

Binding Guidelines¹ for Term Papers, Presentations, Projects, Bachelor and Master Theses Submitted to the Department of Geography

(As of August 2025)

Contents

1	Preliminary Remarks	2
2	Formal Requirements	2
3	Outline and Table of Contents	2
4	Citations	4
4.1	Paraphrased Quotes	5
4.2	Direct Quotes	6
4.3	Citing Central Research Findings and Insights from Publications	7
4.4	Figures and Tables	7
5	Works Cited Section	8
5.1	Order and Structure	8
5.2	Documentation of Individual Sources (Examples)	8
6	Guidelines for Academic Writing	14
7	Utilizing Artificial Intelligence (AI)	16
8	Plagiarism	20
9	Works Cited	22
10	Template: Declaration of Originality and Example of a Tabular Listing of AI-based Tools	23

Deviations from this set of guidelines must be discussed on a case-by-case basis with the respective instructor or academic advisor of the work. In absence of further agreements or specifications, the following rules apply.

¹ The following guidelines specifically pertain to English submissions, for submissions in German, different guidelines may apply (notably concerning abbreviations in citations), which can be found in a separate document.

1 Preliminary Remarks

Presentations and written assignments in seminars or (sub-)modules are considered academic work just like research papers, master's and bachelor's theses, dissertations, and habilitation theses. Hence, the fundamental principles of scholarly work also apply to them. These principles specifically concern:

- a) Principle of objectivity and honesty
- b) Verifiability of the applied methods and of the obtained results
- c) Justification of a self-defined focus of the topic (hypothesis, objective of the work)
- d) Contextualization of the topic within a (global) overall concept
- e) Clarification and definition of all terms and concepts applied
- f) Clarity of the structure and the bibliography
- g) Accurate and consistent citation style
- h) Complete bibliography

Regarding the points **f-h**, the following **binding guidelines** apply to the Department of Geography. **Works that do not meet these requirements will be considered to be insufficient.** Furthermore, it should be noted that in individual courses, additional or differing formal requirements may be determined by the respective course instructor.

2 Formal Requirements

Formal requirements may vary from instructor to instructor. Unless otherwise specified, the following guidelines are recommended:

- Full Justification
- Font size 10 to 12 (in Arial font, the maximum font size is 11; in Times New Roman font, the maximum font size is 12)
- Line spacing of 1.5 or less
- Left and right margins of 2 cm, and top and bottom margins of 1,5 cm

3 Outline and Table of Contents

The outline provides a clear framework for the processing and structuring of a topic. It also gives an overview of the content of the present work. An outline should be clear, concise, and succinct, and is placed before the actual text of a paper in the table of contents. Individual chapters and sub-chapters are listed according to their titles and numbering in the text, along with the page numbers.

Unless otherwise specified, each paper is structured according to numerical order (THEISEN 2006, pp. 102):

Example of a numerical outline:

- 1 Title of the First Chapter
- 2 Title of the Second Chapter
 - 2.1 Section Title
 - 2.2 Section Title
 - 2.3 Section Title
- 3 Title of the Third Chapter
 - 3.1 Section Title
 - 3.2 Section Title
 - 3.2.1 Title of the Subsection
 - 3.2.2 Title of the Subsection
- 4 Title of the Fourth Chapter

etc.

Topic: Nature Conservation in Germany: Development, Principles, Instruments, and Protection Categories

1 Introduction

2 Development of Nature Conservation in Germany

- 2.1 Early Nature Conservation around 1900
- 2.2 State Nature Conservation around 1918 and 1960
- 2.3 State Nature Conservation after 1960

3 Principles of Nature Conservation in Germany

- 3.1 Objectives
- 3.2 Organization
 - 3.2.1 Legal Foundations
 - 3.2.2 Responsibilities

4 Instruments of Nature Conservation in Germany

Etc.

Fig. 1: Example of chapter numbering in numerical order for a 'standard' term paper without original data collection (own representation)

The subdivision of individual chapters into sections and subsections highlights the structure and specific aspects of the topic for further exploration. According to DIN 1421, a hierarchy is recommended that does not exceed three levels of organization (e.g. 2, 2.1, 2.1.1) (BAADE et al. 2014, p. 129). Points are only placed between the numbers of different levels of the outline (BAADE et al. 2014, p. 130). It is advisable to assess how necessary a new level of organization is, what added value it provides, or whether the topic could be also addressed at the higher level of organization (BAADE et al. 2014, p. 129). A structure that resembles a labyrinth complicates order instead of simplifying it (THEISEN 2006, p. 104), thus missing its goal of demonstrating that “our thought structure fits together well and is not a pile of subordinate thoughts” (KRÄMER 1995, p. 66). An additional level of organization should only be justified if there is more than one section or subsection present (KRÄMER 1999, p. 110, qtd. in BAADE et al. 2014, p. 130).

