

Assignment 3: Data Exploration

Rebecca Murphy, Section #2

OVERVIEW

This exercise accompanies the lessons in Environmental Data Analytics on Data Exploration.

Directions

1. Change “Student Name, Section #” on line 3 (above) with your name and section number.
2. Work through the steps, **creating code and output** that fulfill each instruction.
3. Be sure to **answer the questions** in this assignment document.
4. When you have completed the assignment, **Knit** the text and code into a single PDF file.
5. After Knitting, submit the completed exercise (PDF file) to the dropbox in Sakai. Add your last name into the file name (e.g., “FirstLast_A03_DataExploration.Rmd”) prior to submission.

The completed exercise is due on January 31, 2022.

Set up your R session

1. Check your working directory, load necessary packages (tidyverse), and upload two datasets: the ECOTOX neonicotinoid dataset (ECOTOX_Neonicotinoids_Insects_raw.csv) and the Niwot Ridge NEON dataset for litter and woody debris (NEON_NIWO_Litter_massdata_2018-08_raw.csv). Name these datasets “Neonics” and “Litter”, respectively. **Be sure to add the `stringsAsFactors = TRUE` parameter to the function when reading in the CSV files.**

```
getwd() #check working directory
```

```
## [1] "Z:/ENV872/Environmental_Data_Analytics_2022/Assignments"
```

```
library(tidyverse) #load packages  
library(ggplot2)  
library(lubridate)
```

```
Neonics.data <- read.csv("../Data/Raw/ECOTOX_Neonicotinoids_Insects_raw.csv",  
                        stringsAsFactors = TRUE)  
Litter.data <- read.csv("../Data/Raw/NEON_NIWO_Litter_massdata_2018-08_raw.csv",  
                       stringsAsFactors = TRUE)
```

Learn about your system

2. The neonicotinoid dataset was collected from the Environmental Protection Agency’s ECOTOX Knowledgebase, a database for ecotoxicology research. Neonicotinoids are a class of insecticides used widely in agriculture. The dataset that has been pulled includes all studies published on insects. Why might we be interested in the ecotoxicology of neonicotinoids on insects? Feel free to do a brief internet search if you feel you need more background information.

Answer: We might be interested in the ecotoxicology of neonicotinoids on insects to understand the degree to which the insecticides affect both species and ecosystem function in certain locations. Further, having an understanding of the impacts of neonicotinoids on certain species and

ecosystems could allow for more advanced development of regulations and standards on where the insecticide is applied and appropriate concentrations to use.

3. The Niwot Ridge litter and woody debris dataset was collected from the National Ecological Observatory Network, which collectively includes 81 aquatic and terrestrial sites across 20 ecoclimatic domains. 32 of these sites sample forest litter and woody debris, and we will focus on the Niwot Ridge long-term ecological research (LTER) station in Colorado. Why might we be interested in studying litter and woody debris that falls to the ground in forests? Feel free to do a brief internet search if you feel you need more background information.

Answer: We might be interested in studying litter and woody debris in forests to understand the distribution and functions of certain types of debris, such as roles in decomposition and habitat. This also includes the types of species and ecosystem services that are tied to such debris. However, tying it to the other Neonics dataset, it may help us identify how insecticides impact species and habitat function around debris.

4. How is litter and woody debris sampled as part of the NEON network? Read the `NEON_Litterfall_UserGuide.pdf` document to learn more. List three pieces of salient information about the sampling methods here:

Answer: *Sampling is only conducted at sites in which woody vegetation is > 2 m tall.* Trap placement is targeted or randomized depending on vegetation cover and height. *Ground traps are only sampled once per year, while sampling frequency for elevated traps varies by deciduous (1x per 2 weeks) versus evergreen forests (1x per 1-2 months).

Obtain basic summaries of your data (Neonics)

5. What are the dimensions of the dataset?

```
dim(Neonics.data)
```

```
## [1] 4623 30
```

6. Using the `summary` function on the “Effect” column, determine the most common effects that are studied. Why might these effects specifically be of interest?

```
summary(Neonics.data$Effect)
```

```
##      Accumulation      Avoidance      Behavior      Biochemistry
##           12           102           360           11
##      Cell(s)      Development      Enzyme(s) Feeding behavior
##           9           136           62           255
##      Genetics      Growth      Histology      Hormone(s)
##          82           38           5           1
##      Immunological      Intoxication      Morphology      Mortality
##          16           12           22           1493
##      Physiology      Population      Reproduction
##           7           1803           197
```

Answer: The most commonly studied effects include, mortality, behavior, and population. These effects would be of interest because they help to explain how the insecticide directly influences changes to species abundance as well as its larger presence and function within a given ecosystem.

