Dyslexia Support A Student Guide

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THE DYSLEXIA SUPPORT SERVICE AT THE RCA is committed to enabling students to achieve their full potential and exceed their expectations whilst at the College. We have a full and comprehensive system of support in place. However, we do need you to take responsibility for your own learning and commit to the processes and support outlined in this guide. That way you will feel ownership of the work you produce here. The advice in this book is not intended to be prescriptive and not all the suggestions will apply to everyone. You need to find out what works for you. We want to provide the best possible service and welcome any suggestions that you may have for improving the quality and delivery of our support.

Qona Rankin
Dyslexia Co-ordinator
EXT 4544
EMAIL qona.rankin@rca.ac.uk
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who we are and what we do

Dyslexia Co-ordinator Qona Rankin
qona.rankin@rca.ac.uk  EXT 4544

Administrator Alison Barnard
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Student Support Officer Fiona Nouri
fiona.nouri@rca.ac.uk  EXT 4140

Administrator Rebecca Bretel
rebecca.bretel@rca.ac.uk  EXT 4140

Occupational Health and Counselling Service Beverley Saunders
beverley.saunders@rca.ac.uk  EXT 4145

Library Darlene Maxwell darlene.maxwell@rca.ac.uk
Cathy Johns cathy.johns@rca.ac.uk  EXT 4219

External Consultant Katherine Kindersley
katherine.kindersley@lineone.net

The Dyslexia Teaching Centre
23 Kensington Square,
London W8 0207 361 4790

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THE ROUTE
Dyslexia Support A Student Guide

SCREENING TEST
Dyslexia Co-ordinator

SCREENING TEST
Student Support Office

DYSLEXIA ASSESSMENT
The Dyslexia Teaching Centre

HELP WITH DSA APPLICATION
Dyslexia Co-ordinator
Student Support Office

NEEDS ASSESSMENT
The Dyslexia Teaching Centre

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DYSLEXIA SUPPORT

As part of the College’s strategy for improving dyslexia support, and in line with HEFCE recommendations, in September 2002 the College appointed a Dyslexia Co-ordinator.

The Dyslexia Support Office is located on the 2nd floor of the Library, next to the Computer Cluster. It is advisable to book an appointment before turning up. You can do this by phone or email. (See below for details.)

- **INDIVIDUAL TUTORIALS**
  to help with dissertations, study skills and time management issues

- **WEEKLY WORKSHOP STRATEGY SESSIONS**
  to improve study skills

To book for screening tests and tutorials ring Qona on **EXT 4544** or Alison on **EXT 4222**, or **EMAIL qona.rankin@rca.ac.uk**. For details of times and start dates of workshops see the RCA intranet.
# TUTORIAL APPOINTMENTS

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who we are and what we do

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STUDENT SUPPORT OFFICE

In addition to the Dyslexia Support Office, the Student Support Office offers help and advice about dyslexia. The Student Support Office is located on the 2nd floor of the Common Room Block, between the RCafé and the Students’ Union Office.

THE FOLLOWING SERVICES ARE AVAILABLE
Screening and assessment tests
Individual support for Disabled Student Allowance applications and other sources of funding
Individual sessions for ‘organisational skills’
To book an appointment ring Fiona or her assistant on EXT 4140
LIBRARY SKILLS WORKSHOP

Library Information Skills Workshops

Provide information about the RCA Library collections and offer help with searching the library catalogue.

Offer help with research skills for the CHS dissertation. Provide information and advice about using other libraries.

Workshops take place at different times during the academic year; they are organized in small groups, and are friendly and informal.

To join a workshop ask at the Library Desk.

