



SCIENCE FOR THE BENEFIT OF HUMANITY

THE 54TH DR. BESSIE F. LAWRENCE
INTERNATIONAL SUMMER SCIENCE INSTITUTE
JULY 4-27, 2023
THE WEIZMANN INSTITUTE OF SCIENCE

Student Application Form

General Details

Name: Eitan Zemel

First Last

Date of Birth: 14/04/2003

[Day/Month/Year]

Address: 20 Saxon Way, New Rochelle, NY 10804

Gender: Male

Phone (mobile): 9145896651

Email: eitan_zemel@brown.edu

Name of Parents or Guardians: Marc Zemel

E-mail of Parents/Guardians: sarahannezemel@yahoo.com

Current grade in school or year in the academia: First year at university

School Name:
Brown University

List of classes you take this semester:

List of science classes you took in previous years:



List of classes you take this semester:

Multivariable Calculus (Phys./Engn. focus), Linear Algebra, Program Design with Data Structures and Algorithms, The Quran and its Readers

List of science classes you took in previous years:

High school:

Honors Biology, Honors Chemistry, Honors Physics, Advanced Topics in Physics, Computer Science I-IV, Engineering and Entrepreneurship I-IV

College:

Intro to Engineering: Design (equivalent to a physics class in statics and mechanics),
Introduction to Object Oriented Programming and Computer Science

Please specify programming languages and computational analysis skills, experience, knowledge and level (limited/fair/excellent):

In high school, I took four semesters of computer science primarily taught in Java. We covered searches and sorts, key aspects of Object-Oriented Programming such as polymorphism, artificial intelligence algorithms such as mini-max, multithreading, and throwing errors and exceptions. In the final semester, we also spent time working in SQL managing and editing databases, first in the command line and then integrated into Java programs. Although an AP computer science class was not offered at my school, I took the AP Computer Science A test on my own and scored a 5. Outside of class, I was involved in the Website Development Club, where we worked on basic website development in HTML and CSS, with some minor Javascript functionality. At an internship, I used my HTML/CSS exposure to become familiar with WordPress and clean up the company website. In my engineering and entrepreneurship program, although not primarily a computer science course, we often used Arduino microprocessors, writing programs in the Arduino language (based on C/C++).

In university, at the end of the year, I will have finished the computer science introductory course sequence. The first in the sequence for me was focused on OOP, taught in Java. We covered the main tenets of OOP, used graphics and animation to make smoothly-running games, and learned how to use Git for version control and collaboration. The second course is on data structures and algorithms, focusing on how to structure and organize data, taught half in Java and half in Python. The course also focuses on testing and validation techniques, reinforcing OOP concepts, and understanding how different algorithms affect runtime and system resources. Outside of class, I attended workshop sessions and talks at the annual Hack@Brown hackathon, such as a workshop on web-scraping and Spotify integration with Python. This semester, I am also exploring the different computer science extracurricular opportunities, and I am particularly excited about the Quantum Computing Club!

Main languages: Java (excellent), Python (intermediate to proficient upon the completion of this semester)

List of academic or other significant awards:

National Merit Commended Student, AP Scholar with Honor, New York State Education Department 2021 Scholarship for Academic Excellence

List of science journals you read:

I enjoy reading science journals and attending research lectures here on campus so that I can participate in the research section of the community I belong to. Specifically, I enjoy reading the Brown Imagine Physics magazine, the Triple Helix, and attending computer science department lectures.

Extra-curricular activities, interests and hobbies:

Cellist and guitarist, Ultimate Frisbee, love to read!

To which colleges or universities have you applied?

Which colleges or universities have you been accepted to?

Currently enrolled in Brown University

Which field of study do you intend to pursue in university?

Computer Science, potentially also Applied Math or Astronomy

Personal Statement

I am a freshman at Brown University studying computer science. At the end of the year, I will have completed a full year of university-level computer science coursework in Java and Python. In future years, I plan to explore and potentially focus on artificial intelligence, machine/deep learning, and graphical modeling. I am excited for the opportunity to engage in research in this field over the summer and participate in the Weizmann ISSI program because I want to develop my skills and immerse myself in the challenges of computer science research.

I have always been curious with a desire to learn, and I have always loved to make things. Whether it is writing a computer program or building a physical object, I am excited to develop a plan, execute it, and see the results of my efforts. My senior year of high school, I had the opportunity to pursue an independent project of my choice for six weeks. I worked in the school's fabrication lab, pursuing a passion of mine and learning how to use all of the tools and machines. I love actualizing passions and being able to create objects, in this case physical, that stand as testaments to my hard work and growth. I completed two capstone projects. The first was to build and stain a wavy checkered cutting board that incorporated two types of wood, intersecting while fitting together precisely. The second project was to build a mini electric guitar. Along the way, I hit many roadblocks, and I had to update my designs. However, through the struggle came a comfort with project planning, design, and fabrication techniques that I can now use to bring things I love into the world.