Topic: Conflicts between Nature Conservation and Tourism in Germany - An Analysis Using the Example of the Expansion of Hiking Trails in the Kellerwald-Edersee National Park

1 Introduction

2 Nature Conservation in Germany

2.1 Objectives

2.2 Organization

2.2.1 Legal Bases

2.2.2 Responsibilities

3 Conflicts between Nature Conservation and Tourism in Germany

3.1.1 Nature Conservation in the Area of Conflict between Protection and Use for Tourism

3.1.2 Conflicts between Nature Conservation and Tourism

3.2 State of Research: Conflicts between Nature Conservation and Tourism in the Kellerwald-Edersee National Park Using the Example of Hiking Trails

4 Methods

4.1 Selection of Cases

4.2 Data Collection

4.3 Data Analysis

4.4 Limitations/Reflections of Methods

5 Results: Types of Conflicts between Nature Conservation and Tourism in the Kellerwald-Edersee National Park in the Context of the Expansion of Hiking Trails

6 Discussion

7 Conclusion

Fig. 2: Example of chapter numbering in the case of a project work with original data collection (own representation)

4 Citations

All sources and references used in the preparation of a paper, including secondary literature, maps, statistics, online resources, and other materials, must be listed in the works cited section (see Chapter 5) with accurate and complete bibliographic details. In the running text, thought processes (i.e., paraphrased quotes) and verbatim excerpts (i.e., direct quotes) from other authors must be clearly identified; otherwise, the **rules of scholarly practice** will be violated. This may lead to expulsion (see Chapter 8).

Academic publications frequently contain a significant amount of fact-based information, arguments, and reasoning that reflect the authors' exploration of a topic. If you want to use one or more of these elements as part of your own academic work, you can either quote them directly or paraphrase them. Furthermore, it is possible to cite not only individual statements from an academic publication but also capture the core essence of the entire work, including central research findings or critical insights.

List of abbreviations used in the following:

- p. = page
- pp.= pages
- n.p. = no page number provided
- n.d. = no date/year provided
- et al. (et alia) = et al./ and others
- qtd. in = quoted in
- c.f. = confer
- ed./eds. = editor/editors

4.1 Paraphrased Quotes

A paraphrase conveys the thoughts of another author (usually in a summarizing manner) in one's own words. It is not placed in quotation marks, but it must include a clear citation of the source. To save time and space, this is done by stating the author's last name, the year of the publication of the source in question and the corresponding page number(s). This in-text citation (or parenthetical citation) can appear at the beginning of a sentence: "As Meier (**1976, p. 3**) points out" or at the end of the sentence: "... (**MEIER 1976, p. 3**)". If the cited passage extends over several pages, it is indicated with the abbreviation "pp." (e.g. (**MEIER 1976, pp. 3-5**)). Using small caps for the author's name outside parenthetical citation is optional („As MEIER (1976, p. 3) points out" or "As Meier (1976, p. 3) points out") but the selected style must be applied consistently throughout the work.

If entire sections (e.g., one or more paragraphs) are based on one identical source, merely citing that source once at the end of the paragraph is insufficient and does not meet the standards of academic work. Such a practice limits or obstructs the verifiability of the various statements within the other sentences of the paragraph. Therefore, each statement (though not necessarily every single sentence) that derives its content from a source must be accompanied by parenthetical citation (in-text citation). If all statements in a paragraph originate from a single source, the citation should appear after each statement, and possibly after each sentence as well. It is not sufficient to simply replace the source citation first mentioned in the paragraph with "ibid." for subsequent statements drawn from the same source.²). In this case, the same citation may therefore indeed be used multiple times within a paragraph. Conversely, if a paragraph includes information from various sources, it is essential to provide the corresponding citations immediately after the sections where the content from those sources is mentioned.

² Please note: This constitutes a binding change from previous versions of this guideline.

If the cited work is written by two authors, both are listed in the in-text citation and linked with an "&" (e.g. **(MITSCH & GOSSELINK 1993, p. 76)**). If there are three or more authors, the first-named author is listed in the in-text citation and an "et al." (= and others) is appended (e.g. **(BENKHELIL et al. 1989, p. 154)**). If there are no page numbers or information on the year of publication, an "n.p." (= without page, e.g. **(PORTER 2000, n.p.)**) or "n.d." (= without year, e.g. **(SEEGER n.p., p. 83)**) is used.

It is always preferable to use the original source whenever possible, secondary citations may only be used when referencing the original is not feasible. In this case, both sources must be cited in the parenthetical citation. The author of the primary source is named first, the author of the secondary source second (e.g. **(MEIER 1976, p. 3, qtd. in MÜLLER 1977, p. 286)**). The list of sources does not include any sources that have not been read, i.e. only the secondary source is listed in the list of sources.

If the cited source is a legal text (e.g.: a law), this is indicated by the parenthetical citation, e.g. **(§ 23 II S. 2 BNatSchG)** or **(Art. 28 II GG)**. The abbreviations used in this example mean:

- **BNatSchG**: Bundesnaturschutzgesetz (Federal Nature Conservation Act)
- **§ 23**: Paragraph 23 (paragraph 23)
- **II**: section 2 in the corresponding paragraph
- **S. 2**: sentence 2 in the corresponding paragraph and section)
- **GG**: Grundgesetz (Basic Law)
- **Art.**: article

In the works cited section, the full citation is then provided according to the guidelines from Chapter 5.

If the source cited is a map, this is indicated by the parenthetical citation (Hessisches Landesvermessungsamt 1998, TK 25).

Independently generated primary data should be included in the paper as an appendix or in digital form, and referenced in the text.

Additions such as "cf." (= confer) or "s." (= see) are superfluous, "since the parenthetical citation is a reference in itself" (BAADE et al. 2014, p. 149) and should only be inserted if it is of interest to the reader to read a passage of text and compare it with the content of the statement made (BAADE et al. 2014, p. 149).

