

Term Paper Project

Directions:

1. Save this file.
2. Type your name into the header.
3. Follow the directions right on the document.
4. Delete the notes and directions at the top of the paper.
5. Delete all the red directions that run through the paper.
6. Print your paper and turn it in.

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6.05,07,08, 9.02

Below are notes that may help you get a good start. Look up how-to-do questions on the internet, help each other, copy and paste rather than type, but turn in your own work not another student's work.

Notes

Highlight multiple separated sections

1. Drag across first one
2. Ctrl + drag for additional

Center (Ctrl E)

3. Home
4. Center button

Zooming Page

1. Hold down CTRL
2. Scroll wheel on mouse

Page Break (Ctrl+Enter)

1. Layout
2. Breaks ▼
3. Page

Capitalize Each Word

1. Home
2. Change Case Aa ▼

¶ and line spacing

1. Page layout
2. Paragraph ↵

Footnotes (Alt+Ctrl+F)

1. References
2. Insert Footnote

Bibliography Refs (Try one of these.)

1. <http://www.easybib.com>
2. <http://www.calvin.edu/library/knightcite/>
3. <http://www.bibme.org/>
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[All directions are red and bracketed.

Erase the directions when you finish.

The paper should be only black text, it will be printed from a black and white printer.]

[Type your name into the header.]

[Make this information into a Filigree cover page. It should be a page by itself and have no page number. Use Southridge information as the company.]

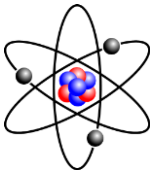
Kohlberg's Steps of Moral Development

An analysis of his theory and its impact

by

D. J. Bouwsma

1989



[The following are footnotes to be inserted into the text. They should be at the bottom of the page they are referenced on. Make them a smaller font than the body of the text.]

[Footnote 1] Approximate earliest ages as prepared by John S. Stewart, Research and Development Program for Values Development Education, College of Education, Michigan State University. See Lawrence O. Richards, A Theology of Christian Education, p184. All ages are further broken down into "earliest possible age" and "more likely age", usually in groups of two years for each category. The values presented are a combination of the two values put forward by Stewart.

[Footnote 2] Kathleen Stassen Berger, The Developing Person, p443

[Footnote 3] See note 1.

[Footnote 4] Ibid.

[Footnote 5] See note 1.

[Footnote 6] See note 1.

[Footnote 7] Myra Pollack Sadker, Teachers, Schools and Society, p.536.

[Footnote 8] The term Judaeo Christian as defined by Francis Schaffer in his book A Christian Manifesto presents culture and civilization as an outgrowth of ancient Hebrew ethics and culture combined with a more recent influx of Christian values and tenets.

[Footnote 9] Beating of students with birch rods was the customary way to deal with students who did not complete their work. See Kathleen Stassen Berger, The Developing Person, p. 418. The Bible Quotation is from the New International Version.

[Footnote 10] Kathleen Stassen Berger, The Developing Person, p443-444.

[Footnote 11] Myra Pollack Sadker, Teachers, Schools and Society, p.209.

[Footnote 12] opcit. p.492.

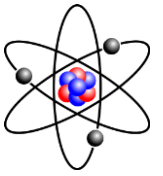
[Footnote 13] ibid. p. 493.

[Footnote 14] Lawrence O. Richards, A Theology of Christian Education, p177.

[Footnote 15] opcit. p. 493

[This is the body of the paper. It should be 12 point, single-spaced, Calibri with zero point spacing before and after paragraphs. Full justify the body of the paper.]

After researching Child Development for years, Dr. Lawrence Kohlberg, a cognitive psychologist produced the definitive theory of moral development. However, years after his theory gained general acceptance, education has not seen fruit from its application and critics still claim his theory is faulty. This paper seeks



to understand Kohlberg's theory, summarize its implications and list its possible shortcomings.

[center]

[bold]Kohlberg's stages of moral development[end bold]

[italic]Morality is progressive.

