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). Examine how this variable is related to Income.
 - a. Fit a linear model of Income against Work. 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