

Essential Statistics with R: Exercises

Exercise set 1

1. What's the mean 60-second pulse rate for all participants in the data?

```
## [1] 73.63382
```

2. What's the range of values for diastolic blood pressure in all participants? (Hint: see help for `min()`, `max()`, and `range()` functions, e.g., enter `?range` without the parentheses to get help).

```
## [1] 0 116
```

3. What are the median, lower, and upper quartiles for the age of all participants? (Hint: see help for `median`, or better yet, `quantile`).

```
## 0% 25% 50% 75% 100%
```

```
## 0 17 36 54 80
```

4. What's the variance and standard deviation for income among all participants?

```
## [1] 1121564068
```

```
## [1] 33489.76
```

Exercise set 2

1. Is the average BMI different in single people versus those in a committed relationship? Perform a t-test.
2. The `Work` variable is coded "Looking" (n=159), "NotWorking" (n=1317), and "Working" (n=2230).
 - a. Fit a linear model. Assign this to an object called `fit`. What does the `fit` object tell you when you display it directly?
 - b. Run an `anova()` to get the ANOVA table. Is the model significant?
 - c. Run a Tukey test to get the pairwise contrasts. (Hint: `TukeyHSD()` on `aov()` on the fit). What do you conclude?
 - d. Instead of thinking of this as ANOVA, think of it as a linear model. After you've thought about it, get some `summary()` statistics on the fit. Do these results jive with the ANOVA model?
3. Examine the relationship between HDL cholesterol levels (`HDLChol`) and whether someone has diabetes or not (`Diabetes`).
 - a. Is there a difference in means between diabetics and nondiabetics? Perform a t-test *without* a Welch correction (that is, assuming equal variances – see `?t.test` for help).
 - b. Do the same analysis in a linear modeling framework.
 - c. Does the relationship hold when adjusting for `Weight`?
 - d. What about when adjusting for `Weight`, `Age`, `Gender`, `PhysActive` (whether someone participates in moderate or vigorous-intensity sports, fitness or recreational activities, coded as yes/no). What is the effect of each of these explanatory variables?

Exercise set 3

1. What's the relationship between diabetes and participating in rigorous physical activity or sports?
 - a. Create a contingency table with Diabetes status in rows and physical activity status in columns.
 - b. Display that table with margins.
 - c. Show the proportions of diabetics and nondiabetics, separately, who are physically active or not.
 - d. Is this relationship significant?
 - e. Create two different visualizations showing the relationship.
2. Model the same association in a logistic regression framework to assess the risk of diabetes using physical activity as a predictor.
 - a. Fit a model with just physical activity as a predictor, and display a model summary.
 - b. Add gender to the model, and show a summary.
 - c. Continue adding weight and age to the model. What happens to the gender association?
 - d. Continue and add income to the model. What happens to the original association with physical activity?

Exercise set 4

1. You're doing a gene expression experiment. What's your power to detect a 2-fold change in a gene with a standard deviation of 0.7, given 3 samples? (Note - fold change is usually given on the \log_2 scale, so a 2-fold change would be a **delta** of 1. That is, if the fold change is 2x, then $\log_2(2) = 1$, and you should use 1 in the calculation, not 2).

```
## [1] 0.2709095
```

2. How many samples would you need to have 80% power to detect this effect?

```
## [1] 8.764711
```

3. You're doing a population study looking at the effect of a SNP on disease X. Disease X has a baseline prevalence of 5% in the population, but you suspect the SNP might increase the risk of disease X by 10% (this is typical for SNP effects on common, complex diseases). How many samples do you need to have 80% power to detect this effect, given that you want a statistical significance of $p < 0.001$?

```
## [1] 67946.82
```