Department of Bible
Zalman Shamir
Faculty of Jewish Studies
Bar-Ilan University

Instructions for Preparing Seminar Papers

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0. Introduction

A seminar paper is an essay written by the student as part of the student's studies at a college or university. In this essay, students undertakean independent research activity, which they perform as a personal assignment in a seminar course. In the seminar paper, the student describes the research objectives, presents the rationale (assumptions) on which the work is based, reports on the method used, brings relevant information and ideas from the professional literature, interprets the research findings, and draws conclusions. Writing the seminar paper should contribute to the development of these skills and abilities:

1. Understanding the rules and procedures of academic research, and its various components, from collecting material from a variety of sources and studies to analyzing data and interpretation.
2. Research activity: choosing a topic for the work; presentation of research questions; development of supplementary (or secondary) questions; planning of research procedures; search for and identification of bibliography; critical presentation of the thesis; drawing of conclusions.
3. Capacity for interpretive reading of texts - analysis and synthesis.
4. Ability to apply in practice the rules and procedures of writing a seminar paper. The goal is to examine, analyze and explain questions and problems in the field of the Bible and its interpretation by presenting questions and problems; analyzing the components of the problem and asking supplementary questions; application of theoretical concepts drawn from scientific literature for the purpose of providing answers to the questions posed.

Keywords:
- Evaluation
- Interpretation
- Analysis
- Definition
- Comparison

This booklet formulates a number of rules that will assist you in completing the various writing assignments.

0.1 Terms

"**Referat**" usually means a short paper. Its length and scope are dependent upon each lecturer's requirements (normally, 5-10 pages). Some will require a comparison of two articles, finding the points of similarity and dissimilarity and weaknesses and strengths of each paper; some will require other things. This has to be agreed upon between you and your lecturer.

"Seminarion" is a long research paper, usually between 20-30 pages. Here you have to choose a topic offered by the lecturer or a a topic that you have found yourself. What is your corpus? What is your method? What are you trying to argue? What are the research questions? The size of your bibliography should be agreed upon between you and the lecturer.

Include dictionaries; articles; monographs; and commentaries. I require at least 15 sources in Hebrew and English (the total sum). Others will require a different amount. Divide the paper into four or five chapters, each dealing with a different question/issue. Add footnotes according to the SBL style guide (or some other style guide, as agreed on by the lecturer). Write a short summary for each chapter and a longer summary at the end. Include bibliography, arranged alphabetically, according to the SBL style guide.

1. The Steps in Writing the Paper

Writing an academic paper is a lengthy process. Usually the paper is not written all at once. In order to facilitate the process, guidelines will be presented below. On the one hand, there is a fixed logical structure that must be adhered to, and on the other hand, there is room for the creativity of each individual.

1.1 Choosing the Topic

After reviewing the list of topics that will be presented to you by the lecturer, you must choose a topic on which the work will be written. The student must submit a preliminary draft of the essay that records the following details the student's name, the topic of the essay, a number of research questions and a basic bibliography. This draft will be reviewed by the lecturer and returned for correction.

The next step will be to submit an entire chapter of the work for review and comment by the lecturer. The lecturer will help focus the topic of the work; if it seems too broad, the lecturer will help to narrow it; if it is too narrow, the lecturer will suggest possible ways to expand it. In consultation with the lecturer, the student should also be directed to sources that he or she did not access by themselves.

1.2 Formulation of Research Questions

The process of formulating research questions usually begins with an intuitive, unfocused question. Your task is to sharpen the question through more focused research questions. The research question is an issue concerning the field of research that you intend to engage in your work. The purpose of the essay is to answer a research question or questions. The research question should be researchable, of scholarly interest scientifically interesting, and befitting the scope of a seminar work. The research question should be formulated in a way that will lead to the raising of hypotheses that will be tested in the research paper.

1.2.1 The types of questions to be discussed in the seminar paper

1.2.1.1. Linguistic and stylistic difficulties

1. Lexical or semantic difficulty: a problem understanding the meaning of a single word or phrase. Sometimes the difficulty arises due to the fact that a particular root has several meanings and it is not clear which one is appropriate for the immediate context.

2. Morphological difficulty: A problem arising from uncertainty about the root of the word or ignorance of the meaning of the root. This problem will usually arise in biblical passages that include difficult grammatical forms.

