
RUTH M. HARMAN
LANGUAGE AND EDUCATION DEPARTMENT, COLLEGE OF EDUCATION
THE UNIVERSITY OF GEORGIA

I. **ACADEMIC HISTORY**

Rank: Assistant Professor, appointed August 2008

Proportion Time Assignments: 9 month, .75 FTE (60% teaching; 40% research)

Tenure Status: Tenure-Track; Untenured at this time

Graduate Faculty Status: Appointed to the Graduate Faculty, fall 2008

Highest Education Degree

2008 *Ed.D. Curriculum and Instruction*, University of Massachusetts Amherst, MA
Concentration: Language, Literacy, and Culture (Second language research)

Academic Positions

2008-present Assistant Professor, The University of Georgia, Athens
TESOL and World Languages Program
Department of Language and Literacy Education

Faculty in Linguistics Program, The University of Georgia

Affiliate Faculty in Interdisciplinary Qualitative Studies, The University
of Georgia, Department of Lifelong Education, Administration, and Policy

2007-2008 Part-Time Lecturer, Language, Literacy and Culture
University of Massachusetts Amherst, MA

2007-2008 Part-Time Lecturer, Education and Child Development
Smith College, Northampton, MA

2002-2007 Research Fellowship
Federally Funded Grant

- *The ACCELA Alliance for English Learners* with Drs. Jerri Willett and Meg Gebhard

Selected Professional Employment

1996-2002 Academic Director, Loyola Intensive English Program
Loyola University New Orleans, LA

1993-1995 ESL Faculty, Loyola Intensive English Program
Loyola University New Orleans, LA

1988-1991 Teaching Assistantship in French
French Department, New York University, NY

II. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

a. Teaching

- ELAN 7732 Classroom Discourse Analysis
 Fall 2008 (N= 13)
 Fall 2009 (N=19)
 Fall 2010 (N=16)
- ELAN 7603 Content-Based ESOL (P-12)
 Spring 2009 (N= 5)
 Spring 2011 (N=12)
- ELAN 7501 Educational Linguistics
 Spring 2009 (N= 8)
 Fall 2010 (N=13)
- LLED 7601 Non-native Literacy (P-8)
 Fall 2009 (N=8)
- LLED 8030 Critical Discourse Analysis
 Spring 2010 (N=17)
 Spring 2011 (N=8)

b. Advising (M.ED./PhD)

Degree	Major Advisor	Committee Member	Departments	Year
Masters (M.ED, MA)	12		• LLED	2008-present
Ph.D	3	8	• LLED	2009-present

c. Course Development

Educational Linguistics: The University of Georgia

Dr. Harman developed this course so that students at UGA would learn about key developments in education language research. In the course Dr. Harman use literary discourse to explore graphology, phonology, morphology and semantics. Based on a systemic functional linguistics perspective (SFL), Dr. Harman also teaches students how to analyze language as a pliable set of resources for use in different social and academic contexts. In addition, Dr. Harman provides students with way to explore how educational linguistics can be used in designing, implementing and reflecting on the literacy development of students in K-20 contexts.

Content-based ESOL: The University of Georgia

Dr. Harman developed this course to support researchers and teachers at UGA in exploring the language and content demands of such subject areas as Science, Literature and History. Through discussion, classroom observations, systemic functional linguistics analysis and case study interviews, Dr. Harman provides students with experiential and theoretical ways of grappling with complex socio cultural theories about language, learning and instruction in content classrooms.

III. SCHOLARLY ACTIVITIES

a. Publications

An asterisk (*) identifies a publication that has gone through stringent editorial review. A double asterisk (**) identifies a publication that was invited.

Books authored or co-authored (None)

Books edited or co-edited (None)

Book Chapters

***Harman, R.**, Varga, K., Bivins, K. & Forker, D. (in press). Critical performative literacy in an ESL middle school classroom: Latina girls speak out for undocumented workers. In S. Chapell and C. Faltis (Eds.), *The Arts and English Language Learners: Building Culturally Responsive, Critical and Creative Programs in School and Community Contexts*. New York: Routledge.

Harman, R. (2008). Teaching with tenderness and compassion. In S. Nieto (Ed.), *Dear Paulo: Letters from those who dare teach*, pp. 133-135. New York: Paradigm.

Willett, J., **Harman, R., Lozano, M.E., Hogan, A., & Rubeck, J. (2007). Generative routines: Using the everyday to create dynamic learning communities for English language learners. In L. Verplaetse and N. Migliacci (Eds.), *Inclusive pedagogy for English Language Learners: Research informed practices*, pp. 33-53. Mahwah: NJ: Lawrence Erlbaum Assoc.

