

The Analysis of Writers' Stance: A Comparison between Two Reviews on *Desperate Housewives*

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Abstract—In this essay, we are trying to detect writers' stance in written discourse through analyzing two reviews on the same TV series: *Desperate Housewives*. *Desperate Housewives* is a fictive TV series produced by ABC Studios. It depicts the lives of four housewives and their families. Due to different contexts, each of the reviews selected to be analyzed represents different stance, with which we are going to compare through different writing topics and purposes, readership, writers' attitudes and assessment from different angles.

Index Terms—stance, *Desperate Housewives*, ideology, ideational meanings, interpersonal meanings

I. INTRODUCTION

Bloor and Bloor (2007) point out that all writers “take up some position in relation to the propositions they make” (p. 33). Those positions taken by writers can be defined as stance that is “a textual voice or community recognized personality which, following others” (Hyland, 2005, p. 176). This can be inferred that the stance writer takes in his/her text may have represented the views and attitudes of him/herself as an individual or those of a group. Usually the stance can be conscious or unconscious, explicit or hidden (Bloor & Bloor, 2007). In reviews, the writers' positions could be supportive, disapproving or neutral. However, no matter what stance they choose to take, they must have directly or indirectly shown it through their language choices and objective focuses.

In this essay, we are trying to detect writers' stance in written discourse through analyzing two reviews on the same TV series: *Desperate Housewives*. Review A (see appendix A) is selected from the website www.tv.com where TV fans share their views and discuss the episodes of the American TV series. Quite differently, review B (see appendix A) is taken from the website of Common Sense Media which contributes to education programs of kids and parents. Review A explicitly shows its writer's favor and appreciation of this show, yet review B indicates the writer's negative attitude towards it in terms of the suitability for young teens.

Our investigation in the analysis of the writer's stance in the two reviews will probably be helpful to us as writers to make better choices of language devices for realizing our writing goals, and as readers to critically detect writer's positions and form our own ideology in understanding the text we read.

For detecting their respective stance, we begin with the analysis of their different angles for representing the writer's views and positions including the choice of participants, processes, and then of their interpersonal meanings in pronoun use and the appraisal of the show including use of “Affect”, “Judgment” and “Appreciation”.

II. CONTEXTS OF THE TWO REVIEWS

The two reviews center on the same show, yet obviously come from quite different contexts. Knowing about their contexts will help us understand further the two reviewers' writing focuses and purposes, and accordingly detect their respective stance in the review.

Review A comes from the website where people are welcome to watch TV for free, though it is only allowed within the United States. Registers of this website are encouraged to write reviews. Therefore, there are a lot of writers reviewing TV series they have watched and then posting the reviews on this website. The writer of review A is a TV junkie of 17 years old, as he has addressed in his “about me” (<http://www.tv.com/users/greysanatomy12/profile.php>). His review can be taken as viewpoints expressing and sharing, and also advice providing for people who are trying to find whether the TV series are appropriate for them. Thus, the potential readers of their reviews are probably those netizens who are also TV fans, or who are looking for recommendation of good TV series.

Review B has been selected from the website (Common Sense Media) where some professional writers are in charge of writing book or movie reviews for education purpose. The writer of review B has been a professional writer and editor. She has written film reviews and books for teens. Due to the formal and educational macro-context, review B is written in much the way of an education suggestion teaching parents how to take care of their children in terms of watching TV shows. Obviously, the potential readers are parents or children who are going to watch this show.

Due to different writing contexts and readership, the two reviewers' attitudes and assessment are spotted in

divergence. As stated above, review A is quite positive in the show while review B is on the opposite due to its special audience.