7. Using the `summary` function, determine the six most commonly studied species in the dataset (common name). What do these species have in common, and why might they be of interest over other insects? Feel free to do a brief internet search for more information if needed.

```
summary(Neonics.data$Species.Common.Name)
```

```
##      Honey Bee      Parasitic Wasp
##          667          285
```

##	Buff Tailed Bumblebee	Carniolan Honey Bee
##	183	152
##	Bumble Bee	Italian Honeybee
##	140	113
##	Japanese Beetle	Asian Lady Beetle
##	94	76
##	Euonymus Scale	Wireworm
##	75	69
##	European Dark Bee	Minute Pirate Bug
##	66	62
##	Asian Citrus Psyllid	Parastic Wasp
##	60	58
##	Colorado Potato Beetle	Parasitoid Wasp
##	57	51
##	Erythrina Gall Wasp	Beetle Order
##	49	47
##	Snout Beetle Family, Weevil	Sevenspotted Lady Beetle
##	47	46
##	True Bug Order	Buff-tailed Bumblebee
##	45	39
##	Aphid Family	Cabbage Looper
##	38	38
##	Sweetpotato Whitefly	Braconid Wasp
##	37	33
##	Cotton Aphid	Predatory Mite
##	33	33
##	Ladybird Beetle Family	Parasitoid
##	30	30
##	Scarab Beetle	Spring Tiphia
##	29	29
##	Thrip Order	Ground Beetle Family
##	29	27
##	Rove Beetle Family	Tobacco Aphid
##	27	27
##	Chalcid Wasp	Convergent Lady Beetle
##	25	25
##	Stingless Bee	Spider/Mite Class
##	25	24
##	Tobacco Flea Beetle	Citrus Leafminer
##	24	23
##	Ladybird Beetle	Mason Bee
##	23	22
##	Mosquito	Argentine Ant
##	22	21
##	Beetle	Flatheaded Appletree Borer
##	21	20
##	Horned Oak Gall Wasp	Leaf Beetle Family
##	20	20
##	Potato Leafhopper	Tooth-necked Fungus Beetle
##	20	20
##	Codling Moth	Black-spotted Lady Beetle
##	19	18
##	Calico Scale	Fairyfly Parasitoid
##	18	18

##	Lady Beetle	Minute Parasitic Wasps
##	18	18
##	Mirid Bug	Mulberry Pyralid
##	18	18
##	Silkworm	Vedalia Beetle
##	18	18
##	Araneoid Spider Order	Bee Order
##	17	17
##	Egg Parasitoid	Insect Class
##	17	17
##	Moth And Butterfly Order	Oystershell Scale Parasitoid
##	17	17
##	Hemlock Woolly Adelgid Lady Beetle	Hemlock Woolly Adelgid
##	16	16
##	Mite	Onion Thrip
##	16	16
##	Western Flower Thrips	Corn Earworm
##	15	14
##	Green Peach Aphid	House Fly
##	14	14
##	Ox Beetle	Red Scale Parasite
##	14	14
##	Spined Soldier Bug	Armoured Scale Family
##	14	13
##	Diamondback Moth	Eulophid Wasp
##	13	13
##	Monarch Butterfly	Predatory Bug
##	13	13
##	Yellow Fever Mosquito	Braconid Parasitoid
##	13	12
##	Common Thrip	Eastern Subterranean Termite
##	12	12
##	Jassid	Mite Order
##	12	12
##	Pea Aphid	Pond Wolf Spider
##	12	12
##	Spotless Ladybird Beetle	Glasshouse Potato Wasp
##	11	10
##	Lacewing	Southern House Mosquito
##	10	10
##	Two Spotted Lady Beetle	Ant Family
##	10	9
##	Apple Maggot	(Other)
##	9	670

Answer: The six most commonly studied species include the honey bee, parasitic wasp, Buff Tailed Bumblebee, Carniolan Honey Bee, Bumble Bee, and Italian Honeybee. In addition to being closely related, all of these species serve as significant pollinators. This function may cause them to be of greater interest in the role that pollination plays for both plant diversity and general ecosystem composition.