Look out for notices about the workshops around the college and on the RCA Intranet. For more information ring Darlene or Cathy on ext 4219.
BOOKS TO EXPLAIN ABOUT DYSLEXIA

Crisfield, Julia *The Dyslexic handbook*
Shelved at 616.8553 DYS

Edwards, Betty *Drawing on the right side of the brain*
Shelved at 741.2 EDW

Davis, Ronald D. *The Gift of dyslexia*
Shelved at 374.402 DAV

Hornsby, Beve *Overcoming dyslexia*
Shelved at 616.8553 HOR

Miles, T. R. *Understanding dyslexia*
Shelved at 616.8553 MIL

Mortimore, Tilly *Dyslexia and learning styles*
Shelved at 371.9144 MOR

West, Thomas G. *In the mind’s eye: visual thinkers, gifted people with learning difficulties, computer images and the ironies of creativity*
Shelved at 153.9 WES
STUDY SKILLS BOOKS

Beard, Jenni ‘Basic study skills’
Shelved at 371.30281 BEA

Buzan, Tony ‘Use your head’
Shelved at 153.9 BUZ

Buzan, Tony ‘Make the most of your mind’
Shelved at 153.9 BUZ

Chambers, Ellie & Northedge, Andrew ‘The Arts good study guide’
Shelved at 371.30281 CHA

Shelved at 371.30281 MAR
### VIDEOS

**Beginner’s guide (Computers don’t bite, Series BBC2, 1998)**  
Shelved at 1053

**Survival guide: Dyslexia (BBC2, 1998)**
Shelved at 1066

**Dyslexic genius (Channel 4, 1999)**
Shelved at 1228

**Dyslexic children (Channel 4, 1999)**
Shelved at 1229

**Dyslexic students at Glasgow College of Art talk about their experiences (Dyslexic vision series, Channel 4, 1999)**
Shelved at 1229

All of these resources are available in the RCA library.
LECTURES

Illustrated lectures and talks are an important and valuable component of the learning and teaching process at the RCA. However, you may find it very difficult to listen to the lecturer, look carefully at the illustrations, and take notes all at the same time!

YOU MIGHT FIND THE FOLLOWING SUGGESTIONS USEFUL

Ask the lecturer to provide copies of their notes and a reading list in advance of the lecture. The CRITICAL AND HISTORICAL STUDIES (CHS) lecturer should be able to indicate key texts from the reading list so that you can prioritise your reading.

Record the lecture onto tape or mini-disk if you find taking notes problematic. You can then make notes from the recording in your own time. Fortunately, all CHS lectures are videotaped and kept for reference in the Library so that you can watch the lecture again.

If you do decide to take notes, try to be selective and note down key points, headings and names. Using images and colour can be a useful alternative to words.

NB At the end of each CHS lecture programme you will have the opportunity to complete a feedback form. We welcome any suggestions that you may have for improving the quality and delivery of the lectures.
TUTORIALS

Every student is entitled to a minimum of two tutorials a term with a department tutor, from whom they will receive a report providing written feedback. At other times, when appropriate, tutorials may be held without a report being produced. In these instances, remembering what has been said is often difficult, particularly if you have difficulties with auditory short-term memory.

Here are some ways you can help yourself:

- by telling your tutor that you are dyslexic
- by recording the tutorial
- by having someone take notes for you
- by asking tutors to repeat or write down difficult names and other references
- by asking tutors to do a short summing-up at the end of the tutorial
- by remembering that tutors are here to help you produce work of MA standard
CRITS

In most departments the ‘crit’ marks the end of a design project or project phase, when you will be asked to present your work to be evaluated by an assembled group of critics, usually made up of staff and students from your department.

The typical ‘crit’ protocol involves each student in turn standing by their work and making an oral presentation, which is then commented on by those present. Perhaps partly because of the tremendous investment of effort, thought and creative energy involved, many students find it hard not to interpret a criticism of their work as a criticism of themselves. In particular, students with dyslexia often find themselves becoming defensive and angry and then are unable to respond to the remarks in a positive way and so make the most of the experience.

YOU MIGHT FIND THE FOLLOWING USEFUL

Prepare for the crit

Have informal discussions about your work and note down any words you find particularly appropriate

Write yourself a script and practise it in front of someone

Try to find words which are specific rather than general
If you are put on the spot give yourself time: try saying.

“That’s an interesting point”.

“I’ll come back to that in a moment.”

If you don’t understand a question, say so.