3. Syntactic difficulty: difficulty in the order of the words and the ways in which they are connected to each other. Who is the subject of the verse? Is it an object or a description of a cause? Sometimes there is a gender and number mismatch (" קשת גבורים חתים ").

4. A contradiction within a verse itself or between two verses or stories.

5. Theological difficulty: a difficulty that stems from a tension between a biblical text and between beliefs that originate in the Bible or in later strata of Jewish tradition.

6. Style: redundancy, duplication and repetition; departure from chronological order: Is the story presented in chronological order? Are there temporal jumps? Is an interval skipped? Why?

7. Literary Analysis:

   i. . Characterization: Does the narrator express his opinion explicitly about one of the characters? In what way does he do this: by direct or indirect means? Ways of evaluation in the story: praise, derision, criticism, refraining from expressing an opinion.
   ii. What is the literary type (genre) of the unit in question: a fixed structure, which appears in several stories. The basic genres: poetry and prose. Subtypes: prophetic commission narrative; birth narrative: battle stories: lamentation; lists.
   iii. Demarcation and structure: What is the structure of the unit and what is its contribution to understanding the story?
   iv. Who is the protagonist in the story? What is the criterion for this determination (presence in the story; initiative; e.g., Hannah and Ali; Elisha and the Shunammite; David and Abigail)? Who are the secondary characters? What is their role in the story?
   v. What is the message of the story and how does the author try to promote it?
   vi. Presence of the narrator: Does the narrator provide information, comments, explanations, judgments?
   vii. Is this a single story or part of a broad story cycle (David and Bathsheba; the pursuits by David of Saul)? What are the beginning and end-points of the cycle?
   viii. The dialogues and speeches - their location and quantity. Who is the speaker?
   ix. Exposing analogies in the story with other stories or within the story itself: are the analogies intended to compare the characters, situations and stories or rather to distinguish/contrast between them?
   x. Identification of leading words (Leitwörte) and understanding their meaning.
   xi. Identification of word-plays and determination of their meaning.

1.2.1.3 Historical and geographical difficulties

What is the historical background of the story? What are the problems that arise in this context? What are the sources available to us for reconstructing the historical background of the stories (biblical and non-biblical sources). Where should the biblical sites mentioned in the story be identified today? What are the considerations for this determination (similarity between the biblical name and the Arabic name; testimonies of ancient historians; archaeological finds).

Characteristics of a good research question

❖ The question is clear and well defined.

❖ The question delimits the topic of discussion into chapters or units defined in the Bible.

❖ The background to the raising of the question should be clarified: due to syntactic ambiguity? Or perhaps due to ambiguity? Or maybe the reader is missing details that need to be filled in in various ways? (Gaps). This process is dynamic: the research questions are likely to evolve in the course of examining the material.

How to Ask Questions: Exemplification

B. Arnold, "Necromancy and Cleromancy in 1 and 2 Samuel," *CBQ* 66 (2004): 199-213.

When and how had Saul previously banished the mediums and wizards from the land (28:3b)?

What were the circumstances around that event?

Who was this medium at Endor, and how is it that Saul's servants knew of her (28:7b)?

Had they previously been her clients?

Why was it necessary for Saul to disguise himself (28:8)?

Why did the woman cry out at Samuel's appearance (28:12)?

How did Samuel's appearance reveal Saul's identity to the woman (28:12b)?

Does necromancy really work?

Did Samuel really appear?

1.2.3 Prophetical Books

1. Delimitation of prophetic units: Where does the prophecy begin and where does it end? What are the considerations here or there? ("Hear"; the ending and opening are the same; ending models like "Thus says the Lord"); unity of subject; unity of time; style).

2. Is the unit considered one prophecy or several prophecies?

3. What is the literary genre of prophecy? (doom; salvation; lamentation; oracles to the nations).

4. Who is the target audience? (Israel, Judah or both; the king; the priests; the prophets; the nations).

5. What are the artistic and stylistic rhetorical devices used by the prophet and what is their meaning? Images and parables and what is symbolized by them; repetitions; allusions; intensification from mild to severe; using of duplication of meaning and its purpose; the period of the prophecy in question? In the days of which king was the prophecy delivered and what were the international historical events taking place in this period? (pre-exilic / exilic / post exilic).

6. Syntactic, semantic and grammatical problems: what is the root of the word and what is its meaning; changes of person; inconsistencies between subject and object; gender inconsistency; ambiguity as to the subject and object in the verse; lack of object;

ambiguity; should the word or verse be read as an indicative sentence or as an interrogative sentence; who is the speaker?