4.2 Direct Quotes

Direct quotes are separated from the rest of the text by double quotation marks. Omissions are indicated by three dots in square brackets [...]. Since the quote can be chosen at will,

omissions before or after the quoted passage do not need to be marked (BAADE et al. 2014, p. 154). That means that a quote should never begin or end with omissions (BAADE et al. 2014, p. 154). All additions to the original text, including added emphasis through underlining or italics, must be marked as such (insertions in square brackets).

Example of a direct quote with omissions and insertions:

The authors state that “China has historically been a populous country [that] comprises 18% of the world’s population, [with] a total population of [...] 1.44 billion in 2021” (WANG et al. 2022, p. 4).

If parts of the verbatim section are in quotation marks in the original, these are used as single quotation marks in the quotation, e.g.:

“The principle of ‘security through trust’ is increasingly being replaced by the principle of ‘security through control’” (KRATOCHVIL et al. 2005, p. 49).

Before or after the direct quote, the in-text citation is provided (see Chapter 4.1). Direct quotes that are not taken from the original work but from a secondary source should also be treated according to the example provided in Chapter 4.1.

Long quotes should not exceed 200 words and must adhere to a distinct formatting style, such as being indented and using single line spacing (BAADE et al. 2014, p. 154 and the reference to ROST & STARY 2009, p. 180).

If the work consists of too many long quotes, the student's own scholarly contribution will not be discernible, and consequently, the work does not meet the standards of academic writing. In general, paraphrased quotes are preferred over direct quotations. Direct quotes should only be used when they contain a statement that is crucial for your argument and is particularly well-articulated. Additionally, direct quotes may be appropriate when a significant statement cannot be accurately conveyed in your own words.

4.3 Citing Central Research Findings and Insights from Publications

When referencing a scientific publication, if the intention is to adopt not specific individual statements or pieces of information, but rather fundamental insights, it may not be adequate to reference a single sentence or multiple sentences. This is due to the fact that the central research findings or essence of the publication cannot be distilled into isolated sentences; instead, they become apparent only through a comprehensive examination of the entire work. In such cases, it is permissible to support a related statement by citing the source without referring to a page number. For example: ‘Studies on the effects of mining in the Ruhr area have shown that land subsidence can exceed 25 meters (HARNISCHMACHER 2012)’.

4.4 Figures and Tables

Figures and tables serve to support and clarify specific explanations, conclusions, and lines of argument, but they cannot replace them (BAADE et al. 2014, pp. 139-140). A figure or table can therefore never stand without commentary and requires a reference (BAADE et al. 2014, p.

140). This can either occur directly in the text (e.g. 'figure 4 illustrates....') or at a sensible position in parentheses (e.g. 'In Germany, the share of organically managed areas in agricultural land amounted to 6.4 percent (Fig. 4)') (BAADE et al. 2014, p. 140). All figures and tables are consecutively numbered (Fig. 1, Fig. 2... or Table 1, Table 2 etc.), given a title, and accompanied by a reference. This information is placed below the figures and above the tables. The corresponding source is listed in the works cited section. Figures and tables must be accompanied by a clear and self-explanatory title that unmistakably conveys the subject matter represented. The title should be precise and can extend to multiple lines if this enhances the clarity and comprehensibility of the figure or table's topic. Including a list of figures or tables which indicates the number, title, and page numbers of the figures or tables is intended as a convenience for readers and is considered useful only if there is a significant number of figures or tables, or if the document is lengthy. The list of figures and tables is placed at the beginning of the text section, between the table of contents and the introduction.

5 Works Cited Section

The works cited section at the end of a scientific paper must provide complete information about all sources used. This also means that only sources cited in the text should be listed. The purpose of the works cited section is to enable the instructor to retrieve the used sources and to verify statements. For this reason, it must be **maintained consistently and be free of formal deficiencies**.

5.1 Order and Structure

The works cited section is **organized alphabetically by authors**. Several works by the same author are listed in chronological order; works from the same year are distinguished by adding a, b, c, etc. to the year of publication (e.g. 1965a, 1965b). If there is more than one author, the work is classified under the name of the first author mentioned in the source. If the name of the author is missing, the name of the publishing institution is listed. If an author has published books with other authors in addition to his or her own works, the individual works should be listed first, followed by the joint publications. For digital sources, the DOI (Digital Object Identifier, see examples in Chapter 5.2, Section c) should be included if one is provided.

5.2 Documentation of Individual Sources (Examples)

Unless otherwise specified, the sources are listed in the works cited section as follows. There is no subdivision into the different source types. The subdivision below (a to o) is only used to make it easier to assign the correct citation method.

a) Monographs

BRODTRAGER, F. (2023): Fighting for Sustainability: A Case Study about Tenerife's Activism Movement. Dissertation. University Uppsala, Faculty of Science and Technology. Uppsala.