III. IDEATIONAL MEANINGS: CREATING DIFFERENT STANCE AND VIEWS

“For Halliday, language is functional in the sense that it exists, and has evolved, to fulfill certain human needs, and the linguistic forms of which it is comprised necessarily reflect those basic needs” (Moore, 2010). People construe different texts of the same thing or the same event through different language choices according to their own stance. Therefore, one way to know the meaning behind the lines and get close to the truth is to probe language choices in the texts. In doing so, ideational meanings of the texts may be examined initially as Coffin (2009) states that “Transitivity analysis, nevertheless, makes it possible to see abstract patterns of meaning that go beyond more transparent literal meaning”.

A. Topic / Activity and Degree of Specialization.

As for the analysis of ideational meanings, the first thing we want to examine is the topic or activity of these two reviews because context is realized in the text and has an influence on the text. Through the analysis of topic or activity in these reviews, we may find the different stance and views of these two writers.

These two reviews are both about the same subject matter, an American TV series named *Desperate Housewives* which is very popular both in America and in China. As we have addressed above, the aim of the reviews in this website is to introduce TV shows to the TV fans or anyone who browses this website. Therefore, when the writer of review A writes this review, he attaches great importance to the detailed description of writing, acting, and characters, and he even makes comments for every season of this TV series. For example, in the writer's eyes, “the writing is brilliant and amazing”, “the acting is superb and outstanding”, “the characters are totally believable and unique”, “the first season is absolutely epic and genius”, “the second season is a great season” and so on. Judging from these descriptions of the topic, we can find that the writer of review A holds a positive attitude to this TV series and he is surely a faithful supporter of it.

Review B is taken from the website of Common Sense Media which contributes to education programs of kids and parents. Reviews on this website aim to analyze books, movies and TV plays objectively and supply parents and children with specialized advice. Hence, the writer of review B pays less attention to the artistic work of this show (she just briefly describes the story within one short paragraph) and focuses on the characters' behaviors which are not supposed to be watched by young teens. Although there are some information relating the positive messages and role models in this show, most of the length of review B is about the negative points towards young people (e.g. “violence”, “sex”, “consumerism”, and “drinking, drugs, & smoking”). To make her stance and views clear, the writer even states her negative attitude at the beginning of this review like “inappropriate for young kids and teens” and “adults-only”. It is quite likely that she writes this review to teach parents how to take care of their children in terms of watching TV shows and apparently, this TV series are not suitable at all.

In addition, with respect to the degree of specialization, the writer of review A draws on everyday language rather than technical language. Probably it is because he writes the review for sharing opinions and ideas, and because he knows what his audience looks for is simply entertainment rather than some serious technical instructions. Formal and technical language might be very awkward in this context. For example, the writer utilizes many simple and easily understandable sentences to express his favor of the show such as “some people say...”, “time jump”, “standouts”, “The first season is absolutely epic and genius”, and “It's number 2 on my list”. Compared with the language in review A, language in review B is more complex and formal due to the experience and stance of the writer in part. First, the writer of review B is an experienced freelance writer and editor skilled in writing reviews. It is very possible that she has a better competence in using language to build up a review than the writer of review A, who is just a 17-year-old boy. Second, the aim of the website that the author of review B writes for is mainly to educate parents, so she must show that she is well-educated and qualified to make parents trust her and follow her idea. For example, she uses the words “glean” rather than “gather”, “tongue-in-cheek” instead of “ironic”, and “amid” rather than “in the middle of”.

B. Angle of Representation

Apart from what is mentioned above, writers build up different representations of the world by selecting different participants, processes and circumstances in writing the texts, and “thus provide different orientations to the natural world” (Coffin & North, 2009, p285). Consequently, the analysis of these three components enables us to work out writers' views and stance in these two reviews. To make things clear, we identify these three components of two reviews as Appendix B shows.

