

Careful readers will question *every* part of your argument, so you must anticipate as many of their questions as you can, and then acknowledge and respond to the most important ones. For example, when readers consider the claim that children exposed to violent TV adopt its values, they might wonder whether children are drawn to TV violence because they are *already* inclined to violence. If you think readers might ask that question, you would be wise to acknowledge and respond to it:

TV violence can have harmful psychological effects on children^{claim 1} because those exposed to lots of it tend to adopt the values of what they see.^{reason 1 supporting claim 1/claim 2} Their constant exposure to violent images makes them unable to distinguish fantasy from reality.^{reason 2 supporting reason 1 and claim 2} Smith (1997) found that children ages 5–7 who watched more than three hours of violent television a day were 25 percent more likely to say that most of what they saw on television was “really happening.”^{evidence supporting reason 2} **Of course, some children who watch more violent entertainment might already be attracted to violence.**^{acknowledgment} **But Jones (1999) found that children with no predisposition to violence were as attracted to violent images as those with a violent history.**^{response}

The challenge all researchers face, however, is not just responding to readers’ questions, alternatives, and objections, but imagining them in the first place. (In chapter 10 we’ll discuss the questions and objections you should expect.)

Since no research argument is complete without them, we add acknowledgment/responses to our diagram to show that they relate to all the other parts of an argument:

