

RUTH M. HARMAN  
Language and Literacy Education Department, College of Education  
The University of Georgia  
Email: rharman@uga.edu

## 1. ACADEMIC HISTORY

**Current Academic Rank:** Associate Professor, appointed August 2012

**Proportion Time Assignments:**

.190 Teaching, .375 Research, .94 Public Service COE Public Service 091 (2013-2017)  
.375 Teaching, .375 Research (2017-present)

**Tenure Status:** Tenured

**Administrative Title:** Program Coordinator (2013-2017)

**Graduate Faculty Status:** Graduate Faculty (2008-present)

### Highest Degrees

2008 Ph.D., Language, Literacy and Culture, University of Massachusetts  
1992 M.A., French Literature, New York University

### Academic Positions

2008-2012 Assistant Professor, The University of Georgia, Athens  
Department of Language and Literacy Education  
2009-present Affiliated Faculty, The University of Georgia, Athens  
Department of Linguistics  
2009-present Affiliated Faculty, The University of Georgia, Athens  
Interdisciplinary Qualitative Studies, Department of Lifelong Education,  
Administration, and Policy

### Other Professional Employment

2013-2015 Professor on Special Assignment, Coile Middle School, Professional  
Development in School District, UGA/Clarke County School District  
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

### Post-Graduate Awards

2017 Summer Lectureship in Beijing, Drama in Elementary Education Classrooms, Beijing  
Ministry of Education, \$10,000  
2012 Sarah Moss Fellowship, Collaboration with Multimodal Experts at University of London,  
The University of Georgia, \$8,900

## 2. RESIDENT INSTRUCTION

### A. Course Chronology

Since 2012, a total 20 classes had been taught (10 different courses).

Table 1: Summary of Courses Taught and Evaluation of Data (2012-2018). **The courses in bold** were completely redesigned by Dr. Harman

Term	Course Prefix	Course Title	C	N	Mean
FA 2018	LING 8080	Seminar in Linguistic Theory	3	8	5
	<b>LLED 7505S</b>	<b>Immigration Theories and Practice</b>	3	17	
SP 2018	<b>LLED 7503S</b>	<b>Content-Based Instruction in ESOL</b>	3	14	4.3
	QUAL/LLED 8750	Qualitative Research Writing Workshop	3	11	4.6
<b>SU 2018</b>	<b>LLED 8045</b>	<b>Youth Participatory Action Research</b>	3	22	4.7
FA 2017	LLED 7732	<b>Classroom Discourse</b>	3	16	4.6
	LLED 8030	<b>Critical Discourse Analysis</b>	3	8	4.9
SP 2017	LLED 7503S	Content-Based Instruction in ESOL	3	7	4.0
FA 2016	LLED 8030	Critical Discourse Analysis	3	16	4.5
	LLED 8000	Doctoral Seminar in Language and Literacy	3	10	4.6
SU 2016	LLED 8045	Youth Participatory Action Research	3	9	4.5
<b>SP 2016</b>	<b>LLED 7503</b>	<b>Content-Based Instruction in ESOL</b>	3	20	4.6
FA 2015	LLED 7732	Classroom Discourse	3	17	4.3
SP 2015	LLED 7040	Language and Culture	3	21	4.1
*FA 2014	LLED 8030	Critical Discourse Analysis	3	12	4.3
*SP 2014	LLED 7040	Language and Culture	3	19	4.1
<b>*FA 2013</b>	<b>LLED 7732</b>	<b>Classroom Discourse</b>	3	14	4.4
*SP 2013	LLED 7503	Content-Based Instruction in ESOL	3	17	4.5
*FA 2012	LLED 7501	Educational Linguistics	3	16	4.5
	LLED 7732	Classroom Discourse	3	15	4.4

\*Dr. Harman taught two to three courses each of these years because she had a course buyout for grant work at Coile Middle School and also because she served as Program Coordinator for the Department of Language and Literacy Education.

## B. Academic Advising

	Current Students	Completed Students after Last Promotion	Total since 2012
Doctoral Student Advisor	8	7	15
Doctoral Dissertation Committee	12 (2 external)	8	20
Master's and Ed.S Student Advisor (non-thesis)	6	14	20
Master's Students Thesis (LING)	2	2	4

## 3. SCHOLARLY ACTIVITY

## A. Publications

### Books

**Harman, R.**, & Burke, K. (under contract). *Culturally sustaining systemic functional linguistics: Embodied inquiry with multilingual youth*. New York, NY: Routledge.

