

# Intermediate Radio

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

## Intermediate Radio

Grade Levels: 10, 11, 12

Prerequisite: Fundamentals of Radio

Course Code: 493390 Lab 493410

Course Description: This production based core program is designed to allow the serious radio student to develop the practical knowledge and advanced skills needed to produce comprehensive radio programs.

### Table of Contents

	Page
Unit 1: Workplace Skills Development	1
Unit 2: Programming	5
Unit 3: Advanced Announcing	6
Unit 4: Advertising	7
Unit 5: Promotions and Radio Contests	8
Unit 6: Advanced News Writing	9
Unit 7: Advanced Audio Production	10
Unit 8: Operational Practices	11
Glossary	12

# Unit 1: Workplace Skills Development

## Hours: 15

Terminology: Attitude, Career vs. Job, Ethics, Goals, Leadership, Legal, Resources, Supplies, Teamwork, Timeliness

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terms	1.1.1 Use terminology appropriately in context	Foundation	Reading	Applies and understands technical words that pertain to radio [1.3.6]	
	1.1.2 Apply radio terms appropriately	Personal Management	Responsibility	Comprehends ideas and concepts related to radio [3.4.2]	
1.2 Reinforce basic interpersonal skills essential to workplace success	1.2.1 Review timeliness, regular attendance, appropriate dress, personal cleanliness, workplace cleanliness, appropriate work ethics, communication, leadership, teamwork	Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]	
		Personal Management	Integrity/Honest/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
		Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
		Thinking	Reasoning	Sees the relationship between two or more ideas, objects, or situations [4.5.5]	
	1.2.2 Demonstrate timeliness, regular attendance, appropriate dress, personal cleanliness, workplace cleanliness, work ethics, basic communication, basic leadership, and basic teamwork skills	Personal Management	Responsibility	Displays high standards of attendance [3.4.5]	
		Personal Management	Responsibility	Is punctual to class, school meetings, and work [3.4.6]	
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]	
		Personal Management	Self-Esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3]	
Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]			
Personal Management	Integrity/Honest/Work Ethic	Chooses ethical course of action [3.2.1]			

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
1.3 Explain the connection between taking responsibility and success on the job	1.3.1 Evaluate the success of a particular project	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
	1.3.2 Explain personal and organization consequences of meeting or failing to meet performance requirements	Personal Management Thinking	Integrity/Honest/Work Ethic Reasoning	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] See relationship between two or more ideas, objects, or situations [4.5.5]	
1.4 Identify effective communication skills	1.4.1 Demonstrate effective listening skills	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
	1.4.2 Demonstrate effective writing skills	Foundation	Writing	Use language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
	1.4.3 Demonstrate effective speaking skills	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and occasion [1.5.14]	
	1.4.4 Demonstrate effective reading skills	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
1.5 Discuss problem solving techniques	1.5.1 Discuss conflict resolution techniques	Thinking	Problem Solving	Comprehends ideas and concepts related to Radio [4.4.1]	
	1.5.2 Demonstrate use of problem solving and conflict resolution techniques	Interpersonal Skills Thinking	Negotiation Problem Solving	Works to resolve conflict between two or more individuals [2.5.3] Devises and implements a plan of action to resolve problem [4.4.3]	
1.6 Identify systems relevant to the radio industry	1.6.1 Discuss the importance of recognizing chain of command to workplace success	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	1.6.2 Demonstrate recognition of authority	Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
	1.6.3 Demonstrate the ability to utilize systems relevant to the radio industry	Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do			<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>		<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.7 Identify process for gathering information	1.7.1	Develop criteria to judge quality of information	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
	1.7.2	Distinguish between ethical and unethical use of information	Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
1.8 Discuss the purpose of job evaluations	1.8.1	Identify major duties within each of the radio areas	Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
	1.8.2	Develop a defensible job evaluation instrument based on industry standard	Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
1.9 Develop a team assignment	1.9.1	Explain advantages of teamwork in the workplace	Interpersonal Skills	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
			Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
	1.9.2	Discuss characteristics of good team members	Personal Management	Integrity/Honest/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
	1.9.3	Explain importance of setting and achieving team goals	Personal Management	Integrity/Honest/Work Ethic	Describes desirable worker characteristics [3.2.3]
	1.9.4	Establish individual job responsibilities within the team assignment	Interpersonal Skills	Leadership	Delegates responsibility to an individual with the group or team [2.4.4]
	1.9.5	Establish written timeline	Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
	1.9.6	Establish budget	Foundation	Arithmetic/Mathematics	Performs basic computations [1.1.31]
			Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
1.9.7	Establish materials and supply list	Foundation	Writing	Organizes information into an appropriate format [1.6.10]	
1.9.8	Complete teamwork assignment	Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.9.9 Analyze effectiveness of completed team assignment	Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]
	1.9.10 Use job evaluation instrument to analyze effectiveness of individual team members	Thinking	Problem Solving	Tracks and evaluates results [4.4.10]
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
1.1 Begin career portfolio	1.10.1 Develop a personal resume and cover letter	Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		Personal Management	Self Esteem	Creates positive self-image by selling self in a letter of application [3.5.2]
		Personal Management	Self Esteem	Develops self confidence by creating a resume' which promotes personal strengths/ abilities [3.5.5]
	1.10.2 Collect samples of work	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
	1.10.3 Collect references, letters of recommendation, and documentation of certifications, honors, and awards	Personal Management	Self Esteem	Presents positive personal references of education and work experience [3.5.8]
1.11 Explain the components of resource management	1.11.1 Identify the resources needed to complete a specific project	Personal Management	Responsibility	Exerts a high level of effort and perseverance toward goal attainment [3.4.4]
	1.11.2 Discuss the concept of turnaround/time management	Personal Management	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to Radio [3.1.3]
	1.11.3 Demonstrate proper disposal and recycling techniques	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
	1.11.4 Discuss vendor relations	Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]