To me, the purpose of building is not just to create something I can be proud of, but also to serve a greater need. After arriving at Brown, I found an opportunity to use my skills to serve my community by recruiting a group of people to build a large wooden sukkah on the patio above one of the dining halls. I had never built anything at this scale before, so it was a learning process. I consulted mentors and made use of the resources available to me. First, I met with my engineering teacher to discuss the design and work out all of the kinks prior to getting the wood, and I borrowed tools from him and the fabrication lab on campus. It was a lot of fun to go back and forth on designs, going through hypotheticals, and thinking about the different physics-related mechanical issues I would have to address. One challenge was that many of the people I had recruited for the project did not have any woodworking experience. I taught them some basic tool skills so that they were able to contribute. Once built, my community and I were able to make real use of the sukkah, bringing our food there to eat, sleeping there on one of the

nights. The most joyful occurrence was bringing food there and seeing others whom I did not know making use of the space that we had made. I continue to work on projects to bring people together, and I love being able to make a difference in my local community.

Time and time again, I find myself learning the value of dedication. First semester, I took the required introductory course in computer science. Because of my coursework in high school, much was review, and I could have coasted through the class to an easy A grade, not getting much out of the semester. Instead, I put in the time and effort to get more out of the course and learn the material more deeply. I added extra functionality to each project and ended the semester in the top 5% of the 420 person lecture. Similarly, for my pass/fail engineering and calculus classes, even though I only needed a 65% to pass, I put in the extra work to master the content and ended the semester with A-equivalent averages in both.

For my final project in my computer science course, I programmed a game of Othello, complete with graphics, as well as player vs. player and player vs. computer functionality. It was, at times, very frustrating, but very rewarding as well. I loved seeing how all of the components fell into place, and then at the end, getting to run my different computer players against each other. While the primary computer algorithm we were to implement was mini-max at varying depths for varying intelligences, I had a lot of fun adding elements of randomization and extra algorithms for new computer player options. As the finals period went on, it was difficult to pull myself away from adding more and more functionality to my Othello in order to actually get my other work done!

One of the most important aspects of my university experience is exploring different academic pathways. Once I finish the introductory course sequence for computer science, next year I will be able to take advanced courses in topics such as systems management, graphics, and deep learning. At the moment, I do not know the exact subfield I plan to pursue, but I am very excited about all of the different interesting routes my career may take. In addition to coursework, opportunities outside of the classroom such as the research work at the Weizmann Institute will be an invaluable experience in helping guide my career path. I have always enjoyed research, but I have yet to do any serious computer science research. I plan to explore it in a committed way, as I think it is very important for my career, as, alongside industry, I am considering going into research long-term. One component of computer science that has always fascinated me is the unique approach to problem solving and the ways that it can be applied to

many issues in our society. I am driven to pursue this professional exploration because of both how much I enjoy computer science and how much of an impact it can have. My current project in my data structures and algorithms course is to create a decision tree generator, implementing a machine learning algorithm that takes in a data set and builds out a structure to help predict outcomes of new data entries outside of the training data. This sort of probabilistic analysis and prediction can be used for many different applications that deal with large amounts of data, from economics to healthcare. We also discussed the dangers of algorithmic bias from the training data, and I am interested in developing ways to prevent these pitfalls to promote accuracy and effectiveness.

I am very excited about the ISSI program- it stands out to me as quite a unique opportunity! To engage in research alongside similarly passionate peers at an institution the caliber of Weizmann would be amazing. Coming in with a computer science background to a program predominantly with projects in the physical sciences would place me in a community where I might be taking my knowledge and applying it to other fields, giving me a taste of the role that computer science can play in the greater scientific community. Whether my primary research focus is in computer science or applying it elsewhere, I will be in a community setting where I will get the perspectives of other scientists from broad backgrounds, and I look forward to the opportunity to learn from them and grow. At Weizmann, I look forward to attending lectures and meeting with senior researchers, an incredible experience to be offered to me at such an early stage in my academic career. I will be able to truly immerse myself into the world of research while learning from leading individuals in my fields of interest. I also look forward to the week-long program with the Society for the Protection of Nature in Israel—I love hiking and exploring nature, and with the guidance of SPNI, I will be able to gain a new appreciation for the wildlife and ecology of the surrounding environment in Israel. In the event that I am not selected to participate in this program, I still plan on pursuing computer science research in a serious way. I am applying to a few research programs in the US and one other in Israel. This summer, I look forward to immersing myself in computer science research, in an in-depth way outside of my normal academic routine.

The Struggles of Passing Down Stories

As far back as our notion of human history goes, there has always been the question of how to store our knowledge and our stories. What do we do to make sure our work outlives us, and can it even truly outlive us? Although evidence of writing dates back to ancient Mesopotamia over five thousand years ago, the practice of passing down stories and traditions orally dates back even further and continues to be used in some cultures and communities. Some traditional stories, such as certain epic poems and religious rituals, were passed down orally for a period of time until they were fixed in writing, that written version being the version we study today. With benefits and drawbacks to each, humanity's oscillation between written and oral tradition reveals our struggle to pass knowledge down to our future generations.