- GUPTA, A. (2012): Tropical Geomorphology. Cambridge.
- HÄDER, M. (2022): Empirical Social Research. 1st edition. Wiesbaden.
- KUMAR, D. (2020): Modelling Vegetation-Climate Interactions in South and Southeast Asia Using a Trait-Based Dynamic Vegetation Model. Johann Wolfgang Goethe-University, Geoscience/Geography. Frankfurt am Main.
- MITSCH, W. J. & J. G. GOSSELINK (1993): Wetlands. 2nd edition. New York.
- YANG, Q. (2022): Gentrification in Chinese Cities. State Institutions, Space and Society. Zhejiang.

b) Contributions in Collected Works

- BONI, C. F. (1992): Karst Hydrogeology in Central Italy. In: BACK, W., HERMAN, J. S. & H. PALOC (eds.): Hydrogeology of Selected Karst Regions. 13th volume. 151-158. Hannover.
- BUTLER, W. R. (2019): Overtourism and the Tourism Area Cycle. In: DODDS, R. & R. W. BUTLER (eds.): Overtourism. Issues, Realities, and Solutions. 76-94. Berlin.
- GOLDSTEIN, D. J. (1995): Third World Biotechnology. Latin American Development, and the Foreign Debt Problem. In: PERITORE, P. & A. K. GALVE-PERITORE (eds.): Biotechnology in Latin-America. 37-56. Wilmington.
- KIJIMA, Y. (2023): The Case of Uganda: Long-Term and Spillover Effects of Rice Production Training. In: OTSUKA, K., MANO, Y. & K. TAKAHASHI (eds.): Rice Green Revolution in Sub-Saharan Africa. 97-110. Singapore.
- NAGYMAROSY, A. & G. HÁMOR (2012): Genesis and Evolution of the Pannonian Basin. In: HAAS, J. (ed.): Geology of Hungary. 149-200. Berlin

c) Articles in Journals or Series

- HOFFMANN, J. (1970): La Distancia Crítica para la Interpolación de Datos Y la Reducción de las Estadísticas de Precipitación al Mismo Período en la República Argentina. Revista Meteorológica I/2: 59-61.
- HUANG, W. W. (1994): The Prehistoric Human Occupation of the Xizang-Qinghai Plateau. Göttinger Geographische Abhandlungen 95: 201-219.
- NESTEROVA, I. (2022): Business of Deep Transformations: How can Geography Contribute to Understanding Degrowth Business? Geography and Sustainability 3/2: 105-113. <https://doi.org/10.1016/j.geosus.2022.03.004>
- NORRA, S., LANKA-PANDITHA, M., KRAMAR, U. & D. STÜBEN (2006): Mineralogical and Geochemical Patterns of Urban Surface Soils, the Example of Pforzheim, Germany. Applied Geochemistry 21/12: 2064-2081. <https://doi.org/10.1016/j.apgeochem.2006.06.014>

- NOWAK, A., NOWAK, S., NOBIS, M. & A. NOBIS (2016): Vegetation of Screes of the Montane and Colline Zones in the Pamir-Alai Mts in Tajikistan (Middle Asia). *Tuexenia* 36: 223-248. Göttingen.
- SEKHRI, S. & G. K. SHASTRY (2024): The Curse of Plenty: The Green Revolution and the Rise in Chronic Disease. *American Economic Journal: Applied Economics* 16(4): 1-33.
- WEISSER, W. W. & T. E. HAUCK (2025): Animal-Aided Design – Planning for Biodiversity in the Built Environment by Embedding a Species' Life-Cycle into Landscape Architectural and Urban Design Processes. *Landscape Research* 50/1: 146-167. <https://doi.org/10.1080/01426397.2024.2383482>

d) Monographic Publications in Series

- ELMALT, D., IGAN, D. & D. KIRTI (2021): Limits of Private Climate Change Mitigation. IMF Working Paper 112. n.p.a.
- JOCIĆ, N. (2019): Creative Economy in a Post-Socialist Transitional Context: Spatial Distribution of Creative Activities and their Interrelation with Urban Milieus in City Quarters of Belgrade. *Bamberger Geographische Schriften* 30. Bamberg.
- KOHISTANI, S. (2011): State Building in Afghanistan: The Role of Institutional Capacity. *Gießener Geographische Schriften* 81. Gießen.
- SACHS, J.D., LAFORTUNE, G., FULLER, G. & G. IABLONOVSKI (2025). Financing Sustainable Development to 2030 and Mid-Century. *Sustainable Development Report 2025*. Paris.
- UNCU L. (2012): Holocene Landscape Changes of the Lezha Region. *Marburger Geographische Schriften* 146. Marburg.

e) Multiple Annual Publications

- AKHTAR, R. (2023a): Heatwave Mortality and Adaptation Strategies in India. In: AKHTAR, R. (ed.): *Climate Change and Human Health Scenarios. International Case Studies*. 151-158. Cham.
- AKHTAR, R. (2023b): Introduction: Climate Change and Human Health Scenarios. In: AKHTAR, R. (ed.): *Climate Change and Human Health Scenarios. International Case Studies*. 1-14. Cham.

f) Author Collectives

- BENKHELIL, J., GUIRAUD, M., PONSARD, J. F. & L. SAUGY (1989): The Bornu-Benue Trough, the Niger Delta and its Offshore: Tectono-Sedimentary Reconstruction during the Cretaceous

and Tertiary from Geophysical Data and Geology. In: KOGBE, C. A. (ed.): Geology of Nigeria. 2nd edition. 277-309. Jos.

CÁRDENAS-TRISTÁN, A., CASTRO-OVALLE, A. G., REYES-CÁRDENAS O. & M. G. G. MENDOZA (2023): Evaluation of Net Radiation in San Luis Potosí City – México, with Remote Sensing Processes. In: EPULE EPULE, T. (ed.): Climate Change – Recent Observations. 63-78. London.

KING, M. B., NEWMANN, F. M & D. L. CARMICHAEL (2010): Authentic Intellectual Work: Common Standards of Teaching Social Studies. In: ANDERSON, J. (ed.): Understanding Cultural Geography: Places and Traces. 53-66. London.