In the first place, focus may be put on the participants of these two reviews. Participants are the people, things and abstractions that are involved in the goings-on and they may be divided into thematized participants which are defined as those participants occurring in subject position in a clause (Halliday, 1994, p58) and other participants. As shown in Appendix B, thematized participants in review A are mainly noun groups about the TV series and characters, and several pronouns standing for the TV series. While thematized participants in review B include parents and children except for noun groups about the TV series. On one hand, the writer in review A takes particular nouns (the first season,

the second season...) as thematized participants, which shows that the writer's emphasis is put on the show itself. On the other hand, the writer in review B uses the generalized noun as thematized participants, which shows that the writer's emphasis is not only placed on the show but also on parents and children. Moreover, other participants in review A are mainly adjectives and simple noun groups while those in review B are mainly complicated noun groups, which reveals that the writer in review B is better educated than the writer in review A and she is professional enough to give parents advice. Furthermore, almost all of adjectives occurring in review A are positive words such as "interesting", "brilliant" and "amazing", which assigns the good qualities to the participants and uncovers the positive attitude the writer holds to this TV series. However, most of noun groups in review B are linked to the negative points, such as "drug", "alcoholic" and "crimes", which assign the bad qualities to the participants and show the negative attitude the writer holds to this TV series.

In the second place, we observe the processes of these two reviews. As we can see in Appendix B, simple relational process (there is, it is) plays an essential role in review A, while wide range of processes occur in review B, including material process and relational process. By choosing relational process, the writer of review A describes the TV series in details and assigns many good qualities to it such as "wonderful", "decent", and "superb", which shows that he stands in a positive position that he is sharing ideas with others and he recommends this TV series to people. By selecting both relational process and material process, the writer of review B assigns bad qualities to the TV series like "sexy scenes" and "violence", and shows that it is not only the TV series but also parents and children that are represented as powerful participants in text. Through this kind of process choice, she stands in a negative position that she is educating the readers that this show is not suitable for children.

In the third place, there is almost no circumstance in review A, while there are wide range of adverbial and prepositional phrases and clauses to describe circumstances in review B. It is natural for the writer of review A to use simple language to draw people's attention and introduce the TV series. To the writer of review B, using complex sentences may facilitate her to show that she is specialized enough to offer suggestions.

IV. INTERPERSONAL MEANINGS: APPRAISAL

A. Absence or Presence of the Writer

In reviews, all writers take a position or stance towards their objects but the variation is how they realize their point of view to stick to their stance. 1st pronoun "I" is seldom used in film reviews referring to the writer (Bloor & Bloor, 2007). It might be the reason that the absence of the writer contributes to the objectivity of the review. But whether using 1st pronouns depends more on the context of the review and the reviewer's stance.

Looking closely at the two reviews we intend to compare, we may find A has more 1st person pronouns (18 of them) in it and relatively less 3rd pronouns (13 of them) are used. The choice of pronouns makes review A more informal and personal.

e.g.

I sure as hell didn't.

I thought the show would be...

...but *I* was wrong.

It's number 3 on *my* list.

I'm excited...

I'm sure it will continue to impress *me*...

By using "I", "my", or "me", the writer shows his own presence in the review. All the descriptions of, the feelings for, and the comments on the storylines and the characters tell readers that this is how *one person* likes about the show. We may think about the writer and what he is trying to do here. A 17 year old boy enters his review of the show on the website and thus tries to share with other TV fans his points of views and opinions. Everyone who sees this review can agree or disagree with it because this is only a personal understanding of the show. His stance is rather individual and informal.

On the opposite, 3rd singular and plural pronouns (ten of them) appear in review B to represent the show or the characters in the show, but no 1st pronouns are used.

e.g.

...but *it* does so with humor... (the show)

...the way *they* behave... (the characters in the show)

...*their* sex appeal...(the characters in the show)

...to *her* kids' medication... (one character in the show)

With the absence of the writer, review B is rather formal and objective than review A. The non-use of 1st pronouns seems to have avoided the writer's personal opinions and positions in her review, and provided the factual existence rather than personal comments of the show. Different from the 17 year old reviewer, the writer of review B seems representing not herself but a certain community which holds the same position towards the show.