A fun way to think about the different ways to record information is to remove the constraints of humanity and our culture. This thought experiment is exactly what Ken Liu does in his short story "The Bookmaking Habits of Select Species," which goes through a list, encyclopedia-style, of a number of alien species and describes what a book is to them. In each species, their method of bookmaking reveals what their fictional culture values, and each method is complete with its unique advantages and disadvantages. The first species, the Allatians, drag their noses across malleable surfaces and use the soundwaves of speech to create books that work similar to record players, perfectly capturing the tones and inflections of the words of the authors, with their nose acting as the needle to listen back to the book as well. Each time the book is read, due to the malleable material, it is worn somewhat, causing it to lose more and more the integrity of the original production. As a result, most books read/listened to are reproductions that then are already losing the integrity of the original author's words (Liu). The Allatians gain true integrity of a storyteller's intent, recording exactly how an author told a story,

but only at the cost of permanence or accessibility of those same books. Their books are tangible and require physicality- there could be no Kindles in their society. Another species discussed is the Hesperoe, who distrust and dislike writing, for although a text can describe an idea, it cannot engage in debate nor account for its words. As a result, they pivoted to storing the minds of leaders on the brink of death. That way, whenever a person wants to debate a great philosopher of the past, they may simply search the mind-map created to see exactly how they would respond (Liu). This method of bookmaking keeps a true record of the thoughts of an individual, but it also forgoes the ideas of composition, writing novels for the sake of being novels, the spread of information while the “author” is still alive, and the post-mortem development of ideas. Although these species may be fictional and outlandish, the values that they represent and how those values manifest in their preferred bookmaking methods can be found in our own species’ preferred bookmaking methods throughout history.

During the medieval period, Europe experienced an academic struggle, having difficulty in the transition to a logically structured, organized, written system of organization, coming from oral structures. The kinds of logical connections that exist in orally-focused ways of learning and thinking do not always lend themselves toward being transcribed. Due to the way that our minds make connections and store informational relationships that do not always need to exist side-by-side, it is difficult to maintain a level of clarity when putting those relationships down onto paper. In an article on indigenous oral history and written word, Linc Kesler writes about the written system of organization as

by comparison, relatively inefficient for, if not incapable of, representing the kind of logical plenitude the first diagram [attempting to depict oral logic] sought to represent. That system was never intended to be seen, but to be heard. When

attention was directed to the visible and portable, the flexibility, complexity, and situational integration of the oral system was not only displaced, but depreciated (Kesler 482).

The result of the transition to written logic structures led to a deficiency that is one of the main things the aforementioned Hesperoe were trying to prevent—with written logic structures, one loses the adaptability and completeness of an oral structure. However, as humans cannot map minds as the Hesperoe do, the first attempt to map oral structures was to lay out all of the different, scattered relationships between ideas that one keeps neatly in their brain as a written diagram. Unfortunately, the result is a hard-to-read, near-unusable diagram that can neither show oral structures in their entirety nor be easily read as a logic structure (see Appendix A).

Conversely, the written structure, as Kesler notes, is an effective system that makes the information visible and organized (see Appendix B). Those structures, the fact that the logic was written down, is why we can study them now, today. Although the ways of thinking orally may have been recorded, the specific information has been lost unless it was transcribed.

While written word is lasting, one of its main disadvantages when compared to oral tradition is context. Over time, as civilizations rise and fall, context that may have once been incredibly obvious is obscured and lost. An entertaining example to examine is one of the earliest jokes, scrawled in Sumerian on a tablet thousands of years ago. It is, roughly translated, as follows: “A dog walks into a bar and doesn’t see anything, and so he says ‘Shall I open this door?’” (Gordon 56). This saying, perhaps once a hilarious joke or a deep, philosophical proverb, is completely nonsensical to the modern reader. There are others, such as Derrida, who will argue that context does not matter, as context can never be complete and is always reduced, generalized (Derrida 3). With this viewpoint, regardless of its deficiencies, a written work should always

stand alone. However, with, albeit extreme, examples such as the joke above, I find it difficult to agree.

The most prominent current defender of context and oral tradition would be indigenous communities. A number of these communities have highly codified and preserved oral histories and stories, passed down generation to generation and told in a way contextual to their lives. In fact, the context of the lives of the natives is so important to understanding that, without that context, the traditions may not even be able to be explained. For example, “Anthropologist Julie Cruikshank recounts having entered an Indigenous community with lists of questions, only to be gently told that, to understand the things she was asking about, she would need to know the stories” (Kesler 484). In keeping the stories oral, they are always able to be told in a way that is relevant and understandable to the modern day. The form of oral storytelling maintains all of the body language and vocal emphasis of the storytelling, the main aspect that the earlier described fictional Allatians sought to preserve—although, even with their unique books, their stories too would remain unchanged and unadaptable to modern sensibilities.

