

CHRISTOPHER JOHN FELL
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RESEARCH INTERESTS

Shakespeare and textual criticism; editing in theory and practice; Intellectual History; History of the Book; Chaucer and medieval dream poetry; T. S. Eliot.

EDUCATION

- 2019-present** **DPhil English**, Hertford College, University of Oxford
Dissertation Project: An Intellectual History of the Arden Shakespeare Series, supervised by Professor Bart van Es
- 2017 – 2018** **MA Medieval and Renaissance Literary Studies (distinction)**,
Durham University
Dissertation Project: An Intellectual History of Shakespeare Textual Editing, supervised by Dr. Patrick Gray.
- Modules studied include; Narrative Transformation: Medieval Romance to Renaissance Epic, Renaissance Tragedy, T. S. Eliot.
- 2014 – 2017** **BA (Hons) English (1st)**, University of York
Dissertation Project: The influence of Anne of Bohemia on the writing of Chaucer's dream poem, 'The Legend of Good Women', supervised by Professor Linne Mooney.
- Modules studied include; Approaches to Literature: Medieval to Modern, Myth, Later Renaissance and Restoration.
- 2012 – 2014** **Foundation Certificate in English Literature (2:1)**, University of Oxford, Department for Continuing Education.
- Modules studied include; Renaissance Poetry, Shakespeare Summer School, Renaissance Drama.
- 2003 – 2004** **PGCE Secondary Education, Vocational Leisure and Tourism (PASS)**,
University of Derby.
- 1998 – 2001** **BA (Hons) European Tourism (2:1)**, University of Lincoln.
- At Lincoln I received the 'Richard Voase Horse and Groom Prize' for the best bibliography in a final year essay.

TEACHING/ADMINISTRATIVE EXPERIENCE

2022, Hilary Term Teaching Mentoring Scheme (TMS)

- I am currently being mentored by Dr Thomas MacFaul, based at St Edmund Hall, Oxford. This role involves observing several lessons delivered by Dr MacFaul, and I am aiming to teach a class towards the end of Hilary term. This is to support his delivery of the English Faculty's FHS Paper 4 course on Restoration Literature.

2021, Michaelmas Term Graduate Teaching Assistant English Faculty, University of Oxford

- This role involved supporting Professor Lorna Hutson's delivery of a FHS paper 6 module entitled 'Faith, Proof, and Fantasy on the Early Modern Stage'. This course consisted of ten hours of teaching time over five weeks. As part of the course, I was also responsible for delivering individual tutorials to the nine students to give feedback on their essay drafts.

2011 – 2014 Supply Teacher Principal Resourcing

- In this role I gained significant teaching experience in a wide variety of secondary schools in East and North Yorkshire which allowed me to build on my teaching skills and improve my practice as an effective classroom teacher
- This position also allowed me the flexibility to study for my course at Oxford and begin to move towards a specialism which was more suited to my changing interests.

2009 – 2011 Teacher of Travel and Tourism The Regis School, Bognor Regis

- Responsible for teaching a range of courses within Key Stage 4 and 5 (ages 14-19).
- Also held responsibility for a mixed-age form group.

2005 – 2008 Teacher of Geography and Tourism Hazelwick School, Three Bridges

- Responsible for teaching Geography at Key Stage 3 (ages 11-13) and a range of Tourism courses at Key Stage 4 and 5.
- Form tutor role involved supporting and mentoring pupils throughout Key Stage 3.

OTHER WORK EXPERIENCE

2004 – 2005 Teaching Assistant Hornsea Pupil Referral Unit, East Yorkshire

- Responsibility for supporting the main class teacher, and supporting pupils to ensure they achieved the desired educational outcomes.

Jan 2003 – Aug 2003 Administrative Assistant Nottinghamshire County Council

- As an administrator I worked within the Education and subsequently the Social Services departments. Both roles involved general administrative duties, and included working with Microsoft Word and Excel.

2001 – 2002 English as a Foreign Language Teacher Anglo-Hellenic, Trikala, Greece

- In this role I taught English at a private school to pupils between the ages of nine and twenty-two, from foundation level up to Cambridge Proficiency standard.