The context of the two reviews may account for the difference depicted above. Review A is selected from a TV series website where personal reviews are encouraged but the website where review B comes from aims to educate teens and their parents. The writer's position in review A is simply sharing what he knows about the show and how he feels about

it. The absence of writer in review B ensures its writing purpose, which is providing its target audience with more authoritative and professional views and advice. Personal review might be less persuasive on this occasion.

The utilization of pronouns manifests whether writers wish to represent themselves in their writing (Goatly, 2000). Through the analysis of the two reviews above, we could clearly see that the absence or presence of the writer may be required by context and its target audience, and more importantly, it is the writing purpose and the writer's stance that determine writer's presence in the review.

B. *Affect, Judgment, and Appreciation*

"Readers *expect* a reviewer to hold some opinion of the film since a reviewer's primary *role* is to evaluate or give value to something" (Bloor & Bloor, 2007, p. 34). No matter what stance the reviewers take in their writing, positive, negative or neutral, they usually would have made evaluations on the film through language choices, including evaluative vocabulary, which "can be divided in to 3 categories: Affect, Judgment and Appreciation" (Droga & Humphries, 2003, p. 64). In the following section, we are going to examine the evaluations in the two reviews from the above 3 categories (details see appendix B).

Affect means words and phrases expressing feelings (p. 65). In reviews, Affect may be used to stimulate an emotional response from readers. By examining the two reviews, we have found no affect expressions within review B. This might be because, as we have addressed above, it emphasizes educational domain of this show instead of sharing emotional experience either from the writer herself or the stories. What the writer needs is the audience's response to the inappropriateness of the show towards young teens instead of somewhat emotional resonance. On the contrary, some vocabulary describing the writer's positive affect are found in review A (e.g. "surprised", "favorite", "love", "excited", and "impress"), which from another aspect indicates that review A is more personal and positive than review B.

"Expressions of Judgment are used to assess (positively or negatively) what people do, say or believe according to values of particular institutions" and "they are less obviously subjective compared with Affect" (Droga & Humphries, 2003, p.68). In review, Judgment is usually used to evaluate the characters' attitudes and behavior. Review A shows its writer's positive Judgment both directly and indirectly through using evaluative expressions. Both "true standouts" and "always nominated for the Emmy awards" are used to describe actresses' excellent acting skills, though the second one is rather indirect. The expression "neurotic", "robotic", and "having an affair with her gardener" seem neutral or negative but with the explanation of "believable" and "unique", they are relatively positive under the reviewer's perception. Review B contains more indirect Judgment expressions concerning characters' behavior (e.g. "had affairs", "covered up crimes", "addicted to drugs and alcohol", "lied" "manipulated"...). Different from review A, "had affairs" on this occasion is regarded as a negative evaluation because the writer uses "inappropriate" depicting what characters do and obviously those behaviors are not suitable for kids and teens. Although there are words showing writer's positive attitude occasionally appearing in this review, such as "strong", "clearly care about", it doesn't change the reviewer's stance that this TV series are not suitable for young teens.

Appreciation is often used in reviews, too. For reviews of films or TV shows, it usually focuses on the evaluations of the artworks (Droga & Humphries, 2003). But as what we have addressed in our essay in the part of ideational meaning analysis, review B focuses more on the characters' behaviors which are not suitable for young teens. Appreciation is rare in this review. Compared with review B, review A have more Appreciation expressions which are quite positive towards the writing, the acting and storylines of each season. Appreciation vocabulary covers the three categories of "reaction", "composition", and "valuation" (see appendix C).

From the analysis of evaluations in the two reviews, we may see clearly that review A holds a positive view to the show of *Desperate Housewives*, but review B has the contrary. The two reviewers take consistently their respective stance through using supportive language features. What review B focuses on is Judgment on those characters' inappropriate behavior for the young people whereas review A centers on the writer's positive personal affect, judgment, and appreciation on the show.

