

Arkansas Adult Education Section
Workforce Alliance for the Growth in the Economy (WAGE™) Syllabus
Workforce Preparation Certificate (ESL Beginners)
Semester: Fall 2025 Delivery Format: Hybrid, On-line and In-person

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John Doe, Career Coach

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Office: (501) 682-5351

Office Hours: Monday - Friday, 8:00 a.m. to
1:00 p.m., by appointment

COURSE DESCRIPTION:

The WAGE™ Level I Certificate is designed to prepare adult learners with the essential soft skills needed in today's workforce. This course will assist adult learners with exploring careers and developing the skills necessary to make meaningful decisions about their career choices. Learners will also gain digital literacy, financial literacy, and customer service skills. Completing the WAGE™ Level I Certificate gives participants the skills to attain and retain employment and help transition into post-secondary education or training.

COURSE REQUIREMENTS

1. Students need to be able to operate and understand basic computer usage.
2. Students need a TABE CLAS-E C/D score in one or more of the four skill areas: Reading (355), Listening (349), Writing (385), and/or Speaking (339).

COURSE OBJECTIVES:

By the end of the course, participants will be able to:

1. Demonstrate a basic knowledge of career exploration and careers that may be best for him/her.
2. Demonstrate an understanding of basic digital skills for educational and workplace use.
3. Demonstrate essential skills in any employment situation, including personal appearance, job-related skills, working as a team member, organization, and work ethic.
4. Demonstrate an understanding of personal financial planning and money management skills and their impact on your future.

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COURSE MATERIALS:

Materials used throughout the course include the WAGE™ Beginners Level Syllabus, Academic Online Software Program: Burlington English, and other course material. Learners will need a computer with Internet access. Your local adult education center may have laptops and Chromebooks for student checkout.

Academic and Essential Skills Software Options

State-sponsored academic software programs allow instructors to deliver content across all modalities that help students succeed and give learners the tools needed to develop employability, financial, and digital literacy skills. Academic programs may be accessed at the following site: Burlington English: <https://app.burlingtonenglish.com/account/login>

Typing.com

Keyboarding, the ability to operate a keyboard efficiently while typing, is an essential skill that allows adult learners to write fluently and communicate more effectively and is critical to success in school, college, and careers in the 21st Century. **Learners must be able to type 20 words per minute (wpm) or achieve an 80% accuracy rate.** Typing.com can be accessed at <https://www.typing.com/>

CAREER EXPLORATION MATERIALS:

A Career Coach will work with you to explore interests through a career assessment, assess personal strengths and weaknesses, and apply employability skills that address competencies in applied knowledge, effective relationships, and workplace skills.

O'NET

Interests are preferences for work environments and outcomes. The O'NET assesses career interest in the following areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Take your career assessment here: <https://www.mynextmove.org/explore/ip>

Real-Life Arkansas

Learn about multiple options to help you select the right career for your spending needs. Will require access to a calculator. <https://www.workforce.arkansas.gov/real-life/>

Arkansas Job Link

Arkansas Job Link is your one-stop shop. Explore jobs, create a resume, and find education and training programs at <https://www.arjoblink.arkansas.gov/>

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CLASS PROTOCOL AND CONDUCT:

This is a course with commensurate expectations. We expect professional conduct in the classroom. Unprofessional conduct will not be tolerated. Students demonstrating confrontational, disruptive, or threatening behavior will be asked to leave the classroom immediately and will not be allowed to return to the school for the remainder of the class period. Consequences of this behavior may include (and are not limited to) suspension from class for a minimum of one additional class period and report or referral to the Director.

ATTENDANCE:

Attendance is critical to maximize your success and keep you on track toward your academic and career goals. Although online and hybrid courses require limited time spent in class and are convenient for those with busy schedules, they require significant commitment from enrolled students (and the instructors). The expectations of a traditional course require students to spend 3 hours in class each week and, depending on work habits and the demands of the course, another 6-9 hours per week on readings and assignments.

STATEMENT ON DISABILITY ACCOMMODATIONS:

A disability is something that affects a major life activity. These life activities include, but are not limited to, learning, walking, breathing, hearing, and seeing, in addition to many other physical, sensory functions, and psychological disabilities.