Much of the oldest literature that we have access to consists of stories that were once told and passed down orally, but are now permanently in the form they were in when they were written down. There are objections to this finalization of oral stories as far back as Socrates, who “objected to the epics’ depiction of the gods as capricious and inconsistent, and to the power that compelling oral narrative had to encourage an identification with characters that drew people out of their ‘real selves’ and thus undermined the integrity and consistency of their own characters” (Havelock, as cited in Kesler 483). Socrates argued that the written versions of gods lost all of the nuance gained from a powerful storyteller, one who told the story in a way best suited for their audience and time. Presumably, the text that Socrates read was once a powerful oral

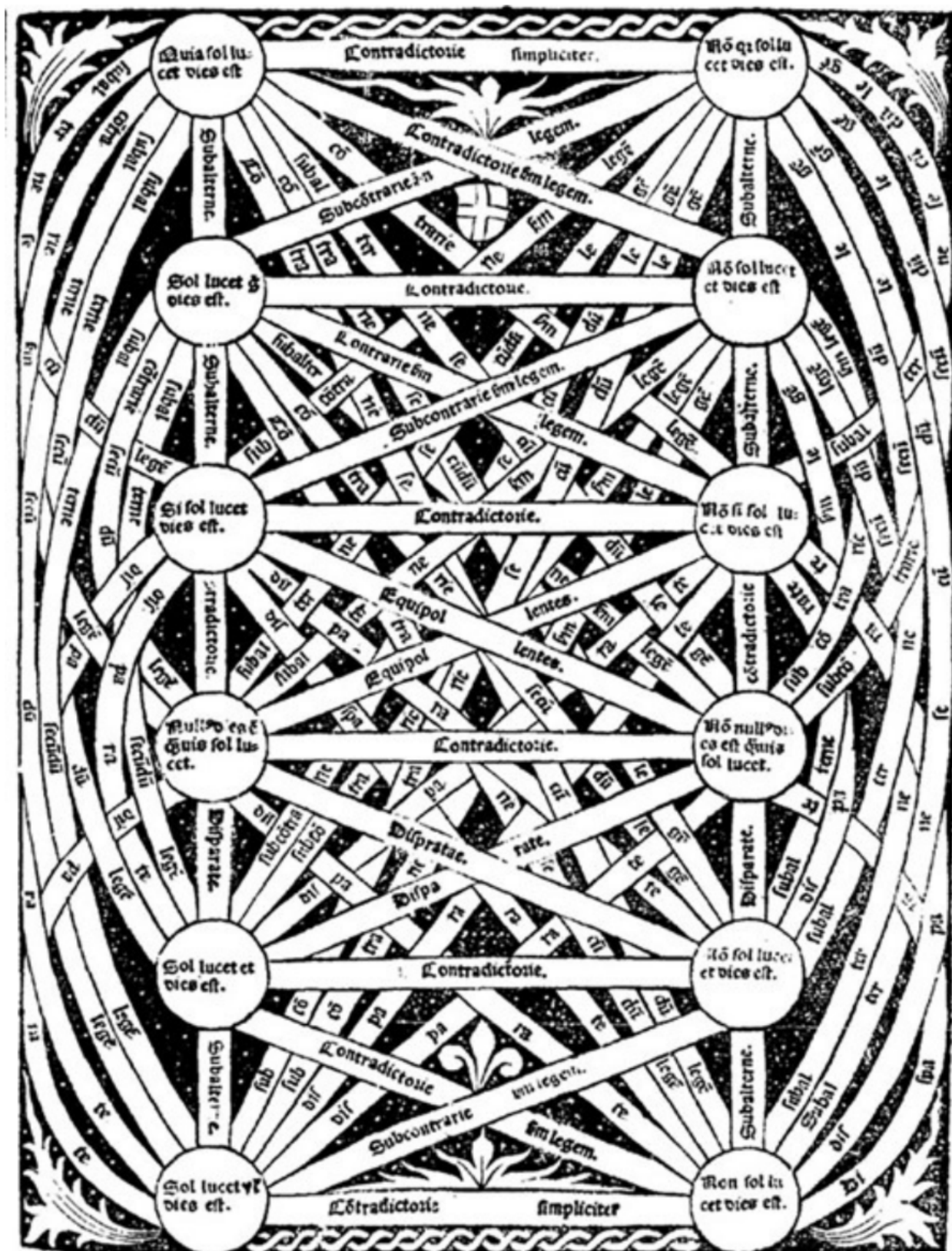
rendition, but reduced to written word, lost its power. Recently, to remedy this, there has been a trend of new adaptations of old myths, told in a way contextually understandable to the modern reader, or even with a political bend. Some notable examples include Madeleine Miller's *Song of Achilles* (2011) and *Circe* (2018), Margaret Atwood's *The Penelopiad* (2005), and a 2017 Shakespeare in the Park production of *Julius Caesar* with a line inserted referencing Trump's infamous "I could stand in the middle of 5th Avenue and shoot somebody and I wouldn't lose any voters" (Wilkinson). None of these examples purport themselves to be fully accurate translations or reproductions of the stories they retell, but instead they set out to make these old stories once more accessible and relevant. Another practice is that of translating ancient texts with the intention to create a fully accurate translation or retelling of the text, but to do so with modern values and readers in mind. Major examples include Stephen Mitchell's translation of the *Gilgamesh*, *Gilgamesh: A New English Version* (2018), a retelling of the poem as a poem in modern English and poetic license, and Emily Wilson's translation of *The Odyssey* (2017), in which she pays extra attention to female characters historically misrepresented in translations by men. These examples could continue, going on to include creative film retellings of classics and satirical novels borrowing characters from antiquity, but the important point is that, despite the fact that many oral stories are now literally etched in stone, they continue to be revitalized and recontextualized as they once were orally.

