

UNIVERSITÄT GREIFSWALD
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Guidelines for seminar papers

Chair of Landscape Economics

Beckmann, V., Ochsner, S., Sedlin, T., Neudert, R., Druckenbrod, C., Baranowski, E.,
Pump, C.

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1 General information

In a seminar paper you should prove that you are able to work scientifically on a specific topic. For this purpose, it is necessary to develop a research question and answer it, always with the help of literature. By no means, a seminar paper can cover "everything" about a topic. Focus on important and interesting aspects and justify your choice and your approach. Do not simply reproduce the literature you have read, but systematically process it and discuss it critically in relation to your research question.

The following guidelines serve to standardize the form of your seminar paper and to support you with hints. These are mainly formal guidelines that should be followed in the paper. Adherence to the formal criteria alone is not a guarantee for a good seminar paper; however, it makes it easier for you and us to focus on the papers' content. At the end of this document, you will find a check list with questions. With these, we recommend you to check for formal as well as content-based faults.

1.1 Scope and Submission

You have to submit the seminar paper as PDF file to the seminar leader(s) at the corresponding deadline. The scope of the paper is defined as the required number of text pages in the outline of the specific seminar. In this number of text pages, the cover, the indexes and the appendix are not considered. The given page count should be interpreted as a guideline that may vary in a certain range depending on the topic. However, a satisfactory processing of the topic in a significantly smaller number of text pages is not possible. A larger page count is only permitted if justified by factual considerations.

1.2 Page Layout

With the exception of the cover page, the following page margins must be observed: 2.5 cm left and right, and 2 cm for the remaining margins.

Use „Times New Roman“ and a **font size of 12**.

The line spacing in the text is **1.5** and the text is **justified**. **Hyphenation** should be activated. Number the text pages with Arabic numerals. The first text page starts with 1. The table of content, list of figures and tables, and list of abbreviations are to be numbered with Roman numbers.

2 Structure of the seminar paper

2.1 Short summary of the components

The structure of a seminar paper is based on relevant outlines for scientific papers, such as qualification papers or journal articles. The paper includes the following components:

- Cover page (without page number)
- Table of contents (Roman page numbers)
- List of abbreviations (if applicable, Roman page numbers)
- List of tables and figures (if applicable, Roman page numbers)
- Text flow (Arabic page numbers):
 - Introduction (Introduction of the topic, research question(s), reasons for focusing on certain aspects, overview of paper's structure)
 - Theoretical foundations and conceptual frame (Explanation of important terms and concepts)
 - Data and methods (Explanation of the data basis and analytical procedure)
 - Results (Presentation of processed data/material)
 - Discussion (Interpret results methodically and in terms of content, point out specificities, limitations, further implications)
 - Conclusions (Answer research question(s), outlook on further research questions)
- References (Arabic page numbers)
- Appendix (if applicable, Arabic page numbers)
- Declaration of authorship

2.2 Cover Page

The cover page must contain the following information:

- Name of the University, faculty and chair,
- Type of paper (e. g. seminar paper, master thesis),
- Name of the seminar and semester in which the seminar takes place,
- Title,
- Name of the lecturer(s),
- Name, address, e-mail, phone number, study program, semester of study and student number of the author(s),
- Submission date.

Appendix 1 gives an example of a well-prepared cover page.

23 Table of Contents

The table of contents is placed directly after the cover page and reflects the overall structure of the paper. All headings/subheadings of the paper are indicated with their respective page number and must correspond to those in the text. They should be short and meaningful. Furthermore, the outline should be consistent and free of overlaps. (Sub)Headings should be organized according to their level. A subsection should be created only if at least one further subheading follows. We recommend to use a paper structure with maximum four outline levels. An example for a table of contents can be found on the first page of this document.

Hint:

*Use format templates for the headings in order to be able to insert the table of contents easily.
Pay attention to the font.*

24 List of Abbreviations

All abbreviations used in the paper that are not defined in a dictionary are listed alphabetically and explained. In general it is advisable to only use a small number of abbreviations. Refer to the most common ones regarding language and your field of research. Avoid redefining abbreviations that already have a more common meaning.

Examples:

CBA	cost-benefit analysis
GDP	gross domestic product
LSU	livestock unit
SD	standard deviation

Abbreviations should be written in full the first time they are used in the text, with the abbreviation in brackets. Subsequently, use only the abbreviation without brackets. Use only necessary abbreviations because using more than two in a sentence may confuse the reader.

