

Fictional Character Eulogy



Assignment: Prepare a speech eulogy, similar to what you might present at a funeral. Your eulogy must be for a fictional character (cartoon, character on a tv show, character from a novel, etc.). **A eulogy is** a well-crafted speech intended to commemorate a loved one who has died. It is usually presented at a memorial service or funeral by someone who was close to the deceased and knows them well. **A eulogy may contain:**

- a condensed life history of the person who has died
- details about family, friends, work/career, interests, and achievements
- favorite memories of the deceased

Objectives: Engage audience emotion. Organize ideas in a purposeful, cohesive sequence which meets audience expectations and needs (you may use a format typical of your own religious or cultural tradition). Critically analyze your prior speaking performances and incorporate changes and improvements. Demonstrate an effective celebratory message in a public context.

Requirements:

- Your speech **MUST** be 3-4minutes long. No exceptions! There will not be any leeway on the time requirement. If you fail to meet the required time limit, points will be deducted.
- Your speech must follow the outline. Please also include transition statements in between your Roman numerals. The outline is due _____. Please remember that you should have your own copy of your outline or note cards to follow when you give your speech. **If your outline is not turned in on the due date, you will lose 5 points for each day that it is late.**
- In your introduction you may want to tell a story to gain the audiences attention, establish your connection to the character, and explain your purpose (attention getter, credibility, thesis).
- In the body of your speech, you will want to tell two or three of the character's strengths and/or contributions. You can also include a quote from the character or about the character (just make sure you cite your source verbally).
 - Perhaps employ humor or something lighter toward the end. "George Bernard Shaw once said: "If you cannot get rid of the family skeleton, you may as well make it dance." John was that kind of person who always turned problems into a dance."
- In your conclusion, you will want to give a concluding idea about your character. Make sure you end with an inspirational or uplifting comment or quote.

Your topic must be approved by me by: _____.
You **MAY NOT** change your topic unless you receive prior approval from me.

Name: _____ Date: _____

Fictional Character Eulogy Rubric						
Delivery Items						
	5	4	3	2	1	Total
Body Posture and Movement	Stands strait and still. Uses purposeful movements.	Uses purposeful movements, but shifts or leans without distractions.	Fidgets or plays with materials and sometimes has purposeful movements.	Uses no purposeful movements and leans or shifts weight.	Posture or movement interferes or distracts from presentation.	
Gestures	Uses purposeful and natural gestures that complement the message.	Uses gestures in the presentation.	Occasionally uses gestures in the presentation.	Uses no gestures in the presentation.	Gestures contradict or distract from the message.	
Eye Contact	Maintains consistent eye contact with entire audience.	Maintains eye contact with most of the audience; most of the time.	Maintains eye contact, but does not have good variety.	Only occasionally looks at audience.	Has not eye contact with the audience.	
Volume and Projection	Speaks loudly and comfortably to be heard by the entire audience.	Speaks loudly enough to be heard by most audience members.	Sometimes speaks loudly enough to be heard by most of the audience.	Speaks softly causing some audience discomfort.	Cannot be heard.	
Rate/Pacing	Varies rate and pauses for natural effect throughout presentation.	Uses appropriate rate, but uses some vocal fillers that do not create distractions.	Speaks too rapidly or slowly, pauses and/or vocal fillers only somewhat distracting.	Speaks too rapidly or slowly, pauses and/or vocal fillers may disrupt speech.	Rate causes confusion; vocal fillers create distraction.	
Language Use	Uses language and grammar that enhance audience understanding.	Uses clear language and proper grammar.	Uses language that is occasionally confusing.	Uses language that is awkward and creates discomfort or confusion.	Uses language that is inappropriate for the audience or occasion.	
Total						/30
Organization and Structure						
	5	4	3	2	1	
Introduction	The attention getter is interesting and appropriate, the topic and purpose are clearly stated, and the main points are clearly identified and established.	The attention getter is appropriate, the topic or the purpose is clearly stated, and the main points are listed.	The attention getter is present, but it does not have enough development even though the topic or the purpose is stated, and the main points are listed.	The attention getter is present, there is an attempt to state the topic or purpose, and the main points are partially listed.	The attention getter is not present or weak, no topic or purpose is stated, and the main points are missing or unclear.	
Body	The speaker signals and follows a clear and logical organizational pattern and transitions are used to provide a clear relationship of one idea to the next.	The speaker uses a clear organizational pattern and transitions provide a clear relationship of one idea to the next.	The speaker attempts to use a pattern and a few transitions are used to provide relationships of ideas.	The speaker attempts to use a pattern, but the speaker does not transition from one idea to the next.	The speaker is unorganized and transitions are not used.	
Conclusion	A clear final ending is used that relates to the attention-getter, summarizes, and concludes the speech.	A clear final ending is used to summarize and conclude the speech.	The close of the speech is mentioned, but it is a little unclear.	The close of the speech is mentioned, but it is lacking proper development.	The speech ends abruptly or incompletely.	
Elaboration and Explanation	Explanations are clear, interesting, well developed, and balanced.	The speaker meets 3 of the criteria.	The speaker meets 2 of the criteria.	The speaker meets 1 of the criteria.	The speaker meets none of the criteria.	
Support and Citations	A variety of types of resources are used which clearly support the speaker's ideas and sources are clearly referenced.	Resources are utilized that support the speaker's ideas and sources are referenced.	Resources are used, but there purpose is unclear.	An insufficient number of resources are used and sources are not clearly referenced.	There are no resources used and sources are not cited.	
Visual Aid	Visual aid adds to the overall presentation in a way that improves the overall speech.	Visual aid adds to the overall presentation.	Visual aid is present, but does not add to the overall presentation.	Visual aid does not detract from the overall presentation.	Visual aid is not present or detracts from the overall presentation.	
Total						/30
Meeting the Purpose						
	5	4	3	2	1	
Assignment Expectations	The speaker meets the time requirements.	The speaker is 0-20 seconds above or below the required time.	The speaker is 21-40 seconds above or below the required time.	The speaker is over 40-60 seconds above or below the required time.	The speaker is 1 minute or more above or below the required time.	
Total						/5
Speech Total						/65

After viewing the Illuminated Texts, you give feedback to each student. Each student will complete a feedback handout on each presentation it is completed. Selected students will also verbally give feedback to the presenter after each presentation.