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EDUCATION

Ed.D in Language, Literacy and Culture, University of Massachusetts	2008
MA and ABD in French Literature, New York University, New York, NY	1992
Teacher Certification and BA Honors in French and German, Trinity College Dublin/ University College Dublin	1979

ACADEMIC EMPLOYMENT

Assistant Professor, Language and Literacy Department University of Georgia, GA	2008 – Present
Part-time Lecturer in Education and Child Development Smith College, MA	Spring 2008
Part-time Lecturer in Language, Literacy and Culture University of Massachusetts Amherst, MA	2006-2007
Instructor, ACCELA Alliance University of Massachusetts Amherst, MA	2005- 2006
Research Assistant for Dr. Sonia Nieto University of Massachusetts Amherst, MA	Fall 2006
Grant Writer, Teacher Education and Curriculum Studies University of Massachusetts Amherst, MA	2002-2003
Lecturer, Westfield State College, MA	2003-2004
Academic Director, Loyola Intensive English Program Loyola University New Orleans, LA	1996-2002

Co-director, Graduate Studies Program for Fulbright Scholars Loyola University New Orleans, LA	1998 – 2002
ESL Instructor, Loyola Intensive English Program Loyola University New Orleans, LA	1993 - 1995
French Instructor, New York University, NY	1988 - 1991

PUBLICATIONS

Peer-Reviewed Journals (In Review)

- Harman, R. (in review). Language-Based Instruction in Teaching Literature: Intertextual Responses of a Struggling Fifth-Grade Writer. *Research in Teaching of English*.
- Harman, R. with French, K. (in review). Critical Performative Pedagogy and Urban Teacher Education: Voices from the Field? *11th Volume of the Play and Culture Series*.
- Lee, O., Buxton, C. & Harman, R. (in review). Integration of Science and English Proficiency for English Language Learners: Seamless Integration, Potential Tensions, and Competing Assumptions. *Educational Researcher*.

Peer-Reviewed Journals

- 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.

Book Chapters

- Harman, R. (2008). Teaching with tenderness and compassion. In Sonia Nieto (Ed.), *Dear Paulo: Letters from Those Who Dare Teach*. 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 (Eds.) L. Verplaetse and N. Migliacci. *Inclusive pedagogy for English Language Learners: Research informed practices*. Mahwah, NJ: Lawrence Erlbaum Assoc.
- Harman, R. & French, K. (2004). Critical performative pedagogy: A feasible praxis in

teacher education? In (Eds.) Jim O'Donnell, Marc Pruyn and Rudolfo Chavez Chavez, *Social justice in these times*. Greenwich, CT: New Information Press.

Book Reviews

Harman, R. (2009). Book review on Fang & Schleppegrell's (2008) *Reading in Secondary Content Areas: A Language-Based Pedagogy*. *Pedagogies*.

Broussard, M. & Harman, R. (2002). Book review on *Broadening the horizons of foreign language education* in *NECTFL*, Spring 2002.

Harman, R. (1999). Un Luogo Familiare. (Book review in Italian of Roddy Doyle's *Paddy Ha Ha*) *Ex libris*, vol. 25/6.

AWARDS

Emerging Scholar Award, AERA SIG Division, Language and Social Process Special Interest Group, American Education Research Association (2008)

Department Dissertation Award, University of Massachusetts Amherst (2007)

Graduate Student Travel Awards, University of Massachusetts Amherst (2003-6)

Research Fellowships in ACCELA (Access to Critical Content and English Language Acquisition), University of Massachusetts Amherst (2003-2007) (see <http://www.umass.edu/accela>)

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

IIE funding for outstanding grant proposal to run Fulbright program for international scholars (1998-2002)

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

Merit scholarship, teaching fellowships and tuition waivers in NYU French Department (1988-1991)

GRANTS

College of Education Early Career Grant (2009) *Using Functional Language Instruction to Support ELL Students in Middle School Sheltered Instruction Classrooms*

Spencer Foundation (2008). (Not Awarded). *Collaborative Inquiry into Co-teaching: ESL Subject-Area Teacher Partnerships for Change*

International Institute of Education (1998-2002). (Awarded). *Graduate Academic Preparation for International Fulbright Scholars*

PRESENTATIONS

Harman, R. (2009). *Teacher Attitudes and Beliefs about Professional Development, Teacher Knowledge, and Practice*. Discussant on Panel, Division K, American Education Research Association, San Diego, CA

Harman, R. (2008). *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). Member of Panel: *Changing the Education of Educators: Enacting and Embodying Social Justice*, Pedagogy and Theater of the Oppressed Conference, Omaha, NE

Harman, R. & French, K. (2007). *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). *Critical literacy, systemic functional linguistics, and school reform*. Invited presentation at the 4th Teachers of an New Era English Language Development Conference, Boston College, MA

Gebhard, M., Harman, R., & Seger, W. (2007). Paper presented on Panel, *Improving Academic Literacy Instruction for Linguistically Diverse Students: The Potential of Systemic Functional Linguistics*. Division K, American Education Research Association, Chicago, IL

Gebhard, M., Habana-Hafner, A., Harman R., Shin, D. & Cummins, J. (2007). Member of Panel: *Critical literacy, genre theory, and school reform*. 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, Oregon

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, C

SERVICE: EDITORIAL RESPONSIBILITIES

Reviewer – AERA Second Language SIG Awards	2009
Reviewer – <i>AERJ</i>	2006
Reviewer – <i>Teaching Education</i>	2005

PROFESSIONAL AFFILIATIONS

AAAL (American Association for Applied Linguistics)
AERA (American Education Research Association)
NAME (National Association of Multicultural Education)
NCTE (National Council of Teachers of English)
ELL ADVOC (Institute for Language and Education Policy)
TESOL (Teachers of English to Speakers of Other Languages)