25 List of figures and tables

A list is required if you use three or more figures/tables in your paper. The list should contain the corresponding number, heading or caption as well as the page number. Please pay attention that figures or tables taken from other references should be explained in the text (How and why are they useful? What is their message regarding the research question? Are they really important?). Do not include figures or tables in your paper without explaining their relevance to the research question in the text. The same applies to self-prepared figures and tables. A sole table is not suf-

ficient for presenting results. **Figures must have a caption below the figures and tables a heading above the table.** The corresponding reference should be added below the table or figure caption.

Hint:

Use format templates for table headings and figure captions to easily insert a list of figures and tables.

26 Text flow - content structure

The main part of the seminar paper has basically the following structure: (1) Introduction, (2) Theoretical and Conceptual Foundations, (3) Methods, (4) Results, (5) Discussion, and (6) Conclusions.

The **introduction** should briefly place the study in a broad context and justify the concentration on certain aspects. It should contain the current state of research, the research questions to be answered in the paper, an explanation of the approach as well as of the paper's structure. A frequently used structure of the introduction part is: problem definition, objective and research approach.

This is followed by the chapter on **theoretical and conceptual foundations**. Here, key terms and concepts of the paper are explained. Also, basics and preliminary information are presented. Keep the chapter as short as possible.

In the **methods** section you explain in detail how data and information were collected and analyzed. Methods should be described in sufficient detail to allow others to replicate results. We recommend citing methodological literature to justify the applied approach.

The **results** part should provide a concise and precise presentation of analytic material for answering the research question(s). It should be divided in subheadings in a concise way. The structure should reflect the content as well as the logical structure of the processed topic. Make sure that you insert transitions between chapters.

The **discussion** provides a critical reflection of the results with regards to the research question(s) and methodology. The findings should be discussed in their context by consulting further literature. However, no new facts for your own research question should be added here (these should be presented in the results section). The discussion of applied methods is necessary to reflect on your approach and to point out limitations. The content-based discussion contrasts your results with other research articles and thus reflects the scope and relevance of your paper. Based on the methodological and/or content-based discussion, an outlook on possible further research can be given. You can also add a reflection on future developments or implications for

policy or practice.

The **conclusions** briefly and concisely summarize the main findings of your paper in relation to the research question. No new information should be presented and discussed here. Address only essential aspects of what has already been presented and highlight the relevance of your work. In the conclusion section you generally do not cite literature.

A deviation from the suggested text structure is possible in specific cases (e. g. mixing of results and discussion section). Deviations should be justified in the methods part.

27 References and sources

At the end of the seminar paper, **all cited references** – and only these! – are summarized alphabetically by authors' names **in a reference list**. This includes, for example, journal articles and books as well as internet sources, press releases, but also political programs, court decisions, guidelines, laws and directives. Refer to the recommended style in section *Citation style in the reference list* when adding different types of references to the list.

28 Appendix

As an exception, figures, tables, proofs, comprehensive calculations, empirical studies, etc. may be included in the appendix. This should only be done when the material disturbs the text flow or – for example in an empirical paper – is too extensive. The appendices must be numbered and labeled. Additionally, you must refer to the appendices in the text.

29 Declaration of authorship

Within the scope of your seminar paper, you as author need to declare with your signature that you have prepared the paper independently and that all references used have been cited properly, complying with the scientific code and intellectual property rights. You will find an example of the declaration in Appendix 2.

3 Citation

3.1 Citation obligation

As soon as you refer to thoughts of other authors in your paper, you are obliged to mark the respective passages in the text in an appropriate form. If you don't do it, e. g. due to "copy & paste", it's a reason to fail the seminar. It is at this level irrelevant whether you are dealing with an analogous or direct quote. Also check critically whether the references used are suiting a scientific paper. This is not the case, for example, for certain encyclopedias, manuals or newspapers, usually.

32 In-text quotes

There are analogous and direct (word-by-word) quotes. Thoughts of other authors are often integrated into one's own text by quoting their meaning and are indicated by a reference at the end of the sentence, e. g. (Williamson 1990). By adding "cf.", e. g. (cf. Williamson 1990), you indicate that the reference and your text does not have exactly the same meaning. Analogous quotations do not require quotation marks. A page number should be given when citing details of a reference, especially for more extensive works. On the other hand, a page number is not necessary if the meaning/content of the entire work is reproduced.