## Unit 2: Programming

### Hours: 25

Terminology: ADI, Air shift, All news, Audition, Automation, Arbitron, Block, Clock, Cue, Day part, Drops, Formats, Imaging, Kill date, Log, Market, MOR

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms	2.1.1 Use terminology appropriately in context	Foundation	Reading	Applies and understands technical words that pertain to radio [1.3.6]	
	2.1.2 Apply radio terms appropriately	Personal Management	Responsibility	Comprehends ideas and concepts related to radio [3.4.2]	
2.2 Discuss ethical aspects in programming	2.2.1 Demonstrate ethics in programming	Personal Management	Integrity/Honesty/Work Ethic	Chooses ethical course of action [3.2.1]	
2.3 Discuss methods used to conduct and interpret music research	2.3.1 Interpret audience ratings	Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]	
	2.3.2 Conduct music research	Foundation	Reading	Uses standard radio resource materials [1.3.22]	
	2.3.3 Explain the impact of trade publications	Foundation	Reading	Distinguishes between fact and opinion in radio trades [1.3.11]	
2.4 Discuss radio formats	2.4.1 Explain the criteria used to select and rotate music	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
	2.4.2 Explain the guidelines for preparing a play list and rotation chart	Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]	
	2.4.3 Design a program clock	Foundation	Arithmetic/Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]	
2.5 Discuss the role of traffic coordinator in programming	2.5.1 Explain the interaction of traffic and programming departments	Foundation	Science	Applies scientific principles related to broadcast traffic [1.4.5]	

## Unit 3: Advanced Announcing

### Hours: 35

Terminology: Ascertainment, Breath control, Dialect, Diction, Distortion, Melody, Omission, Regionalism, Stager, Style,

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do			<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Define terms	3.1.1	Use terminology appropriately in context	Foundation	Speaking	Applies/uses technical terms as appropriate to audience [1.5.2]
3.2 Discuss ethical aspects in announcing	3.2.1	Demonstrate ethics in announcing	Personal Management	Integrity/Honesty/Work Ethic	Chooses ethical course of action [3.2.1]
3.3 Discuss different styles of radio announcing	3.3.1	Demonstrate the ability to ad-lib	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	3.3.2	Develop show prep	Personal Management	Responsibility	Comprehends ideas and concepts related to radio program preparation [3.4.2]
	3.3.3	Demonstrate on-air interview techniques	Foundation	Listening	Listens for content [1.2.3]
	3.3.4	Demonstrate proper board operation techniques	Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
	3.3.5	Perform equipment check	Thinking	Reasoning	Comprehends ideas and concepts related to the radio audio chain [4.5.2]
	3.3.6	Create a voice track show	Foundation	Speaking	Communicates thoughts, ideas, and facts in spoken form [1.5.5]
	3.3.7	Perform on-air radio show	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
3.4 Explain the different styles of play by play	3.4.1	Perform a play by play for sports (football, basketball, baseball)	Interpersonal	Teamwork	Comprehends ideas and concepts related to radio play by play commentary [2.6.1]

## Unit 4: Advertising

### Hours: 15

Terminology: Agency, Availability, Barter, BTA, Client, Cluster, CPM, CPP, Demographics, GRP, Package, Rate card, ROS, Underwriter

