

## **What College Faculty Say Freshman Students Don't Do**

### **GENERAL**

- Know what they don't know
- Know who to ask for research help
- Understand library jargon, ex. "peer-reviewed"

### **RESEARCH PROCESS & QUESTIONS**

- Follow research process steps, ex. info lit model
- Estimate time required for research, ex. interlibrary loan
- Define a research question or topic that's not shallow or "pop"

### **SEARCHING FOR INFORMATION**

- Find different formats of information
- Understand that web search engines rarely locate college-appropriate information
- Distinguish between OPACs and online databases
- Conduct effective searches using:
  - Keywords, alternate search terms
  - Boolean terms, ex. AND, OR
  - Controlled vocabulary, subj. headings
  - Field searching, ex. author, title
- Interpret search results, ex. book chapter vs. article
- Find full text of articles
- Find books using Library of Congress (LC) classification, not Dewey
- Use reference books in the library
- Regroup when first attempts to find resources don't work, ex. try a different database

### **EVALUATING INFORMATION**

- Weed through search results to find adequate and accurate information
- Evaluate information using standard evaluation criteria
- Distinguish between popular and scholarly articles
- Disregard inadequate or inaccurate information

### **USING INFORMATION**

- Synthesize, communicate, and argue a thesis using evidence
- Analyze data and statistics
- Represent, analyze, and critique the words and ideas of others ethically
- Write without plagiarizing (accidentally or otherwise), ex. use in-text citations
- Cite sources properly using multiple citation styles, ex. KnightCite

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Using Evidence to Bridge the 12-13 Gap  
OELMA 2008

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