Direct quotes are marked by quotation marks („...“) and indicated as reference in the text and the reference list. For the quotation, the reference text is to be copied exactly to the letter and punctuation. Omissions are indicated by two dots (..) (for one word) or three dots (...) (for several words or sentences). Direct quotes always require the page number to be given after the year (e. g. Williamson 1990: 89 - *page 89 in Williamson*). Use direct quotes sparingly and generally avoid quotes of more than three sentences.

Avoid also hidden direct quotes. Hidden direct quotes are when you indicate an analogous quote but your text represents a more or less direct quote of another author. Only due to minor changes of the sentence structure, it is not an exact quote.

Secondary citations, in which the thoughts of one author are quoted on the basis of the description of another author, should also be avoided. There is at least a risk that the contents of the primary reference are not correctly reproduced, e. g. because the presentation in the secondary source is incomplete or distorted. Therefore, secondary citations are only permissible if the primary source is not available or is only available with disproportionately high effort. In such cases, you should specifically point out that you refer to the secondary source (Williamson 1990 in Beckmann 2000). In this example, the thoughts of the author Williamson have been reproduced by the author Beckmann. Only the secondary source (example: Beckmann 2000) is included in the list of references.

Indicate, if multiple pages of a source are quoted. E. g. the indication „5f.“ says that the content quoted can be found on page 5 and the following page of the source. In the text, the source is indicated as “(Beckmann 2000: 5f.)”. The expression “5ff.” says that the corresponding text part can be found on page 5 and at least another two following pages. The reference is indicated as “(Beckmann 2000: 5ff.)”. This approach should be chosen only if it is not clear where the cited thought ends in the literature source.

If the author of a source is not detectable, list the institution, organization, etc. that publish the source as author. Substitute a missing publication date by “n. d.” (not dated). Cite a reference

with more than two authors in the text by naming the first author with the addition of "et al.". For in-text quotes of reference with two authors, place a "&" between two authors (e. g. Leakey & Lewin 1996). Indicate references of the same author and of the same year by additional letters (e. g. Ochsner 2003a, Ochsner 2003b). The letters must be also provided in the reference list. Academic titles are never given in the text or in the reference list.

In-text quotes should be given in the following style:

Example for in-text quotes:

- „direct quote“ (Surname of author(s), year of publication: corresponding page(s)):
e. g.: „direct quote “ (Phillips 2003: 24)
- analogous quote (Surname of author(s), year of publication): Content (Köstinger et al. 2003) (without page number when the meaning/content is reproduced entirely).
e. g.: Chape (2005) describes...
Köstinger et al. (2003) examined/investigated...
We currently face the sixth extinction (Leakey & Lewin 1996).

33 Citation style in the reference list

The reference list should always be complete and uniformly formatted. All cited references in the text must be listed alphabetically by author. In the reference list all authors of a reference must be listed. If no system is recognizable in the reference list, the seminar will be assessed as failed. Sources found in the internet (e. g. e-books, pdfs of journal articles or reports) should preferably be cited in the respective style of their source category (e. g. e-books as books). Use the citation style as an internet source only if another citation method is not possible.

If a source in another language is cited in an English paper, translate the reference information (title, journal) and name the original language of the source in square brackets.

In the following, the necessary information for the different source categories and examples (indented text) are displayed. Pay attention to the punctuation.

Books and brochures: Author/authors (year of publication): Title. Edition (*not for the first edition*), Place of publication: publisher.

Rourke, B.P. (1991): Neuropsychology of learning disabilities: Essentials of subtype analysis. New York: Guilford Press.

Edited books: in addition: (ed.) = one editor; (eds.) = several editors

Stoll-Kleemann, S. & Welp, M. (eds.) (2006): Stakeholder Dialogues in Natural Re-

sources Management: Theory and Practice. Berlin, Heidelberg: Springer-Verlag.

Book chapters: Author/authors (year of publication): Title of the chapter. „In:“ Editor(s): Book title. Publisher location: Publisher, pp. page range of the cited chapter.

Kerven, C., Shanbaev, K., Alimaev, I., Smailov, A., Smailov, K. (2008): Livestock Mobility and Degradation in Kazakhstan's Semiarid Rangelands: Scale of Livestock Mobility in Kazakhstan. In Behnke, R.: The Socio-Economic Causes and Consequences of Desertification in Central Asia. Springer Science + Business Media B.V., pp. 113–140.

