### **Prompt 1 (3000 characters): What course(s) at Harvard Summer School interest you and why?**

* The hook can be abt real life experience (maybe smth that harms the environment)

**Description of the course:**

**This course investigates the many ways in which economics and the environment have intersected over the course of the last several decades. The primary focus of the course concerns how economic thought has influenced how we perceive, understand, and regulate the environment. This course focuses on the history of economic thought as it relates to the environment and nature, including how this has constructed an understanding of the value of nature, and how this affects environmental protection and regulatory initiatives. The course consists of daily lectures and seminar-style discussions. The pros and cons of economic understandings of the environment are debated throughout class meetings, and students leave the course with a broad intellectual history of economic thought as it relates to the environment. Lastly, students develop a critical understanding of how environmental politics and policies are formulated with economic motivations in mind.**

Strolling through the seemingly unblemished lakes and mountains of Geiranger, Norway, I was astounded by the cleanliness of this place compared to most other countries in the world. The pristine air and evergreen fjords called me to explore more parts of the beautiful scenery. My enjoyment soon came to a stop as I witnessed a tourist dispose of his finished bento box onto the sidewalk. Next to it was a huge pile of trash discarded by other people. As an avid environmentalist, a thought flew by my head. Why blemish such a beautiful place that is well cared for by its own people? Are people conscientious of their actions? I also wonder how governments could prevent these situations from happening, because not 100% of trash can be disposed of properly or recycled and trash is frequently not thrown in the right place everyday.

The next part here should be about what you’ve learned about environmental policies/climate change/economics of the environment through IB or your own experiences. What initial insights do you have? What questions/solutions have you thought of? Show that you’ve learned a little bit, but not enough. That’s why you want to do this program.

This initiative brought me upon the subject Economics of the Environment, which intrigued me as a student currently studying Economics HL in International Baccalaureate (IB) and also as a person with a heightened concern for the programs started to protect the environment. I find this course interesting too, because climate change and environmental harm, especially in the 21st century, has become a crucial topic and I believe that governments can impose environmental policies to lessen or even stop them from happening if properly incentivized. I will be able to learn a broader range of economics no other school provides during this Harvard Pre-College Program.

With this course, I believe I will get a head start in learning economics at a higher level, pursuing a degree in economics, and helping me achieve my ambition to start an ethical business that produces goods that do not harm the environment, or even benefit the environment, especially in Indonesia, the country I live in.

### **Prompt 2 (3000 characters): Define what academic integrity means to you. How has it impacted you as a student?**

**Draft 1:**

Moving to another school in a different city during sophomore year, I was unprepared for the changes that I would undergo. Going into the new school curriculum, the International Baccalaureate (IB), I constantly searched for ways to improve my scores during the beginning of the academic year as a new student.

As the IB seemed more amicable to me, the range of topics and study behaviors entirely changed, requiring me to adapt to it, but one thing I found completely new (though I’ve heard frequently about it) is the prevention of plagiarism in school. I was introduced to Turnitin, a software that detects plagiarism. This program is able to detect the slightest words or phrases that a student copies from a website and converts the amount of words a student copies to a percentage of their total work. Being completely new to this, I found it difficult to avoid plagiarizing and did not paraphrase a lot of my words in research papers or projects, resulting in high Turnitin indexes.

This, in turn, caused some trouble for me and I inquired with my subject teachers about this index. I have always thought that copying a few words and editing some sentences out was a normal practice, especially since most of the students in my previous school normalized this practice without receiving warnings. For most of the time being in the first semester, the school still conducted meetings online, so we were constantly briefed about academic honesty and plagiarism. The inquiries I had to the teachers proved helpful, as they advised me on how to avoid the Turnitin system by paraphrasing, quotation marks and citations. The more familiar I got with this index, the easier it was to adapt to this new plagiarism-detecting system and look for other solutions and paraphrasing instead of copy and pasting some of the words. This helped me, as I can easily get used to the ‘academic honesty’ system in my new school.

Academic integrity, in my opinion, is a behavior that is taught to an individual by experiencing it in real life or when they are being taught of it. As we get older, I believe that we learn more aspects of academic integrity and that we may not fully understand all aspects of academic integrity, as we eventually know more later in life.

**Prompt 3 (3000 characters): Reflect on a book you have read or a film you have seen where you strongly related to a character. State and describe the character, their traits and significance, and how they personify you.**

**Outline:**

* **Who is Tetsuya Kuroko? (State and describe the character, their traits and significance)**
* **Why/how do they personify/represent me?: Your growth in social/communication skills**
* **Conclusion**
* **Talk about the changes in environment that led me to change in my character (use examples from Kuroko when he moved to a new high school)**

Tetsuya Kuroko is the main character of the anime “Kuroko’s Basketball”. At the beginning of the series, he enters a new high school, where he joins the basketball team. Kuroko is an introvert who occasionally disappears to avoid attention and keeps his words to himself. As the show progresses, Kuroko clearly shows character development as he learns how to talk freely with his teammates. He had played basketball at his previous school, but his team had not been very friendly a few years ago. As a result, socializing with his new teammates was a form of practice for him in developing his social skills. He became more expressive, especially when it came to defending his teammates from fights with basketball players from other schools. His steadfast progress in communication and charisma gave him better chemistry with his teammates and coach, and led to their team winning more because of his cooperation. By the end of the show, he was not only able to communicate with his team and coach, but also with other people outside of the court, like his ex-coach, foreigners and his love interest.

I relate to Kuroko because a few years ago, I also wasn’t one to talk. I was timid and found myself easily overwhelmed by social interactions with others, as I felt pressured to perform under the attention of others, and my young, frightful self would stop talking. This happened frequently, to the point where my parents were worried about my ability to handle social situations. In middle school, under the growing pressure of fitting in as a teenager, I chose to follow the advice of my parents and learn how to interact with others. As the oldest brother, I knew I had to set an example and start acting more mature in front of my younger sibling. I started practicing maintaining eye contact and being more collaborative and communicative with others, especially in school projects. My sister, the oldest sibling in the family, was also a major role model to me. I took note of the conversations she had, as she was able to hold up conversations with everyone, including people who seemingly had nothing in common with her, like my father’s friends. It then became a habit for me to observe the body language of others, too, as well as their confidence in speaking. Eventually, I started to imitate my dad’s communication skills, my mom’s confidence, and my teachers' eloquence. This in turn improved my ability to express myself and my initiative to talk to others.

Both Kuroko and I initially didn’t talk much and preferred our presence not to be noticed. However, after pushing ourselves in new environments, we embraced change and eventually developed our social and interactive skills through experience and practice. This proved vital for our future encounters with others.