**Harman, R.** (Ed.). (2018). *Bilingual learners and social equity: Critical approaches to systemic functional linguistics*. London, UK: Springer.

### Book Chapters (#doctoral advisee; \*\*invited)

\*\***Harman, R.**, #Siffrinn, N., #Mizell, J., & #Bui, K. (in press). Promoting reflection literacy in pre-service language teacher education: Critical SFL praxis with multilingual youth. In L. Altariste & C. Crosby (Eds.), *Second language writing across PK16 contexts: Intersections of teaching, learning, and development*. Ann Arbor, MI: University of Michigan Press.

#Bui, K., & **Harman, R.** (in press). Teaching mathematics to English learners: The interplay between gestures and discourse in explaining mathematical concepts. In J. Keengwe & G. Onchwari (Eds.), *Handbook of research on assessment practices and pedagogical models for immigrant students*. Hershey, PA: IGI Global.

#Cardozo-Gaibisso, L., & **Harman, R.** (in press). Preparing in-service teachers to work with linguistically and culturally diverse youth: Lessons learned and challenges ahead. In J. Keengwe & G. Onchwari (Eds.), *Handbook of research on engaging immigrant families and promoting academic success for English language learners*. Hershey, PA: IGI Global.

**Harman, R.** & Shin, D. (2018). Multimodal and community-based literacies: Agentive bilingual learners in elementary school. In G. Onchwari & J. Keengwe (Eds.), *Handbook of research on pedagogies and cultural considerations for young English language learners* (pp. 217-238). Hershey, PA: IGI Global.

**Harman, R.** (2018). Bringing it all together: Critical take(s) on systemic functional linguistics. In R. Harman (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 243-254). London, UK: Springer.

**Harman, R.** (2018). Transforming normative discourses of schooling: Critical perspectives on systemic functional linguistics. In R. Harman. (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 1-20). London, UK: Springer.

\*\*Willett, J., **Harman, R.**, Hogan, A., Lozano, M.E., & Rubeck, J. (2017). Transforming standard practices to serve the social and academic learning of English language learners. In L. Verplaetse & N. Migliacci (Eds.), *Inclusive pedagogy for English language learners: Research informed practices* (pp. 33-53). REPRINT. New York, NY: Lawrence Erlbaum Associates.

\*\***Harman, R.**, #Johnson, L., & #Chagoya, E. (2016). Bilingual youth voices in middle school: Performance, storytelling and photography. In S. Greene, K. Burke & M. McKenna (Eds.), *Youth voices, literacies, and civic engagement* (pp. 210-234). London, UK: Routledge.

**Harman, R.**, & #McClure, G. (2014). All the school's a stage: Critical performative pedagogy in urban teacher education. In L. Bell & D. Desai (Eds.), *Social justice and the arts* (pp. 92-115). London, UK: Routledge. (Reprinted from *Equity and Excellence in Education*, pp. 379-402, by R. Harman & G. McClure, 2011).

- Harman, R.** (2014). Talking the walk: Fostering dynamic interactions with elementary school Latina/o English learners. In P. Portes, S. Salas & P. Mellom (Eds.), *U.S. Latinos and education policy: Research-based directions for change* (pp. 179-194). New York, NY: Taylor and Francis.
- Harman, R.,** & Simmons, A. (2014). Critical systemic functional linguistics and literary narratives in subject English: Promoting language awareness and social action among K-12 students. In L.C. De Oliveira & J.G. Iddings (Eds.), *Genre studies and language in education* (pp. 75-91). Sheffield, UK: Equinox Publishing.
- Harman, R.,** #Varga, K., #Bivins, K., & #Forker, D. (2013). 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* (pp. 133-142). New York, NY: Routledge.
- Harman, R.** (2013). Qualitative literacy research. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 4768-4773). Oxford, UK: Wiley-Blackwell.
- Harman, R.,** & Harklau, L. (2012). Ethnographic research. In P. Robinson (Ed.), *Routledge encyclopedia of applied linguistics* (pp. 215-221). New York, NY: Taylor Francis.
- 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., & Ruback, 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. Pruyun and R. Chavez Chavez (Eds.), *Social justice in these times*, pp. 97-116. Greenwich, CT: New Information Press.

**Peer Reviewed Journals** (#doctoral advisee; \*\*invited)

- \*\*Buxton, C., **Harman, R.,** #Cardozo-Gaibisso, L., #Lei, J., & #Bui, K., & Alexsaht-Snyder, M. (2019). How teaching emergent bilingual learners can deepen teachers' understanding of the language of science. *Research in Science Education*.
- \*\*#Siffrinn, N., & **Harman, R.** (in press). Toward an embodied systemic functional linguistics. *TESOL Quarterly*.
- Burke, K., **Harman, R.,** #Hadley, H., & #Mizell, J. (2018). I almost feel like I didn't get the chance to really begin: Challenges and opportunities in a critical, project-based clinical experience. *New Educator*, 14(3), 212-230.
- Harman, R.** & #Khote, N. (2018). Critical SFL praxis with immigrant youth: Multilingual meaning making practices. *Critical Inquiry in Language Studies*, 15(1), 63-83. doi: <http://dx.doi.org/10.1080/15427587.2017.1318663>
- Harman, R.,** #Ahn, S., & #Bogue, B. (2016). Reflective language teacher education: Fostering discourse awareness through a critical performance process. *Teacher and Teaching Education*, 59, 228-238. doi: <http://dx.doi.org/10.1016/j.tate.2016.06.006>
- \*\***Harman, R.,** & #Zhang, X. (2015). Performance, performativity and second language identities. *Linguistics and Education*, 32(A), 68-81. doi:10.1016/j.linged.2015.03.008

- Harman, R.**, & Smagorinsky, P. (2014). A critical performative process: Supporting the second language literacies and voices of emergent bilingual learners. *Youth Theater Journal*, 28(2), 147-164. doi: 10.1080/08929092.2014.956956.
- \*\*Alexsaht-Snider, M., Buxton, C., & **Harman, R.** (2014). Research and praxis on challenging anti-immigration discourses in school and community contexts. *Norteamérica*, 8(Supplement), 191-217.
- \*\*Harman, R. (2013). Intertextuality in genre-register pedagogies: Building the field in L2 fifth grade literary writing. *Journal of Second Language Writing*, 22(2), 125-140.
- Harman, R.**, & #Dobai-Varga, K. (2012). Critical performative pedagogy: Emergent bilingual learners challenge local immigration issues. *International Journal of Multicultural Education*, 14(2), 1-17.
- Alexsaht-Snider, M., Buxton, C., & **Harman, R.** (2012). Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education*, 14(2), 1-9.
- Harman, R. (2011). A multilayered approach to teaching writing: the agentive response of a bilingual learner in an urban school classroom. *Soonchunhyang Journal of the Humanities*, 30(1), 297-337.
- Harman, R.**, & #McClure, G. (2011). All the school's a stage: Critical performative pedagogy in urban teacher education. Special edition (L. Bell & D. Desai, Eds.) *Equity & Excellence in Education*, 44(3), 379-402.
- Harman, R.**, & French, K. (2011). Critical performative pedagogy and urban teacher education: Voices from the field? *Play and Culture Series*, 11, 84-104.
- 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.

### **Book Reviews**

- #Siffrinn, N., & **Harman, R.** (2014). [Review of the book *Research methods in linguistics*, by R. J. Podseva & D. Sharma (Eds.)]. *Journal of Language and Literacy Education*, 10(2), 163-165. Retrieved from <http://jolle.coe.uga.edu/wp-content/uploads/2015/04/Review-of-Research-Methods-in-Linguistics.pdf>
- #Simmons, A., & **Harman, R.** (2012). [Review of the book *Knowing and writing school history: The language of students' expository writing and teachers' expectations*, by L. C. Oliveira]. *Pedagogies: International Issues*.

Note: Dr. Harman published four book reviews before last appointment.

### **Works Submitted**

- \*\***Harman, R.**, Buxton, C., #Cardozo-Gaibisso, L., #Lei, J., & #Bui, K. (under review). Using semantic waves to chart a middle course toward developing scientific language. *Language and Education Special Issue*. (60%)
- Harman, R.**, #Bui K., #Mizell, J., & #Siffrinn N. E. (Revise and resubmit). "I wasn't alone in this struggle!": Culturally sustaining SFL praxis with multilingual youth. *TESOL Quarterly*.