V. CONCLUSION

After comparing the ideational meanings and interpersonal meanings of review A with those of review B, we may find that the topic of review A centers on the introduction of the TV series by using everyday language while the topic of review B focuses on the analysis of this TV series by using more specialized language. Besides, the writer of review A shows his positive attitude by choosing simple relational process and positive participants, and the writer of review B takes a negative attitude by choosing wide range of processes and negative participants. Pronoun use indicates the two reviewers take different stance towards the show. Review A is more personal with the use of 1st pronouns while review B seems less subjective with no personal emotions being involved. Writers' attitudes and positions are more revealed in the expressions of Affect, Judgment, and Appreciation. The writer of review A shows his emotional experience both in direct and indirect way, while the writer of review B focuses on the educational domain and contains more indirect expressions in Judgment. What is more, more appreciation expressions are found in review A to show the writer's positive attitude.

All the above indicates that writers utilize various language choices and linguistic features to suggest their contexts, readership, and more importantly, their views and stance. Therefore, through the analysis of the two reviews, we hope to

give people (particularly students) some enlightenment on using appropriate language devices in writing for achieving their rhetorical goals. Furthermore, when we read, we may attempt to detecting writers' purposes and stance (hidden or explicit) and critically form our own perception of evaluations on certain people or things.

However, due to the time and space limit, we could only take two texts as the samples of analysis in our essay. Perhaps it is not representative enough for generating our findings with such a small sample size as it is agreed among researchers that anything to be examined less than 10 may not be representative. Nonetheless, we hopefully take the analysis as an exploratory job and we believe if more time were allowed, we would have tried more samples to do the analysis and thus make the work more satisfying.

APPENDIX A

Review A: <http://www.tv.com/shows/desperate-housewives/reviews/>

Who would have thought that the lives of a bunch of suburban housewives would be that interesting? I sure as hell didn't. Desperate Housewives definitely surprised me. At first, I thought the show would be some female soapy drama but I was wrong. It's one of the most wonderful shows I've ever seen.

First of all, the writing is brilliant and amazing. The storylines are well-written and remarkable. Every season there's a mystery that is resolved during the course of the season. Even though some storylines are repeated, the show never gets stale. Some people say that the show got weak after the time jump but I don't think so. I believe the show can reinvigorate itself which is an important quality.

Also, the acting is superb and outstanding. Felicity Huffman and Marcia Cross are true standouts. It's no surprise that they are pretty much always nominated for the Emmy awards.

Moreover, the characters are totally believable and unique. Susan is a neurotic single mother looking for love. Lynette is a stay-at-home mother that is struggling to raise her kids. Bree is a robotic housewives whose family is falling apart. Last but not least there's Gabby, a former model married to a businessman and having an affair with her gardener.

The first season is absolutely epic and genius. Definitely my favorite season of all.

The second season is a great season but it could have been a bit better. It's number 3 on my list.

The third season is decent but I didn't really care for the mystery since it was a little predictable. It's number 4 on my list.

The fourth season is superb with an intriguing mystery and a few interesting twists. It's number 2 on my list.

The fifth season is a good season but it wasn't really up to the standards of the other seasons. It's my least favorite season of all.

Finally, the sixth season is slightly better than season 5 but it is still not as good as the first four seasons. So, it's number 5 on my list.

Another thing that I love about this show is Mary Alice's voiceovers at the beginning and ending of each episode. They are truly magnificent.

Furthermore, I'm excited about season 7 since Vanessa Williams is joining the cast and Mark Moses has returned to Wisteria Lane.

To sum up, I believe that Desperate Housewives is one of the most smart and innovative shows of the decade. I'm sure it will continue to impress me for many years to come.

Review B: <http://www.common sense media.org/tv-reviews/desperate-housewives>

What parents need to know

Parents need to know that this tongue-in-cheek soap opera's focus on adult characters and situations makes it inappropriate for young kids and teens. Characters (adults and teens alike) have had affairs, covered up crimes, been addicted to drugs and alcohol, lied, and manipulated other characters in just about every imaginable way. There are plenty of sexy scenes (though no actual nudity) and banter, as well as over-the-top storylines involving violence and betrayal. Although older teens and adults will understand that many of the storylines are presented in a humorous way, younger children may not be able to differentiate between parody and drama -- yet another reason to make this one adults-only.