- Concentrations are always a numeric value. What is the class of Conc.1..Author. in the dataset, and why is it not numeric?

```
class(Neonics.data$Conc.1..Author.)
```

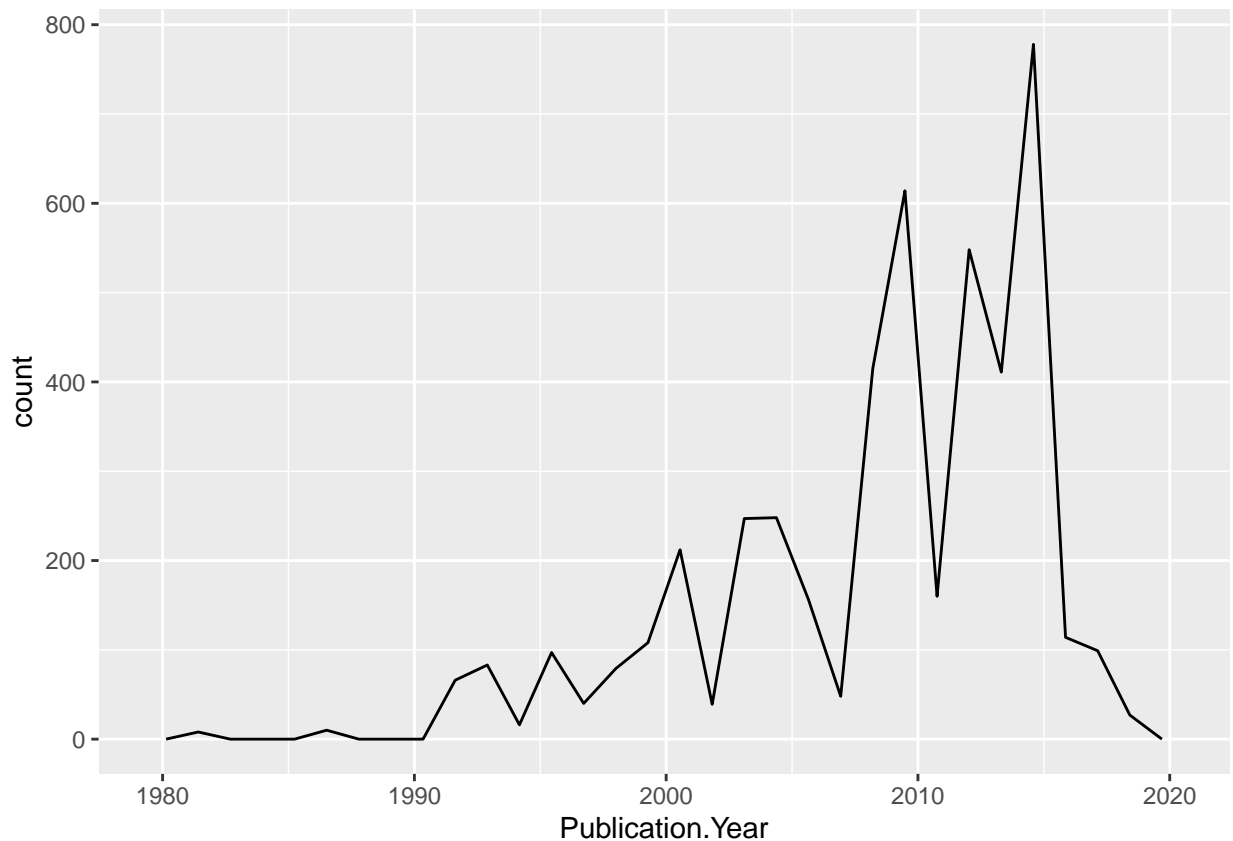
```
## [1] "factor"
```

Answer: The class is a “factor”. This is because they actually represent categorical data that can be numeric and/or a string based on the concentration type.