If you are a student with a disability or believe you might have a disability that requires accommodations, don't hesitate to contact your program's ADA Coordinator to discuss reasonable and appropriate accommodations and eligibility requirements. The program's goal is for learning experiences to be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, the ADA Coordinator will review your concerns and determine what academic accommodations are necessary and appropriate for you. For example, adaptations of teaching methods, class materials, or testing may be made on a case-by-case basis if warranted, as required by the Americans with Disabilities Act (ADA). All information and documentation of your disability is confidential and will not be released without your written permission.

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GRADING AND ASSIGNMENTS:

Grading the course works on a point system—every point you earn counts toward the minimum points needed for a particular letter grade in this course. A minimum score of 80% is required in each lesson for course completion, with the exception of the typing test, which requires a minimum score of 50% to pass.

Assignment	Points Possible	Minimum Score
Career Interest Inventory (O'NET)	100	80
Real-Life Arkansas	100	80
Career Exploration Modules	200	160
Keyboarding/Typing Test	100	50
Answering an Email	100	80
Digital Literacy Modules	200	160
Employability Skills Modules	200	160
Resume	100	80
Write a Thank-You Email	100	80
Financial Literacy Modules	200	160
Financial Literacy Reflection Paragraph	100	80
Total Points Possible	1500	1200

GRADING SCALE:

Letter Grade to Overall Percentages of Course	Score Range
A (90 -100%)	1350 -1500
B (80 – 89%)	1200 -1349

*If students score 50% on the typing test, they must achieve over 80% on other assignments to meet the minimum required score of 1200.

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COURSE CALENDAR

	Complete In-Class Lessons (For Teachers)	Complete Lessons (For Students)	Assignments
Week 1	Requirement: Career Exploration		
	<p>Course: Careers Career Exploration & Soft Skills (Beginners) PART A: EXPLORATION Module 1: About Me and My Interests Lesson 1: My Career Pathway Lesson 2: My Background Lesson 3: My Personality and Skills Lesson 4: My Work Values</p> <p>Module 2: Career Clusters Exploring Career Clusters **2-3 careers of interest are required</p> <p>PART B: SOFT SKILLS Module 6: Education & Training Lesson 1: Adult Education</p> <p>Course: EL Civics English in America (Beginners) Module 11: Soft Skills Lesson 3: Finding Career Information</p>	<p>Course: Careers Career Exploration & Soft Skills (Beginners) PART A: EXPLORATION Module 1: About Me and My Interest Lesson 1: My Career Pathway Lesson 2: My Background Lesson 3: My Personality and Skills Lesson 4: My Work Values</p> <p>Module 2: Career Clusters Exploring Career Clusters **2-3 careers of interest are required</p> <p>PART B: SOFT SKILLS Module 6: Education & Training Lesson 1: Adult Education</p> <p>Course: EL Civics English in America (Beginners) Module 11: Soft Skills Lesson 3: Finding Career Information</p>	<p>Complete:</p> <ul style="list-style-type: none"> • Meet with Career Coach • Career Interest Inventory O*NET Interest Profiler, 123 Test, or similar career assessment • Real-Life Arkansas

**** Note:** Complete the career assessment before exploring Module 2. then, explore 2-3 career clusters based on the career assessment results.

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Week 2	Requirement 2: Digital Literacy		

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	<p>Course: EL Civics English In America (Beginners) Module 4: Digital Literacy <u>Introducing the Module</u> Lesson 1: <u>Knowing Online Communication Tools</u> Lesson 2: <u>Understanding Online Communication Tools</u> Lesson 3: <u>Answering an Email</u></p> <p>Module 5: Internet Safety <u>Introducing the Module</u> Lesson 1: <u>Using the Internet</u> Lesson 2: <u>Tips for Online Safety</u></p>	<p>Course: EL Civics English In America (Beginners) Module 4: Digital Literacy <u>Introducing the Module</u> Lesson 1: <u>Knowing Online Communication Tools</u> Lesson 2: <u>Understanding Online Communication Tools</u> Lesson 3: <u>Answering an Email</u></p> <p>Module 5: Internet Safety <u>Introducing the Module</u> Lesson 1: <u>Using the Internet</u> Lesson 2: <u>Tips for Online Safety</u></p>	<p>Complete:</p> <ul style="list-style-type: none"> Keyboarding/Typing Test Typing.com 20WPM or 80% Accuracy Answering an Email (section 8) Answering an Email
Week 3	Requirement 3: Employability Skills		
	<p>Course: General English Burlington Core (Low Beginners) Module 3: Getting a Job Lesson 8: <u>Write A Description of Job Skills</u> Burlington Core (High Beginners) Module 3: Getting a Job Lesson 8: <u>Write: A Personal Statement</u> Burlington Core (High Intermediate) Module 3: Getting a Job Lesson 7: <u>Life Skills: A Résumé</u> Burlington Core (Advanced) Module 2: Careers Lesson 5: <u>Write: A Skills-Based Résumé</u></p>	<p>Course: General English Burlington Core (Low Beginners) Module 3: Getting a Job Lesson 8: <u>Write: A Description of Job Skills</u> Burlington Core (High Beginners) Module 3: Getting a Job Lesson 8: <u>Write: A Personal Statement</u> Burlington Core (High Intermediate) Module 3: Getting a Job Lesson 7: <u>Life Skills: A Résumé</u> Burlington Core (Advanced) Module 2: Careers Lesson 5: <u>Write: A Skills-Based Résumé</u></p>	<p>Complete:</p> <ul style="list-style-type: none"> Create a Resume Write a Thank-You Email in section 7 Write: A Thank-You Email after a Job Interview Create an Arkansas Job Link Account, and upload your resume: (Optional)