Advancement by breakthrough. [end italic]

[end center]

According to Kohlberg, there are three basic levels of moral reasoning - Preconventional, Conventional and Autonomous. Each of these three levels he further divides into two stages, making a total of six stages in which a human being can resolve moral dilemmas.

Each of Kohlberg's stages mark a progression in decision making sophistication and is dependant upon all previous stages for its foundational reasoning. Each of the three levels of moral reasoning describe the world and life view supporting the moral stages which exist within that level. The stages themselves are brief descriptions of the moral system individuals use to resolve moral dilemmas. Individuals at certain stages of moral development will often understand the moral stage one above their own but will be unable to operate using it. Stages two or more levels above an individual are completely unintelligible to them.

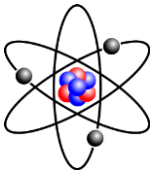
Throughout Kohlberg's analysis of the development of morality in human maturation, the assumption is maintained that moral sophistication is a function of the cognitive processes used to make a particular decision rather than the decisions the individual makes or the results of those decisions.

[In the following section, Levels are indented hanging paragraphs. and stages are double indented hanging paragraphs. The words Level and Stage MUST BE ALONE in the margin after the indent.]

Level 1:[bold]Preconventional level: [end bold] Morality is dependent upon the hedonistic principles of pleasure seeking and pain avoidance.

Stage 1: [bold] [Capitalize Each Word]Punishment and obedience orientation:[end Capitalize Each Word] [end bold] Earliest 5-8 yr. [Footnote 1] Obedience to authority is the most important moral principle because it holds the key to avoidance of punishment. Might makes right at this level of moral development. [Footnote 2]

Stage 2: [bold] [Capitalize Each Word]Instrumental relativist orientation: [end



Capitalize Each Word Earliest 7-10 yr. **Footnote 3** Piaget's principle of reversibility is applied to moral decision making. Other people are assumed to be moral agents which can be manipulated, appeased or bribed to avoid pain or obtain pleasure. A "You scratch my back and I'll scratch yours" attitude pervades. **Footnote 4**

Level 2:**Capitalize Each Word**Conventional level: **Capitalize Each Word** Standards external to the individual determines moral standing.

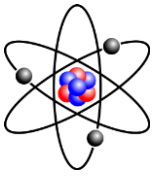
Stage 3:**Capitalize Each Word**Interpersonal concordance orientation: **Capitalize Each Word** Earliest 10-12 yr. **Footnote 5** Approval from other people and benefit to others determines morality. Approval from other people is more important than personal sacrifice or personal reward. A person at this stage drops much of the self centered motivation so characteristic of the preconventional level of thinking.

Stage 4: **Capitalize Each Word**Conscientious orientation: **Capitalize Each Word** Earliest 12-16 yr. **Footnote 6** Morality is established by conformity to a set of moral principles or laws external to the individual. The principles are assumed to dictate moral behavior regardless of the outcome to self or others. Morality is inherent in the act of dutiful conformity to principles or laws.

Level 3: **Capitalize Each Word**Autonomous morality: **Capitalize Each Word** The individual designs his own moral principles and is measured by his own standards.

Stage 5: **Capitalize Each Word**Social contract legalistic orientation: **Capitalize Each Word** Earliest 20s. Two assumptions are made by the individual: First, it is assumed that the moral principles upon which decisions are based upon are purposed to serve the general good and are established by mutual agreement. Second, moral principles sometimes fail to serve the general good. Therefore, moral principles may be ignored if one of the parties does not live up to the agreement, or if the parties involved agree to change the principles. By this stage of moral reasoning, an individual should not be destroyed for the sake of moral principles or the law. Individual rights are championed.

Stage 6: **Capitalize Each Word**Universal ethical principle orientation: **Capitalize Each Word** Earliest 30s. Irreversible internal moral principles govern decisions due to the fact that society is too complex for a single



set of values. [Footnote 7] Although, these principles are internally generated they universally apply in all situations. For example: the sanctity of human life.

[center]

[bold]Acting implications of Kohlberg's theory[end bold]

[italic]Morality Development is low.