Explore your data graphically (Neonics)

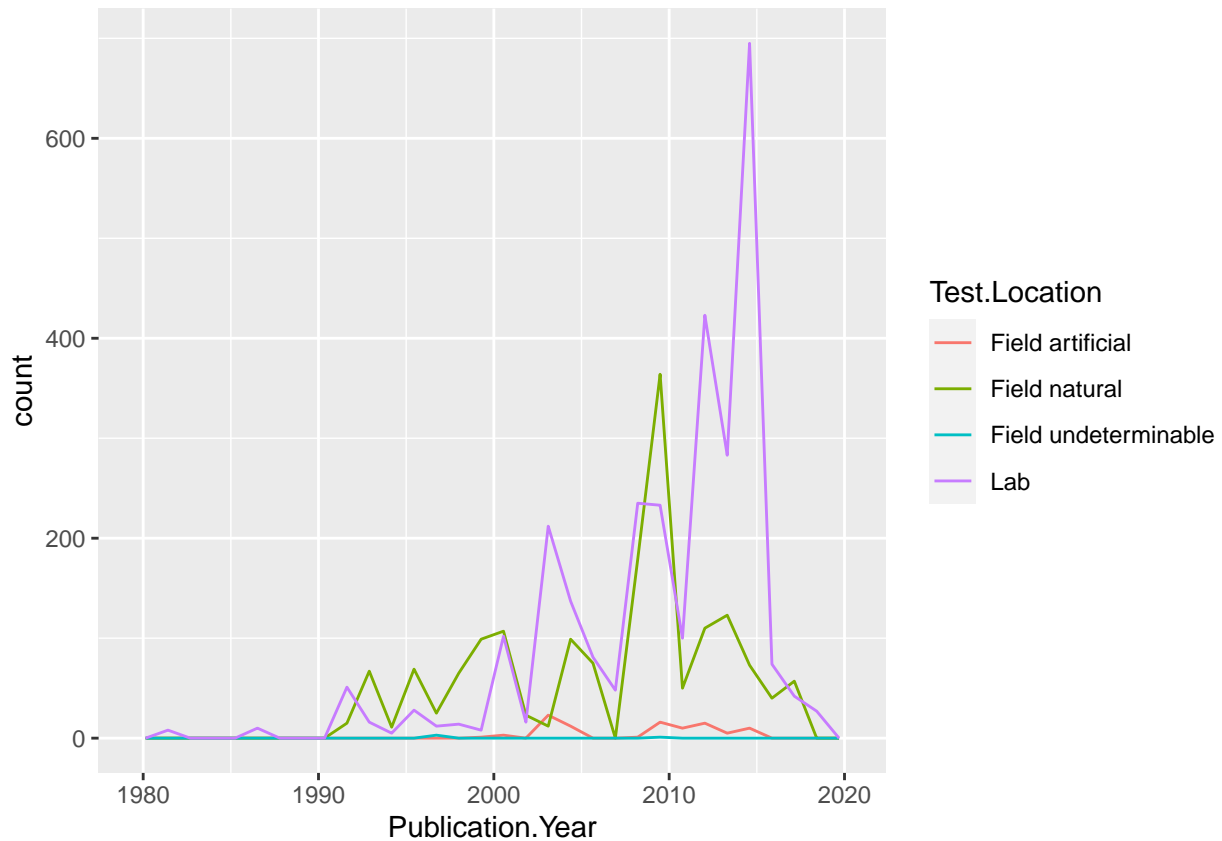
9. Using `geom_freqpoly`, generate a plot of the number of studies conducted by publication year.

```
ggplot(Neonics.data) + geom_freqpoly(aes(x = Publication.Year), bins = 30)
```



10. Reproduce the same graph but now add a color aesthetic so that different Test.Location are displayed as different colors.

```
ggplot(Neonics.data) + geom_freqpoly(aes(x = Publication.Year,  
                                         color = Test.Location), bins = 30)
```

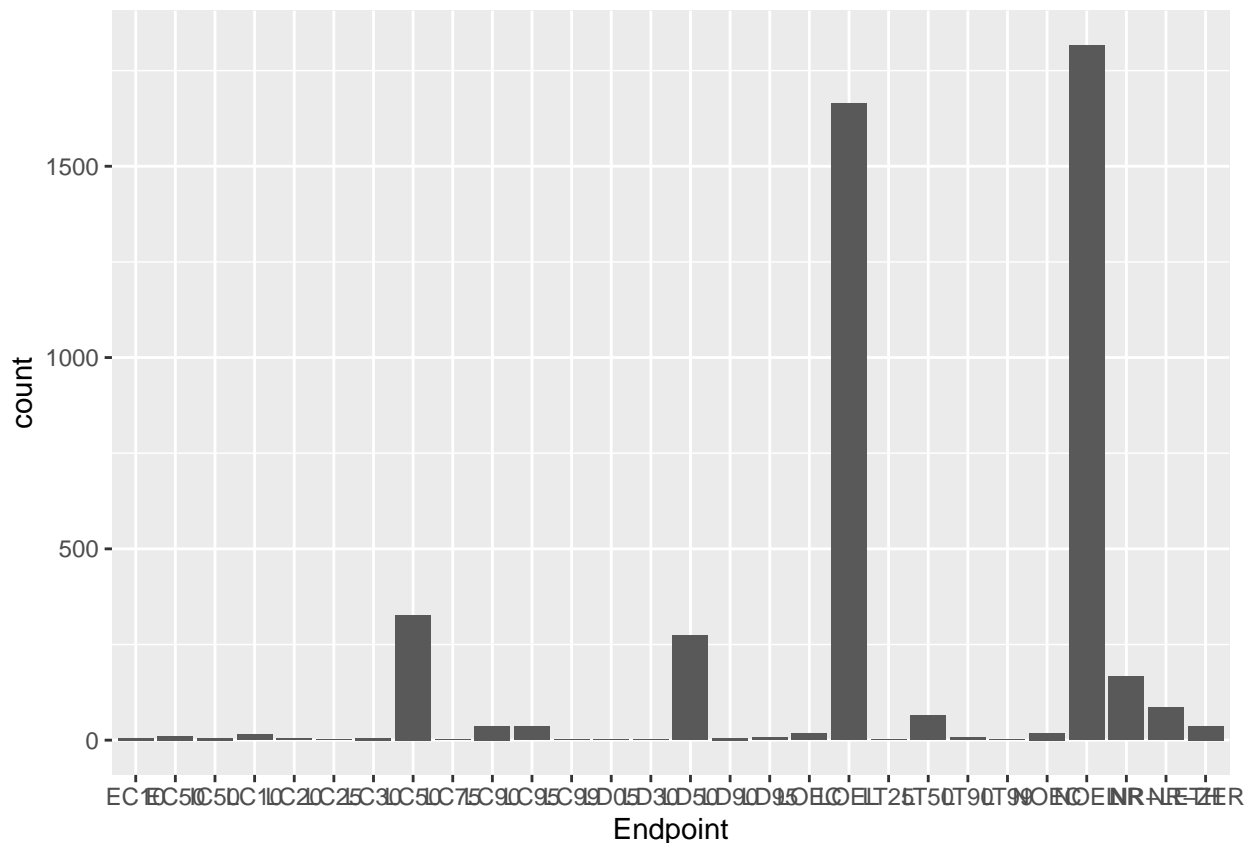


Interpret this graph. What are the most common test locations, and do they differ over time?

Answer: The most common test locations are either “field natural” or “Lab”. Although field natural has historically been the more common location, laboratory testing has become more frequently used in the past decade. This may be due to a variety of reasons ranging from access to new technologies to types of sampling/research performed.

11. Create a bar graph of Endpoint counts. What are the two most common end points, and how are they defined? Consult the ECOTOX_CodeAppendix for more information.

```
ggplot(Neonics.data, aes(x = Endpoint)) +  
  geom_bar()
```



Answer: The two most common endpoints are “NOEL” and “LOEL”. LOEL is defined as “Lowest-observable-effect-level: lowest dose (concentration) producing effects that were significantly different (as reported by authors) from responses of controls”.

NOEL is defined as “No-observable-effect-level: highest dose (concentration) producing effects not significantly different from responses of controls according to author’s reported statistical test”.

Explore your data (Litter)

12. Determine the class of `collectDate`. Is it a date? If not, change to a date and confirm the new class of the variable. Using the `unique` function, determine which dates litter was sampled in August 2018.

```
class(Litter.data$collectDate) #Determined that class is a factor
```

```
## [1] "factor"
```

```
Litter.data$collectDate <- as.Date(Litter.data$collectDate, format = "%Y-%m-%d")
```

```
class(Litter.data$collectDate)
```

```
## [1] "Date"
```

#after running the class function again it returned date instead of factor

```
unique(Litter.data$collectDate) #Determining dates that litter samples were collected
```

```
## [1] "2018-08-02" "2018-08-30"
```

13. Using the `unique` function, determine how many plots were sampled at Niwot Ridge. How is the information obtained from `unique` different from that obtained from `summary`?

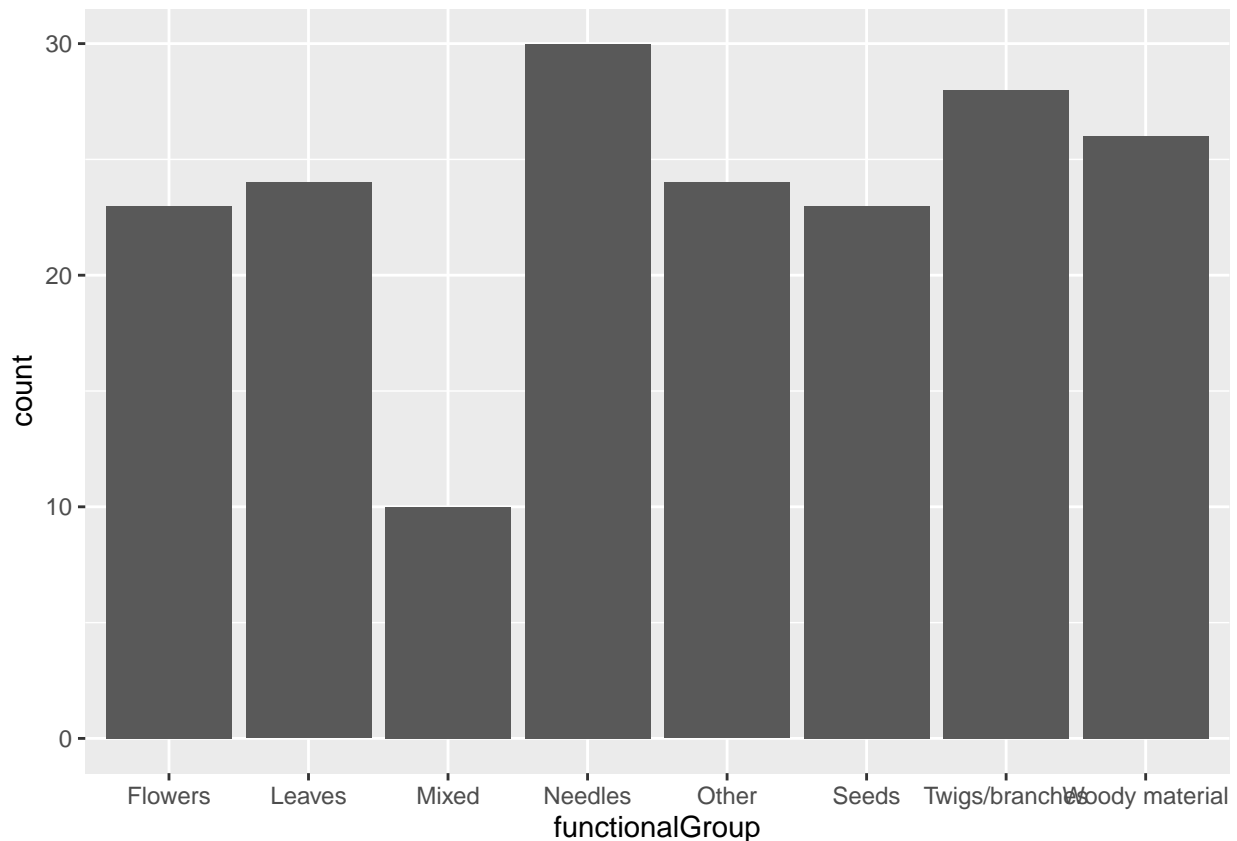
```
unique(Litter.data$plotID) #12 plots total were sampled
```

```
## [1] NIWO_061 NIWO_064 NIWO_067 NIWO_040 NIWO_041 NIWO_063 NIWO_047 NIWO_051
## [9] NIWO_058 NIWO_046 NIWO_062 NIWO_057
## 12 Levels: NIWO_040 NIWO_041 NIWO_046 NIWO_047 NIWO_051 NIWO_057 ... NIWO_067
```

Answer: While the unique function presents each unique value within a row (i.e. eliminates duplicates of a certain value), the summarize function provides the summary statistics for each value depending on the class. For instance, for a factor class such as plotID, the unique function returns the 12 unique values in the row, while the summary function also provides the frequency of each value.