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terms	4.1.1	Use terminology appropriately in context	Thinking	Problem Solving	Comprehends ideas and concepts related to radio advertising [4.4.1]
4.2 Discuss ethical aspects in radio advertising	4.2.1	Identify ethics in radio advertising	Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
4.3 Discuss broadcast advertising	4.3.1	Demonstrate knowledge of advertising personnel	Interpersonal	Teamwork	Comprehends ideas and concepts related to advertising staff [2.5.2]
	4.3.2	Demonstrate knowledge of trade accounts and barter agreements	Foundation	Reading	Applies information and concepts derived from printed material [1.3.3]
	4.3.3	Summarize the role of advertising agencies in broadcasting	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
4.4 Discuss proper etiquette for recruiting accounts in broadcast advertising	4.4.1	Recruit accounts	Interpersonal	Customer Service	Demonstrate face-to-face selling skills [2.3.3]
4.5 Discuss demographics in advertising	4.5.1	Gather demographic data	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
	4.5.2	Use demographic data to create a broadcast advertisement	Foundation	Writing	Applies information and concepts derived from printed materials [1.3.3]
4.6 Explain methods for obtaining copy points	4.6.1	Compose copy points	Foundation	Reading	Organizes information into an appropriate format [1.6.10]
	4.6.2	Use demographics and copy points to create an advertisement	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.7 Discuss the role of a traffic coordinator	4.7.1	Identify duties of a traffic coordinator	Foundation	Listening	Comprehends ideas and concepts related to radio traffic department [1.2.1]

## Unit 5: Promotions and Radio Contests

### Hours: 5

Terminology: Actives, Dedicated line, Give away, Loop, Multiple, Patch, Promotion, Remote, Time check

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms	5.1.1 Use terminology appropriately in context	Foundation	Speaking	Applies technical terms as appropriate [1.5.2]	
5.2 Discuss ethical aspects with regards to promotions	5.2.1 Identify promotion ethics	Personal Management	Integrity/Honesty/Work Ethic	Explains significance of integrity, honesty, and work ethics in promotions [3.2.4]	
5.3 Explain the components of on-air promotion and contests	5.3.1 Compare and contrast different types of on-air promotions and contests (cume-based, revenue-based)	Thinking	Decision Making	Comprehends ideas and concepts related to promotions [4.2.2]	
	5.3.2 Develop a list of contest rules	Foundation	Writing	Organize information into an appropriate format [1.6.10]	
	5.3.3 Perform equipment check	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
	5.3.4 Create an on-air promotion or contest	Thinking	Problem Solving	Comprehends ideas and concepts related to contests and promotions [4.4.1]	
5.4 Discuss the different types of remote promotions	5.4.1 Compare and contrast different types of remote promotions	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
	5.4.2 Demonstrate procedures for setting up a remote	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
	5.4.3 Perform equipment check	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
	5.4.4 Perform a live remote	Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]	

## Unit 6: Advanced News Writing

### Hours: 5

Terminology: Actualities, Ethics, Free-form, Headline, Wire service, Wrap-around

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terms	6.1.1 Use terminology appropriately in context	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
6.2 Discuss ethical aspects in news writing	6.2.1 Demonstrate ethics in news writing	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
6.3 Discuss news gathering techniques	6.3.1 Add actualities to news stories	Personal Management	Responsibility	Comprehends ideas and concepts related to radio news reporting [3.4.2]	
	6.3.2 Create a newscast	Thinking	Reasoning	Apply rules underlying the relationship between news stories [4.5.5]	

## Unit 7: Advanced Audio Production

**Hours: 15**

Terminology: Accentuate, Acoustics, Amplitude, Attenuate, Binaural, Bouncing, Coincident, Compression, Cycle, Decibel, Dynamic range, Echo, Equalization, Flanger, Frequency, Harmonics, High fidelity, HZ, Limiter, Modulation, Parabolic, Phase, Pitch, Range, Signal-to-noise ratio, Sine wave, Solo, Timbre, Waveform