7. What is the outlook message of the prophecy?

1.3 Gathering Research Materials

Every task involved in writing requires gathering research materials. Academic work must be based on a broad repository of relevant information, drawn from scientific literature. The process of collecting the material is usually started by searching the library's databases: https://lib.biu.ac.il/

Search for papers and books in EDS (https://search.ebscohost.com/login.aspx?profile=eds&custid=s5903540&groupid=main&authtype=cookie,ip,guest) and RAMBI (= The Index of Articles on Jewish Studies).

You can search for printed books, e-books and articles. It is recommended to consult Ms. Leah Namdar from the library's counseling section (lea.namdar@biu.ac.il).

In a seminar paper in Bible, one ought to make use of materials of various sorts:

1. **The text of the Bible**, while comparing the Masoretic text to other textual witnesses (e.g., the Septuagint, the Aramaic translations, Dead Sea Scrolls). Use of Emanuel Tov's book, *Textual Criticism of the Hebrew Bible*, is recommended. Attention should be paid to various textual phenomena. These phenomena must be considered and explained. Is the difference due to the fact that the translators of the LXX had a different text form or did the translators change it deliberately?

2. **Early interpretation of the Bible**

a. Examination of the non-canonical external books (book of Jubilees; Testaments of the Patriarchs; Book of Judith, Books of Maccabees, etc.) – is there an interesting interpretation in these books, unusual for the story or unit in question? Do they make a contribution to understanding any difficulties in Scripture?

b. The Books of Josephus: The writings of this historian (especially: *Judean Antiquities*) have more than a technical account of events in the Bible. Josephus interprets the Bible to his readers, expanding and omitting as necessary. Does his commentary have an affinity for rabbinic interpretations? How does he fill in gaps in the story (independent speculation; external sources; Books of Chronicles)? How does he deal with contradictions? Are his motives interpretive or apologetic? The prominent researchers in this field are: C.T. Begg and L.H. Feldman.

c. Rabbinic Literature (The Mishnah, the Babylonian Talmud, the Jerusalem Talmud, the Midrashim): In order to locate rabbinic expressions one can use the BIU Responsa project. A useful (though by no means exhaustive) collection is L. Ginsberg, *The Legends of the Jews*.

It is preferable to quote from scientific editions. In dealing with rabbinic texts, it is important to distinguish between Peshat (the plain or contextual meaning of scripture) and Derash. In some cases, it is possible to understand why the sages interpreted (or homiletically expounded) as they did. For this purpose, one can avail oneself of secondary literature devoted to midrashic interpretation.

Medieval Jewish Interpretation

This refers to classic commentators whose commentaries appear in the Rabbinic Bible ("Mikraot Gedolot") as well as (most) commentators who are not included there, such as Isaac Abravanel. In this case, too, scientific editions of the various commentators should be preferred.

Use "Mikraot Gedolot HaKeter", published by Bar-Ilan University, whether from the printed edition or from the electronic edition, which is available here: https://www.mgketer.org/

 In this case, too, one would do well to become generally familiar with the distinct methods of different interpreters.

Modern Biblical Commentaries and Contemporary Scholarship

The various commentary series are written on the basis of different assumptions. Some are critical and some are conservative in their approach. Some focus on certain elements (historical and geographical aspects; theological aspects) and some deal with many elements. This should be noted when using the interpretations found in these works.

"Studies" refers to scientific literature published in Hebrew and foreign-language journals as well as to books on the subject in question or on topics close to it (see more below).

The search for modern studies will be done with via the databases in the Central Library. Additional materials can be gleaned from good commentary series containing, either at the beginning or end of the commentary, an up-to-date bibliography. When reading good scientific articles one can find references to further research, as well as bibliographic lists of books dealing with the subject of the seminar.

MA and doctoral dissertations should also be mentioned in this context (searched via **Proquest**).

Encyclopedias, such as ABD, should also be used. In such works, entries that are, for example, related to the Book of Samuel would include: "Michmash", "Amalek", "Lament".

In cases that require linguistic, grammatical and syntactic discussions, the dictionaries and scientific grammar books for the Bible (BDB, HALOT) should be consulted.

In the field of literary research, important discussions are found in books dealing with the biblical story in general (such as: Alter, Polk, Amit). You can check if these books contain material relevant to your subject o by checking the indexes of these books.