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	<p>Course: Careers Career Exploration & Soft Skills (Beginners) Module 3: Getting a Job Lesson 1: Searching for a Job Lesson 2: Applying for a Job Lesson 3: Preparing for a Job Interview</p> <p>Course: General English Burlington Core (Low Beginners) Module 3: Getting a Job Lesson 5: Watch & Speak: A Job Interview</p> <p>Course: General English Burlington Core Low Intermediate Module 3: Getting a Job Lesson 8: Write: A Thank-You Email after a Job Interview</p> <p>Course: Careers Career Exploration & Soft Skills (Beginners) Module 4: Effective Relationships at Work Lesson 1: Communicating with Customers Lesson 2: Professional Behavior Lesson 3: Understanding Teamwork and Respecting Differences Lesson 4: Showing Responsibility and Integrity</p>	<p>Course: Careers Career Exploration & Soft Skills (Beginners) Module 3: Getting a Job Lesson 1: Searching for a Job Lesson 2: Applying for a Job Lesson 3: Preparing for a Job Interview</p> <p>Course: General English Burlington Core (Low Beginners) Module 3: Getting a Job Lesson 5: Watch & Speak: A Job Interview</p> <p>Course: General English Burlington Core Low Intermediate Module 3: Getting a Job Lesson 8: Write: A Thank-You Email after a Job Interview</p> <p>Course: Careers Career Exploration & Soft Skills (Beginners) Module 4: Effective Relationships at Work Lesson 1: Communicating with Customers Lesson 2: Professional Behavior Lesson 3: Understanding Teamwork and Respecting Differences Lesson 4: Showing Responsibility and Integrity</p>	
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Week 4	Requirement 4: Financial Literacy		
	<p>Course: EL Civics English In America (Beginners) Module 12: Banking Introducing the Module Lesson 1: Asking about Checking Accounts Lesson 2: Learning to Budget Your Money Lesson 3: Looking at Banks Lesson 4: Paying for Purchases</p> <p>Course: EL Civics English In America (Intermediate) Module 12: Banking Lesson 4: Taking Out a Loan</p> <p>Course: General English Burlington Core (High Intermediate) Module 4: Money Matters Lesson 3: Read: Building a Credit History</p>	<p>Course: EL Civics English In America (Beginners) Module 12: Banking Introducing the Module Lesson 1: Asking about Checking Accounts Lesson 2: Learning to Budget Your Money Lesson 3: Looking at Banks Lesson 4: Paying for Purchases</p> <p>Course: EL Civics English In America (Intermediate) Module 12: Banking Lesson 4: Taking Out a Loan</p> <p>Course: General English Burlington Core (High Intermediate) Module 4: Money Matters Lesson 3: Read: Building a Credit History</p>	<p>Complete:</p> <ul style="list-style-type: none"> Financial Literacy Reflection Paragraph (Reference page 12)

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Job-Industry Recognized Credentials/Certifications: (Optional)

By earning a WAGE™ Level I Certificate, you can enroll in one of the following credentials/certifications courses based on your career goals: IC3, OSHA 10, Personal Care Assistant, ServSafe, First Aid, CPR, and Automated External Defibrillator (AED). Train for positions Arkansas employers need in as little as 1 to 4 weeks. Tuition is paid for qualified applicants.

How to Apply for WAGE™ Level I Scholarship: (Optional)

Connect with your Career Coach or Instructor to begin the application process.

