

We Want You to Succeed

using the *Global Civilization* curriculum!

Here's how to do it...

1. Know what you are working with.

- *Global Civilization* follows a “large bite” approach.
 - Instead of having many small courses, *Global Civilization* is composed of four large units called modules.
 - Instead of having many small lessons in each module, *Global Civilization* has fewer but larger lessons.
 - This approach is intended to permit busy people to arrange their schedules around fewer sessions but accomplish more in each one.
- *Global Civilization* lessons are larger, so they earn more credit than ordinary classroom lessons.
 - At the graduate level they carry 1 1/2 times as much credit.
 - At the undergraduate level they carry 2 1/4 times as much credit.
- Therefore, if the *Global Civilization* lessons seem larger to you than ordinary classroom lessons, you are correct—but there are fewer of them, so the overall work is the same.
- So expect to spend longer on each *Global Civilization* lesson than on those of other university courses, but remember that there are fewer lessons to do!

2. Recognize that Global Civilization is a content course.

- *Global Civilization* is bursting at the seams with new material, intriguing insights, fascinating histories, novel perspectives, and challenging controversies.
 - *Global Civilization* is a full-course meal with solid intellectual food to sink your teeth into.
 - At the same time, *Global Civilization* requires a steely resolve not to linger at the table. You must keep moving.
- Some university courses alternate periods of peak intensity with stretches of slack time. *Global Civilization* is a content course—all the way through.

3. Schedule your week.

- Plan a weekly schedule. Establish set times for study, just as if you had to “go to class.”
 - Target 5 1/2 hours per lesson. Do not allow more than 6 hours.
 - Judge whether your other responsibilities allow a schedule of three, four, or five lessons per week.
 - Determine whether the number of lessons per week will enable you to finish a module of 80 lessons in the time allowed by the institution through which you are enrolled.
- Protect your study time. Stick to your schedule.
- Study when you are fresh and alert! Some biographical materials can be used as bedtime readings, but bite into the heavier stuff when you are wide awake.

4. Plot out your year.

- Look to see how your year will go.
 - Five lessons per week will complete an 80-lesson module in 16 weeks of study.
 - Four lessons per week will complete a module in 20 weeks of study.
 - Three lessons per week will require 27 weeks of study to complete a module.

- Check what else is coming up that you must do.
 - Christmas, vacation, and birthday parties happen to everyone. Schedule time for them.
 - What commitments does your job or ministry require? Make allowances for them.
- Plan some breaks from study.
 - Schedule several days or a week off during each module.
 - Plan to break for at least two to four weeks between modules.
- Come back refreshed and ready to plow ahead.

5. Budget your time within each lesson.

- Build a time budget for each lesson and stay with it. Otherwise, you will either spend more time on each lesson than planned or fail to complete all parts of the assignments.
 - Target times per lesson in a typical module:

Reading (Introduction, texts, other readings, exercises)	3:35	hrs.
Answer reflection questions, read Review, do journal	:30	min.
Inductive Bible study*	:20	min.
Language lessons/exegesis**	:35	min.
Total	5:00	hrs.

 - * Inductive Bible studies and other exercises occur in 25–75% of the lessons.
 - ** Module 1 = Hebrew 35 min.; Module 2 = Hebrew 15 min., Greek 20 min., Module 3 = Greek 20 min
 - Answering the reflection questions, writing a brief response to the lesson, making entries in your journal—those are things to be done as you finish each lesson. Be brief!

6. Take special note of your “time in the bank.”

- This time budget does not “spend” 30 minutes of the targeted 5 1/2 hours per lesson.
 - Put this time “in the bank.” Draw from it weekly where needed.
 - This “allowance” is to be used to: research and write papers, analyze more difficult readings, write language tests, prepare for the teaching assignments, meet with your mentor, and conduct the teaching (discipling) session.
- Do not read longer than 3 3/4 hours. When you come to the end of the budgeted time, stop reading and go to the other work. The next day, go on to the next lesson. This discipline will help you learn to focus on central issues and read more quickly.
 - Mark your texts and Lesson Overviews book for quick review.
 - Most of your note taking should be in your books: underline, highlight, make notes in the margins. In future years, you will return more often to your books than to files of notes.
 - You don’t have enough time? Jot down items that especially interest you in your Intellectual Journal to come back to later.

7. Allow time for Global Civilization’s other components.

- Schedule a one-hour session with your mentor for every four to six lessons.
- Allow 30 minutes to one hour preparation time for each teaching (discipling) session.
- Note that *Global Civilization* builds in time to work on your research paper and integrative paper, which you will complete every half-module.

- You will be writing an integrative paper every half-module to demonstrate that you can synthesize and remember what you have learned. Please remember to plan time wisely and keep the integrative paper in mind, formulating topic ideas and outlines as you go along.
- Start on research papers early. Remember that you will be writing a Research Paper each half-module.

8. Maximize the return on your reading investment.

- Intentionally, the reading assignments expose students to a variety of religions, cultural areas, and interpretive viewpoints.
 - Use authors and texts as your assistants in cross-examining others' data or interpretations.
 - Some readings are to be scrutinized closely, others to be skimmed.
 - Use the signposts and clues in the Study Guides and Introductions to read smarter, not harder (or longer).

9. Be economical.

- Do not rewrite the textbooks! You do not have time to take copious notes on the readings.
- Instead, mark up your books. Argue with them. Put short notes in the margin or at the end of a selection. Make a short outline in the margin. Develop your own system of notation, to show what is important and what can be skipped.

10. Build a foundation for a lifetime of learning.

- Throughout your life, you will have occasion time and again to take up a new angle of thought or follow an exciting new intellectual track.
- Your library of reference tools, general textbooks, and specialized monographs are there for future use. Treasure them, and go back to them in the years ahead. They grow in value as you mark them up!