Journal articles: Author/authors (year of publication): Title. Journal name Volume (Issue number): Page(s).

Welp, M., de la Vega-Leinert, A.C., Stoll-Kleemann, S. & Jaeger, C.C. (2006): Science-based stakeholder dialogues: Theories and tools. *Global Environmental Change* 16 (2): 170-181.

Theses: Author/authors (year of publication): Title. Thesis type (e. g. bachelor, master, diploma, PhD). Location: Institute or faculty, University.

Lasch, U. (2006): Village economy and transhumant pastoralism - Analysis of land use in mountain villages of the Great Caucasus in Azerbaijan. Diploma thesis. Greifswald: Institut for Botany and Landscape Ecology, University of Greifswald. [in German]

Reports and gray literature: Author/authors or organization (year of publication): Title. Location: Organization.

Zanca, R. (2000): Kolkhozes into Shirkats: A Local Label for Managed Pastoralism in Uzbekistan. Washington, D.C.: The National Council for Eurasian and East European Research.

World Bank (2009): Georgia Poverty Assessment. Washington, D.C: World Bank.

unpublished manuscripts, manuscripts submitted for publication or in press: indicated with the appropriate additions:

Lenart, F. (2003, in-press): The importance of phonological awareness for literacy acquisition. Our Approach. Graz: Leykam. [in German]

Gaidoschik, M. (2003, submitted for publication): Computing disorders: The "didactogenic component". Critical remarks on "conventional didactics" on the basis of selected fields of

study. [in German]

Lenart, F. (2001, unpublished manuscript): Media literacy. Pedagogical academy Graz-Eggenberg. [in German]

Websites: Author/authors (year of publication): Title [Medium]. Available online: URL [accessed on Day Month Year]. *Hint:* Information on author(s) and year of last editing are often given at the end of websites (Impressum/About).

Ebbert, B. (1994): Growing up in a media jungle [online]. Available online: www.ebbert-online.de/Archiv/Medienpaedagogik/Aufwachsen_im_Mediendschungel/aufwachsen_mit_medien.htm [19.01.2021]. [in German]

If **no author** is indicated, the institution, organization, etc. that publishes the information must be cited:

Australian Securities & Investments Commission: Investment scams: protect yourself from investment scams [online]. Available online: <https://moneysmart.gov.au/investment-warnings/investment-scams> [26.03.2019]

Immanuel Kant Gymnasium, Münster: Script [online]. Available online: <http://www.kunstwissen.de/fach/f-kuns/schrift/00.htm> [11.06.2020] [in German]

If the **publication date is missing**, you substitute n. d. for “not dated.”:

Streefkerk, R. (n. d.). APA citation guidelines [online]. Available online: <https://www.scribbr.com/category/apa-style/> [30.03.2021]

Publication in foreign languages, e.g. a German reference: Translate the title, use the citation style of the source category and add “[in German]” at the end of the reference.

Ebbert, B. (1994): Growing up in a media jungle [online]. Available online: www.ebbert-online.de/Archiv/Medienpaedagogik/Aufwachsen_im_Mediendschungel/aufwachsen_mit_medien.htm [19.01.2021]. [in German]

Statutes, laws and decrees: Cite statutes, laws, and decrees by full title, (abbreviation): passage or act referenced, followed by (Gazette volume, date, page) of promulgation, as last amended by Article of the Act (Gazette volume, date, page):

Federal Immission Control Act (BImSchG): Act on the Prevention of Harmful Effects on the Environment caused by Air Pollution, Noise, Vibration and Similar Phenomena. As

amended and promulgated on 14 May 1990 (Federal Law Gazette I. p. 880), as last amended by Article 1 of the Act of 3 May 2000 (Federal Law Gazette I. p. 632)

Regulations: Regulation with referenced number/year, and editor, date and content (official abbreviation), number/year (Gazette volume, date, page), as last amended by Article of the Act (Gazette volume, date, page):

Regulation (EU) No 1305/2013 of the European Parliament and of the Council of 17 December 2013 on support for rural development by the European Agricultural Fund for Rural Development (EAFRD) and repealing Council Regulation (EC) No 1698/2005 (OJ L 347, 20.12.2013, pp. 487-548)

Institutions or societies can also be authors or editors and/or publishers. For newspapers or magazines, the date of publication must be given in addition to the year.

Follow the order below when **listing several references by one author:**

Ochsner, S. (2000)...

Ochsner, S. (2003a)...