SIMEONOVA, V., BOUWMA, I. VAN DER GRIFT, E., SUNYER, C., KÜLVIK, L. M. M., SUŠKEVIČS, M. DIMITROV, S. & A. DIMITROVA (2017): Natura 2000 and Spatial Planning. Final Report of the European Commission. Luxembourg.

g) Name of the Author Unknown

ANONYMOUS (1984): Computer Programs from your Radio? Agri-Marketing 22/6: 66-67.

ANONYMOUS (2024): Water for Climate: Together Better, Together Stronger. <<https://sdgs.un.org/news/water-climate-together-better-together-stronger-57083>> (accessed: 01.07.2025).

ANONYMOUS (n. d.): Planet. <<https://overshoot.footprintnetwork.org/solutions/planet/>> (accessed: 01.07.2025).

h) Unpublished Studies and Unknown Year of Publication

BRAASCH, D. (2001): Die raum-zeitliche Veränderung der Salzwiesen an der Schleswig-Holsteinischen Westküste – Eine GIS-gestützte Bilanzierung und Analyse. Diploma thesis. Philipps University of Marburg, Department of Geography. Marburg.

DICONNE, S. (2022): Soziale Landwirtschaft. Eine qualitative Untersuchung der Strukturen und Prozesse. Dissertation. Philipps University of Marburg, Department of Geography. Marburg.

WERBAN, M. (n.d.): Erläuterungen zu einer Bodenformenkartierung des Oberspreewaldes. Unpublished Study. Lübbenau.

i) Online Ressources

The Internet provides fast and convenient access to information and sources. However, not all available and citable information is also worth citing (BAADE et al. 2014, p. 60).

If information on authorship, editors or institutions cannot be determined, the source is generally not a citable source that meets academic standards, and its use is therefore not recommended (BAADE et al. 2014, p. 60).

ECHENIQUE, S. (2024): The Gentrification of Mexico City: Economic Growth at the Expense of Local Displacement and Erasure of Culture. <<https://www.irreview.org/articles/2024/10/8/the-gentrification-of-mexico-city-economic-growth-at-the-expense-of-local-displacement-and-erasure-of-culture>> (accessed: 01.07.2025).

GREENPEACE EUROPEAN UNIT (2025): Time for Farmers and Nature to Thrive – Policy Briefing. <<https://www.greenpeace.org/eu-unit/issues/nature-food/47539/time-for-farmers-and-nature-to-thrive-policy-briefing/>> (accessed: 01.07.2025).

ROSER, M. (2019): Demographic Transition: Why is Rapid Population Growth a Temporary Phenomenon? Death Rates Fall First, then Fertility Rates, Leading to a Slowdown in Population Growth. <<https://ourworldindata.org/demographic-transition>> (accessed: 01.07.2025).

WELLS, M. (2025): It's Time to Finance our Future and 'Change Course', Guterres Tells World Leaders in Sevilla. <<https://news.un.org/en/story/2025/06/1165091>> (accessed: 01.07.2025).

j) Lexicons and Dictionaries

MAYHEW, S. (ed.) (2023): A Dictionary of Geography. 6th edition. Oxford.

MOORE, W. G. (ed.) (1973): A Dictionary of Geography: Definitions and Explanations of Terms Used in Physical Geography. 4th edition. Harmondsworth.

ROGERS, A., CASTREE, N. & R. KITCHIN (eds.) (2013): Dictionary of Human Geography. Oxford.

k) Data Storage Media

BOHLMANN, P. V. (2011): Focus: Music, Nationalism, and the Making of the New Europe. CD-ROM. New York.

DISCOVERY EDUCATION (2005): Prehistoric Earth. DVD-ROM. n.p.a.

l) Maps

HESSISCHES LANDESVERMESSUNGSAMT (ed.) (1998): TK25 Blatt 5118, Marburg. Scale 1:25000. Wiesbaden.

m) Legal Texts

Legal texts can be listed in a separate list of legal sources, which is attached to the list of sources.

BAUGESETZBUCH (BauGB) in der Fassung der Bekanntmachung vom 23.09.2004 (BGBl. I S. 2414), zuletzt geändert durch Gesetz vom 20.10.2015 (BGBl. I S. 1722) mit Wirkung vom 24.10.2015.

RAUMORDNUNGSGESETZ (ROG) in der Fassung der Bekanntmachung vom 22. Dezember 2008 (BGBl. I S. 2986), zuletzt geändert durch Artikel 124 der Verordnung vom 31. August 2015 (BGBl. I S. 1474).

SPATIAL PLANNING ACT repealed, on 23 December 2023, by paragraph 5 (2) of the Resource Management (Natural and Built Environment and Spatial Planning Repeal and Interim Fast-track Consenting) Act 2023 (2023 No 68).

n) Newspaper Articles

Newspaper articles are generally only suitable for illustrating a discussion of certain topics in the public sphere or their social relevance, and not for a more detailed thematic engagement (BAADE et al. 2014, p. 60).

CARMEL, L. (2024): COP29: Africa Sees Itself as the Hub of the Future Global Market in Pollution Rights. Le Monde. <https://www.lemonde.fr/en/le-monde-africa/article/2024/11/14/cop29-africa-sees-itself-as-the-hub-of-the-future-global-market-in-pollution-rights_6732750_124.html> (accessed: 01.07.2025).

CHUTEL, L. (2025): A Heat Wave Leaves Britons Looking for Ways to Stay Cool. The New York Times. <<https://www.nytimes.com/2025/06/21/world/europe/uk-heat-wave-britain.html>> (accessed: 01.07.2025).

