

Plagiarism: an *acknowledged* academic practice in Higher Education?

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Intertextuality is considered central to academic writing. It can be identified in students' writing by the use of citations (Pecorari & Shaw, 2012; Thompson, 2005), and has been studied in order to understand the reasons behind their decisions to incorporate them in their writing as well as their function. However, in Mexico, where this study takes place, little is known about the writing and reading practices undergraduate students engage in across disciplines or the function of students' use of citations.

This paper is part of a larger qualitative study that combines Academic Literacy (i.e. Ivanič, 1998; Lea & Street, 1998), Writing in the Disciplines (Russell, 2009) and Discourse Analysis (Fairclough, 2003) to explore the writing and reading practices in Higher Education in two different disciplines (Education and Chemistry). This study, in particular, reports about one of the salient findings of this larger study: plagiarism as an academic practice. The study explores what plagiarism means for students and their lecturers; that is, the study is about doing and using texts in academia and the discourses around the social, political, institutional and disciplinary contexts in which they are embedded. In-depth text-based interviews and texts written by students as well as policy documents were analysed.

Preliminary results reveal that students' and lecturers' academic citation practices not only differ across disciplines, but also in relation to their conception of what plagiarism is and their attitudes towards it. For example, while Education students know the importance of acknowledging the authors they read, Chemistry students are *allowed* to 'copy and paste' extracts from the readings they do as lecturers' guidance towards citation practices is not consistent. These results problematise the conception of plagiarism from a cross-cultural and discipline perspective.

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Biodata

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