Ochsner, S. (2003b)...

Ochsner, S. & Schäfer, A. (1999)...

Ochsner, S. & Schäfer, A. (2007)...

Ochsner, S., Schäfer, A. & Wichtmann, W. (2002)...

Ochsner, S., Schäfer, A., Sedlin, T. & Wichtmann, W. (2001)...

Ochsner, S., Schäfer, A., Wichmann, S. & Wichtmann, W. (2001)...

Ochsner, S., Schäfer, A., Wichmann, S. & Wichtmann, W. (2010)...

First, indicate the papers, which the author has written alone, then list the references that have been written in cooperation with others. The increasing number of authors thus determines the further order, i. e. begin with the reference with the least number of authors/editors and close with the reference by the highest number of authors/editors. Their names are thereby ordered alphabetically. Within each constellation of authors/editors, the oldest source is listed first and the most recent last. Below you can see an example of a reference list (indentation hanging):

Ebbert, B. (1994): Growing up in a media jungle [online]. Available online: www.ebbert-online.de/Archiv/Medienpaedagogik/Aufwachsen_im_Mediendschungel/aufwachsen_mit_medien.htm [19.01.2021]. [in German]

Kerven, C., Shanbaev, K., Alimaev, I., Smailov, A., Smailov, K. (2008): Livestock Mobility and Degradation in Kazakhstan's Semi-arid Rangelands: Scale of Livestock Mobility in Kazakhstan. In Behnke, R.: The Socio-Economic Causes and Consequences of Desertification in Central Asia. Springer Science + Business Media B.V., pp. 113–140.

Lenart, F. (2003, in-press): The importance of phonological awareness for literacy acquisition. Our Approach. Graz: Leykam. [in German]

Rourke, B.P. (1991): Neuropsychology of learning disabilities: Essentials of subtype analysis. New York: Guilford Press.

Federal Immission Control Act (BImSchG): Act on the Prevention of Harmful Effects on the Environment caused by Air Pollution, Noise, Vibration and Similar Phenomena. As amended and promulgated on 14 May 1990 (Federal Law Gazette I. p. 880), as last amended by Article 1 of the Act of 3 May 2000 (Federal Law Gazette I. p. 632)

Welp, M., de la Vega-Leinert, A.C., Stoll-Kleemann, S. & Jaeger, C.C. (2006): Science-based stakeholder dialogues: Theories and tools. *Global Environmental Change* 16 (2):170-181.

34 Literature management software

We recommend to manage your literature with the software Citavi. Citavi supports you when you write your seminar paper: It helps inserting references in the text and it creates and formats the list of references automatically. Citavi is licensed by the University of Greifswald and can be used by all students free of charge. The use of other software, e. g. Mendeley, EndNote or Zotero, is also possible. A literature management program eases handling of references considerably but relies on the quality of your inputs into the software. It is no guarantee for a complete and correctly formatted reference list. The completeness and correct formatting of the references according to the above-mentioned specifications should be checked and, if necessary, adjusted manually before submitting the paper.

We recommend the "Citavi basic style" for reference formatting. Nevertheless you should check the reference list at the end with the criteria, written in 3.3.

4 Searching for sources

4.1 Literature

An essential step in choosing a topic and answering the research question is the literature scan. Once the first sources are identified you may consult their references as well as their authors and journals (snowball principle). This is especially important for the exploratory literature scan to formulate and narrow down the research question(s).

For seminar papers based exclusively or predominantly on a literature review, the literature usually should be scanned systematically. Consider keywords, their combinations and synonyms during the process. Document keywords and search engines used in the methods part of the paper.

International publications can be found at the journal's websites directly, via the publishers or using search engines. The University of Greifswald has a license from Springer that also provides e-books and many articles (<http://www.springerlink.com>). Examples for search engines are ScienceDirect, Web of Knowledge, ECONIS, DNL und Google scholar. In addition to online search engines, consider also the "classic" literature search at libraries. Furthermore, large companies provide publications on various topics, for example the World Bank or the IUCN.

Manage literature conscientiously so that a quick re-reading is possible. Literature management software can be supportive here and ease the insertion of in-text quotes and reference lists.

Always critically assess the literature you find and strictly separate facts from assertions and opinions.

42 Data

Many research topics require statistical or economic data. Data can be accessed online, e. g. EUROSTAT (statistical office of the European Union), Federal Reserve Economic Data (FRED, offers US and time series data), World Bank (data on development, climate change, GDP, etc.).