As time goes on, newer and newer ways to store information are created. With the advent of modern technology, although we may not have the nose record player tablets of the Allatians, we do have audiobooks, sometimes narrated by the author themselves. Some native communities have decided to record their traditions—not in writing, but in digital video form (Kesler 485). It is even possible that, with the perpetual advancement of artificial intelligence, the mind-mapping

of the Hesperoe is not so far away. Technology aside however, perfect factual accuracy is not always the point of the storytelling, as is illustrated by the values of the indigenous communities discussed previously. If history is any indication, the struggle of recording and communicating in a true way will be a challenge for the foreseeable future.

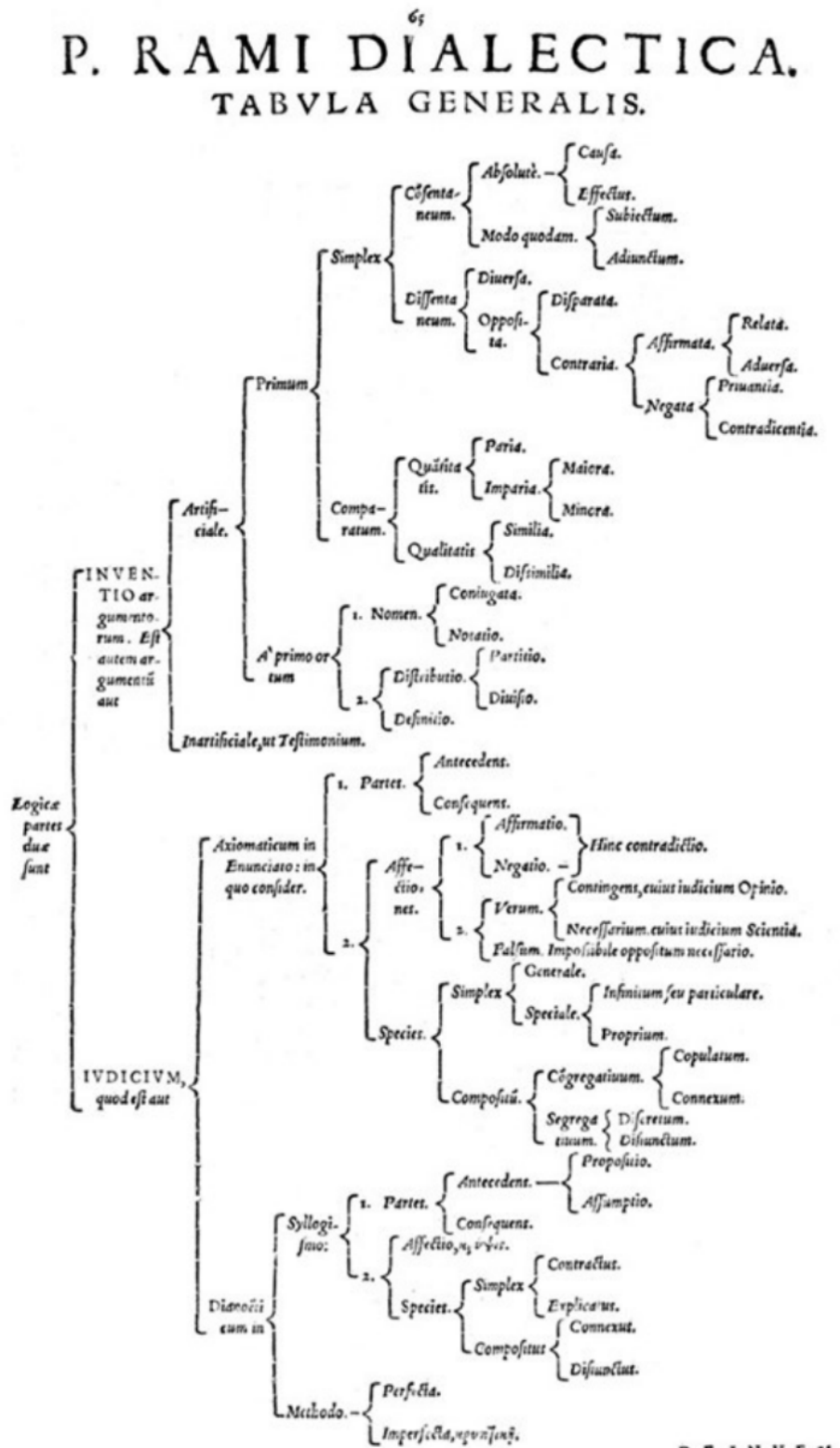
Appendix A

Celaya's Diagram (as cited in Kesler)



Appendix B

Ramus's Diagram (as cited in Kesler)



Works Cited

- Derrida, Jacques. *Limited Inc.* Edited by Gerald Graff, translated by Jeffrey Mehlman and Samuel Weber, Northwestern University Press, 1988.
- Gordon, Edmund I. "Sumerian Animal Proverbs and Fables: "Collection Five" (Conclusion)." *Journal of Cuneiform Studies*, vol. 12, no. 2, 1958, pp. 43-75. *JSTOR*, https://www.jstor.org/stable/1359157?seq=14#metadata_info_tab_contents.
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- Wilkinson, Alissa. "Why outrage over Shakespeare in the Park's Trump-like Julius Caesar is so misplaced." *Vox*, 19 June 2017, <https://www.vox.com/culture/2017/6/12/15780692/julius-caesar-shakespeare-in-park-trump-public-theater-outrage>. Accessed 30 September 2022.