The fact that the database "KOTAR" (available through the Central Library website) has scanned many books is very helpful in searching within books.

In cases of a historical and geographical nature, the appropriate books should be examined (atlases; the books of Y. Aharoni; the New Encyclopedia of Archaeological Excavations).

Articles on the Bible are published in various journals, collections of articles, jubilee books (Festschrifts), and the like.

The themes of the books published on the subject of the Bible may be about a particular book or a particular theme that appears in several books. For example: if your paper deals with the Book of Samuel, one should also look for books dealing with kingship, women in the Bible, prophecy, the deuteronomistic history, biblical historiography, and more.

As a rule, up-to-date studies up to the time of writing should be sought. However, it is important to emphasize that this does not necessarily mean that only new research has scientific value. There are classical essays that have great value to this day (for example: the various essays of Y. Kaufman). Up-to-date bibliography is especially crucial in areas such as archeology and the ancient Near East.

Once you have collected a reasonable respectable amount of articles and books dealing with the subject of the work, evaluate the material with the help of these questions:

A. Who is the author? What is known about the author's education and fields of scholarship and writing? Are there any previous publications? Has this author's research been published on academic platforms?

B. Is it possible to test the reliability of a writer's words by comparing them to other studies? The material can must be copied or printed and the full details of the article or book written on top of all the photographs. This is an important point, as it saves the need to go to the library again to retrieve these details. Keep in mind that the book will not be available at all times and that you will not always be able to remember from where you copied it.

Suggestion: Take a photo of the cover page of the book, which provides the author's details, the name of the book, and the place and year of publication.

* A valuable research tool that has appeared in recent years is Google Books. Here you can find the table of contents of many books, including in the field of the Bible. Sometimes you can view segments of the books themselves. This way, the student can, by defining appropriate keywords, find at the same time a reference to books that he or she might not have discovered in a regular library search.

You can also view books published by **Magnes** online. You can also view hundreds of titles online on the **KOTAR** website. For example, there you can access in full all

the volumes of the "Olam Ha-Tanach" and "Mikra Leyisrael" series as well as hundreds of other titles. You can copy, print, search, etc. Please enter through the Central Library website.

1.4 Reading and Sorting of Material and Creation of Chapter Headings

Preparation of a separate file on your computer for each of the paper's chapters is recommended. In this manner, you will be able to add fresh relevant material every time that you come across it and you will be able to keep control of the large amount of material you have collected.

While reading the research literature and finding the primary sources, start to formulate the chapter headings of the paper while continually assessing the relationship between them and the research question you formulated. You may find that you need to change or update the research question. In this case, you should consult your instructor.

Writing chapter headings will help you prepare a general outline of the paper at an early stage.

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The chapter headings you write will express the first perceptions you have formulated about the subject. Next, these perceptions will guide the gathering of the relevant research literature.

The chapter headings can be arranged in different ways and in different logical structures, such as: from the general to the individual or vice versa; first a discussion of the individual story in all its components and then a discussion of the parallel between it and other stories. When writing chapter headings, follow these guidelines:

1. You must break the issue down into its logical components. The title of the work cannot be used as one of the chapter headings.

2. The chapter headings should cover the topic you have chosen and focus only on it. The chapter headings should be concise.

3. The chapter headings are supposed to cover the whole subject.

4. The chapter headings should be closely related to the research question.

5. All chapter headings must be of equal status; that is, a chapter head cannot be a section of another chapter head (of course, the chapter headings can include subsections).

6. Overlap of chapter headings should be avoided.

1.5 The Elements of Writing

1.5.1 Paragraphs

The paper consists of units called paragraphs. A paragraph is a group of sentences, which together express one idea. The connection of several paragraphs to each other creates the work, which discusses one comprehensive topic. Paragraphs are distinguished from each other in that each paragraph begins with a new line in which the first word is shifted to the right or by a space between the paragraphs.

During the writing, the chapter headings you have planned will be divided into sections and paragraphs, and each paragraph will be divided into several sentences. Ask yourself if each sentence you write serves in some way the theme of the paragraph, the section and the chapter head, and the subject of the work as a whole.