***Harman, R.** & French, K. (2004). Critical performative pedagogy: A feasible praxis in teacher education? In J. O'Donnell, M. Pruyne and R. Chavez Chavez (Eds.), *Social justice in these times*, pp. 97-116. Greenwich, CT: New Information Press

Monographs (None)

Literary Contributions

Harman, R. (2010). Howth chants. *Mandala Journal*, issue 8.
http://www.mandala.uga.edu/issues/8/howth_chants.php

Encyclopedic Entries

****Harman, R.** & Harklau, L. (in press). Ethnographic research. *Routledge Encyclopedia of Applied Linguistics*.

****Harman, R.** (in press). Qualitative literacy research. In C. A. Chapelle (Ed). *The Encyclopedia of Applied Linguistics*.

Peer Reviewed Journal Publications

***Harman, R.,** & McClure, G. (in press). All the school's a stage: Critical performative pedagogy in urban teacher education. Special edition (L. Bell & D. Desai, Eds.) *Equity & Excellence in Education*.

***Harman, R.,** with French, K. (in press). Critical performative pedagogy and urban teacher education: Voices from the field? *Play and Culture Series*, volume 11. Annual Journal from The Association of the Study of Play

****/*Gebhard, M. & Harman, R.** (2011). Reconsidering genre theory in K-12 schools: A response to school reform in the United States. Special Edition of *Journal of Second Language Writing*, 20(1), 45-55.

***Gebhard, M., Harman, R. & Seger, W.** (2007). Unpacking academic literacy for ELLs in the context of high-stakes school reform: The potential of systemic functional linguistics. *Language Arts* 84(5), 419-430.

***Harman, R.** (2007). Critical teacher education: Discursive dance of an urban middle school teacher. *Language and Education* 21(1), 31-45.

***Yang, Q., Ramirez, J. & Harman, R.** (2007). EFL Chinese students and high stakes expository writing: A Theme analysis. *Colombian Applied Linguistics Journal*, 9, 99-125.

Bulletins or reports (none)

Abstracts (none)

Book Reviews

Harman, R. (2011). [Review of the book: *Reading in secondary content areas: A language-based pedagogy*]. *Pedagogies: International Issues*, 6(1).

****Harman, R.** (2009). [Review of the book: *The discourse of politics in action: Politics as usual*]. *Language Policy*, DOI 10.1007/s10993-009-9143-x .

Broussard, M. & **Harman, R.** (2002). [Review of the book: *Broadening the horizons of foreign language education*]. *NECTFL*, 50, 47-49.

****Harman, R.** (1999). [Review of the book : *Roddy Doyle's Paddy Ha Ha*]. *Ex libris*, 25/6.

Refereed Manuscripts in Review

Harman, R. (in review). Language in Literature and Upper Elementary Writing Instruction: Intertextual Response of a Fifth-Grade Bilingual Student. *RELC*.

Online publications

** Harman, R. M. (2008). *Systemic Functional Linguistics and the Teaching of Literature*. Online: Mick O' Donnell (Ed.), International Systemic Functional Linguistics Association. www.isfla.org/Systemics/Print/index.html

Manuscripts in Preparation

**/*Harman, R. (in progress). Intertextuality in genre-register pedagogies: Building the field in L2 fifth grade literary writing. *Journal of Second Language Writing*, Special Edition (H. Byrnes, Ed.)

**/*Harman, R. (in progress). Discourse analysis and culturally responsive pedagogy for all students. P. Portes, S. Salas & P. Mellom (Eds.), *What works in educating children of immigrants: Evidence for policy change*. Greenwich, Ct: IAP

Harman, R., & Shin, D. (in progress). Multimodal to Multiliteracies with English Language Learners.

b. Creative Contributions other than Formal Publications

* Harman, R. (2008). *Systemic Functional Linguistics and the teaching of literature in urban schools*. Unpublished dissertation, University of Massachusetts Amherst.

Grants Funded**Internal**

2009 Harman, R. *Using functional language instruction to support ELL students in middle school sheltered instruction classrooms*. College of Education Early Career Grant, University of Georgia \$6000.

2005 Graduate Student Travel Awards, University of Massachusetts Amherst.

2002-2007 Research Fellowships in ACCELA (Access to Critical Content and English Language Acquisition), University of Massachusetts Amherst.

External

1998-2002 *Graduate Academic Preparation for International Fulbright Scholars*. Loyola University New Orleans. Annual Grant from Institute of International Education (Principal Investigator with Debbie Danna, JD.)