Participant Statement and Agreement

1. I hereby enroll and wish to participate in the International Summer Science Institute (ISSI) of the Davidson Institute of Science Education (Davidson) at the Weizmann Institute of Science (WIS). I understand this application and the program is facilitated by the American Committee of the Weizmann Institute of Science (ACWIS), a not-for-profit organization incorporated in the State of New York.
2. In order to participate in the ISSI, I understand that a condition is to have read, understand and sign this Participant Statement and Agreement ("Agreement"). I agree to the terms of this Agreement voluntarily and have freely chosen to participate in the ISSI upon my own initiative, risk and responsibility.
3. I am aware of the risks of travel worldwide, including risks associated with my safety and security. These risks include, but are not limited to, property damage and loss, death or injury by accident, disease or acts of third-parties ("the Risks").
4. I am voluntarily participating in the ISSI, with a full understanding of the Risks and I agree to accept any and all other risks to my safety and security during the course of my participation in the ISSI. I acknowledge and affirm that, regardless of any security arrangements that the WIS may provide, it cannot and does not guarantee my safety, cannot ensure my safety and is not, therefore, responsible for my personal safety or the safety of my property while participating on the ISSI or any ISSI-related or non-ISSI-related activities, including, but not limited to airline travel, ground transportation, meals, lodging and recreational activities.
6. I represent that I am in physical and mental conditions that will allow me to participate in the ISSI without undue risk to myself or others and that I have medical insurance that will cover me for any accidents, illnesses, treatments or hospitalizations while I am participating in the ISSI. I understand that should I have to return home to the United States before the end of the ISSI due to any of these accidents, illnesses, treatments or hospitalizations, I am responsible for the costs of travel and will not be refunded any travel payments made for the ISSI. As further evidence of my fitness, I am submitting a Physician's Statement stating

the same. All medications that I take regularly are at my expense and have been detailed in the Physician's Statement.

7. I am able to and do assume full responsibility for my own health and well-being while participating in the ISSI. I understand that WIS is acting in reliance on these representations and is allowing me to participate in the ISSI because of my and my physician's representations regarding my physical and mental conditions.
8. I am aware that the ISSI is a multicultural program and thus the activities during the weekends are not specifically tailored to Shabbat observers. I am also aware that all weekend trips are **obligatory** and constitute an essential social and educational part of the program.
9. I acknowledge the fact that usage of or involvement with **liquor, drugs or narcotics or anti-social behavior may be cause for immediate dismissal** from the program; if dismissed, I am responsible for the costs of travel home and will not be refunded any payments made for the ISSI.
10. In light of the above and in consideration of being permitted to participate in the ISSI, I hereby release and forever discharge ACWIS, WIS, Davidson, their respective subsidiaries, affiliates, predecessors, successors and assigns and all of their respective past, present and future officers, directors, employees, agents and contractors, and their respective heirs, executors, administrators, successors and assigns (collectively, the "Releasees"), from any and every claim which might arise from or by reason of any bodily injury, personal injuries known or unknown (including emotional trauma), death or property damage resulting or alleged to result from any accident, incident or other episode that may occur, whether based upon the negligence of, or breach of contract by, any Releasee or any other party for whose acts or omissions any Releasee may be responsible in law or in fact, or any other cause or principle of law, as a result of my participation in the ISSI or any activities in connection with the ISSI. If any third party should bring legal action against any of the Releasees as a result of my participation in the ISSI, I agree to indemnify those Releasees and hold them harmless from any loss, liability, damage and cost (including attorney's fees) that they may incur.
11. This Agreement contains the entire agreement between the parties to this Agreement and may only be modified in a writing signed by an ACWIS officer or director. This Agreement supersedes any prior or contemporaneous agreements, understandings and negotiations regarding its subject matter. This Agreement shall be interpreted and enforced in accordance with the laws of the State of New York and shall be as broad and inclusive as permitted by such laws. If any provision of this Agreement is held invalid, it is agreed that the remaining provisions shall, notwithstanding, continue on full force and legal effect. It is binding upon my estate, my heirs and my personal representatives.

12. I am at least 18 years of age, have carefully read the foregoing Agreement, understand its contents and acknowledge that this is a release of liability and as such is a binding and fully enforceable contract between me and WIS. I acknowledge that I have had the opportunity, if I so desired, to have this Agreement reviewed by my lawyer.

Print Name: Eitan Zemel

Signature: E.Z.

Initialing here constitutes as a signature for this form

Date: 03/01/2023
(mm/dd/yyyy)

Parental Consent

[required for Participants under the age of 18 and/or covered by parent's medical insurance]

1. I have reviewed the above **Participant Statement and Agreement** and agree to the terms stated.
2. I hereby consent to my son/daughter enrolling and participating in the ISSI.

Print Name: Sarah Zemel

Signature: S.Z.