**Below is a list of words frequently used at ‘crits’. You might like to look over them.**

You could add some more of your own. **APPROPRIATE** Whether a design ‘fits’ the circumstances defining the brief. **METAPHOR** Used to denote the ability of something to look like or be like something else. **FUNCTION** A reference to the way a design fulfils objectifiable requirements, relating to, amongst other things, utility, stability, ergonomics, ease of manufacture and cost. **UNITY, HARMONY, COHERENCE** Denoting that quality whereby the whole and its parts somehow belong together through visual links. **DISUNITY, INCOHERENCE, FRAGMENTATION** The opposite of the preceding values.

Remember: the ‘crit’ is a forum for learning. It simulates, to some extent, aspects of making a presentation in professional practice. It reinforces the importance of meeting deadlines. It enables students to see each other’s work, and through discussion it raises important issues and promotes new thinking. It is not an excuse to publicly humiliate you. The critics are evaluating your work, not you as a person.
EXAMS

In order to prepare for the examination, some students find it helpful to become familiar with the procedure before going into the examination. The following are extracts taken from the College document Final Examinations 2003.

‘Your examination will be conducted in a quiet area with no interruptions.’
‘The Chair should introduce members of the Board, provide a brief outline of the examination process to confirm the student’s understanding of the procedure and explain the role of the external examiner and internal moderator.’

‘Each student should be allowed a minimum of 15 minutes, uninterrupted, to present their work. It is particularly important that dyslexic students are able to present their work without interruption. The examination should not be less than 30 minutes in total.’
‘The chair should ensure that individual members of the board do not dominate the discussion.’

The above information should be sufficient to enable you to run through a mock interview with a friend; this can help remove the fear. If you have slow word retrieval you may want to tell your examiners that you are dyslexic.
SEMINARS

During your CRITICAL AND HISTORICAL STUDIES teaching programme in the first year you will be required to participate in a number of seminars. A seminar is a small discussion group, led by a tutor, that analyses a particular theme or idea in detail. It involves the active participation of all members of the group.

CHS seminars may involve some preparatory reading as well as taking part in a spontaneous discussion during the seminar itself. Some students find it hard to keep track of the discussion as it is taking place and ideas occur to them after the discussion has moved on. Here are some suggestions for ways that you can help prepare yourself for a seminar:

Your CHS tutor should provide the texts to be read in advance of the seminar. Read the text through once, highlighting key phrases and names. Read through a second time looking for meaning and noting any questions or thoughts.

Prepare the questions you would like to ask in advance.

During the seminar you may find it useful to ask the lecturer to repeat questions or clarify any points that are not clear.
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THE DISSERTATION

All Art and Design MA students at the RCA are required to complete a written dissertation of 6,000-10,000 words. This is tutored by staff from the Department of Critical and Historical Studies (CHS), who will also be teaching you on a regular basis throughout your first year.

If, like many students at the RCA, you are not especially confident about your writing skills, then the prospect of writing a dissertation may be a source of real anxiety. However, you should understand that at the RCA we have considerable experience and understanding of the many worries and concerns that can arise from writing the dissertation, and that we have in place a comprehensive system of support to assist you at every stage of the dissertation process. Indeed, we aim not only to help you to pass the dissertation, but also to enable you to produce work of a standard that properly reflects your abilities and ambitions.
The formal process of dissertation tutoring does not start until the second term of the first year, but we would strongly recommend that you start thinking about your dissertation as early as possible. We would therefore encourage you to make contact with the various people who can provide you with assistance and support as soon as you decide to start work on the dissertation. These include the Dyslexia Co-ordinator, the Library staff, and also all CHS staff. If you would like advice about who to talk to in CHS, then please contact the CHS Administrator Rebecca Moher, who can arrange tutorials for you with the appropriate tutor.

