C. Organized Teaching

1. The basics of outlining
    a. A God of order
        (1) Witnessed in the Old Testament
            a) Sacrifices had order (Genesis 22:9; Leviticus 1:7-8, 12; 1 Kings 18:33).
            b) The tabernacle had order (Exodus 39:37; Exodus 40:4, 23).
            c) The priests had order to their service (2 Chronicles 8:14).
            d) Solomon set in order many proverbs (Ecclesiastes 12:9).
            e) The Lord sets things in order for His people (Isaiah 44:6-7).
        (2) Commanded for the church
            a) Paul was going to set some things in order at Corinth (1 Corinthians 11:34).
            b) Paul told the Corinthian church that things were to be done decently and in order (1 Corinthians 14:40).
            c) Paul praised the order of the Colossian believers (Colossians 2:5).
            d) Titus was sent to Crete to set things in order (Titus 1:5).
   b. What is an outline?
        (1) A list
            a) An unordered list
                i)   This generally uses bullets to designate points.
                ii) The order is not important, but the hierarchy maintains its importance.
            b) An ordered list
                i)   This uses a numbering system to designate order.
                ii) Both the order and the hierarchy are understood.
        (2) A system of order
            a) An ordered outline suggests not only the importance of hierarchy, but also that the order is to be followed.
            b) An ordered outline has a start and finish in mind and works to accomplish this journey throughout its entirety.
                i)   Points ought to flow together smoothly.
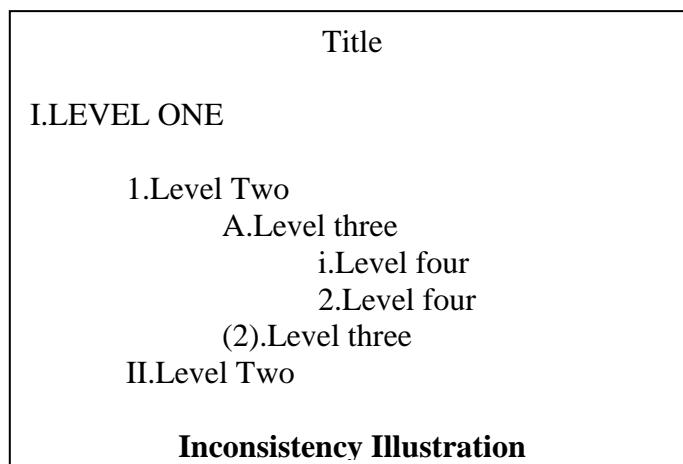   ii) Points ought to relate to each other.
        (3) A hierarchical structure
            a) The hierarchy would be as illustrated below:
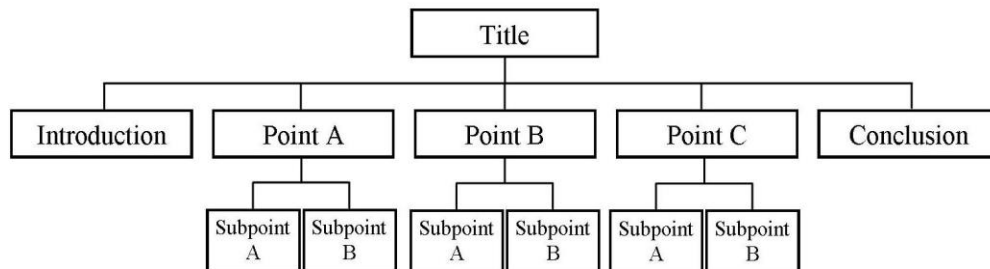
   b) A hierarchy suggests a level of importance.
     i)   Subpoints are generally more specific than points.
     ii)   Subpoints cannot exist without points, but points can exist without subpoints.
     iii)   Subpoints must fall under the authority of points.
      (a) They must relate to the point.
      (b) They must support the point.

c. Types of outlines
 (1) Numbering systems
  a) Alphanumeric outlines
    i)   Formatting consists of the following characters:
     (a) Roman numerals (I., II., III., etc.)
     (b) Capitalized letters (A., B., C., etc.)
     (c) Arabic numerals (1., 2., 3., etc.)
     (d) Lowercase letters (a., b., c., etc.)
     (e) Arabic numerals in parenthesis ((1), (2), (3), etc.)
     (f) Lowercase letters in parenthesis ((a), (b), (c), or a), b), c), etc.)
     (g) Lowercase Roman numerals in parenthesis ((i), (ii), (iii), or i), ii), iii), etc.)
    ii)   Though some will argue on the importance of the order of hierarchy of these characters, it is best to use something similar to that above.
    iii)   This is the most common type of outlining.
  b) Decimal outlines
    i)   Formatting consists of the following:
     (a) 1.0
      (i) 1.1
      (ii) 1.2
     (b) 2.0
      (i) 2.1
      (ii) 2.2
    ii)   This format is not as common as the alphanumerical system of numbering and is more complicated.
 (2) Language systems
  a) Topic outlines
    i)   Uses one-word or short phrase thoughts.
    ii)   Does not have everything necessary to be a sentence.
  b) Sentence outlines
    i)   Uses complete sentences
    ii)   This type of outline will be most useful when turning an outline into book format.
  c) Mixed outlines
    i)   Mixes the usage of topic and sentence formatting
    ii)   May or may not be systematic—May use topic formatting for the headings and sentence formatting for the subheadings.