Initialing here constitutes as a signature for this form

Date: 03/01/2023
(mm/dd/yyyy)



AMERICAN COMMITTEE FOR THE
WEIZMANN
INSTITUTE OF SCIENCE

SCIENCE FOR THE BENEFIT OF HUMANITY

**THE 54TH DR. BESSIE F. LAWRENCE
INTERNATIONAL SUMMER SCIENCE INSTITUTE
JULY 4-27, 2023
THE WEIZMANN INSTITUTE OF SCIENCE**

Physician's Statement (to be completed by a licensed physician):

We request that this or an equivalent statement be completed by a physician to **confirm** that the participant is **physically and mentally** capable to participate in **ALL** aspects of the program. This medical information will be regarded as **highly confidential**.

Please take into account that exploring the country by traveling within the program includes hiking, climbing and other strenuous activities. Participants will experience temperatures around the **high 90's F (32-34°C)**. Tel Aviv will be hot and humid; Jerusalem is dryer. Masada and Eilat are **extremely hot** with temperatures rising above 110°F (43°C), but dry.

Additionally, a participant who arrives suffering from any pre-existing condition that prevents him/her to take part in the programs' activities will be sent back home at his/her own expense; or who takes medication on a regular basis is responsible for self-administration.

General physical state:

EXCELLENT

Traumas or surgeries during the past two years:

NONE

Allergies and severity:

NONE

Chronic disease or condition (physically or mentally):

MIGRAINE HEADACHE

Mental state:

NORMAL



Medications taken on a regular basis:

NONE

Anti-tetanus vaccine:

8/11/2014

Special diet requirements:

NONE

General recommendations:

FULL ACTIVITY

Conclusion

After evaluating Mr./Ms. Eitan Zemel medical profile, I find him/her capable/incapable of participating in the ISSI (as outlined above) and physically fit to work out at the gym (fitness club) on his/her free time during the program.

Comments:

Name: Pediatric and Adolescent Medicine
495 Central Park Ave Suite 305A
Scarsdale NY 10583
ph 914.725.7555
fx 877.582.1922
Address: receptionist.scarsdale@pedsny.com

Phone:

Date:

(Stamp and signature of physician)

Dr. Michael Traister
Lic: 128234

(License number)

NPI: 1912006639



Patient Summary for Zemel, Eitan, 19 Y, Male DOB:04/14/2003

Zemel, Eitan

20 Saxon Way, New Rochelle, NY, US 10804

Previous Name:**Advance Directive:** PARENT 12/10/2013**DOB:** 04/14/2003 **Age:** 19 Y **Sex:**Male **Birth Sex:** Male**Gender Identity:** Male**Home:** 914-633-1433**Work:****Cell:** 914-588-8171**Email:** eitanuzemel@gmail.com**Primary Insurance:** Aetna choice plus**PCP:** Michael R Traister**Account Number:** 25753**Race:** White**Ethnicity:** Not Hispanic or Latino**Preferred Language:** English**Care Team:****Allergies****Substance:** N.K.D.A. **Status:** Active.**Immunizations**

Name	Date	Dosage
DTaP VACCINE (Infanrix)	2007-06-22	
DTaP VACCINE (Infanrix)	2004-08-05	
DTaP VACCINE (Infanrix)	2003-10-22	
DTaP VACCINE (Infanrix)	2003-09-10	
DTaP VACCINE (Infanrix)	2003-06-16	
Hep B (0-19yrs) VACCINE	2004-04-26	
Hep B (0-19yrs) VACCINE	2003-09-10	
Hep B (0-19yrs) VACCINE	2003-06-16	
HIB-ActHIB(PRP-T)	2004-04-26	
HIB-ActHIB(PRP-T)	2003-09-10	
HIB-ActHIB(PRP-T)	2003-06-16	
FLU VACCINE,no preserve 6-35 MO, IM	2012-08-27	
FLU VACCINE,no preserve 6-35 MO, IM	2009-11-20	
FLU VACCINE,no preserve 6-35 MO, IM	2009-01-02	
FLU VACCINE,no preserve 6-35 MO, IM	2008-11-21	
Meningococcal (MCV40)	2020-11-03	
Meningococcal (MCV40)	2015-08-03	0.5
MMR Vaccine	2007-06-22	
MMR Vaccine	2004-04-26	
Pneumococcal (PCV 7)	2004-08-16	
Pneumococcal (PCV 7)	2003-10-22	
Pneumococcal (PCV 7)	2003-09-10	
Pneumococcal (PCV 7)	2003-06-16	
Varicella Vaccine	2007-06-22	
Varicella Vaccine	2004-08-16	
Polio (IPV) VACCINE	2007-06-22	
Polio (IPV) VACCINE	2003-10-22	
Polio (IPV) VACCINE	2003-09-10	

Patient Summary for Zemel, Eitan, 19 Y, Male DOB:04/14/2003

Polio (IPV) VACCINE	2003-06-16	
H1N1	2009-12-30	
H1N1	2009-11-20	
PPD	2004-01-21	
TDaP (Boostrix)	2014-08-11	0.5
Hep A (0-18yrs) VACCINE	2011-06-07	.5
Hep A (0-18yrs) VACCINE	2010-06-18	.5
FLU VAC NO PRSV 4 VAL 3 YRS+	2016-10-10	0.5
FLU NO PRSV 4 VALENT NASAL	2013-08-19	.2
Human papillomavirus 9	2018-07-23	
Human papillomavirus 9	2017-11-27	
Meningococcal Group B 18yrs+ (Bexsero)	2022-08-09	
Meningococcal Group B 18yrs+ (Bexsero)	2022-07-12	
FLULAVAL VACCINE	2019-09-06	
FLULAVAL VACCINE	2017-11-27	
FLUZONE VAC 6mths+UP	2020-11-03	.5 mL
COVID 19 vaccine-Pfizer(12yrs and older)	2021-10-17	
COVID 19 vaccine-Pfizer(12yrs and older)	2021-05-16	
COVID 19 vaccine-Pfizer(12yrs and older)	2021-04-22	