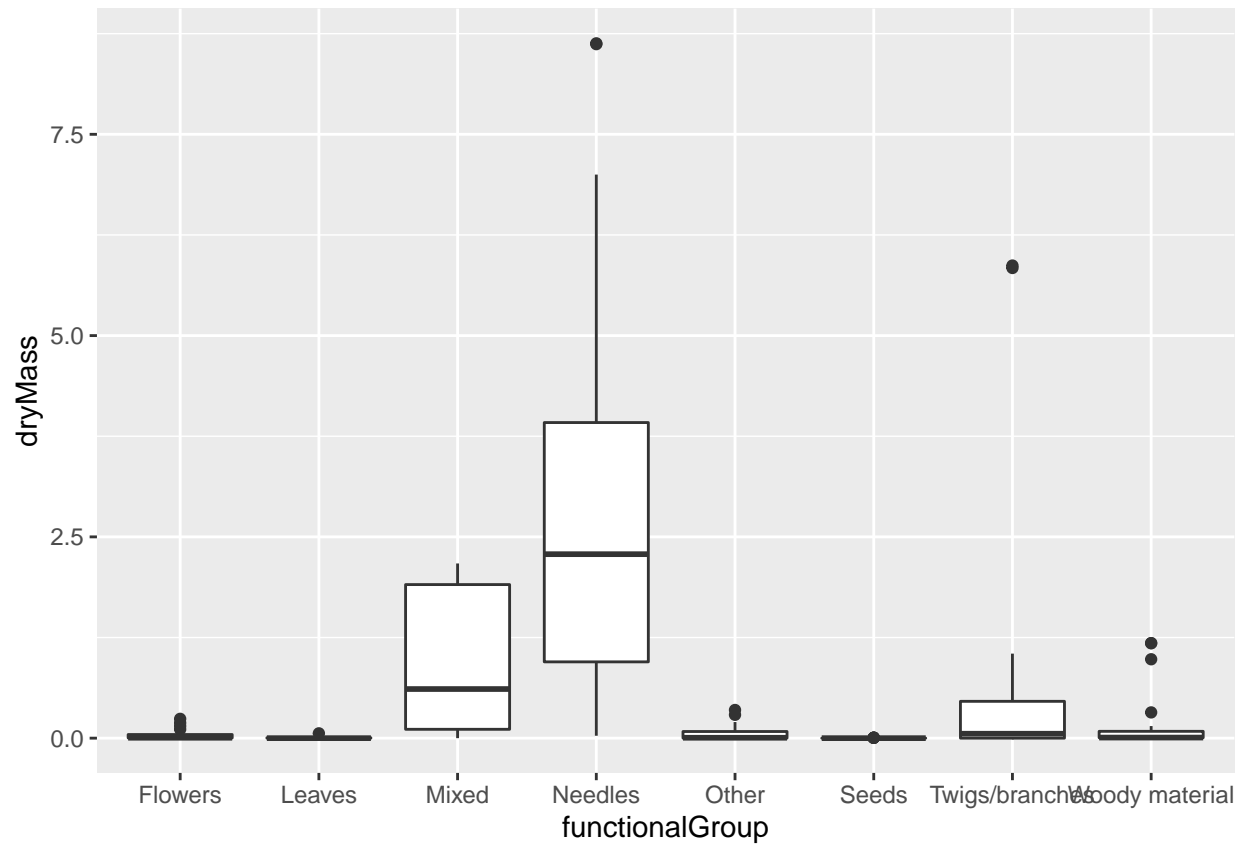
14. Create a bar graph of functionalGroup counts. This shows you what type of litter is collected at the Niwot Ridge sites. Notice that litter types are fairly equally distributed across the Niwot Ridge sites.

```
ggplot(Litter.data, aes(x = functionalGroup)) +  
  geom_bar()
```

