Library Services for Faculty - library.park.edu/faculty

Syllabus Checklist
Set your class up for success this fall! Each element of the checklist below helps the library ensure consistent, successful student interactions.

- **Check links in Canvas**
  - Are they active?
  - Do they lead to the correct resource?
  - Can they be accessed off campus?
  - If links don’t work as expected, contact Karen Bleier to correct them

- **Schedule integrated library instruction**
  - Do you have a research assignment in your course?
  - Are your students required to utilize library resources for any purpose?
  - Contact Allison Rand to discuss instruction options
    - In person library instruction
    - Online course guide
    - Tailored online tutorials for specific resources

- **Integrate library materials**
  - Are any of your course materials available through the library?
    - If you’re unsure, contact Karen or Allison
  - Are any of your course materials available as open access materials?
  - Can any of your existing materials be substituted for library or OA materials?
  - Do you have a copy of your textbook to put on reserve in the library?
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<th><strong>DO</strong></th>
<th><strong>DON'T</strong></th>
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<td><strong>Integrate instruction with a research assignment</strong> Library instruction will be the most useful to your students when it is tied to a research assignment</td>
<td><strong>Wait until the last minute</strong> Librarians require at least 10 days notice for instruction requests</td>
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<td><strong>Schedule instruction at the point of need</strong> Library instruction is most effective when students have conceptualized topics and are beginning their research</td>
<td><strong>Use vague language</strong> Always refer to databases by their individual names, not their vendors. For example, &quot;Academic Search Premier&quot; is a database; &quot;EBSCO&quot; is vendor. Be sure you tell students specifically what resources you'd like them to use, not just &quot;the library&quot;</td>
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<td><strong>Set clear learning outcomes</strong> Make sure students know what is required of them and what they are expected to learn with their research assignment</td>
<td><strong>Create scavenger hunt assignments</strong> These types of assignments can be useful as orientation, but do not require students to work with information in a meaningful or relevant way</td>
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<td><strong>Collaborate with your librarian</strong> Librarians can help advise on creating research assignments, what types of resources are best for your students, and how to help students who may be struggling</td>
<td><strong>Ditch class</strong> Instructors are required to attend class sessions with their students. Your presence lends credibility to the importance of the session, and we encourage your active involvement</td>
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<td><strong>Ask questions</strong> Not sure if library instruction is suited for your assignment? Ask us! We're happy to help create a tailored instruction session, or to advise on how best to integrate library instruction with your syllabus</td>
<td><strong>Make assumptions</strong> Even if students have engaged with the library previously, they may not be familiar with certain databases, terminology, or library resources. Don't assume they're already research experts</td>
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