BROWN UNIVERSITY
Providence, Rhode Island 02912
OFFICIAL ACADEMIC TRANSCRIPT
401-863-2500


Student Number: B01711400
Name: Zemel , Eitan U

Record Date: 03/01/23
Page 1 of 1

Code	Course Number	Course Title	Grade
Fall 2021: Admitted as a Degree Candidate The College			
Fall 2021: Inactive - Did Not Matriculate			
For Work Completed At Advanced Placement Program (06/19)			
	MATH 0090	Single Variable Calculus, Part I	T
Undergraduate Fall 2022			
	CSCI 0150	Intro to Programming/Comp Sci	A
	EAST 1504	Asia Extreme: Beauty&Violence	A
	ENGL 0151B	How to Do Things with Books	A
	ENGN 0032	Intro to Engineering: Design	S*
	MATH 0190	Single Variable Calculus, II	S
END OF TRANSCRIPT			

EITAN ZEMEL




Robert F. Fitzgerald
University Registrar

Eitan Zemel

Mailing address: 20 Saxon Way
New Rochelle, NY 10804

Class of: 2021
Date entered: 9/1/2008

Birth date: 4/14/2003
Gender: Male
Cumulative GPA: 4.10

The Leffell School
(formerly Solomon Schechter School of Westchester)
555 West Hartsdale Avenue
Hartsdale, NY 10530
Phone: 914-948-8333
Fax: 914-948-7979
www.leffellschool.org
CEEB #332309



Graduation date: 6/13/2021

OFFICIAL TRANSCRIPT

2017 - 2018 - 9			2018 - 2019 - 10			2019 - 2020 - 11			2020 - 2021 - 12		
Course	Grade	Credit	Course	Grade	Credit	Course	Grade	Credit	Course	Grade	Credit
Literature and Composition I	A	1.00	Literature and Composition II	A	1.00	Voices in American Literature	A-	1.00	Indep. Study: Literature & Film	A+	1.00
World Civilizations	A	1.00	Early American History	A	1.00	H 20th Century U.S. History	A-	1.00	Applied Economics	A	1.00
H Algebra II/Trigonometry	A+	1.00	Indep. Study: Calc AB/BC	A+	1.00	AT Calculus BC	A-	1.00	Electoral Politics	A+	1.00
Engineering/Entrepreneurship I	A	1.00	Engineering/Entrepreneurship II	A	1.00	Engineering & Entrepreneurship III	A	1.00	Multi-Variable Calculus	A+	1.00
H Biology	A	1.00	H Chemistry	A+	1.00	H Physics	A	1.00	Advanced Topics in Physics	A	1.00
Hebrew - Advanced	A+	1.00	Hebrew - Advanced	A	1.00	Advanced Hebrew	A	1.00	Engineering & Entrepreneurship IV	A+	1.00
H Tanakh 9 (in Hebrew)	A+	1.00	H Tanakh 10 (in Hebrew)	A	1.00	Accelerated Tanakh 11: Prophets	A	0.50	Advanced Hebrew	A	1.00
Advanced Rabbinics 9	A	1.00	H Rabbinics 10	A	1.00	H Tanakh 11 (in Hebrew)	A+	0.50	Advanced Jewish History	A-	1.00
Physical Education	P	1.00	Physical Education	P	1.00	H Rabbinics 11	A+	0.50	Advanced Talmud	A	1.00
Community Service	P	0.00	Computer Science I	A	0.50	Jewish Medical Ethics	A+	0.50	Physical Education	P	1.00
			Computer Science II	A	0.50	Physical Education	P	1.00	Senior Seminar	P	0.00
			Health	P	0.33	Computer Science III	A+	0.50	Study in Israel	P	0.00
			Community Service	PD	0.00	Computer Science IV	A+	0.50	WISE / Internship (Sem 2)	PD	0.50
						Community Service	PD	0.00	Community Service	PD	0.00

Laura Miller, Director of College Counseling

KEY

A+ 4.4 B+ 3.4 C+ 2.4 D+ 1.4
A 4.0 B 3.0 C 2.0 D 1.0
A- 3.7 B- 2.7 C- 1.7 F 0.0

GRADING SCALE

A+ 97-100 A 93-96 A- 90-92
B+ 87-89 B 83-86 B- 80-82
C+ 77-79 C 73-76 C- 70-72
D+ 67-69 D 60-66 F 59 and below

H - Honors, AT - Advanced Topics
PD - Pass with Distinction, P - Pass, N - Needs Improvement
U - Unsatisfactory, INC - Incomplete, W - Withdrawn
ME - Medical Exemption, IP - In Progress, Mod - Modified

Transcript is unofficial without signature.