Morality should be taught.

Traditional methods now unused. [end italic]

[end center]

Kohlberg maintains that most adults do not ever progress beyond the fourth stage of morality, and many continue to operate at very low stages, like stage three or even stage two. Since the American legal system was created using stage five morality, Americans seem to understand the logic of their legal system but are unable to operate it effectively.

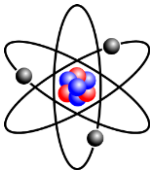
Great religious leaders, like Jesus Christ, operated at level six, but their followers, operating at level four or less, fail to comprehend the teachings of their own religion.

For thousands of years, children have been taught using an imposed atmosphere of innocence and corporal punishment. This system has its roots deep within the Judaeo Christian life style [Footnote 8] and may easily predate Moses himself. Children have historically been isolated, or "protected", from moral decisions. Kohlberg sees this as the worst possible environment for ethical growth. Historically, when a child rebelled against authority, he suffered corporal punishment. The Bible states, "Do not withhold discipline from a child; if you punish him with a rod, he will not die. Punish him with the rod and save his soul from death." (Proverbs 23:13-14) [Footnote 9] Kohlberg would view this as a waste of an excellent opportunity for moral growth and ineffective at instilling morality.

Kohlberg proposed that children can be developed morally if teachers and parents, desiring to transmit morality discuss moral issues to their children rather than dictating laws. [Footnote 10] Within a few years, the traditional approach was eclipsed by Kohlberg's approach. Corporal punishment became almost unknown in the U.S. school system as Values oriented materials came into widespread use in the 70s. [Footnote 11] Today in the 90s, Kohlberg's theory is the generally accepted theory and educators and parents are generally ignorant of Judaeo-Christian ethics and practices.

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[bold]Critical Responses

[italic]Reflects author's values.

Denies absolute truth.

Morality is not a process.[end italic]

[end center]

Despite its popular acceptance, the merits of Kohlberg's stages have been questioned in several different ways and by several different groups of people.

Kohlberg has been criticized by fellow psychologists because his stages are too rigid (Elliot Turiel 1974) [Footnote 12] and because they reflect Kohlberg's own value system and cultural bias. (Sullivan and Trainer, 1977) [Footnote 13] Turiel has developed his own system based on the same idea of morality progression but with different steps and ages.

Kohlberg has been criticized by Christian educators. They try to distinguish between Kohlberg's discoveries about the nature of moral development and the implications he draws from those discoveries. [Footnote 14] And argue for the existence of absolute truth as a reality outside any one individual.

Lastly there is a philosophical argument against Kohlberg's steps. Knowledge of what is right does not conclude right action on the part of the agent. Kohlberg's steps measure process not results and it is actions which end up being moral or immoral. [Footnote 15]

[Make a bibliography. Use APA format, the most respected for high level writing. See the [sites above](#) for help in formatting your references. Most students use Easybib. My favorite is knightcite. Alphabetize the bibliography. BE SURE IT IS APA FORMAT, NOT MLA.]

[page break]

[center, underline, all caps] bibliography [end center, underline, all caps]

[Name] Lawrence O Richards

[Publisher] Zondervan Publishing House

[Publisher Address] Grand Rapids, Mich.

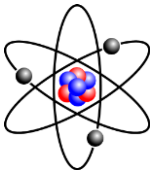
[Book title] A Theology of Christian Education

[Date of publication] 1975

[Commentary]

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[Name] Kathleen Stassen Berger
[Publisher] Worth Publishers Inc.
[Publisher Address] New York, New York
[Book title] The Developing Person
[Date of publication] 1980
[Commentary]

[Name] Myra Pollack Sadker and David Miller Sadker
[Publisher] Random House
[Publisher Address] New York, New York
[Book title] Teachers, Schools and Society
[Date of publication] 1988
[Commentary]

[You are almost done. Put in page numbering and erase all the red directions and any instructional text boxes or shapes, and show your paper to the instructor for credit.]