- **Positive messages**

The show plays up many of the typical soap opera characteristics -- betrayal, dark secrets, revenge, manipulation -- but it does so with humor, bringing a light touch to what otherwise would be pure melodrama. Consequently, while no one viewing this show is going to take away positive lessons in behavior or relationship management, they also won't be weighed down with heavy drama. And, in the end, the show does center on strong friendships and family ties.

- **Positive role models**

Although the ladies clearly care about each other and their families, the way they behave -- manipulating each other, trading on their sex appeal, deceiving people they love -- doesn't exactly make them candidates for role model of the year. But they do have strong friendships and family relationships ... all of which are frequently tested but almost always stand up to even the hardest challenges.

- **Violence**

The show's narrator is a woman who killed herself in the series' very first episode. Other storylines have included murder, assault, fatal accidents, crashes, fights, gun threats/shots, arson, and more, but there's rarely blood.

- Sex

Lots of skimpy outfits and making out/foreplay; several scenes in which lovemaking is implied (but no sensitive body parts shown). One of the housewives was involved in an affair with a teenager; others have also strayed or been tempted to. One main character cleaned house wearing lingerie while being broadcast on the Web. Some teen sex (and consequent pregnancy).

- Language

Mostly words like "damn" and "hell", with the occasional "ass" or "bitch."

- Consumerism

Regular but not obvious product placements from Buick, KFC, Halston, etc.

- Drinking, drugs, & smoking

The ladies frequently get together for wine and/or margaritas; most of them have gotten tipsy (or more) a few times over the course of the show's run, and Bree has struggled with being an alcoholic. Also some teen drinking and drug use. One character was addicted to her kids' medication for awhile.

What's the story?

The highly addictive, Emmy-winning *DESPERATE HOUSEWIVES* centers on the women of Wisteria Lane and their struggles to cope with suburban life. Narrated by the main characters' friend Mary Alice (Brenda Strong) -- who killed herself in the show's first episode -- the story follows the *many* twists and turns in the lives of Susan (Teri Hatcher), Bree (Marcia Cross), Lynette (Felicity Huffman), and Gaby (Eva Longoria). Amid the standard soap opera plot elements (affairs, addictions, cover-ups), each season features a central mystery that ends up impacting most of the characters and their families.

Is it any good?

The show's stars give great comedic performances, and there are plenty of outrageous moments (klutzy Susan getting covered in cremated ashes, for example). Something positive can also be gleaned from the women's friendships with one another and from the show's examination -- however extreme -- of the complicated lives that women lead.

But it should be stressed that this is adult fare. In the first season alone, viewers were treated to Gabrielle's sexual relationship with a minor, Lynette's dependence on Ritalin, Bree's husband's S&M fetish, a naked nanny, a suicide, a hit-and-run with no consequences, and a grizzly strangulation. And things have only gotten more complicated -- and eyebrow-raising -- since.

APPENDIX B

Main processes analysis of Review A:

Thematized participants	Process	Other participants
1. The lives of a bunch of suburban housewives	would be	that interesting.
2. It	is	one of the most wonderful shows I've ever seen.
3. The writing	is	brilliant and amazing.
4. The storylines	are	well-written and remarkable.
5. The show	never gets	Stale.
6. Felicity Huffman and Marcia Cross	are	true standouts.
7. It	is	no surprise that they are pretty much always nominated for the Emmy awards.
8. The characters	are	totally believable and unique.
9. Susan	is	a neurotic single mother looking for love.
10. Lynette	is	a stay-at-home mother that is struggling to raise her kids.
11. Bree	is	a robotic housewife whose family is falling apart.
12. There	is	Gabby, a former model married to a businessman and having an affair with her gardener.
13. The first season	is	absolutely epic and genius.
14. The second season	is	a great season.
15. The third season	is	decent.
16. The fourth season	is	superb with an intriguing mystery and a few interesting twists.
17. The fifth season	is	a good season.
18. The sixth season	is	slightly better than season 5.
19. Another thing that I love about this show	is	Mary Alice's voiceovers.
20. They	are	truly magnificent.
21. <i>Desperate Housewives</i>	is	one of the most smart and innovative shows of the decade.