- \*\* #Zhang, M., **Harman, R.**, #Agar, S., & #Basel, M. (proposal accepted). Writing as multi-semiotic inquiry: Multilingual high school learners engage in immigration and globalization problem solving. In Y. Yoon & Shin, D. (Eds.), *Multimodal writing in teaching and learning contexts: Multilingual perspectives*. Routledge.
- \*\* **Harman, R.**, & #Forker, D. (under review). Reflective qualitative research: Our work with multilingual youth. In L. Altariste (Ed.), *Linking discourse studies to professional practice*. Manuscript in preparation.

### **Other publications**

- #Chagoya, E. E., & **Harman, R.** (2017, April). In lockdown: Where is the joy of our youth? *Journal of Language and Literacy Education*. Retrieved from: [http://jolle.coe.uga.edu/wp-content/uploads/2017/04/chagoya\\_harman.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2017/04/chagoya_harman.pdf)
- \*\*Alexsaht-Snider, M., Buxton, C., & **Harman, R.** (2014). Reflections on our work since editing the special issue Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education Blog*. Retrieved from: <http://ijme-journal.blogspot.com/>

## **B. Grants Funded and Development Activity**

### **Grants**

- Hasko, V., Burke, K., & Harman, R.** (2018) (Harman's role: Co-Investigator, 2018-2019). *Bridging the Capitals of the Russian North and the American South: The U.S.-Russia Expertise Exchange on Youth Development and Service-Learning*. US Department of State. (\$45,000)
- Avalos, M., & Oliveira, L. Harman, R.** (2018-2020). *Supporting Educators' Academic Literacies and Effective Discourse (SEALED)*. US Department of Education Grant. (Harman's roles: 2018-2019, Advisory Board Consultant; 2019, Consultant and Researcher). University of Miami (\$1,000 per year of grant)
- Harman, R.** (2013-2015). (Principal Investigator) *Genre-Based Literacy Professional Development and Research*. Funding received from partial amount of Striving Readers Grant allocated to Coile Middle School. (\$16,500 each year)
- Harman, R.** (2014). Principal Investigator, *Supporting Youth Voices at Coile Middle School through the Arts*. Athfest Educates! (\$750)
- Harman, R.** (2012-2013). Principal Investigator, *Performance and Discourse Analysis*. Willson Center for Arts and Humanities Grant. The University of Georgia. (\$4,700)

Note: Dr. Harman received two internal funded grants prior to last appointment.

### **Development Activities**

- Civic and Artistic Leadership Program at Cedar Shoals High School* (2018). Private External Sponsorship. (\$7,000 for first year, fund raising in place for subsequent years). **Harman's** role: Principal Investigator with doctoral students M. Parker and M. Zhang as Co-investigators).
- Aralee Strange Fund for Art and Poetry* (2018). Endowment of \$100,000 housed in the Georgia Museum of Art. Terms of the endowment provide the program co-directors Kevin Burke, **Ruth Harman** and Callan Sage with yearly funding to develop art workshops for minoritized youth at the museum and to invite speakers for the Aralee Strange Speaker Series.

### C. Recognitions and Outstanding Achievements

- 2019 Research Leave Award, College of Education, UGA  
 2018 Engaged Scholar Award, Office of Public Service and Outreach, UGA  
 2016-2018 *President*, North American Systemic Functional Linguistics Association  
 2013 Keith Osborn Award for Teaching Excellence, College of Education, UGA  
 2012 Sarah Moss Fellowship, Center for Teaching and Learning, UGA  
 Note: Dr. Harman received two awards prior to last promotion.

