**Question 1:** What are the necessary elements of an effective argumentation essay?

**Answer 1:**

An effective argumentation essay should include the following elements:

- An argument topic
- A thesis that holds a claim about a topic and not a personal belief
- Evidence and data that is factual and resultant of others' research to support the writer's research
- All warrants or assumptions in a clear and concise manner
- Logical and convincing appeals, avoid writing logical fallacies
- Emotional appeals limited to sincere and appropriate writing and not biased pleadings
- Truthful and honest ethical appeals
- Correct tone for the audience that the writer is writing for
- Conclusion that includes claims, data, warrants, appeals, and recommendations
- Correct format (APA, MLA, ACM, and IEEE, etc.).

**Question 2:** What are the differences between expository and argumentative writing? What are the similarities?

**Answer 2:**

Exposition, the most dominant form of communication, is an attempt by a writer or speaker to provide information to clarify or to inform an audience about a specified topic. While the result of your writing may illuminate a reader's perspective or add additional information to the reasoning process of your audience, the goal of exposition is to inform. Argumentation, on the other hand, is a purposive communication act that seeks to change or alter your audience's perspective. Argumentation is, at the core, persuasive rhetoric. The goals of exposition and argumentation are explicitly different. This does not mean, however, that the two forms do not share common elements. In both expository and persuasive rhetoric, the writer needs to judge the quality of evidence available and select valid and reliable evidence to support the goal of the writing. Without convincing evidence, it is impossible for a writer to either convince or persuade the reading audience.
**Question 3:** Why is using the correct format and style in writing important?

**Answer 3:**

Industries write in similar format to be able to share appropriate information in a format that is understood and easily read by members of that field. There are many formats used in writing across the globe, and a few examples of specialized formatting for writing of research include the following: the American Psychological Association (APA) format, which is used by any scientific community and for most academic writing found in colleges and universities; the Modern Language Association (MLA) format, which is used by those in the humanities; and IEEE Computer Society’s (IEEE) and the Association for Computer Machinery’s (ACM) formats, which are used expressly by electronic, electrical, computer, and technical field members.

**Question 4:** What is the difference between Standard English and Non-Standard English?

**Answer 4:**

Standard English is the form of English most widely accepted in colleges, universities, and in business because it maintains a uniform standard of communication that is considered to be clear, proper, and professional. Non-Standard English is the form of English that is composed of dialects, slang, technical jargon, and slogans. Like Standard English, Non-Standard English also employs rules of grammar; however, they are not common to all Non-Standard English forms. At the university or other professional settings, it is important to use Standard English because it is the most appropriate and the one most often expected for your audience. The audience is the first consideration when writing, so the writer must adapt the language usage so that it is appropriate.

**Question 5:** Explain the importance of audience when writing.

**Answer 5:**

Every written piece is directed toward an audience, which may be a generalized group of readers, peers with whom you are familiar, or perhaps even just yourself. Determining for whom you are writing can be helpful when choosing material to include, how to organize your paper, and how to support your argument. For example, if you were writing a letter to your grandmother
to tell her about your first semester of college, you would include certain
details and personal experiences. If your audience was your best friend
instead of your grandmother, you would probably write a letter much
different in content, structure, and tone, unless your grandmother is a
youthful and cool old lady with whom you are very close.

When you consider your audience, you must decide the tone of your writing
and the extent or level of the information you want to convey. The "voice"
you use in your paper is your tone. As a writer, you can choose to be formal,
informal, objective, subjective, and so forth. You should not try to alienate
your audience by using a condescending, superior, or haughty tone. Find a
happy medium that will lend itself to a more receptive audience. Always
remember: "Eschew ostentatious erudition." Some writers think big words
mean better writing. This is not always the case because sometimes you may
use these words in the wrong way and sound ridiculous and stilted in your
effort to appear academically more advanced.

