

## SAMPLE WORKING OUTLINE

**Thesis Statement:** The Day-Age theory is a solution to the tension between science and Creation in the age of the earth.

A. **Background Information:** The Biblical creation account has many different interpretations, each with its own tension between itself and science. The earth could have been created in six literal days. It could have also been created as the Day-Age theory postulates in six indefinite periods of time roughly equivalent to a geological age.

B. **Supporting Argument 1:** To God a Day is not a literal 24 hour day.

- a. Advocates of the day-age theory point to verses like Psalm 90:4 that states “a thousand years in your sight are like a day that has just gone by.” (*An Introduction to the Old Testament: Pentateuch*, Herbert Wolf, pg. 101)
- b. Because God is an eternal God he could have chosen to create the world in six stages covering million of years. “This could be implied by the wording of Genesis 2:1 “Thus the heavens and earth were completed in all their vast array.” (Wolf, 101)
- c. 2 Peter 3:8 represents that to God a day is not a literal 24 hour day. (Enns, 314)

C. **Supporting Argument 2:** The Hebrew word *yom* represents a geological stage and not a day.

- a. *Yom* is used in Gen 2:4 to refer to the whole creative process just described in Gen 1.
  - i. “In the first place *yom* is apparently used in Genesis 2:4 to refer to the whole creative process just described in Genesis 1 as taking up six days.” (*A Survey of Old Testament Introduction*, Gleason Archer, p. 158)
- b. *Yom* in the Hebrew language can mean both day or age. (*The Moody Handbook of Theology*, Paul Enns, 314)
- c. On the sixth day (*yom*) God created Adam. In Gen 2 we see that God saw that Adam was lonely. This could only happen if *yom* is longer than a 24 hour period.
  - i. In Genesis 2 “we are told that God created Adam first, and gave him the responsibility of tending the Garden of Eden for some time until He observed him to be lonely.” (Archer, 158-159)

**Commented [JH1]:** Used with permission from a former student. As a working outline, this document recorded a “snapshot” of the student’s plan for his research paper at the time. Whether or not you agree with the thesis and/or argumentation, this outline is clear, well-organized, and provided a well-thought-out “roadmap” for the paper in question.

**Commented [JH2]:** The thesis statement is the central claim of the paper that the student sets out to prove.

**Commented [JH3]:** Not every paper will have the same requirements, and therefore not every working outline will look the same. For this paper, students were required to include a brief section of background information/context on the issue (which in most cases, ended up in the paper’s introduction).

**Commented [JH4]:** Core first argument, stated clearly in a complete sentence. For this paper, students were required to come up with 3-4 supporting arguments for their thesis statement.

**Commented [JH5]:** This student noted enough source information here to be able to find the relevant material easily at the drafting stage.

D. Supporting Argument 3: In its broad outlines the Hebrew account of creation is in harmony with that indicated by the data of geology.

- a. Modern geologists agree with six specific points. (Archer, 160)
  - i. “The day-age theory, then, accounts for the six creative days as indicating the broad outlines of the creative work of God in fashioning the earth and its inhabitants up until the appearance of Adam and Eve.”(Archer, 160)
- b. Fossil records generally agree with this finding. (Wolf, 102)

E. Possible Objections/Other Views

- a. Exodus 20:10-11 shows an analogy between a person working six days and resting on the seventh and God creating in six days and resting on the seventh. (Enns, 314)
- b. Plants being created on day 3 and the sun on day 4.
  - i. “How did the plants of day three survive if the sun was not created until day four?” (Wolf, 101)

**Commented [JH6]:** For this paper, students were also required to identify and interact with opposing viewpoints.