    d.   Levels of outlining
- (1) Skeleton outlines—Depending upon the complexity of the subject, a skeleton outline may merely consist of level 1 or level 1 and 2.
- (2) Fleshed out outlines—This is necessary for a fuller understanding of the subject matter at hand.

    e.   Benefits of outlining
- (1) In verbal works
  - a) For the speaker
    - i) Helps to stay organized.
    - ii) Helps to stay on subject.
    - iii) Helps to maintain the proper emphasis.
  - b) For the hearer
    - i) Helps to follow the content of the speech.
    - ii) Helps to understand the most important points.
    - iii) Helps to follow a logical order.
    - iv) Helps to focus on the content of the speech rather than trying to figure out the proper order of the speech.
- (2) In written works
  - a) For the author (see above)
  - b) For the reader
    - i) Helps to understand the hierarchy of the work.
    - ii) Helps to follow the order set forth by the author.
    - iii) Helps to teach the content learned.

2. Getting started
   - a. Developing a system
     - (1) The importance of consistency
       - a) Whatever system you establish, stick with it.
       - b) Inconsistencies in your system of outlining will undermine the purpose of outline, especially when used to support public speaking. See the illustration below:

Title

I.LEVEL ONE

      1.Level Two
         A.Level three
            i.Level four
            2.Level four
        (2).Level three
    II.Level Two

Inconsistency Illustration

- c) This does not mean you can never change your system, but frequent changes will cause problems for the author of the outline as well as those who will use it.

(2) Determine a system of use
    a) Establish a numbering system.
        i)   Develop a numbering system that you plan to use as a standard.
        ii)   Develop a system that includes multiple levels of depth.
    b) Establish a system of indentation.
        i)   Each level of depth should be indented to make a visible distinction.
        ii)   The amount of indentation should be based upon consideration of a more in-depth outline.
    c) Establish a system of spacing.
        i)   Spacing is not necessary but can be useful.
        ii)   The use of additional spacing can help in public speaking by further setting apart the main points.
    d) Examples
        i)   A proper system of use:

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                        Title

     I.   LEVEL ONE

          A.  Level Two

                   1.  Level three
                          a.  Level four
                          b.  Level four
                   2.  Level three

          B.  Level Two

              Proper System Illustration
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        ii)   An improper system of use:

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                        Title

     I.LEVEL ONE
     1.Level Two
     A.Level three
     i.Level four
     2.Level four
     (2).Level three
     II.Level Two

           Improper System Illustration
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        (3) Miscellaneous helps
            a) Capitalization—Variations of uses in capitalization can assist the public speaker.
            b) Color scheming—Changing color scheme can be helpful in public speaking.
    b. Starting from scratch
        (1) Create the skeleton.
            a) The amount of detail in a skeleton outline is dependent upon the depth of the outline content.
            b) A skeleton outline is made up of the main points.
            c) Example:

Outlining

    I.   THE BASICS
    II. GETTING STARTED
    III. PUTTING IT INTO PRACTICE

Skeleton Outline Example

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        (2) Flesh it out.
            a) To "flesh out" an outline is to add additional levels of depth.
            b) This step allows the author to go from the bare minimum to a finished product ready to use in writing or in public speaking.
3. Putting it into practice
    a. Determine the subject of the outline.
        (1) Decide on a subject matter.
        (2) Study the subject matter.
    b. Determine the use of the outline.
        (1) Sameness in each use
            a) Regardless of the purpose of the outline, it should be developed in a manner which is consistent with the system you have developed.
            b) Many outlines are going to be multipurpose upon completion.
        (2) Variations in each use
            a) Teaching/Preaching
            b) Writing
    c. Look for natural divisions.
    d. Develop the outline.
        (1) Develop a skeleton outline.
            a) Determine the main points.
            b) Determine the main subpoints.
        (2) Flesh out the outline.
            a) Add subpoints to the main points of the outline.
            b) Build the outline to the intended depth.