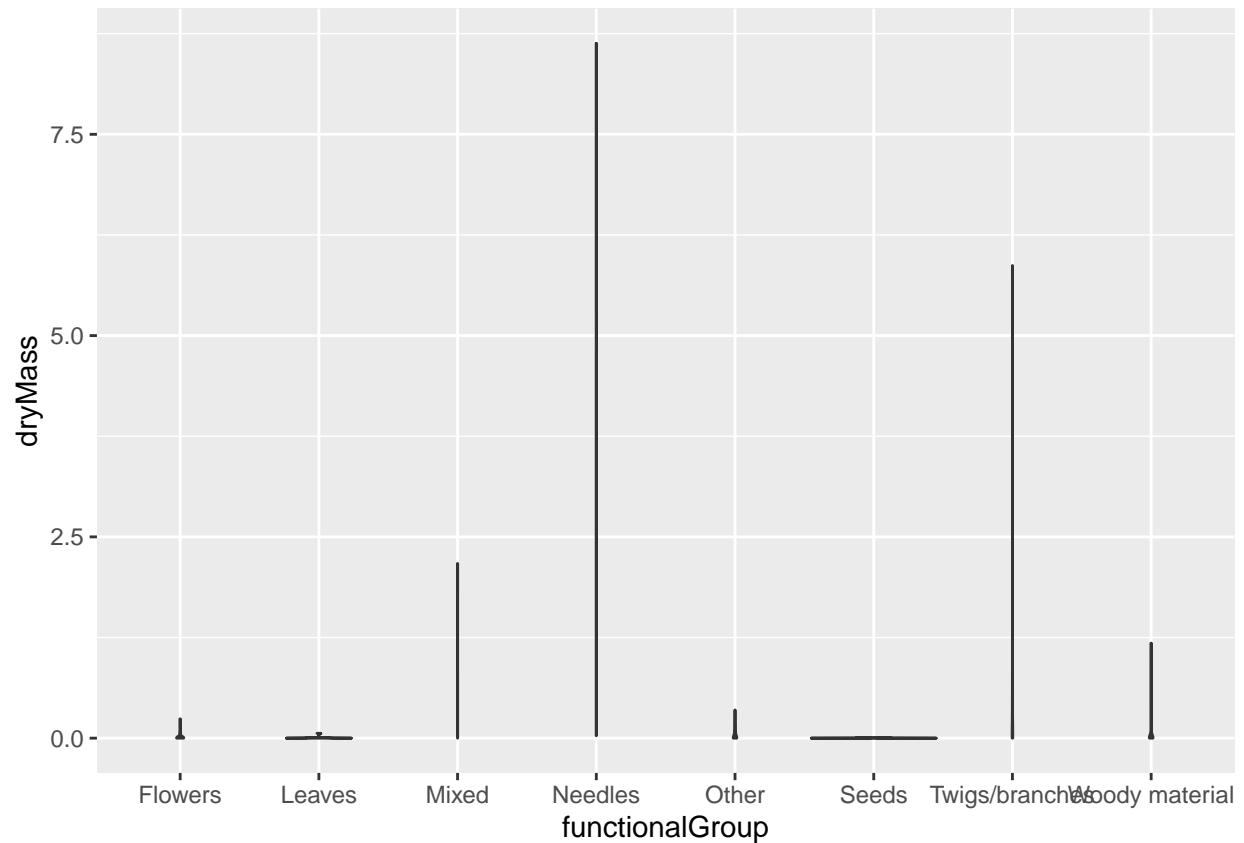


15. Using geom_boxplot and geom_violin, create a boxplot and a violin plot of dryMass by functionalGroup.

```
ggplot(Litter.data) +  
  geom_boxplot(aes(x = functionalGroup, y = dryMass)) #Boxplot of dryMass x functionalGroup
```

```
ggplot(Litter.data) +  
  geom_violin(aes(x = functionalGroup, y = dryMass)) #Violin of drymass x functional group
```



Why is the boxplot a more effective visualization option than the violin plot in this case?

Answer: Because dryMass has outliers, the violin plot becomes skewed when representing the full distribution of density. On the other hand, the box plot is able to highlight the outliers as separate points while still effectively showing the statistical distribution of dryMass values (i.e. median and IQR) in the boxes.

What type(s) of litter tend to have the highest biomass at these sites?

Answer: “Needles” followed by “mixed” (unsorted material) tend to have the highest biomass at these sites.