As for the level of your information, you must consider your audience
carefully and decide their familiarity with the subject. Be sure not to leave out
significant information because you assume your audience already knows
much of your subject. This could cause your argument to be unconvincing or
illogical. At the same time, you do not have to explain every single detail,
word, or issue. If you were telling a friend what happened in an "I Love Lucy"
episode, you need not say, "First, Lucy walks to the door. Then, she opens it
and sees Ethel. Lucy invites Ethel into the Ricardo apartment. They sit down
on the sofa together and start to talk..." You would also not say, "Lucy and
Ethel plot to fool Ricky. The end." You must find some balance of necessary
details to retell the episode to make it clear to your listener. The same holds
true when the writer chooses the details for his or her audience.

**Question 6:** How do I identify the audience and their expectations?

**Answer 6:**

Before you even begin the process of writing, take some time to consider who
your audience is and what they want from you. Use the following questions to
help you identify your audience and what you can do to address their wants
and needs.

- Who is your audience?
- How many audiences do you have? List them.
FAQ: Expository and Argumentative Writing

- What does your audience need? What do they want?
- What is most important to them?
- What are they least likely to care about?
- How might you organize your essay in a way that will be best for your audience?
- What do you have to say or what are you doing in your research that might surprise your audience?
- What do you want your audience to think, learn, or assume about you? What impression do you want your writing or your research to convey?

**Question 7:** How does a student integrate the research of other researchers into their own research?

**Answer 7:**

Students need to look at their outline and find where they need examples of research that will support what they are saying in their draft. It is essential that this is done by using paraphrasing, parenthetical analysis, and quotations of others who have done the same topic of research. This brings credibility to the research of a student and the same practice that others in the field use to support their own research. Students need to support what they are saying with credible field researchers' data by merging the research current in the field with their own data. This is not done by always paraphrasing but needs to be done by using appropriate examples, quotes, and data by the authors and researchers of the research that students have read for their research. All of this support should be strictly factual and not use opinion because opinion is indicative of personal thoughts, which may be perceived as filled with bias and will be a quick way to question the credibility of your research.

**Question 8:** What are the main components of an effective APA-formatted essay?

**Answer 8:**

The components of an effective APA-formatted essay are as follows: title page, abstract page, text, reference, and appendix. The following explains these elements in more detail (APA, 2009):

- **Title page:** The title page should have the following elements on it:
Running head: The writer can use an abbreviated version of the title, type it on the left side margin, but it should not exceed 50 characters.

Title: The title should be written in all uppercase letters, centered between the left and right margins, and double-spaced if it exceeds one line.

Byline and institutional affiliation: The name of the author is double-spaced below the title and the institutional affiliation is double-spaced below the name of the author.

Page numbers: Manuscript pages are numbered consecutively beginning with the title page; however, the page number is not included on the title page.

Abstract: The abstract is designated its own page and identified with the manuscript header and the page number 2 in the upper right-hand corner of the page.

Text: The text of the manuscript is continued on a separate page with the manuscript header and page number 3 in the upper right-hand corner. It is identified with the title beginning on the first line, centered, and double-spaced. The text follows the title and is also double-spaced from the title.

The text includes the following components:

Introduction: The writer should introduce the problem, provide a literature research to develop the background of the problem, and explain the approach taken in the current study to solve and investigate the problem.

Method: The writer describes in great detail the subject or participants used in the study, the materials or tools used, and the procedure. The method should be in such great detail to allow another individual to mimic the research if he or she wished to do so.

Results: The writer summarizes the data collected and the statistical calculations used. The results should be in great detail to defend the conclusion.

Discussion: The writer interprets the results and how they correlate with the initial hypothesis. The discussion allows the author to make future recommendations, recommend future research, and recommend ways the study could have been changed to bring about different results (any extraneous variables).

References: The reference page is identified by "Reference" centered
on the first line, and it should include all resources used in alphabetical order according to the author's last name.

- **Appendix**: The appendix is identified by "Appendix" centered on the first line and is used to list any pictures, charts, or graphs that were retrieved to support the research.

**Question 9**: What can writers do to ensure they have provided adequate research to support their writing?

**Answer 9**:

Writers can use a variety of sources to ensure their research writing is efficient and credible as well as appropriate in all other ways from grammar to references in proper format. Most universities and colleges have writing centers that can also be utilized, but the easiest and most economical way to understand what is needed in a revision is through the use of peer review. Writers can also use the library to ask a research librarian for assistance on looking at proper references.

**Reference**