Main processes analysis of Review B:

Circumstances	Thematized participants	Process	Other participants	Circumstances
	1. Parents	need to know	that this tongue-in-cheek soap opera's focus on adult characters.	and
	situations	makes	it inappropriate	for young kids and teens.
	2. Characters (adults and teens alike)	have had	affairs,	
		covered up	crimes,	
		been addicted to	drugs and alcohol,	
		lied,		
		and manipulated	other characters	in just about every imaginable way.
	3. There	are	plenty of sexy scenes	(though no actual nudity) and
			banter,	as well as
			over-the-top storylines involving violence and betrayal.	
4. Although older teens and adults will understand that many of the storylines are presented in a humorous way,	younger children	may not be able to differentiate	between parody and drama	-- yet another reason to make this one adults-only.
	5. The show	plays up	many of the typical soap opera characteristics -- betrayal, dark secrets, revenge, manipulation	-- but it does so with humor, bringing a light touch to what otherwise would be pure melodrama
	6. The show's narrator	is	a woman who killed herself	in the series' very first episode.
	7. Other storylines	have included	murder, assault, fatal accidents, crashes, fights, gun threats/shots, arson, and more,	but there's rarely blood.
	8. (There)	(are)	Lots of skimpy outfits and making out/foreplay;	
			several scenes	in which lovemaking is implied (but no sensitive body parts shown).
	9. One of the housewives	was involved in	an affair with a teenager;	
	others	have also strayed or been tempted to.		
	10. One main character	cleaned	house	wearing lingerie while being broadcast on the Web.
	11. (There)	(are)	Some teen sex (and consequent pregnancy).	
	12. (There)	(are)	Mostly words like "damn" and "hell",	with the occasional "ass" or "bitch."
	13. The ladies	frequently get together for	wine and/or margaritas;	
	most of them	have gotten	tipsy (or more)	a few times over the course of the show's run, and
	Bree	has struggled with	being an alcoholic.	
	14. (There)	(are)	Also some teen drinking and drug use.	
	15. One character	was addicted to	her kids' medication	for a while.
	16. The highly addictive, Emmy-winning DESPERATE HOUSEWIVES	centers on	the women of Wisteria Lane and their struggles to cope with suburban life.	
17. Amid the standard soap opera plot elements (affairs, addictions, cover-ups),	each season	features	a central mystery that ends up impacting most of the characters and their families.	

APPENDIX C

Evaluation vocabulary in the two reviews

Evaluations in reviews	Review A		Review B	
	Positive	negative	positive	negative
Affect	surprised; favorite; love; excited; impress		care about; love	
Judgment	believable; unique; true standouts; neurotic; robotic; having an affair		strong	had affairs; covered up crimes; addicted to drugs and alcohol, lied; manipulated; imaginable; sexy scenes; banter; violence; betrayal; typical soap opera; deceiving; murder; assault; fatal accidents; crashes; fights; gun threats/shots...
Appreciation	(Reaction): great; interesting; superb; good; intriguing	predictable; it could have been better; it wasn't really up to the standards... not as good as...	highly addictive; great	inappropriate;
	(Composition): brilliant; amazing; well-written; remarkable;			
	(Valuation): wonderful; outstanding; decent; truly magnificent; smart; innovative		Emmy-winning; outrageous; humorous	Tongue-in-cheek; extreme

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