Avoid quoting secondary literature that is not directly related to the topic of the work or excerpts from articles or books. A recommended way to organize materials within paragraphs is to link them to a topic sentence in the paragraph. The key sentence of each paragraph sets out the main argument in it, and the rest of the sentences relate to that argument. Sometimes it is possible to explicitly use expressions and sayings such as: "as opposed to ..."; "However..."; "for example..."; "Another example is ..."; "This strengthens his claim that ..."; "There are conflicting findings according to which ..."; "Another aspect of the same issue is ..." Even if linking words between sentences are not used, it is important that readers understand the relationship between the various statements in the paragraph (reinforcement, example, contradiction).

1.5.2 Revising Your Paper

- Cut out wordiness and irrelevant thoughts, and delete entire sentences that contribute nothing to the dynamics of the paper.
- Combine short paragraphs with others or build ones of greater substance.
- Revise long, difficult paragraphs by dividing them or by using transitions effectively.
- For paragraphs that seem short, shallow, or weak, add more commentary and more evidence, especially quotations from the primary source or critical citations from secondary sources.
- Add your own input to paragraphs that rely too heavily on the source materials.
- Examine your paragraphs for transitions that move the reader effectively from one paragraph to the next.
- Avoid use of slang (Pearson 2014).

2. Components of the Academic Paper

Each paper has a general framework including: title, table of contents, introduction, body of work, summary and conclusions and bibliography. Sometimes appendices are also included.

2.1 The Title Page

The title page will record the following: title of the paper and, on separate lines, centered: course information, your name and ID, institution, instructor, date of submission, and department.

The title of the paper presents the main idea and the issues on which it focuses. A typical length for a title is about ten words (at most). The title will list both the subject of the work and, if relevant, the biblical chapters to which it refers (such as: Hanna's Prayer in 1 Samuel 2").

2.2 Preparing the Table of Contents

The table of contents lists all parts of the paper except the title page. No page numbers appear on any of these but all are counted in the pagination of the front matter. Subheads within chapters are frequently included in various ways, or they may be omitted from the table of contents.

In preparing a table of contents for a paper containing one level or more of subheads, various methods may be used:

1. The contents may provide a comprehensive outline including all the levels.

2. The contents may omit the subheads even though the paper carries subheads of one or more levels. In this second method, only the generic headings and titles of chapters are listed.

Chapters are listed under that generic heading, with chapter numbers aligned at the left and chapter titles aligned on the first letter. The back matter, or reference matter (appendix, endnotes, and bibliography), is listed last.

Numbers designating parts and chapters should be given as they appear in the text. The generic heading may precede the part title on the same line, followed by a period, or it may be centered above the title and thus need no following punctuation.

The word "chapter" may precede each chapter number. Page numbers in a table of contents are usually aligned on the right following a line of spaced periods (leaders) separating the title from the page number on which the part of the paper begins (Turabian style sheet 1996).

2.3 Writing the Introduction

The introduction should set forth the research problem, the body should present the evidence, and the conclusion should arrive at answers, judgments, proposals, and a sense of closure. In the introduction, present the topic of the paper, its importance, the research questions and the research method you have chosen to answer the questions raised. With which chapters of the Bible will the paper deal?

An important part of the introduction is the definition of the boundaries of the work: which issues will it deal with and which issues will remain outside its scope? For example: "This work deals with ... I did not include in this paper a discussion of ... because ..."

What are the research questions of the work? What is the method (literary; historical, geographical, archaeological)? Avoid overly long background discussions. Only the necessary data for writing the paper should be mentioned meaning that the length of the introduction should be, at most, two pages.

You should indicate what has been written so far on the subject, especially if the research literature written on the subject is scarce. This may serve as a rationale for the importance of re-investigating the issue.

It is advisable to write the introduction only after reviewing the relevant sources and research literature, and after writing a preliminary outline for the work's chapters. Sometimes it is worth waiting even until after writing the summary chapter. The opening words of the introduction can be a quote from the Bible or Jewish sources in all of their variety or from more general literature.

You should use the introductions to the articles and books you read to try and draw ideas from them for writing your introduction.

2.4 Writing the Body of the Paper

When writing the body of the paper, you should classify, compare, and analyze the issues.

The body of the paper is divided into chapters, each beginning on a new page. The generic heading "Chapter" is followed by a number, which may be either spelled out (in capitals) or given.

A good paper consists of facts, details, and evidence with proper documentation. The paper will consist of the chapter headings as formulated in the early stages of preparation. Each chapter of the paper will be printed on a new page. Each chapter will open with a presentation of the question / problem that will be discussed in the chapter: In this chapter I would like to discuss ...