### D. Primary Research Areas

Second Language Literacy; Systemic Functional Linguistics; Critical Performative Pedagogy; Critical Discourse Analysis; Youth Participatory Action Research

### E. Supervision of Student Research

**Current Doctoral Committee Chair:** Khanh Bui; David Forker; Kelly Dugan; Melanie Marty; Jason Mizell; Mariah Parker; Nicole Siffrinn; Yunqiang Zhang

**Dissertation Committee Member:** Sahar Aghasafari; Hee Sun Chang ;J. Coda; Katie Ford; Mary Hayes; Albina Khabibulina; Glenn Jackson; Katie Ford; Ceren Ocak; Jernita Randolph; Anna Yang

**Current MA Thesis Chair** (LING=Linguistics): Kelly Petronis; Trevor Talmadge

### F. Dissertations Directed

- 2019 Nicole Siffrinn – *Fieldwork and Fabulation: Experimenting with Worlds to Come in Language and Literacy Education*  
 2018 Lourdes Cardozo-Gaibisso – *A Critical Systemic Functional Linguistics Approach to Science Education: Emergent Bilingual Learners as Agentive Meaning-Makers*  
 2018 Soojin Ahn – *Reflexive English Teacher Identity Development in South Korea*  
 2017 Melissa Perez - *Buscando La Forma: How Latinx Mothers Navigate Parental Support Gaps in New Latino Diaspora Schools*  
 2016 Heather Wall – *Changing Language, Changing Beliefs: Becoming Reflexive About Coaching Discourse*  
 2015 Xiaodong Zhang – *A Discourse Approach to Teachers' Beliefs and Textbook Use: A Case Study of a Chinese College EFL Classroom*  
 2014 Nihal Khote – *Engaging Emergent Bilinguals in the Social Dialogue of Writing Persuasively in High School*  
 2014 Daniel Gilhooley – *Learning in Action: An Investigation into Karen Resettlement via Participant Observation and Participatory Action Research*

### G. Editorship or Editorial Board Member

#### **Editorial Board**

2015-present Editorial Board: *International Journal of Multicultural Education (IJME)*

2014-present Editorial Board: *Journal of Second Language Writing (JSLW)*

### **Guest Editor Special Issues of Journals**

Troyan, F., **Harman, R.**, & Zhang, X. (Eds.). (accepted). SFL approaches in teacher education: A retrospective and prospective exploration [Special issue]. *Language and Education*.  
 Alleksaht-Snyder, M., Buxton, C., & **Harman, R.** (Eds.). (2012). Challenging anti-immigration discourses in school and community contexts [Special issue]. *International Journal of Multicultural Education*, 14(2).

### **Ad Hoc Reviewer**

2012-Present *Curriculum Inquiry; Linguistics and Education; Excellence and Equity; IJME; JSLW; Journal of Immersion and Content-based Language Education; Modern Language Journal; Multicultural Perspectives; Teaching and teacher education; International Journal of Research and Method in Education; RESLA; Research of Teaching of English; L1-Language and Literature; International Journal of Applied Linguistics*

### **H. Convention Presentations (\*\* invited; #Student)**

#### **International Presentations**

- \*\*Harman, R.** (2019, July). *Translanguaging in systemic functional linguistics*. Keynote speech to be presented at the Symposium on *Various Guises of Translanguaging*, University of Ghent, Belgium.
- Harman, R.** (2017, July). *Whose voices are we hearing? Arts-based youth participatory action research*. Paper presented at the International Conference of Language, Culture and Identity, Soria, Spain.
- \*\*Harman, R.** (2016, March). *Culturally sustaining SFL framework with adolescent bilingual learners*. Paper presented at the meeting of Critical Discourse Analysis Network, Dublin Institute of Technology, Dublin, Ireland.
- Harman, R.** (2015, July). *Culturally sustaining systemic functional linguistics praxis*. Paper presented at International Systemic Functional Linguistics Conference, Aachen, Germany.
- \*\*Harman, R.** (2014, March). *Systemic functional linguistics and performance*. Paper presented at the Dublin Institute of Technology (DIT) Discourse Lecture Series, Dublin, Ireland.
- \*\*Harman, R.** (2013, January). *Performance and systemic functional Linguistics as resources to foster genre awareness*. Invited plenary workshop at the Korean Association of Primary English Educations (KAPEE), Seoul, South Korea.

Note: Dr. Harman delivered two international papers delivered prior to last appointment.

#### **National Presentations**

- Harman, R.**, Buxton, C., #Cardozo-Gaibisso, L., #Bui, K., & #Jiang, L. (2019, March). *Culturally sustaining SFL practices in science classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Atlanta, GA.
- #Jackson, A., Baker, N., & **Harman, R.** (2019, March). *Critical SFL in ELA middle school classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Atlanta, GA.
- \*\*Harman, R.**, Pankova, M., & Schleppegrell, M. (2018, July). *Data analysis in SFL research*. Three-day workshop presented at the International Systemic Functional Grammar Congress, Boston, MA.



