

# Referencia Rápida Española - Español

Un traductor literario debe recrear el texto traducido. En el caso extremo de la poesía debe prácticamente escribir una poesía nueva. El estilo es fundamental. Un traductor de una agencia informativa debe anteponer fidelidad a estilo. El objetivo es informar en forma clara y precisa. El estilo pasa a segundo plano.

El “color” es uno de los elementos que contribuyen, en parte, a estrechar la distancia entre la imagen y la palabra. Claro que es ilusorio suponer que esa brecha pueda zanjarse, porque ninguna descripción de una imagen “da” la imagen misma. Pero el “color” evoca imágenes en el lector.

<b>Hablando claro</b>	
Claro	Se entiende sin lugar a dudas; inequívoco.
Directo	Evoca inmediatamente el concepto representado.
Sencillo	Entre dos o mas términos correctos, opta por el mas sencillo. Por ejemplo: atillo y zaquizamí son sinónimos, ambos correctos. Pero mientras el primero lo entienden todos, el segundo...
Económico	Dice todo lo que debe decir con el mínimo de palabras.
Sin adornos	No tenga las digresiones que distraigan.
De tono conversacional	Como si el autor de la información se la estuviera contando al lector. Es comprendida inmediatamente por una persona inteligencia promedio.

<b>Palabras contenidas en una frase</b>	<b>Comprensión del lector</b>
20	90 por ciento
22	81 por ciento
25	63 por ciento
27	60 por ciento
33	31 por ciento

Quiere decir que el lector medio capta tres veces más la información contenida en un párrafo compuesto por una frase de 20 palabras que en otra de 33.

El español ofrece una variedad que es el mejor antídoto contra la monotonía. Un buen ejemplo lo constituyen los verbos de expresión, que evitan la repetición monótona del “dijo,” tan frecuente en las noticias periodísticas.

El verbo, que es acción, y el sujeto, que es el agente o paciente de la acción, constituyen la columna vertebral de la noticia. Para ser directo trate de mantenerlos la mas junto posible.

Por ejemplo: El COMANDANTE de tropas del ejercito emplazadas en una región de la Amazonia peruana sometida a estado de emergencia por la violencia subversiva, FUE HERIDO gravemente en una emboscada de rebeldes, informo la policía. --- Hay 21 palabras entre COMANDANTE y FUE HERIDO.

Los nombres de publicaciones, barcos, naves especiales y caballos de carrera no se traducen: *The Times*, Queen Elizabeth, Magellan, Lady D.



# Referencia Rápida Española - English

When the connective words “y”, “ni”, and “o” are used in a sentence, the Spanish tradition avoids the comma in front of the conjunction. For example: lunes, miércoles y viernes; ni yo ni tú; Hispanoamérica, Latinoamérica o Iberoamérica.

<b>The following have capital initial letters (letras mayúsculas) in English but lowercase (letras minúsculas) in Spanish:</b>	
Gentilicios (nouns or adjectives denoting inhabitants of continents, countries, regions, towns, etc.) and their derivatives	los mexicanos (Mexicans), la industria argentina (Argentine industry), una peruana (a Peruvian woman)
Calendars (month, season, and day of the week designations are written in lowercase letters	el cinco de mayo; los meses de verano son lluviosos; se reúnen los sábados y domingos
Political parties/ Religious groups	los demócratas (the Democrats), los judíos (the Jews)
Titles of publications (Spanish does not use capital letters after the first word, except for proper nouns that are always capitalized)	Cien años de soledad (One Hundred Years of Solitude), La muerte de Artemio Cruz (The Death of Artemio Cruz)
Compass points (unless abbreviated or part of a place-name)	America del Sur (South America), el Polo Norte (the North Pole)

Different typographical marks (commas, dashes, parentheses) are used to separate interpolated or parenthetical words and phrases. In general, it is accepted that there is a degree of growing emphasis among them, the comma being the weakest and the parentheses the strongest marks. The dash or “raya” (—) is far more common in Spanish where English would put parentheses.

The inverted marks (“text”), sometimes represented by “comillas españolas” («text»), enclose quoted passages.

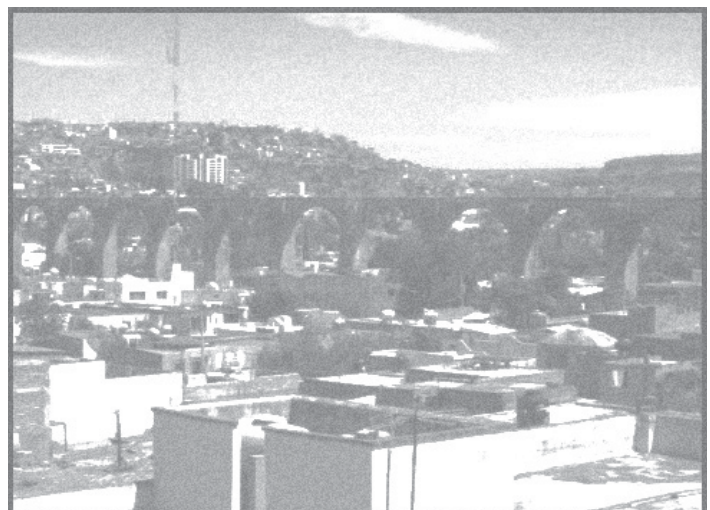
Inverted question and exclamation marks (¿/¡) are to be placed at the beginning of the question or exclamation, and regular ones (?/!) at the end.