How will the different interpretations of the issue under discussion be treated? Basically, a distinction must be made between **Peshat** and **Derash**, according to

various criteria: suitability for context, language, syntax, historical background and reasonableness. There are different ways to present the material within each chapter of the work.

    1. If there is a disagreement between the commentators on any substantive issue discussed in the paper, the different opinions should be sorted in subsections and their arguments should be presented: On what issues do they disagree and what do they agree upon? The various opinions must then be critiqued and an independent opinion formulated either by accepting one of the approaches (together with the reasoning) or by formulating an alternative proposal to the previous approaches.

Example

In the story of Elisha and the Shunammite in 2 Kgs 4, there is a fundamental controversy as to whether the story condemns or praises Elisha. Below I will present the different approaches and arguments of each approach.

1.1 The stance that the story condemns Elisha

The main evidence of those holding this approach is ...

1.2 The stance that the story praises Elisha

Compared to those with the first approach, there are commentators and scholars who believe that the story praises Elisha. Among the main representatives of this approach are ...

1.3 Critique of the various approaches

In my opinion, the first approach should be accepted; namely, that the narrator condemns Elisha. First, I will explain the weaknesses in the approach of those who support the second approach, then I will add my arguments ...

One should avoid writing in the form of: "X interpreting that" ... "Y writes that ..." "Z proposes that the meaning is ...". This writing method is not helpful to either the reader or the writer. If three authors hold the same opinion, mention them together and write down the idea they have in common, whether they are classical commentators or scholars or a combination of them: in the opinion of Rashi, Ralbag and Kaufman ...

Find the points of agreement and disagreement, the points of strength and weakness.

    2. Another option for developing the discussion is to divide the chapter into sub-units. Write on a draft page a sort of possible flow chart of the discussion and then write down the titles within the work. If it is a literary analysis of a particular character (king, prophet, etc.), each chapter can be devoted to a study of another literary unit, giving headings such as: the story of Samuel's birth; Samuel and Eli's Sons; Samuel's role in the Aphek Battle.

2.4.1 Numbering the Chapters

Effective numbering helps your reader locate desired information and move directly to that segment of the paper. Use a progressive numbering system. The most common system is the decimal notation system:

- The main sections are given single Arabic numbers: 1, 2, 3 and so on.
- Sub-sections are given a decimal number: 1.1, 1.2, 1.3 and so on.
- Sub-sections can be further divided into: 1.1.1, 1.1.2, 1.1.3 and so on.

  An example structure would look as follows:
  1. Introduction
  1.1
  1.1.1

Care must be taken to make a complete match between the headings and what comes after them. Care must also be taken to match the table of contents with the titles that appear in the body of the paper and that no title should appear in the paper if it does not appear in the table of contents, and vice versa.

2.4.2 Footnotes

In scholarly articles it is customary to incorporate footnotes or endnotes, which have two main functions: to fully list the references of the essays used by the author (whether the author agrees or argues with them) and to discuss matters that do not organically communicate what is said in the body of the text. In order not to impair the flow of reading, there are those who discuss such matters in the footnotes.

According to another approach, footnotes should be avoided as much as possible. The relevant material is included within the text and what is irrelevant is not included at all.

Works can be recorded in abbreviated form and in parentheses in the body of the paper, with full references to the abbreviations supplied in the bibliography at the end of the work.

It is the duty of the student to cite earlier works properly and not to take credit for ideas expressed by other authors. To plagiarize means "to steal and pass off (the ideas or words of another) as one's own" and "to commit literary theft" by failing to acknowledge or cite source material (Merriam-Webster Dictionary). Plagiarism can result in expulsion from your academic institution—in some cases even permanent expulsion.

CHECKLIST

Avoiding Unintentional Plagiarism

The following guidelines will help you avoid unintentional plagiarism.

- **Citation.** Let readers know when you borrow from a source by introducing a quotation or paraphrase with the name of its author.
- **Quotation marks.** Enclose within quotation marks all quoted words, phrases, and sentences.
- **Paraphrase.** Provide a citation to indicate the source of a paraphrase just as you do for quotations.
- **Parenthetical citations and notes.** Use one of the academic documentation styles (MLA, APA, CMS, or CSE) to provide specific in-text citations for each source according to the conventions of the discipline in which you are writing.
- **Works cited or references pages.** Provide a complete bibliography entry at the end of your paper for every source you use, conforming to the standards of the documentation style you are using.