SIMS, J. (2025): How Beer Sludge Is Being Turned into Vegan Milk and Leather. BBC. <<https://www.bbc.com/future/article/20250206-how-brewers-spent-grain-is-being-turned-into-vegan-barley-milk-leather-and-cakes>> (accessed: 01.07.2025).

ZERKEL, E. (2024): A Plant That's Everywhere is Fueling a Growing Risk of Wildfire Disaster. CNN Climate. <<https://edition.cnn.com/2024/03/21/climate/wildfire-grass-risk-west-us>> (accessed: 01.07.2025).

o) Films & Documentaries

Similar to newspaper articles, films or documentaries are generally not suitable for a detailed thematic engagement, but merely for illustrating the relevance or presence of certain topics or problems (BAADE et al. 2014, S. 60).

JUNED, K. & L. GAMONET (2025): Seaweed Becomes Booming Business in India's 'Blue Economy', 30.06.2025, 05:08 Min.

JÜTTE, P. (2022): Agree to Disagree! The Privilege of Sustainable Shopping, Documentary, Germany.

ORLOWSKI, J. (2017): Chasing Coral, Documentary/Drama, USA.

SARDI, L. (2023): The Biosphere Experiment, Documentary, France.

6 Guidelines for Academic Writing

The proposed guidelines are intended as a quick reference for the formal and content-related conceptualization of scientific papers. The aspects listed below may be weighted differently depending on the objectives set by the respective academic advisor or instructor.

Writing Guidelines

- Text follows a clear structure
- Correct and consistent citation style
- Accurate and complete list of (credible and citable) sources
- Tables, maps, and figures should be of good quality, numbered, and referenced in the text
- Proper spelling and grammar; If necessary, hyphenation should be taken into account.
- Compliance with maximum length and time
- Compliance with formal requirements for text alignment, margins, font type and size, line spacing, and page numbers
- No use of the university logo on student work!

Contents

- (Research) question and objectives are outlined in the introduction, development of own questions
- Topic developed in a focused and structured manner with a clear line of argumentation and a coherent narrative throughout
- Comprehensible connections between individual points and sections
- Clear explanation of the substantive and methodological approach
- Clear reference towards underlying concepts and theories
- Topic has been processed correctly and as completely as possible
- Utilization of precise terminology with accurate explanations of all key concepts, terms, and formulas employed
- Adequate scope and quality of the literature base

- Critical and reflective analysis of the sources, effectively integrating the content into independent lines of argument rather than merely reproducing information
- (Research) question or objective of the thesis are revisited or answered in the final chapter
- The language used is accurate and appropriate to the field

7 Utilizing Artificial Intelligence (AI)

The guidelines set by the Department of Geography regarding the use of AI in the preparation of academic coursework and examinations are aligned with the relevant principles established by the university. These principles are currently documented here:

<https://www.uni-marburg.de/de/universitaet/lehre/lehre-und-ki>

Taking this into account, the following applies in the Department of Geography:

The use of generative AI for the preparation of written examinations submitted to the Department of Geography (term papers, project works, bachelor's and master's theses) or for the creation of materials for oral presentations (presentation files, thesis papers, handouts, etc.) is not prohibited. Thus, the use of text-based AI applications (e.g., ChatGPT) as well as image-generating AI applications (e.g., DALL-E, Midjourney) is generally permitted. Regardless, generative AI is a tool whose use must always be correctly and transparently labeled in a scientific context. The substantive responsibility for all content produced by the AI lies with the users of the AI, namely the students. This substantive responsibility cannot be transferred to AI systems. Consequently, the responsibility for the accuracy of texts and statements produced by AI always rests with the students whenever they have used AI to create the respective work.

The subsequent aspects must be taken into account when employing AI:

- An important goal of studying is to develop the ability to independently structure, analyze, and document knowledge, as well as to formulate and address scientific questions autonomously. Written assignments should clearly reflect the outcome of a human intellectual and creative process, with its structure documented in written form utilizing the core competency of writing. To be recognized as an original academic contribution, the proportion of AI-generated text or AI-generated content within the total scope of any submitted work may generally not exceed 20 %.³ This proportion must be specifically indicated within the work.
- Statements generated by AI may be factually incorrect, incomplete, and/or unbalanced. Additionally, the origin of these statements can be unclear and/or poorly documented, which often results in the lack of transparency regarding the sources of the presented information. In this sense, AI does not function as scientific information databases but rather produces results from (largely unknown) algorithm-based data queries sourced from often unidentified or ambiguously identifiable sources. Therefore, all information obtained through generative AI must be verified by students for accuracy before being included in their work. This does not exempt students from the obligation to substantiate AI-generated statements with scientific sources; rather, it requires them to always verify the statements generated by AI using scholarly literature. If validated, these statements may then be included in their work with appropriate citations. It is mandatory to provide corresponding indications to demonstrate that the formulations and content were originally generated by AI (see the citation suggestion below).

³ This proportion can be determined in a written work, for instance, by calculating the ratio of those statements (e.g., sentences) that contain content generated with the help of generative AI to all presented statements (e.g., sentences).

