

**Making the Match:  
Finding the Right Book for the Right Teen at the Right Time**

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**Required Text:** Lesesne, Teri S. *Making the Match*. Stenhouse, 2003.

**Course Expectations:**

- Students will read 2 books per week for the first 5 weeks of class
- Students will post weekly (minimum) to the designated forums
- Students will respond to the postings of classmates weekly (minimum)
- Students will read textbook assignments weekly

**Knowledge**

- Describe the reading needs and interests of teens.
- Describe the role of the librarian in reading guidance and motivation.
- Identify strategies and activities for matching teens and books.
- Identify sources for keeping current in the field.

**Skills:**

- Identify and use book selection tools and reviewing sources.
- Annotate and respond to a variety of YA books.
- Select books developmentally appropriate for various learners.
- Identify the resources available through ALA and YALSA.

**Dispositions:**

- Recognize the benefits and importance of using multicultural literature with all teens.
- Provide reading materials that reflect diversity.
- Distinguish between selection and self-censorship.
- Model appropriate literate behaviors.
- Demonstrate enthusiasm for books and reading.

**Course Description:** Become an expert at connecting teens with books! In a recent survey by Smartgirl.org and YALSA, the majority of teen respondents said that they would read more if they knew about more good books to read. In this e-course you will learn how to make a successful match between library materials and your teen library users. Course participants will explore adolescent development, learn about teen reading preferences and take part in an active

discussion about specific books and library materials that meet the varied needs and interests of teens.

**Course Outline:**

*Week #1 Beginnings*

(July 7-12)

1. Post introductions online at the designated forum.
2. Read Chapter 2 in the textbook and respond at the designated forum.
3. Select and read a book from the 2008 Best Books for Young Adults and the 2008 Quick Picks for Reluctant Readers lists at the YALSA web site. (Alternative: you can read 2 books for teens from the NYT Bestseller List or 2 books for teens from your own state reading lists. Also note: any audio version of the books is acceptable). You will blog about these books at the designated forum.
4. Participate in a discussion about topics to explore in this course.

*Week #2 Stuck in the Middle with YAs*

(July 13-20)

1. Suggest 2-3 web sites for classmates to surf. These sites should focus somehow on books and reading. They can appeal to teens or to professionals serving teens.
2. Select and read 2 Printz winners and/or honor books from the past 5 years. (Alternative: you can read 2 books from any of the YALSA lists for 2008).
3. Blog about the Printz books at the designated forum.
4. Participate in the discussion about topics to explore.

*Week #3 Stopping for some reflections*

(July 21-28)

1. At the designated forum, reflect on how the books you have read (QP, BBYA, Printz) reflect the reading needs and interests as well as the developmental needs of teens.
2. Listen to booktalk podcasts posted at various sites.
3. View the booktalking Power Point at the course site.
4. Read the chapter in the textbook on Booktalking.
5. Select and read 2 books from one of the past 3 winners of the Margaret Edwards Award. (Alternative: you can read 2 books for teens suggested for discussion on listservs such as yalsa-bk and adbooks and middle lit).
6. Blog Edwards's books at the designated forum.

*Week #4 Getting to Know Teens Better*

(July 29-August 4)

1. Read Chapter 4 of the textbook.
2. Design a survey to administer to at least a dozen teens.
3. Report your results descriptively at the designated forum. In a separate discussion, provide some analysis of results in terms of what you have read and learned in this course thus far.

4. Select and read 2 books recommended by teens. You can use the teens you surveyed or other teens. (Alternative: read 2 books from the Teens Top Ten List for 2007 or two books from the ones nominated for TTT 2008). Blog about them at the designated forum.

*Week #5 Matching Books to Teens*  
(August 5-12)

1. Select 10 books randomly from the 2008 BBYA and/or QP lists. Do not use books you have already read.
2. Look up annotations for each book either at the YALSA web site (you need to be a member of YALSA to do this) or from amazon.com, Titlewave, and other resources.
3. Based upon the annotations, discuss the potential audience for each of these books at the designated forum.
4. Read 2 nonfiction selections from the BBYA and/or QP and/or Printz lists from the past 3 years. (Alternative: read 2 nonfiction books from any list at the YALSA web site). Write brief annotations that would motivate teens to read these books.

*Week #6 Crossing the Finish Line*  
(August 13-18)

1. Read Chapter 9 of the textbook on booktalking.
2. Prepare either a podcast or a Power Point based upon one or two of the books you have read for this course.
3. Post them at the designated place at the course site.
4. List all the books you have read and rank order them from BEST (most likely to appeal to teens) to WORST (least likely to appeal to teens). Provide 1-2 sentences of justification for your rankings. Post this at the designated forum.
5. Finally, evaluate the course.

**Bibliography:**

***Selective Reference List of Young Adult Literature Professional Resources***

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