Grants applied for, but not received

2010. Freeman, M., **Harman, R.**, & Hall, J. *Educational reform and enrichment for culturally and linguistically diverse students in high poverty school districts: fourth graders give their perspective*. UGARF Poverty Grant.
2008. **Harman, R.** & McClure, G. (2008). *Collaborative inquiry into co-teaching: ESL subject-area teacher partnerships for change*. Spencer Foundation.

c. Honors and Achievements

Emerging Scholar Award, AERA SIG Division, Language and Social Process Special Interest Group, American Education Research Association (2009)

Department Dissertation Award, University of Massachusetts Amherst (2007)

Graduate Student Travel Awards, University of Massachusetts Amherst (2003-2007)

Research Fellowships in ACCELA (Access to Critical Content and English Language Acquisition), University of Massachusetts Amherst (2003-2007)

Funding to write research grants for School of Education Research Center, University of Massachusetts Amherst (2002-3)

Scholarships to Faulkner Literary Festival for creative fiction writing (2000 & 2001)

Merit scholarship/ Teaching fellowship in NYU French Department (1988-1991)

Primary Research Areas

Second Language Literacy; Systemic Functional Linguistics; Critical Performative Pedagogy; Critical Discourse Analysis; Participatory Action Research with English Learners and ESOL Teachers

Supervision of Student Research

The University of Georgia

Doctoral Committee Chair or Major Advisor

Current Kelli Bivins, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress

Current Daniel Gilhooley, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress

Current Nihal Khote, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress

Doctoral Committee Member

Current Stephanie Baker (TESOL and World Languages)
George Boggs (English Education)

Elizabeth Daigle	(English Education)
Eric Hasty	(English Education)
Allen Lynn	(TESOL and World Languages)
Jennifer McCreight	(Reading, Writing, Children's Literature, and Digital Literacies)
Amber Simmons	(English Language Education)
Sharon Smith	(Reading, Writing, Children's Literature, and Digital Literacies)

Editorial Responsibilities

2010-2011	Editorial Reviewer, <i>Research of Teaching of English</i>
2010-2011	Editorial Reviewer, <i>Anthropology of Education</i>
2010	Editorial Reviewer, <i>English Teaching: Practice & Critique</i>
2009	Editorial Reviewer, <i>L1-Language and Literature</i>

Peer Reviewer for Convention Proposals

2010	Editorial Reviewer, AERA Language and Social Processes SIG
2009	Editorial Reviewer, AERA Second Language SIG Awards

Convention Papers

(* published counterpart ** invited address)

Organized Colloquia (Chaired and Organized)

** Alleksaht-snider, M. & Harman, R. (2011, April). *Challenging anti immigration discourse and education policies in the southeast: Collaboration among teachers, students, families, and university educators*. Panel presented and chaired at Division G, American Education Research Association, New Orleans, LA.

Maxim, H. & Harman, R. (2011, June). *Students' textual practices as a multifaceted weaving of semiotic systems*. International Colloquium to be presented and chaired at International Systemic Functional Linguistics Panel, Lisbon, Portugal.

International Papers

Harman, R. (2011, July). *Intermodality in genre-register based pedagogies: Building text and image relations in fifth-grade L2 literary composition*. Paper to be presented at International Systemic Functional Linguistics Conference, Lisbon, Portugal.

*Harman, R. (2010, July). *Explicit intertextuality in teaching literary writing: Case study of two bilingual students*. Paper presented at International Systemic Functional Linguistics Conference, Vancouver, British Columbia, Canada.

National

- ***Harman, R.**, Varga-Dobai, K., & Bivins, K. (2011, April). *Critical participatory practices in a middle school ESOL classroom*. Paper presented at Division G, American Education Research Association, New Orleans, LA.
- ***Harman, R.** & French, K. (2011, April). *Critical performative pedagogy in urban teacher education: a heteroglossia of voices?* Paper presented at Cultural Historical SIG, American Education Research Association, New Orleans, LA.
- Shin, D. & **Harman, R.** (2011, April). *Pedagogies of multiliteracies in urban elementary school ESOL classrooms*. Paper presented at Division K, American Education Research Association, New Orleans, LA.
- *Harman, R. (2010, April). *Language of literature and upper elementary writing: Language minority students as agentive text makers*. Paper presented at American Education Research Association Language and Social Processes SIG, Denver, CO.
- *Harman, R. (2010, April). *Critical performative pedagogy in teacher education*. Paper presented on panel, American Education Research Association, Division G, Denver, CO.
- *Harman, R. (2010, March). *Performance and dialogicality in teacher education?* Paper presented at American Applied Linguistics Conference, Atlanta, GA.
- ***Harman, R.** & Shin, D. (2009, November). *Multimodal to multimedia community-based literacies with English Language Learners*. Paper presented at National Council of Teachers of English Conference, Philadelphia, PA.
- ***Harman, R.**, Alvarez, M. & Rutherford, D. (2009, October). *Talking the walk: Discourse analysis and culturally responsive classrooms*, First Triennial Conference of Latino Education in the South, University of Georgia, GA.
- Harman, R. (2009, April). *Teacher attitudes and beliefs about professional development, teacher knowledge, and practice*. Discussant for Panel, Division K, American Education Research Association, San Diego, CA.
- Harman, R. (2008, October). *Language-Based instruction in literature: case study of a struggling 5th grade writer*. XV Annual Gathering for Sociocultural Theory and Second Language Working Group, Amherst, MA.
- Harman, R. (2008, May). *Embodying critical multiculturalism in teacher education*. Paper presented on panel, Pedagogy and Theater of the Oppressed Conference, Omaha, NE.
- Harman, R.** & French, K. (2007, November). *Critical performative pedagogy and multicultural education*. Paper presented at National Association of Multicultural Education, Baltimore, MD.