- \*\*Harman, R. (2018, July). *Register and mode continuum in art-based youth work*. Invited colloquium at the International Systemic Functional Grammar Congress, Boston, MA.
- \*\*Harman, R., #Mizell, J., & #Chagoya, E. (2018, March). *Youth raising their voices: CS SFL praxis*. Invited two-day workshop for the College of Education, University of Massachusetts, Amherst, MA.
- \*\*Harman, R., #Mizell, J., #Bui, K., & #Zhang, Z. (2018, March). *Culturally sustaining SFL Praxis with multilingual learners*. Invited colloquium at the American Association for Applied Linguistics Conference, Chicago, IL.
- #Jackson, A.J., & Harman, R. (2018, March). *Maton's autonomy code in middle school English classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Chicago, IL.
- \*Harman, R., #Mizell, J., & #Cardozo-Gaibisso, L. (2018, April). *Culturally sustaining SFL practices in art and science*. Paper presented at the meeting of American Education Research Association, New York, NY.
- \*Buxton, C., Harman, R., & #Cardozo-Gaibisso, L. (2018, April). *Semantic waving in science classrooms*. Paper presented at the meeting of American Education Research Association, New York, NY.
- \*\*Harman, R. (2017, October). *Culturally sustaining SFL praxis*. Key note paper presented at the meeting of Graduate National Systemic Functional Linguistics Association, Athens, GA.
- \*Harman, R. (2017, March). *Transforming normative school discourses*. Paper presented at the TESOL International Convention and Conference, Seattle, WA.
- \*Harman, R., #Siffrinn, N., & #Williams, P. (2017, March). *Embodied SFL practices in social studies: Building the field in disciplinary discourse*. Paper presented at American Association for Applied Linguistics Conference, Portland, OR.
- #Cardozo-Gaibisso, L., & Harman, R. (2017, March). *Challenging raciolinguistic ideologies in American schools: An alternative model of "languaging" in the sciences*. Paper presented at American Association for Applied Linguistics Conference, Portland, OR.
- Harman, R., #Perez, M., #Jackson, A., & #Marty, M. (2016, December). *Alternative performative approaches to ethnographic research*. Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.
- \*Harman, R. (2016, April). *Critical take(s) on systemic functional linguistics: Academic literacies, multilingual learners and social equity*. Panel presented and chaired at American Association Applied for Linguistics Conference, Orlando, FL.
- Harman, R. (2016, April). *Narrative as a collaborative space: Validating student voices in YPAR*. Paper presented at American Association for Applied Linguistics Conference, Orlando, FL.
- #Siffrinn, N., Harman, R., & Lee, J. (2016, April). *Genre-based strategies and assessment for disciplinary instruction: How do middle school teachers respond?* Paper presented at American Association for Applied Linguistics Conference, Orlando, FL.
- \*Harman, R., & #Khote, N. (2015, March). *Critical systemic functional linguistics and third space for Latino adolescents*. Paper presented at American Association for Applied Linguistics Conference, Toronto, Canada.
- \*Harman, R., #Ahn, S., & #Bogue, B. (2015, May). *Reflexive bilingual education: Performance and discourse analysis*. Paper presented at the International Symposium on Bilingualism, Rutgers, NJ.
- Harman, R. (2014, April). *Developing discourse awareness through performance*. Paper presented at meeting of American Educational Research Association, Philadelphia, PA.