In citing the authors of a book, the “y” used to introduce the last author in a series should not be preceded by a comma.

Borges, Jorge Luis y Adolfo Bioy Casar. “Cuentos breves y extraordinarios.” Buenos Aires: Losada, 1957.

Names should be alphabetized in the manner of databases and not telephone books, in such a way that commas and spaces are counted, in that order, as first letters before “a.” Hyphens matter only in the case of items that are identical except for the hyphen; in such cases, the item without a hyphen precedes the item with a hyphen.

- González, Jose Luis
- González Álvarez, Juan
- González-Álvarez, Juan
- González-Álvarez, Julio



For my Independent Study, I knew I wanted to combine my love of Spanish with my love of editing. I originally planned to edit a Spanish textbook, but after many hours of searching for the right book – and one that would probably have errors in it – I decided to make create a style guide instead. I also read a few of the textbooks and some Spanish magazines and realized that I was not fluent enough in the language to be able to find errors and make corrections.

After I decided to make a style guide, I first wanted to make sure that it would be worth my time. I emailed the three Spanish professors at Cedarville and asked them what they offered their students now as a writing reference, and if they would be interested in using something like this in their classes. One professor said that her classes are too elementary to require Spanish papers that would need a specific style. Another professor said that she just tells her students to use MLA or APA style, but they were created for English language text. The last professor said that his students also use MLA, but he would be interested in using my style guide as a better option.

While I had been searching for the right textbook, I found a few Spanish style guides that I was going to use to help me edit. There are hardly any Spanish style guides in print, but I first found *The Writer's Reference Guide to Spanish* by Foster. Then, thinking back to high school when I was a copy editor who used The Associate Press stylebook for our newspaper, I had the idea that perhaps The Associated Press would have a Spanish version for its Latino news stories. I was correct, and I quickly found the book at the library, *Manual de Técnicas de Redacción Periodística* by Covarrubias.

These books, although both about writing in a distinct Spanish style, are very different. The first is a guide written in English specifically for people that may have to edit a Spanish document but are not necessarily fluent in the language. It contains general information about

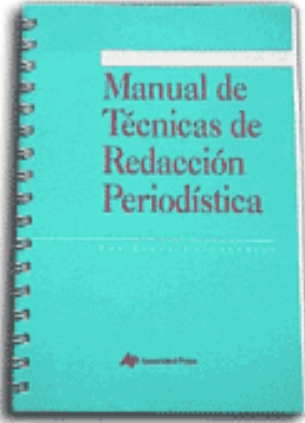
language basics and conventions. The second book is published by The Associated Press solely in Spanish, specifically for people who live in a Spanish-newswriting country and are probably very fluent in the language. It covers general, as well as specific, information about clear and concise styles commonly used in newswriting, along with solutions to general grammar mistakes.

After borrowing both of these books from the library, I read through them, looking for key ideas that a student would need to know to write a paper effectively in Spanish. I know that most students do not have time, nor do they want, to read a book about writing before they write a paper. I wanted to create a style guide that teachers could hand out to their students at the beginning of the year, or even attach to a syllabus, so that students could reference it when they need to write a paper.

I decided to separate the style guide into a front in English and a back in Spanish. The English side is about writing in Spanish. The topics I chose specifically highlight the differences between Spanish and English writing, such as comma usage, capitalization, quotation marks, and citation. The Spanish side is obviously also about writing in Spanish, but it focuses more on writing well in general, being clear and concise and using correct grammar.

As I read through the Spanish books to do the research for this project, I was continually reminded at how much I miss studying that language. There has to be a reason why God wanted me to take six years of classes in it, and then combine my other love of editing with it for this Independent Study. Maybe one day I will be able to use my *Referencia Rápida Española*, Spanish Quick Reference. Until then, students at Cedarville University may use it for their own papers.

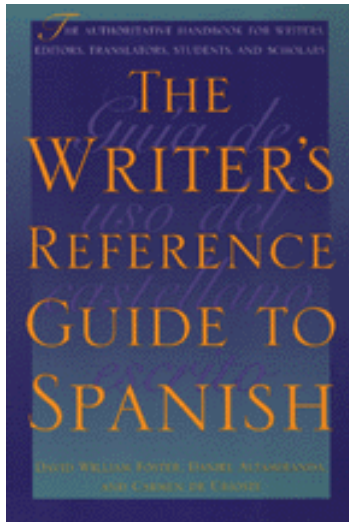
References:



MANUAL DE TECNICAS DE REDACCION PERIODISTICA

By Jorge Covarrubias

Jorge Covarrubias has 33 years experience with The Associated Press' Latin America Desk, as a translator, journalist, editor and mentor. He has given numerous lectures in more than 10 countries and has conducted writing seminars for AP Spanish language writers in Central and South America. His "Manual de Técnicas de Redacción Periodística" is an educational handbook for Spanish-language print and broadcast journalists. Covarrubias explores common mistakes, looks at differing opinions and offers techniques for clear and concise journalistic writing without sacrificing stylistic richness.



THE WRITER'S REFERENCE GUIDE TO SPANISH

By David William Foster, Daniel Altamiranda, and Carmen de Urioste

Writers and editors of Spanish have long needed an authoritative guide to written language usage, similar to *The MLA Style Manual* and *The Chicago Manual of Style*. And here it is! This reference guide provides comprehensive information on how the Spanish language is copyedited for publication.