- **Gebhard, M., Habana-Hafner, A., **Harman R.**, Shin, D. & Willett, J (2007, May). *Critical literacy, systemic functional linguistics, and school reform*. 4th Teachers of a New Era English Language Development Conference, Boston College, Boston, MA.
- *Gebhard, M., **Harman, R.**, & Seger, W. (2007, April). *Improving academic literacy instruction for linguistically diverse students: The potential of systemic functional linguistics*. Paper presented at Division K, American Education Research Association, Chicago, IL.
- **Gebhard, M., Habana-Hafner, A., **Harman R.**, Shin, D. & Cummins, J. (2007, March). *Critical literacy, genre theory, and school reform*. Panel of papers presented at Annual meeting of Teachers of English to Speakers of Other Languages, Seattle, WA.
- Harman, R & Hogan, A. (2006). *Genre-based pedagogy and literary riffing*. Paper presented at National Council of Teachers, Nashville, TN.
- *Gebhard, M., **Harman, R.** & Seger, W. (2005). *Dialogic literacy practices and teacher education: Making spaces for students' and teachers' voices in the context of high-stakes testing*. Paper presented at the annual meeting of Teachers of Speakers of Other Languages, San Antonio, TX.
- Habana Hafner, D., **Harman, R.**, Lozano, M. & Ramirez, A. (2005). *Boundary spanners in collaborative school university partnerships*. Paper presented at National Ethnographic and Qualitative Research in Education Conference (EQRE), University of Pennsylvania, PA.
- Harman, R. (2004). *A polyglossia of discourses in a teacher's self representation*. Paper presented at annual meeting of American Applied Linguistics Conference, Portland, OR.
- *Harman, R. (2004). *A dialogic dance in an ELA middle school classroom*. Paper presented at EQRE Conference, Albany, NY.
- ***Harman, R.** & French, K. (2003). *Critical performative pedagogy*. Paper presented at National Multicultural Education Conference (NAME), Seattle, WA.
- Harman, R** & French, K. (2003). *Investigating Rosa Parks and segregation*. Paper presented at Connecticut National Multicultural Education Conference, Hartford, CT.
- Regional/State**
- *Varga, K., **Harman, R.**, Bivins, K. & Coile Middle School Girls. (2010). *Critical performative literacy in an ESL middle school classroom: Latina girls speak out for*

undocumented workers. Paper presented at Women & Girls Conference, UGA, Athens, GA.

Special Lectures

**Harman, R. (2010, December). *Se hace el camino al andar: Qualitative research as tool to challenge social inequity in K-12 classrooms*. Key note address presented at Student Qualitative Research Conference, University of Georgia, GA.

** Espino, M., & Harman, R. (2009, October). *Critical discourse analysis and critical race theory*. Paper presented at Diversity Series, University of Georgia, GA.

IV. PUBLIC SERVICE

Professional Service

2010-2011 *Appointed Member, Emerging Scholar Award Committee, Language and Social Processes SIG, American Education Research Association.*

V. OTHER SERVICES

College Service

2008-present *Member, Graduate Qualitative Research Conference Committee*
2009 *Judge, Graduate Qualitative Research Conference Committee*
2009-2010 *Member, University Search Committee for English Program Director*

Department Service

2010-2011 *Member, TESOL and World Languages (TWLE) Lecturer Search Committee*
2009-2010 *Member, TWLE Lecturer Search Committee*
2008-present *Member, Graduate Student TWLE Admissions Committee*
2008-present *Reviewer, TWLE M.Ed. Comprehensive Exam Reviewer*

School Districts/Public Service

2008-present *ESOL Teacher Mentoring, Coile Middle School, Athens-Clarke, GA. Supported literacy instruction of English Learners*

Current Professional Organization Membership

2008-present *American Association for Applied Linguistics (AAAL)*
2008-present *American Education Research Association (AERA)*
2008-present *Institute for Language and Education Policy (ELL ADVOC)*
2011 *Georgia Association of Latino Elected Officials (GALILEO)*
2009-present *Teachers of English to Speakers of Other Languages (TESOL)*