43 Precise and comprehensible writing

A seminar paper, like any scientific text, should be formulated precisely and comprehensible at the same time. Criteria for a good seminar paper include a logical structure, coherent argumentation and understandable sentences (syntax). To achieve this, you need to learn the art of scientific writing. There are many ways to improve the clarity of texts for readers: A coherent argument can be made visible, for example, by using linking terms or by purposefully structuring paragraphs. Do not make sentence so long not to risk confusing readers.

It is impossible to summarize the possibilities of good scientific writing here. However, many hints and tricks for precise and comprehensible writing are published in books, e. g. in:

Blackwell, J. & Martin, J. (2011): *A Scientific Approach to Scientific Writing*. Springer
New York: Science+Business Media.

Booth, W.C., Colomb, G.G., & J.M. Williams (2003): *The Craft of Research*. 2. edition.
Chicago, London: The University of Chicago Press.

Skern, T. (2019): Writing Scientific English. 3. edition. Stuttgart: UTB.

Some of these books also contain advice on how to organize the entire research process and how to solve writing problems.

Additional books can also be found in the library or via search engines using the keywords "academic writing" or "scientific writing" combined with "bachelor" or "master".

5 Check list to avoid faults

5.1 Formal faults

- Are the table of contents, the lists of abbreviations as well as of tables and figures complete? (e. g. correct page number and title)
- Is the work structured according to the guidelines?
- Are headings precise and comprehensible?
- Does the reference list contain all references used in the text?
- Are quotes indicated correctly? (Consider the differences between analogous and direct quotes)
- Are all references used at the right place in the text?
- Have tables and figures been labeled correctly? (Note: tables have a heading; figures have a caption)
- Are the selected paragraphs too long (max. one page) or too short (single sentences)?
- Are figures, tables and charts integrated and explained in the text?

5.2 Content-based faults

- Has a research question been precisely formulated and answered?
- Does the seminar paper have a logical structure?
- Have all important terms and concepts been defined and explained in a comprehensible way?
- Is the overall argumentation complete and conclusive?
- Have mainly primary sources been used? Are unimportant aspects sorted out?
- Are transitions between sections clear and are the sections linked, if necessary, by transitional sentences?
- Is the paper free of unproved assertions?
- Are references and their contents critically reflected?
- Does the literature used clearly relate to the research question(s)?
- Were own results critically examined, possible sources of error and limitations highlighted and discussed with regards to results of existing research?

- Does the conclusion clearly relate to the research question, the discussion, and the methodology and theory used?

53 Thresholds (if one of these questions is answered by "yes", the paper fails)

- Is there plagiarism in the text?
- If you use more than five words in a row, you have to mark it as a direct quote. If you don't, you fail the seminar.
- Is a considerable number of references missing in the bibliography or not comprehensible/retrievable?

Appendix 1: Example of cover page design for seminar papers

University of Greifswald
Faculty of Law and Economics
Chair of General and Landscape Economics

<Title of the seminar>

-<Semester in which the seminar takes place>-

<Title of the seminar paper>

Seminar leader(s): Prof. Volker Beckmann, < further seminar leaders >

submitted by: <Name of the author(s)>

email: <email address of the author(s)>

study program: <study program of the author(s)>

semester: <semester of study>

student number: <student number of the author(s)>

Greifswald, <Submission date>

Appendix 2: Declaration of authorship and tips

Declaration of authorship

Herewith, I declare that the seminar paper <Title of the paper> is my own original work. I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. This work has not been submitted to another examination institution – neither in Germany nor outside Germany – neither in the same nor in a similar way and has not been published yet.

Location, Date

Signature

Additions for group work:

If your seminar paper is to be graded jointly, please make sure to **add the following sentence to your declaration of authorship:**

"The seminar paper has been prepared equally by all group members."

Thus, you give us the evidence or agree that we will grade your seminar paper uniformly and that all group members will receive the same final grade.

However, if you want an individual grading of group members, please add the following sentence to your declaration of authorship:

"Each group member has prepared a specific part of the seminar paper. "

The above-mentioned sentence must be accompanied by a detailed list of the individual contributions, showing exactly which group member has contributed which part of the seminar paper. The allocation of authors is to be carried out for the entire text part of the paper.

Thus, you give us the evidence and agree that we grade your seminar paper according to the individual contributions of each group member and that the respective group members might receive specific final grades accordingly.