An excerpt from James D. Lester and James D. Lester Jr., *Writing Research Papers: A Complete Guide*, 15th edition (White Planes, NY: Longman, 2014), 23.

2.5 Writing the Summary and Conclusions

The conclusion of a research paper should offer the reader more than a mere summary. The conclusion can extend over several paragraphs. It may require more than one page. In the concluding chapter, you should adduce the main findings you reached in your work. The conclusions should reflect the topics discussed at length in the work and, if possible, suggest further directions for observation and research. What is the possible contribution of the work? Do not include in the summary new ideas and topics not discussed in the body. Do not go into details.

The scope of the summary will be between half a page and two pages at most. Reach a final holding or judgment.

Example: In this work I tried to explore a number of questions related to ... In the chapters in the body of the paper we saw that ... it became clear to us that ... there is room to further investigate ... however, this topic goes beyond the limits of this work and requires a separate study.

2.6 Appendices

Place additional material, if necessary, in an appendix preceding the **Works Cited** page. This is the logical location for numerous tables and illustrations, etc. Begin each appendix on a fresh page. Continue your page numbering sequence in the upper-right

corner. Label the page Appendix, centered at the top of the sheet. If you have more than one appendix, use Appendix A, Appendix B, and so forth

The purpose of the appendices is to provide additional details of the topics discussed in the work or to present data and documents on which the work is based, such as maps, diagrams and the like. When referring in the body of the work to the appendix, the number of the page / pages in which it will appear must be indicated. For example: (See the appendix on page 24). Write the full details of the book or article or website from which the material was taken at the bottom of the page where the narrator appears.

2.7 Scope of the Paper and Layout

Long papers: 20-30 printed pages. As a general rule, 1.5 space the body of the paper, all indented quotations, and all reference entries. Footnotes, if used, should be single spaced. Use a header to number your pages in the upper-right corner of the page.

Submit the paper in typed 12-point form. If possible, avoid "widows" and "orphans", which are single lines at the top of a page and single words at the bottom of a paragraph, respectively. You are responsible for correct pagination and accuracy of the manuscript.

2.8 Saving your Paper

In light of "accidents" that have occurred in the past, in which computer files have been deleted and work lost, it is highly advisable to take these measures:

- Save the work on two different computers.
- Save another copy in a mobile storage (disk-on-key), email or in the "cloud".
- Keep a third printed copy of the work in the various stages of preparation (it is advisable to write down dates on the various copies so that it is possible to determine whether it is an initial or advanced copy of the work).

3. Citation Rules

For papers written in Hebrew, there are unique citation rules that can be found here: https://lib.biu.ac.il/referencetools

Abbreviation for the Biblical Books
Old Testament:

Gen - Genesis
Exod - Exodus
Lev - Leviticus
Num - Numbers
Deut - Deuteronomy
Josh - Joshua
Judg - Judges
Ruth - Ruth
1Sam - 1Samuel
2Sam - 2Samuel
1Kgs - 1Kings
2Kgs - 2Kings
1Chr - 1Chronicles
2Chr - 2Chronicles
Ezra - Ezra
Neh - Nehemiah
Esth - Esther
Job - Job
Ps - Psalms
Prov - Proverbs
Eccl - Ecclesiastes
Song - Song of Solomon
Isa - Isaiah
Jer - Jeremiah
Lam - Lamentations
Ezek - Ezekiel
Dan - Daniel
Hos - Hosea
Joel – Joel
Amos - Amos
Obad - Obadiah
Jonah - Jonah
Mic - Micah
Nah - Nahum
Hab - Habakkuk
Zeph - Zephaniah
Hag - Haggai
Zech - Zechariah
Mal - Malachi

Gen 7:11
2 Kgs 4:2.

Citations throughout the paper

Instead of footnotes, some use the author-year system. In this system, the author provides references : indicate in the text—in parentheses; that is, —the author(s) and year of publication of the reference you are citing.

Example:

Garsiel (1985) offered a study of narrative analogies in 1 Samuel, which illuminated the dynamics of this feature.

Bibliography
Moshe Garsiel, *The First Book of Samuel: A Literary Study of Comparative Structures, Analogies and Parallels* (Ramat-Gan: Revivim, 1985).

For papers written in English, students may use the SBL style guide, which is available here:
https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/2/96/files/2016/06/the-sbl-handbook-of-stylesblhs-2f93p03.pdf

Example of citing Bibliography at the Eend of the Paper

The list of references should be placed in alphabetical order.

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