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Assignment: Typing Test

- If students achieve an 80% accuracy rate and type 20 words per minute (wpm), they will receive a score of 100%.
- If students achieve an 80% accuracy rate but type less than 20 wpm, they will receive a score of 50%.
- If students type at least 20 wpm but have an accuracy rate below 80%, they will receive a score of 50%.

*The typing test is the only assignment that requires a minimum score of 50% for passing.

Assignment: Answering an Email

Read and listen to the following activity. Then, complete the “Answering an Email” activity in Section 8 by filling in the correct information.

<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">From: Mrs. Edith Gaines Date: January 10 To: Yolanda Perez Subject: The first class</div> <div style="border: 1px solid #ccc; padding: 5px;"><p>Body Text Variable Width [Color Picker] [A+] [A-] B / <u></u></p><p>Dear Students:</p><p>Welcome to English Reading – Course ER123.</p><p>For our first class:</p><ul style="list-style-type: none">• Bring the textbook <i>Real English</i>. We will read the first text together in class.• Download the course syllabus from my web page: www.broadmail.org/english.gaines – and bring a copy to class.<p>I look forward to meeting you next Monday.</p><p>Sincerely,</p><p>Mrs. Gaines</p><p>Adult Learning Center, Greenpoint School</p></div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">From: Yolanda Perez Date: January 13 To: Mrs. Edith Gaines Subject: Our first class</div> <div style="border: 1px solid #ccc; padding: 5px;"><p>Body Text Variable Width [Color Picker] [A+] [A-] B / <u></u></p><p><input type="text"/> Mrs. Gaines:</p><p>I am a student in the Adult <input type="text"/> at Greenpoint <input type="text"/>. I am in your <input type="text"/> Reading class. I look <input type="text"/> to studying with you this year.</p><p>I tried to <input type="text"/> the syllabus from your <input type="text"/> but the link is broken. Is there some other way to access it?</p><p>Thank you.</p><p><input type="text"/></p><p>Yolanda Perez</p></div>
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Requirement 3: Employability Skills

Directions: Complete the following assignments related to gaining employability skills.

Register with Arkansas Job Link (AJL): (Optional)

1. Register for the Arkansas Job Link*
<https://www.arjoblink.arkansas.gov/jobseeker/registrations/new>
 - a. *16/17-Year-Olds **should not** enter their social security number. These learners should only check the two required section buttons for the Fair Credit Reporting and Data Privacy Notice statements. In addition, they should not check any boxes under the Authorization for Release of Information section while proceeding through registration.

Create a Resume:

1. Create a resume or update a previous resume to upload for this assignment. You may use any resume builder of your choice or the template provided. Use [Google Translate](#) if needed.

Write a Thank-You Email:

1. Review the student lesson, [Write: A Thank-You Email after a Job Interview](#) in Burlington English.
2. Complete section 7.
3. See your instructor or career coach for details.

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Requirement 4: Financial Literacy

Overview: Being financially literate is an integral part of the journey of increasing wealth and reducing debt. As you pursue higher education and training or seek a better job with higher pay, finances will be at the center of all you do. If you decide to pursue higher education, you must determine how to pay for the costs associated with tuition and fees. What will you do with the extra money if you get a better job earning higher wages? As you can see, becoming financially literate means understanding and navigating the nuances of money and how you plan for it.

Directions: Choose one question below and write a five-point reflection paragraph based on what you have learned from the course.

Minimum requirements: introductory statement; three supporting statements; conclusion.

Paragraphs can be written in the preferred language and translated into English using [Google Translate](#).

1. How might a budget help you with your financial goals?
2. In your opinion, is having a new or used car better for you, and why?
3. What reasons might there be that could cause someone to miss paying a bill?
4. How can credit cards help you and hurt you financially?
5. what topic(s) most benefited you after completing the financial literacy module? Why?

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Rubric for a Well-Written Paragraph

NOTE: Passing Score is 16/20 Points or (80% of 100 Total Points)

Categories of Performance	Beginner (1 pt)	Basic (2 pts)	Intermediate (3 pts)	Advanced (4 pts)	Score
Topic Sentence; Main Idea	No evidence of a main idea. The paragraph lacks clarity and cohesion.	The topic sentence is present but poorly written. The main idea is clearly stated.	The topic sentence is complete. The main idea is clearly stated.	The topic sentence is strong and clearly states the main idea. Stimulates interest.	
Body; Supporting Sentences (3-5 related sentences)	The writer does not include any supporting details from the text . Random ideas are hard to follow. Less than 3 complete sentences	The writer includes 1 supporting detail from the text . Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	The writer includes at least 2 supporting details from the text . The body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	The writer includes at least 3 supporting details from the text . Consistent development of the main idea. Creates interest through details and varied sentence structure.	
Concluding Sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.	
Organization; Fluency	Paragraph lacks a clear focus. Confusing order of ideas.	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care is needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on the topic.	
Mechanics; Word Choice; Presentation	Many errors in grammar and spelling. Run-ons and need for punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words are only sometimes used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows a variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.	

