Abstract
This article focuses on reading and writing as factors that may hinder the completion of a Master's thesis. The corpus includes semi-structured interviews to graduates who completed their theses, non-completers, and Master's thesis advisors or directors of the Faculty of Ciencias Humanas of Universidad Nacional de Colombia. The results show that writing a thesis involves having prior cognitive skills such the ability to accept criticism and the ability to edit a document, as well as processes that are the result of the thesis itself: critical reviews, academic writing and the ability to handle sources.

Keywords
Master's thesis, writing, hindering factors, support