- \***Harman, R.**, & #Zhang, X. (2014, March). *Performance, performativity and second language identities*. Paper at American Association for Applied Linguistics Conference, Portland, OR.
- \***Harman, R.** (2013, March). *The classroom's a stage: Performance as resource to foster critical discourse awareness*. Paper presented at American Association for Applied Linguistics Conference, Dallas, TX.
- Harman, R.** (2013, March). *Fostering critical literacy through systemic functional linguistics in K-12 contexts*. Panel presented and chaired at American Association for Applied Linguistics Conference, Dallas, TX.
- Harman, R.**, #Evans-Newsome, M., & #Varga-Dobai, K. (2013, February). *Using performance to workshop immigration issues*. Workshop presented at Journal of Language and Literacy Education Conference, The University of Georgia.
- \*\*Harman, R. (2013, December). Performance, performativity and second language identities. Invited speaker at the Literacy Research Association Annual Conference, Dallas, TX.
- \*\*Harman, R. (2013, April). *Educators' perceptions of immigration policies and practices in Georgia*. Invited panel speaker at the Athens Literacy Council, Athens, GA.
- Alvermann, D., #Bass, T., **Harman, R.**, #Johnson, L., & #Sheldon, S. (2012, December). *Critical discourse analysis as lens to explore literacy constructs*. Paper presented at Literacy Research Association Annual Conference, San Diego, CA.
- Harman, R.**, #Johnson, L., & Sharma, A. (2012, October) *Critical discourse analysis as a research tool to challenge social inequity in and out of K-12 classrooms*. Workshop presented at Dialogical Self Conference, The University of Georgia.

Note: Dr. Harman presented 13 national papers prior to past appointment and chaired two panels.

#### 4. PUBLIC SERVICE

##### A. Professional Service

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|--------------|---|
| 2018         | <i>Planning Committee Member</i> , International Systemic Functional Congress, Boston, MA   |
| 2018         | <i>Strand Reviewer Coordinator</i> , Written Discourse, AAAL  |
| 2018         | <i>Mentor to Junior Colleagues</i> , AERA Second Language SIG   |
| 2018         | <i>Mentor to Junior Colleagues</i> , AAAL Chicago   |
| 2015-2018    | <i>Promotion and Tenure Reviews</i> : Louisiana State University; Michigan State; Barnard University; Arcadia University, PA; National Institute of Education, Singapore; Duquesne University, PA |
| 2014-present | <i>External Doctoral Committee Member</i> : Purdue University; Florida Atlantic University; University of New Zealand   |
| 2015-present | <i>Committee Member</i> , Emergent Scholar Award, North American Systemic Functional Linguistics Association  |
| 2014-2016    | <i>Vice President</i> , North American Systemic Functional Linguistics Association  |
| 2012-2014    | <i>Secretary</i> , North American Systemic Functional Linguistics Association   |

##### B. Other Service

###### *University Service*

- |              |   |
|--------------|---|
| 2017-present | <i>Member</i> , Human Resources Committee |
| 2016-2018    | <i>Member</i> , University Council        |

2014- 2016 *Advisor, Undocumented Student Alliance*  
 2013-2015 *Member, Linguistics Program Advisory Committee*

### ***College Service***

2017-present *Member, Faculty Senate*  
 2017-2018 *Member, Advisory Committee, Office of DEI*  
 2015-2016 *Member, Diversity Mentoring Committee*  
 2015-2017 *Member, Diversity College Committee*  
 2012- 2014 *Member, College of Education Scholarship Committee*

### ***Department Service***

2018 *Member, TESOL Search Committee (fall only)*  
 2018 *Member, Department Awards Committee*  
 2015-2016 *Member, TESOL and World Languages (TWLE) Lecturer Search Committee*  
 2014-2016 *Member, Department Awards Committee*  
 2015-2017 *Faculty Mentor Department of Language and Literacy Education*  
 2014-2017 *Faculty Mentor Department of Language and Literacy Education*  
 2014-2015 *Member, TESOL and World Languages (TWLE) Faculty Search Committees*  
 2014-2016 *Member, Annual Review Faculty Committee*  
 2012-2017 *Program Chair, TESOL and World Languages Education (TWLE)*  
 2013 *Member, English Education Lecturer Search Committee*  
 2010-2011 *Member, TESOL and World Languages (TWLE) Lecturer Search Committee*

### ***School Districts/Community Public Service***

2019 *Civic and Artistic Leadership Program Director, Cedar Shoals High School*  
 2017-present *Co-Director, Parkview UGA Literacy Partnership*  
 2012-2017 *Professor on Site (taught spring course), Coile Middle School, Athens, GA.*

### ***Current Professional Organization Membership***

2011-2014 *American Anthropology Association*  
 2008-present *American Association for Applied Linguistics (AAAL)*  
 2008-present *American Education Research Association (AERA)*  
 2009-2017 *Teachers of English to Speakers of Other Languages (TESOL)*