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define terms	7.1.1 Use terminology appropriately in context	Foundation	Reading	Applies and understands technical words that pertain to radio [1.3.6]	
7.2 Discuss volume in audio production	7.2.1 Adjust volume in audio	Foundation	Listening	Comprehends concepts related to radio audio levels [1.2.1]	
7.3 Explain advanced multi-tracking	7.3.1 Modify tracks using various elements (liners, beds, special effects, music, voices, actualities, commercials, public service announcement)	Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]	
7.4 Explain the process of field production	7.4.1 Demonstrate the proper use of field equipment	Foundation	Science	Uses equipment and techniques to operate field equipment [1.4.23]	
	7.4.2 Apply field production techniques	Personal Management	Organizational Effectiveness	Presents personal skills as benefits for company objective [3.3.7]	
7.5 Identify the components of a multi-track digital editing station	7.5.1 Label the components of a multi-track digital editing station	Foundation	Writing	Writes appropriate entries [1.6.22]	
	7.5.2 Apply proper volume levels	Foundation	Science	Applies scientific principles related to audio levels [1.4.5]	
	7.5.3 Compose a music and effects bed with five tracks or more	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
	7.5.4 Integrate music and effects into an audio recording	Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.5]	
7.6 Explain the process of advanced podcasting	7.6.1 Create a podcast of a news show	Thinking	Seeing Things in the Mind's Eye	Creates new design by applying specified criteria [4.1.3]	
	7.6.2 Create a podcast of a play by play	Thinking	Creative Thinking	Finds new ways of dealing with existing situations [4.1.5]	
	7.6.3 Integrate with music and effects	Foundation	Reading	Uses appropriate techniques [1.3.20]	

## Unit 8: Operational Practices

### Hours: 5

Terminology: Air monitor, AM band, Ampere, Amplitude, Antenna, Calibration, Carrier, Clear channel, Distortion, EAS, ERP, Filaments, FM band, Meter, Modulation, SWR, Uplink, Volt, Watt

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.1 Define terms	8.1.1 Use terminology appropriately in context	Foundation	Reading	Applies and understands technical words that pertain to radio [1.3.6]	
8.2 Discuss the procedures for conducting an EAS test	8.2.1 Conduct an EAS test	Foundation	Reading	Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]	
8.3 Describe the procedures for taking transmitter readings	8.3.1 Take and record meter readings	Foundation	Science	Uses equipment and techniques to take and record radio transmitter readings [1.4.23]	
8.4 Discuss FCC requirements regarding tower lighting and painting	8.4.1 Identify FCC requirements in regards to tower lighting and painting	Foundation	Science	Follows safety guidelines of radio tower operation [1.4.15]	

# Glossary

## Unit 1: Workplace Skills Development

1. Attitude – overall outlook and state of mind
2. Career vs. Job – to work to achieve goals as opposed to working for a paycheck
3. Ethics – accepted principles of right and wrong
4. Goals – short and long range plans for success
5. Leadership – to assume the lead role at the appropriate time
6. Legal – to comply with local, state, and federal regulations
7. Resources – people and things that can help you achieve your goals
8. Supplies – consumable materials at the workplace
9. Teamwork – to work with others, to share ideas, to help each other
10. Timeliness – to be on time and to use time efficiently

## Unit 2: Programming

1. ADI – Area of Dominant Influence, primary market area
2. Airshaft – time period when announcer is on -air
3. All news – format that features only news and information
4. Audition – to hear audio without feeding it to record or on -air
5. Automation – computer controlled programming
6. Arbitron – research firm that publishes radio ratings
7. Block – schedule similar content together
8. Clock – a format wheel graphic
9. Cue – a signal to begin a new segment
10. Day part – section of the day with particular audience characteristics
11. Drops – sound lifted from movies, TV, and other sources
12. Formats – programming to attract a particular audience
13. Imaging – defines the station to the consumer
14. Kill date – last day of broadcast
15. Log – official record of what is aired on a station
16. Market – the locality served by a station
17. MOR – Middle of the Road, a format appealing to all segments

## Unit 3: Advanced Announcing

1. Ascertainment – to assess the needs and interests of the listeners
2. Breath control – to determine the natural points in delivery to take a breath
3. Dialect – a distinctive variation of a language
4. Diction – the formation of individual sounds
5. Distortion – improper alteration of sound
6. Melody – the rise and fall of pitch among words in a sentence
7. Omission – failure to pronounce a sound within a word
8. Regionalism – speech characteristic of a particular geographic area
9. Stager – musical effect that establishes and holds interest
10. Style – a method of presentation that differentiates one's work from that of others

