Assignment Objectives:

- To develop and demonstrate critical thinking skills
- To gain a clearer understanding of how perceptions are formed
- To be able to actively identify verbal and nonverbal communication behaviors
- To participate in the Stages of Group Development

Description of Assignment: After participating in the class’s depiction of the murder mystery, you will need to complete a reflection paper based on the communication situation that was portrayed. You will need to identify and describe the course concepts that were demonstrated by yourself and/or your fellow classmates. In your paper, you will need to apply course theories and strategies to the communication situation and evaluate their effectiveness. Possible topics of discussion in your paper could include:

- Perception
- Verbal Communication
- Nonverbal Communication
- Listening
- Group Communication
- Leadership

Assignment Details:

- The assignment is worth a total of 75 points.
- Your paper must be typed, double-spaced, and proofread. Your paper must be in Times New Roman Font, Size 12.
- Your paper needs to be a minimum of 2 pages and a maximum of 5 pages. You will be penalized 10% of your grade for not complying with the page restrictions.
- Each student needs to include in-text citations in his or her report when referring to the textbook or other credible sources of information. In addition, your paper should include a corresponding reference page in APA style.
- Make sure to review the grading located on page 2 of this document to ensure that you have an adequate understanding of the requirements of this assignment.

Questions to Consider: Below is a list of discussion questions that I used to lead discussion of the murder mystery activity in class. You may want to consider answering some, but not all, of the questions in your essay.

- How did the characters use verbal communication to establish their roles?
- What types of nonverbal communication can you identify from this event? Be specific with your descriptions.
- How did listening play a role in your guess for murderer? Were there any obstacles to your listening?
- Do you feel that you and your classmates worked as a group or as a team? Explain.
- Discuss at least one feature of small groups and how that feature affected your experience (size, cohesion, norms, etc.). Relate this activity to your feelings about the importance of group and team work.
- Did any leader emerge from within this class? If so, what type of leader do you feel emerged?
- What were your perceptions of the other characters? What factors affected your perceptions of this event?
# Murder Mystery Paper Assignment Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary/Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Deficient/Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>(10-9 pts.) Author used an extraordinary attention getting device. Exhibited an exceptionally strong thesis statement &amp; previewed the main ideas of the paper.</td>
<td>(8 pts.) Author used an above average attention getting device. Exhibited a strong thesis statement &amp; previewed the main ideas of the paper.</td>
<td>(7 pts.) Generated some interest in the topic. Had a thesis statement &amp; previewed the paper.</td>
<td>(6 pts.) Was missing elements of an introduction or was disorganized. Revealed the topic.</td>
<td>(5-0 pts.) Did not include an introduction.</td>
</tr>
<tr>
<td>Content Analysis</td>
<td>(40-36 pts.) Exceptional use of course concepts to provide comprehensive insight. Clearly connected course concepts, strategies and theories to the simulated experience. Writing exhibited exceptional critical thinking skills.</td>
<td>(35-32 pts.) Used course concepts to provide comprehensive understanding of the activity. Writer connected course concepts, strategies and theories to the simulated experience. Writing exhibited critical thinking skills.</td>
<td>(31-28 pts.) Paper provides moderate insight, &amp; reflective thought about the topic. Should incorporate more discussion of course concepts that are directly tied to the simulated experience.</td>
<td>(27-24 pts.) Paper lacks the use of some course concepts and attempts to display understanding of the experience. Lacks a display of critical thinking.</td>
<td>(23-0 pts.) Paper doesn’t use course concepts or reflective thought. Only provides a description of the activity.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>(10-9 pts.) Effectively condensed ideas &amp; signaled ending of paper. Exceptional restatement of thesis &amp; synthesis of main ideas.</td>
<td>(8 pts.) Condensed ideas &amp; signaled ending of paper. Effective restatement of thesis &amp; synthesis of main ideas.</td>
<td>(7 pts.) Unclear restatement of thesis/or review of main points.</td>
<td>(6 pts.) Leaves reader uncertain as to whether essay has concluded.</td>
<td>(5-0 pts.) Does not include a conclusion.</td>
</tr>
<tr>
<td>Grammar, Mechanics, &amp; Spelling</td>
<td>(10-9 pts.) Almost completely free of errors in grammar, mechanics, spelling, punctuation.</td>
<td>(8 pts.) Generally free of errors in grammar, mechanics, spelling, punctuation.</td>
<td>(7 pts.) Errors affect clarity.</td>
<td>(6 pts.) Errors impede understanding.</td>
<td>(5-0 pts.) Excessive mechanical errors.</td>
</tr>
<tr>
<td>APA Citations</td>
<td>(5-4 pts.) Sources of inform. were clearly identified &amp; properly cited (both in the paper &amp; on reference page).</td>
<td>(4 pts.) Sources of information were identified &amp; cited (both in the paper &amp; on reference page).</td>
<td>(3 pts.) Most sources were cited, but contained errors.</td>
<td>(2 pts.) An attempt to cite sources was made, but serious errors exist.</td>
<td>(1 pts.) Failed to identify &amp; cite sources.</td>
</tr>
<tr>
<td>Time</td>
<td>Submitted on time? Yes No</td>
<td>25% Deduction for late papers.</td>
<td>Length</td>
<td>3 – 5 pgs.? 10% Reduction for improper length.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**Comments:**
- Late papers: 25% Deduction for late papers.
- Sources of information must be identified & cited (both in the paper & on reference page).

**Grading Scale:**
- Exceptional/Excellent: 35-40 pts.
- Above Average: 28-34 pts.
- Average: 23-27 pts.
- Below Average: 18-22 pts.
- Deficient/Failing: 12-17 pts.

**Constructed by Kelly Soczka Kaiser, 3/12/15**