**CONTACT DETAILS**

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<thead>
<tr>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
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<tr>
<td>Dyslexia Co-ordinator</td>
<td>4544</td>
<td><a href="mailto:qona.rankin@rca.ac.uk">qona.rankin@rca.ac.uk</a></td>
</tr>
<tr>
<td>Library Staff</td>
<td>4219</td>
<td><a href="mailto:darlene.maxwell@rca.ac.uk">darlene.maxwell@rca.ac.uk</a></td>
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<tr>
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<td><a href="mailto:cathy.johns@rca.ac.uk">cathy.johns@rca.ac.uk</a></td>
</tr>
<tr>
<td>CHS Administrator</td>
<td>4483</td>
<td><a href="mailto:rebecca.moher@rca.ac.uk">rebecca.moher@rca.ac.uk</a></td>
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</table>

**NB** You can find more detailed information about the dissertation in the Student Handbook. You will also be given a brochure by your CHS tutor later in the year that contains comprehensive dissertation guidelines.
Dissertation Description

A dissertation is a written investigation of a subject of your own choice. Whilst you are free to consider any topic that has some broad relevance to art and design, we would strongly recommend that you select a subject that clearly relates to your work in the studio. Just remember that you will spend a long period of time working on your dissertation, so you must choose something that really interests and excites you. It is essential that you agree your dissertation topic with your CHS tutor at the earliest opportunity.

If you experience difficulties organising and structuring your dissertation, seek advice and help from the Dyslexia Co-ordinator.

The following general guidelines, however, may help:

- Begin your dissertation with a question that you wish to explore and answer
- Develop your dissertation in the form of an argument that will lead the reader from the question at the beginning to the conclusion at the end
- Draw conclusions from the argument that will show the reader how you have answered the question you set at the beginning
- Let your CHS tutor know that you are dyslexic. CHS will treat this as confidential information
OTHER ADVICE

Begin your research as early as possible, once you've agreed a topic with your CHS tutor.

Attend one of the Library workshops on researching the dissertation. Make a careful note of your references when you are reading books or looking at web sites, so that you will always know exactly where you found any relevant information.

Complete a detailed chapter plan, agree it with your tutor, and set a number of words for each section.

Write a first draft and review it with your tutor. Make sure that you agree a timetable so that they have enough time to read it.

When you hand in your dissertation you can ask for a 'yellow sticker' (that will inform examiners that you are dyslexic). Stickers can be obtained from either the Dyslexia Co-ordinator or the CHS Administrator.
ASSESSMENT

Dissertations vary enormously in topic and length.
To mark them fairly and equally we need to have in place a range of clear assessment criteria.
We judge all dissertations against these criteria.

Our approach to marking the dissertation is based on identifying the strengths that you demonstrate in your work, rather than highlighting any particular weaknesses. You should also understand that the purpose of these criteria are to provide you with a clear framework to work within, and they are not intended to restrict your particular creative capabilities in any way.

If you have been assessed as dyslexic then you may be entitled to request an extension for completing your dissertation. If you apply for an extension then it must be accompanied by a letter of support from either your Head of Department or from the Dyslexia Co-ordinator. However, extensions are only normally granted in exceptional circumstances, and we would generally advise you to submit at the proper time, as any delay in completing your dissertation will have a major impact on your future studio work.
This is a brief summary of the assessment criteria for the dissertation. You will find the full criteria listed in the Student Handbook and in the ‘Dissertation Guidelines’ brochure that will be given to you by your CHS tutor.

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<tr>
<th>Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>Research</td>
<td>use of a sufficient range and number of relevant sources</td>
</tr>
<tr>
<td>Methodology</td>
<td>a clear and appropriate approach to the subject</td>
</tr>
<tr>
<td>Critical Engagement</td>
<td>a critical and analytical approach to the subject</td>
</tr>
<tr>
<td>Originality</td>
<td>original insights or perspectives that illuminate the subject</td>
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<tr>
<td>Context</td>
<td>the development of a subject within a particular discipline</td>
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<tr>
<td>Structure</td>
<td>the organisation of ideas within a coherent structure</td>
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<tr>
<td>Integration</td>
<td>the combination of research and argument</td>
</tr>
<tr>
<td>Language Skills</td>
<td>the ability to write coherently, clearly and creatively</td>
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<tr>
<td>Presentation</td>
<td>professional presentation in terms of appearance and layout</td>
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LEARNING STYLES

Learning requires concentrating on, processing, using and retaining new, and sometimes difficult, information. We all have different ways of doing this but most people have a preferred way of learning, or learning style. Students seem to learn significantly more, and have greater enjoyment of learning experiences, when information is introduced through a preferred way of learning. Being aware of this will enable you maximise your learning potential.