## Unit 4: Advertising

1. Agency – a business that brings potential advertisers in contact with radio stations
2. Availability – vacant air slot for commercial announcement
3. Barter – exchange of air time for programming or goods
4. BTA – Best Time Available
5. Client – a person who engages the professional advice or services of another
6. Cluster – a group of announcements
7. CPM – Cost Per Thousand, cost to reach 1,000 listeners
8. CPP – Cost Per Point, cost to reach one point of listener rating
9. Demographics – statistical representation of a population
10. GRP – Gross Rating Points, total exposures to a schedule of announcements
11. Package – a combination of programs or spots offered as a unit
12. Rate card – statement of advertising fees and terms
13. ROS – run-of-station, commercial buying plan where station selects time slots
14. Underwriter – method by which noncommercial stations seek financial support from commercial sponsors

## Unit 5: Promotions and Radio Contests

1. Actives – listeners who contact radio stations on a regular basis, the loud minority
2. Dedicated line – a phone line assigned to a particular remote audio source
3. Give away – prizes awarded to listener contestants
4. Loop – a dedicated phone line used for a broadcast
5. Multiple – a setup that allows many mics into one source
6. Patch – interconnecting device between a phone line and the console
7. Promotion – to advertise or publicize events for the station or clients
8. Remote – a broadcast originating from a location outside the studio
9. Time check – announcement to synchronize time before a broadcast

## Unit 6: Advanced News Writing

1. Actualities – sound bites taken from an interview or news event
2. Ethics – accepted principles of right and wrong that govern workplace and or position conduct
3. Free-form – a station or program without a structured format
4. Headline – the highlight of a news story
5. Wire service – a company that provides world, national, and state news
6. Wrap-around – the intro and outro of a program or series, the live portion of a taped segment

## Unit 7: Advanced Audio Production

1. Accentuate – to increase the volume of a particular sound or word
2. Acoustics – the scientific study of sound
3. Amplitude – the height, peak, or power of a sound wave
4. Attenuate – to decrease the level of a set of frequencies
5. Binaural – requiring two ears to determine the direction of sound
6. Bouncing – to move audio from one channel to another
7. Coincident – two cardioid mics set up at a 90 degree angle, standard interview method
8. Compression – process to control distortion by reducing the difference in sound levels
9. Cycle – one complete movement of a sound or electrical wave
10. Decibel – a relative measure of sound levels
11. Dynamic range – the difference between the highest and lowest levels of a sound source
12. Echo – a device to control the repetition of a sound, or reflection of sound off a hard surface
13. Equalization – a device for boosting, limiting, or eliminating certain frequencies of audio
14. Flanger – a device to alter sound and its mirror image out of phase to produce a desired effect
15. Frequency – the number of times a sound wave repeats itself in one minute
16. Harmonics – frequencies related to a fundamental frequency that are multiples of the original
17. High fidelity – quality, faithful reproduction of sound
18. HZ – hertz, a unit of frequency
19. Limiter – a device to suppress dynamic levels to provide constant output
20. Modulation – the electrical imprint of a sound signal on an audio or radio wave

## Unit 7: Advanced Audio Production

21. Parabolic – a mic in a reflecting dish used to pick up distant sound
22. Phase – to use notch and boost filters to shift frequencies over time
23. Pitch – the ear's and mind's interpretation of the frequency of sound
24. Range – the portion of frequency that a device can reproduce
25. Signal-to-noise – the ratio of desirable to undesirable sound produced by an audio source
26. Sine wave – a visual representation of sound
27. Solo – a control that mutes other inputs so the remaining channel can be heard alone
28. Timbre – the quality of sound
29. Waveform – a graphic representation of a sound's characteristic shape

## Unit 8: Operational Practices

1. Air monitor – a source on the console to hear the actual off-air output of a station
2. AM band – Amplitude Modulation, radio frequencies from 535 to 1605 kilohertz
3. Ampere – a device to increase the strength of audio or radio signals
4. Amplitude – to combine audio signal and radio frequency
5. Antenna – the metal structure used to radiate waves created by a transmitter
6. Calibration – the process of adjusting a meter to provide accurate measurement
7. Carrier – a station's transmitted signal, minus any modulating audio signal
8. Clear channel – an AM frequency assigned to only one station in a large geographic area
9. Distortion – a negative change or alteration in the quality of sound
10. EAS – Emergency Alert System, a federal network for broadcasting information to the public
11. ERP – Effective Radiated Power, the usable transmitted power of an FM or TV station
12. Filaments – the primary component of a transmitter tube
13. FM band – Frequency Modulation, 88 to 108 megahertz
14. Meter – a measuring and indicating display device
15. Modulation – the electrical imprint of a sound signal on an audio or radio wave
16. SWR – Standing Wave Ratio, a measure of a station's antenna performance
17. Uplink – to send a signal to a satellite
18. Volt – a unit of electrical force
19. Watt – the electrical unit to measure power