dance Movements:**

<i>Arabesque</i>	<i>Assemble</i>	<i>Attitude</i>	<i>Balance</i>	<i>Ballon</i>	<i>Ballone</i>
<i>Ballote</i>	<i>Barre</i>	<i>Battement</i>	<i>Battu</i>	<i>Bras</i>	<i>Bras Bas</i>
<i>Brise</i>	<i>Brise vole</i>	<i>Cabriole</i>	<i>Chaines</i>	<i>Changement</i>	<i>Chasse</i>
<i>Cloche, en</i>	<i>Cou-de-pied</i>	<i>Croise</i>	<i>Croix, en</i>	<i>Dedans, en</i>	<i>Dehors, en</i>
<i>Demi-plie</i>	<i>Derriere</i>	<i>Devant</i>	<i>Developpe</i>	<i>Diagonal, en</i>	<i>Downstage</i>
<i>Ecarte</i>	<i>Echappe</i>	<i>Efface</i>	<i>Entrechat (4)</i>	<i>Epaulement</i>	<i>Face, en</i>
<i>Fondu</i>	<i>Fouette</i>	<i>Glissade</i>	<i>Jambe</i>	<i>Jete</i>	<i>Lame Duck</i>
<i>Pas de deux</i>	<i>Pas de bourree</i>	<i>Pas de chat</i>	<i>Passe</i>	<i>Penche</i>	<i>Petit</i>
<i>Pique</i>	<i>Pirouette</i>	<i>Plie</i>	<i>Port de bras</i>	<i>Promenade</i>	<i>Releve</i>
<i>Retire</i>	<i>Rond de jambe</i>	<i>Royale</i>	<i>Saut de basque</i>	<i>Saute</i>	<i>Sickling</i>
<i>Sissone</i>	<i>Standing leg</i>	<i>Temps lie</i>	<i>Terre, a</i>	<i>Tour en l'air</i>	<i>Tour jete</i>
<i>Tournant, en</i>	<i>Upstage</i>	<i>Working Leg</i>			

**Tools for the Performance Stage:**

Ticket Sales  
The Artistic Director  
The Stage Door  
The Green Room  
Make-up Application  
Hair Design  
Dance Shoes  
Braces and Foot Tape  
The Costume Shop  
Fittings  
Onstage Rehearsals  
Technical Rehearsals  
Stage Management  
Theater Attire  
Labeling  
Stage Directions  
Lighting Trees and Shin Busters  
Spacing

Entering the Stage  
Exiting the Stage  
The Spot Light  
Curtains and Wings  
The Final Bow

**7. Describe how you will share the outcomes of your proposed leave with other interested parties upon your return.**

I will share the results of my findings not only to students, but also to local Dance educators and professors, who have already expressed definite interest. My sabbatical report would be available to all interested parties by .PDF and will be kept in the campus library. For the Dance Showcase performances, which feature all of the Dance students within the entire Dance program and all of the classes that we offer, I will make these materials available to those students for a more professional performance quality in the student LBCC bookstore. I will also be willing to meet with the adjunct Dance faculty and choreographers to discuss any questions that they may have about how to develop strategies to incorporate the material into our existing course curriculum as well as give public talks to high school Dance students who plan to attend Long Beach City College. The Workbook and DVD will be available for students at the LBCC bookstore.

**8. If applicable, please disclose any additional sources of employment earnings during the proposed leave.**

This item is not applicable to my request.