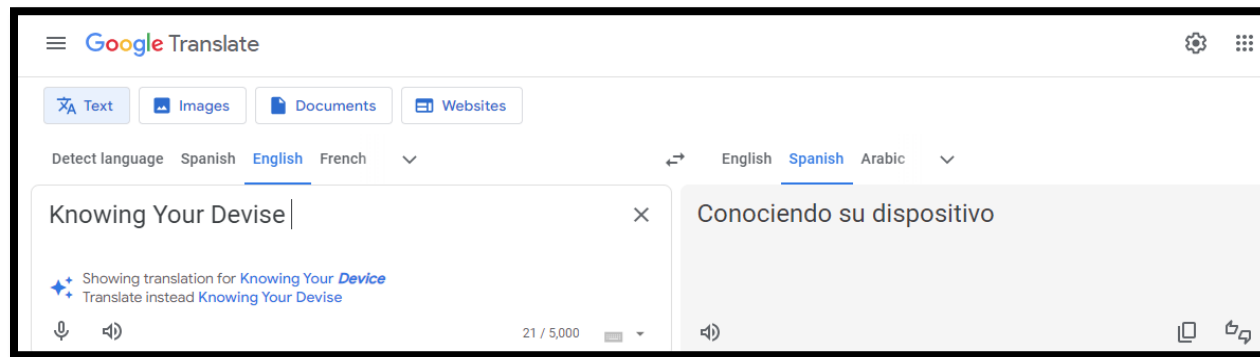
Read rubrics row by row from left to right, rather than in columns.

Total Points: _____

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To translate into another language using Google Translate, follow the steps below:

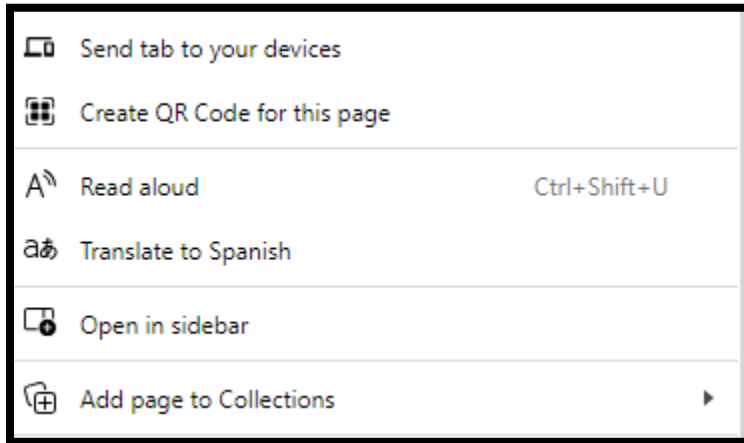
1. Open [Google Translate](https://www.google.com/translate) to translate into a different language on your computer.
2. enter the text you want to translate on the left side.
3. On the right, select a language.



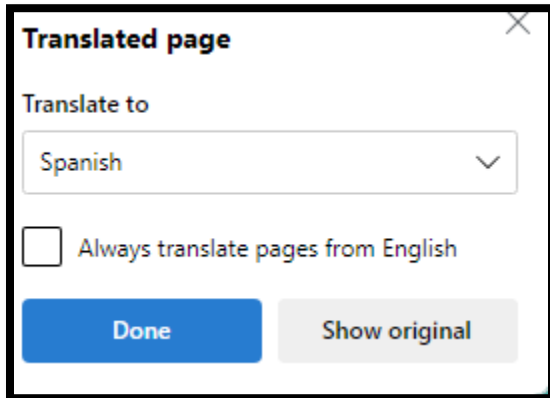
To translate O*NET Interest Profiler, Real-Life Arkansas, Arkansas Job Link & Typing.com to a different language:

1. Right-click and a tool menu will appear on the right side of the screen.

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2. the “Input tool menu” will appear in the toolbar when you choose the language.



3. Click translate.