- Become aware of your preferred learning style
- Get hold of material in an appropriate form.
- Make staff aware of how you are best able to learn so that they can adjust their teaching materials accordingly.

You can pick up a learning style questionnaire from either the Dyslexia Co-ordinator or Student Support Offices.
ART TERMS IN OTHER LANGUAGES

We understand that many students get confused about ‘ARTSPEAK,’ particularly when this includes art terms in languages other than English. Here is a useful way of searching for meanings for these terms.

Go to the RCA Intranet home page CLICK ON
1 Info. and learning services section THEN
2 Internet and electronic resources heading THEN
3 Online resources

Scroll down till you get to listing for GROVE DICTIONARY OF ART or OXFORD REFERENCE ONLINE (either are good) and click on the website address, underlined in blue. This will take you to the home page of the website, from which you can search for your term in the search box provided. Clicking ‘SEARCH’ will show references to the word you’re looking for, with its meaning – either a list from different books (OXFORD REFERENCE ONLINE), or one entry only (GROVE, as it’s a single encyclopedia).

You can then print these out.

There are also useful books in the Quick Reference section of the RCA library: ‘ART SPEAK’, for instance, shelved at 709.04. Another useful reference book for terms is ‘THE OXFORD DICTIONARY OF 20TH CENTURY ART,’ which is shelved in the Quick Reference section at 703.

Students can ask at the desk for help with finding these.
DYSLEXIA FORUM AND DYSLEXIA STEERING GROUP

REMIT AND TERMS OF REFERENCE

The Dyslexia Action Plan, formulated in response to our EXTERNAL CONSULTANT’S REPORT, (November 2001,) identified the need to form two groups to help improve support for students and staff with dyslexia. The groups are the Dyslexia Forum and the Dyslexia Steering Group.

The Dyslexia Forum meets once a term and includes academic and student representation. It is led by the Dyslexia Co-ordinator. Its main function is to identify needs and to share and disseminate good practice.

The Dyslexia Steering Group’s function is to develop and make decisions about policy, which can then be discussed at the Dyslexia Forum.

THE ROLE OF THE DYSLEXIA FORUM REPRESENTATIVES

To identify the specific needs of dyslexic students within the six schools by talking to staff teaching on the courses within each school.

To identify and disseminate good teaching practice within their areas.

To promote the services provided by Information and Learning Services (ILS)
‘Understanding your dyslexic self is the key to understanding your creative practice. There is fantastic support available at the College and it is an important chance to get your creativity organised.’

Professor Joan Ashworth  Head of animation

‘Students with learning differences (including those who believe absolutely in their vision) have made a valuable contribution to my understanding of learning.’

Ike Rust  Senior Tutor Menswear

‘Information is not about producing learning-how-to-read-visuals. Information is about incorporating clarity for all, including dyslexia.’

Natascha Frensch  Helen Hamlyn Foundation

‘Dyslexia is a powerful gift, particularly for those studying art and design. Our challenge is to help dyslexic students find more effective ways to communicate their unique ideas.’

Richard Mawle  Helen Hamlyn Foundation

‘We fully understand that some dyslexic students find writing a challenge, but that doesn’t mean they are not capable of very high quality work. Indeed, it’s our duty to help everyone achieve a standard that reflects their abilities and ambitions.’

Joe Kerr  CHS Head of Department
DYSLEXIA DATABASE

When you arrive for a screening test you will be asked whether it is ok for us to enter your name, email address, phone number and department on our dyslexia database, providing us with statistics. This database also enables us to contact you if something of interest occurs. In addition it contains a record of your learning support tutorials.

Although this database is not confidential, the information you disclose will be treated with respect and only made available to other staff when it is felt absolutely necessary and when not doing so may negatively affect your learning experience.

You are strongly advised to agree to be included on this database, as in some cases it may be helpful for external examiners, tutors and library staff to be aware of any difficulties you may experience, in order to comply with the College’s Equal Opportunities Policy, and to help you to maximise your learning experience.
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### THE FINAL COUNTDOWN TO YOUR DEGREE SHOW

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