1. Does the text mention how the accumulation of practices and artifacts change what is cognitively possible for a society?
2. Does the text give an example of at least one way in which practices and artifacts are accumulated?
3. Does the text give an example illustrating the cognitive benefit of these practices and artifacts? (A) Example is from one of the texts and clearly illustrates the point (B) Example is either related to the topic but from another source or doesn't clearly demonstrate the idea (C) No example or example does not address the concept.
4. Does the text discuss how cultural processes accumulate cognitive resources?
5. Does the text give an example of how cognitive resources are accumulated through culture? (A) Example is from one of the texts and clearly illustrates the point (B) Example is either related to the topic but from another source or doesn't clearly demonstrate the idea (C) No example or example does not address the concept.
6. Is there an example of how the results of this cultural process can benefit an individual?
7. Does the text explain the role of brain plasticity in the creation of human cognitive powers by linking plasticity to the accumulation of cognitive resources?
8. Does the text address how this plasticity interacts with cultural processes to form cognitive resources?
9. Does the text address why brain plasticity was selected for, relating it to the rate of change in the cultural world?
10. Does the text describe what non-genetic structure is inherited by subsequent generations?
11. Does the text address how non-genetic inheritance might occur?
12. Does the text give an example of this inheritance process from the readings? (A) Example is from one of the texts and clearly illustrates the point (B) Example is either related to the topic but from another source or doesn't clearly demonstrate the idea (C) No example or example does not address the concept.
13. Does the text address the differences between Clark's view and Hutchins' view of the source of organization of ecological assemblies?
14. Does the text have a logical organization? For instance, the text could begin by describing the processes that lead to the accumulation of cognitive resources, provide examples of those processes, and then discuss the way that the accumulation of resources transforms cognition. Other logical organizations are possible, of course.
15. Is the writing clear and well crafted? For instance, are there any run on sentences? Is the word choice appropriate? Are there any spelling errors? (A) Well written and clear, with very few minor typographical errors (B) Text obviously needs editing, but overall coherence is preserved (C) Poor style and grammar strongly detracted from the overall coherence of the text.
16. You will be asked to supply a numerical score between 1 and 10 for the text you are reviewing. The calibration questions above are meant to direct your attention to important elements that should be covered in the text. When assigning the numerical score, reflect on how you answered the calibration questions, and on the text as a whole. Particularly creative or insightful texts should be rewarded with higher scores. Texts that fail to respond to the assignment prompt should receive scores between 0 and 4. It is hard to imagine a text that meets the length requirement yet merits a score below 2. Texts that respond coherently to the prompt but which contain errors or gaps should receive scores between 5 and 7. Very good texts that lack major errors and touch on all the required elements should receive scores between 8 and 9. Insightful, creative, or otherwise exceptional texts should receive a 10.