- If outputs from generative AI are adopted verbatim or in essence, it must always be indicated that these outputs or statements based on them were generated using an AI tool. If this indication is not provided in a traceable manner, it constitutes an attempt at deception.
 - Citation suggestion: “Text” (OpenAI GPT-4o, 2024; Transcript in Appendix A)
 - In this case, the complete chat transcript between the user and the AI must be included in the transcript in Appendix A, for example, by providing prompts and outputs from the AI. A chat transcript can be considered complete if it allows for a clear and unambiguous understanding of how the content of the study or examination work was generated with the assistance of an AI-based tool.
- All imagery and/or graphically presented outputs, etc., developed and/or produced with the help of generative AI (e.g., images/drawings/illustrations/tables, etc.) should only be used if they depict or illustrate real existing facts (i.e., demonstrating or illustrating concrete facts that actually existed at a specific location.). However, the representation of seemingly existing facts that do not actually exist (e.g., a seemingly real photo of a city destroyed by a natural disaster that has never been affected by such a disaster) is not prohibited. For instance, it may be appropriate to use AI-generated images to vividly illustrate potential consequences of processes described in the written work. Additionally, AI-generated schematic representations may be suitable for visualizing, for example, the structure and execution of a scientific experiment. As a general rule, the use of such AI-generated images should be done sparingly, unless the depiction of potential consequences of the described circumstances constitutes the object of the assignment.
- When programming software and/or programming languages (e.g., R, Python) are utilized in the preparation of (written) assignments, the use of AI is permitted to develop, adapt, and improve programming commands. In this case as well, it must always be clearly outlined how AI was used to produce the presented result. Citations for used or self-authored software should be conducted as follows:
 - Citation of the used software, e.g.
 - “The calculations were performed using R (R Core Team 2020) and with Python (Van Rossum and Python Developer Team 2016).” Other programming languages should be cited in a similar manner.
 - If available scripts are used for the work, they must also be cited. Example:
 - “The calculations in R were performed using the raster package (HIJMANS et al. 2015).”
 - If custom programs have been written for the analysis, this must be stated, and the source code should be made available at an appropriate location. The availability should be digital via a link, e.g., to Hessenbox or the UMR GitLab. Example:
 - “The analysis xyz was carried out with a custom program written in R (see link <https://.....>). The source code must then be accompanied by a header that contains at least the following information:”
 - Name of the Program: xyz

- Developer: Name
- Version: Vx
- Date: XX.YY.ZZZZ
- If any part of the program was written with the help of generative AI, this must be clearly indicated in the header. Example:

“Lines x-y were written by ChatGPT-4o.”
- All AI-based tools used for the preparation of academic coursework and examinations must also be clearly listed in a tabular overview of the employed AI-based tools (e.g., behind the bibliography). For each AI-based tool, it should be indicated what it was used for and whether this use involved the creation of new content (i.e., generative AI, generative use) or not (i.e., non-generative AI, non-generative use). An example can be found in Chapter 10 of these guidelines.
- Chat transcripts between users and the AI do not generally need to be submitted in printed form for academic assessments. If the submission of the academic work is required in digital format, these transcripts can be added digitally as an appendix, provided that there is a reference to this appendix and its digital contents at the appropriate location (e.g., after the bibliography). If printed submissions are required, it is sufficient to include a note indicating the digital appendix at a suitable place (e.g., after the bibliography). This note should specify what contents the digital appendix includes and how it was made accessible to the evaluators (e.g., on an accompanying mobile storage device and/or as a file attachment via email).

The use of AI can be helpful in the following cases:

- Improving independently written texts in terms of spelling, expression, and grammar,
 - However, we strongly recommend allowing sufficient space for the development of the ability to independently write scientific texts and not to replace this skill with AI from the very beginning.
- Translating texts,
- ‘Outlining and/or structuring topics.

However, it is important to note that the authors bear full and sole responsibility for the final written product generated and that the use of AI-based tools must be clearly indicated, meaning it must be disclosed and documented in each individual case. For example, if AI-based tools are only used for linguistic smoothing of an independently written text, no citation needs to be provided in the text, as long as no parts of the textual content were generated with the help of generative AI (i.e., new content, new ideas). However, in a separate appendix, the chat transcript between the user and the AI must also be attached to enable readers to understand the AI-based optimization of the text in the context of a before-and-after comparison. The use of non-generative AI for text optimization should also be mentioned in a tabular listing of the used AI-based tools (e.g., behind the bibliography). If the AI-assisted correction of grammar and style is non-generative (i.e., if no new content or ideas were

introduced through the use of AI during this process), this application of AI will not be counted toward the proportion of AI-generated text or content in the overall submitted work.

8 Plagiarism

Lecturers in the Department repeatedly find that students are quoting incorrectly or even copying in their assignments. Some students still seem unaware of what plagiarism actually means; therefore, the following explanations provide some guidance.

According to the German Rectors' Conference (1998, p. 4), plagiarism is "the unauthorized use with presumption of authorship". Various books on the subject of academic writing contain explanations with examples of how to cite properly (e.g. BAADE et al. 2014; THEISEN 2008). The most important aspects are:

- Direct quotes must be placed in quotation marks and accompanied by an exact page reference to the original source.
- Indirect quotes must be marked at the **appropriate place**. It is not sufficient to list all the sources used at the end of a paragraph because in this case the instructor cannot check which statement comes from which source.
- A mere rearrangement of words does not constitute an original expression of a thought from another source, but rather a structural plagiarism if the passage is not marked as a direct quote (BAADE et al. 2014, p. 152). This applies similarly to tables, graphs, maps, etc.: The addition of a word or similar element does not yet qualify as an original representation (see Chapter 4.1)
- A mere rearrangement of words does not constitute an original expression of a thought from another source but rather is considered **structural plagiarism** if the passage is not marked as a direct quotation (BAADE et al. 2014, p. 152). This also applies analogously to tables, graphics, maps, etc.: Adding a word or similar to an existing illustration does not qualify as an "original representation."

Students are strongly advised to engage with the literature listed below on the topic of academic writing, especially to learn how to assess borderline cases.

All work submitted to the Department of Geography will be evaluated for adherence to academic standards. If the quality requirements listed above are not met, this constitutes plagiarism and therefore academic misconduct. The severity of the academic misconduct is then assessed by the responsible examination board. If there is a serious attempt at cheating, the right to take examinations in the degree program may be permanently revoked in accordance with the study and examination regulations, i.e. the degree program can then no longer be continued (= exmatriculation). The consequences resulting from plagiarism or other academic misconduct always depend on the circumstances of the individual case. In this context, explicit reference is made to the respective valid study and examination regulations as well as to the "Satzung zur Sicherung guter wissenschaftlicher Praxis an der Philipps-Universität Marburg vom 26.04.2022" ("Statutes for Safeguarding Good Scientific Practice at the Philipps-Universität Marburg dated 26.04.2022") and to the "Grundsätze und Verfahrensregeln zur guten wissenschaftlichen Praxis und zum Umgang mit wissenschaftlichem Fehlverhalten an der Philipps-Universität Marburg vom

19.11.2020" "Principles and Procedural Rules for Good Scientific Practice and for Dealing with Scientific Misconduct at the Philipps-Universität Marburg Dated 19.11.2020").

9 Works Cited

- BAADE, J., GERTEL, H. & A. SCHLOTTMANN (2014): Wissenschaftlich arbeiten: ein Leitfaden für Studierende der Geographie. 3rd edition. Bern.
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- KRATOCHVIL, R., ENGEL, A., SCHUMACHER, U. & H. ULMER (2005): Die Konventionalisierungsfrage – Ökologischer Landbau zwischen Vision und Realität. Ökologie & Landbau 136/4: 48-50.
- MATTISSEK, A., PFAFFENBACH, C. & P. REUBER (2013): Methoden der empirischen Humangeographie. 2nd edition. Braunschweig.
- R CORE TEAM (2020): R Language and Environment for Statistical Computing. R Foundation for Statistical Computing. Vienna.
- THEISEN, M. (2006): Wissenschaftliches Arbeiten. 13th edition. München.
- THEISEN, M. (2008): Wissenschaftliches Arbeiten. 14th edition. München.
- VAN ROSSUM, G. & PYTHON DEVELOPER TEAM (2016): Python 3.6 Language Reference.

Additional recommended information sources:

- BORSZDORF, A. (2007): Geographisch denken und wissenschaftlich arbeiten. 2nd edition. Heidelberg.
- ROST, F. & J. STARY (2013): Schriftliche Arbeiten ‚in Form‘ bringen. Zitieren, Belegen, Literaturverzeichnis anlegen. In: FRANCK, N. & J. STARY (eds.): Die Technik wissenschaftlichen Arbeitens: eine praktische Anleitung. 17th edition. Paderborn.
- <http://plagiat.htw-berlin.de/>
- <http://www.plagiarism.org>

10 Template: Declaration of Originality and Example of a Tabular Listing of AI-based Tools

Plagiarism Statement

I hereby formally declare that I have independently written the present [*note: specify the type of written work*] and have not used any tools or resources other than those I have indicated. All passages of the [*note: specify the type of written work*] that are taken from other works, either verbatim or in terms of meaning, or that have been generated with the assistance of AI tools (sentences, text blocks, argumentative structures, figures, graphics, tables, etc.) have been clearly indicated with the sources (including the World Wide Web and other electronic text and data collections) as well as AI chat transcripts (all prompts used, all AI-generated outputs, [e.g., links to prompt histories]).

This also applies to accompanying drawings, illustrations, sketches, and the like. The AI tools I used are listed in the "Tools" directory in tabular form. I confirm that the indication of AI usage is complete. No part of my [*note: specify the type of written work*] has been, or will be, used in another module and has not served any other examination purposes. I agree to the use of software for plagiarism detection.

I am aware that any violation of this declaration will be considered an attempt at deception, which would exclude the recognition of the [*note: specify the type of written work*] as proof of performance and could result in further appropriate sanctions. I commit to cover all costs that arise from the detection of plagiarism.

Place/Date

First- and last name (legible)

Signature

Example of a tabular listing of the used AI-based tools (to be included, for instance, after the bibliography):

AI-Based Tool	Form of Use	Affected Parts of the Work	Notes
deepL Translator	Translation of individual text passages (non-generative use)	Entire work	Translations partially adopted in full and partially fully integrated into the text.
Chat GPT-4o (OpenAI)	Research of thematically relevant aspects (generative use)	Chapter 1, p. 3, Section 2	Suggestions compared with personal research, topic proposals further developed, and content partially fully adopted.
Chat GPT-4o (OpenAI)	Text Optimization (Non-Generative Use)	Chapter 2, p. 5-7; complete chat transcript in the appendix	Optimization of the text without making any substantive changes to the statements.
Dream (Wombo)	Creating graphical visualizations (generative use)	Fig. 2, p. 7 Fig. 9, p. 15	Fig. 3: Used only as a visualization idea, independently processed and filled with self-researched content.
...etc.			