# Day 2, Session 1: Graphs

Brian D. Williamson

EPI/BIOST Bootcamp 2016

26 September 2016

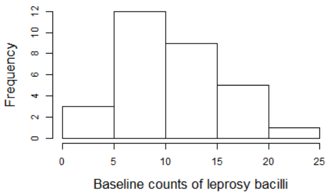
# Graphs

- Why do we use graphs?
    - Describe relationships in the data
    - Visualize functions
- Graphs are very useful in exploratory analyses, or for description

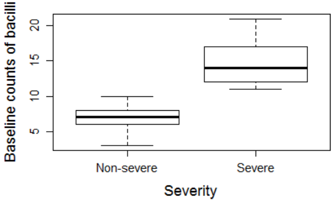
# Example data analysis

- Data on 30 patients with leprosy
- Counts of leprosy bacilli measured at baseline and at a further time point
- Three treatments and an indicator of severity of the leprosy

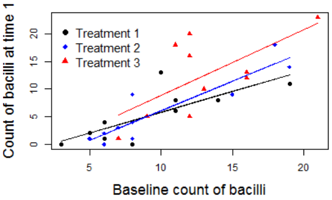
# Common types of graphs in data analysis




(a) Histogram




(b) Boxplot




(c) Scatterplot

# What do graphs tell us?

- Histograms: summaries of one-dimensional distributions
  - Counts or frequencies of each occurrence
- Boxplots: summaries of two-dimensional distributions
  - measures of center (typically median)
  - measures of spread (typically inter-quartile range)
- Scatterplots: summaries of two-dimensional distributions
  - Can visualize the whole data
  - Trends in two or more dimensions by using different colors/shapes for strata

# Linear trends

- A common way to describe data (think linear regression!)
- Lines are easy to compute
    - Only need a point and a slope
    - Two common forms of linear equations

# Slope-intercept form

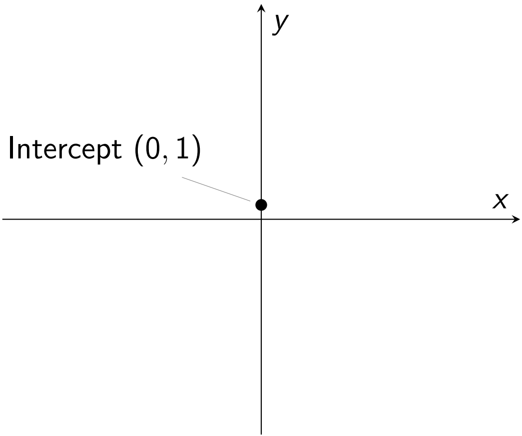
- $y = mx + b$

- Slope: $m$
  - Rate of change, i.e. how does $y$ change with each one unit change in $x$?

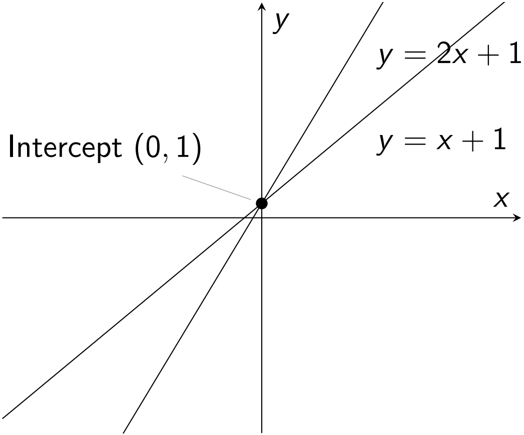
  - Example: speed, the distance traveled with each unit change in time

- Intercept: $b$
  - The point where the line crosses the $y-$axis

# Slope-intercept form: determining a line



# Slope-intercept form: determining a line



# Point-slope form

- $y - y_1 = m(x - x_1)$
- Point: $(x_1, y_1)$
  - A point on the line (can be any point! Even the intercept!)
- Slope: $m$
  - Same as in slope-intercept form!
- Example: $y - 1 = 2(x - 0)$ is the same as $y = 2x + 1$ in slope-intercept form!

# Exercise: slopes and intercepts

1. What is the slope of the line $y = 2x - 3$?

2. What is the $y-$intercept of the line $y = 2x - 3$?

3. What is the slope of the line $y + 1 = 2(x - 1)$?

4. What point did we use to create the line $y + 1 = 2(x - 1)$?

# Solution: slopes and intercepts

1. The equation is in slope-intercept form, so the slope is 2
2. The equation is in slope-intercept form, so the intercept is $-3$
3. The equation is in point-slope form, so the slope is 2
4. The equation is in point-slope form, so the point is $(1, -1)$

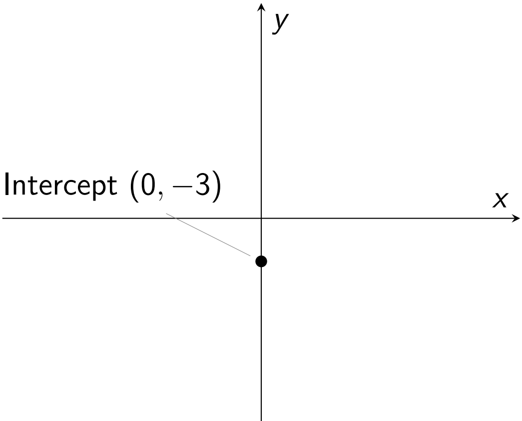
# Creating a graph using an equation

- Steps:
  1. Draw axes
  2. Place a point at the $y-$intercept (slope-intercept form) or at the starting point (point-slope form)
  3. Increase $x$ by one unit, increase $y$ by $m$ units, place a new point
  4. Draw a line between the old point and the new point!

# Example: creating a graph using an equation

- Equation $y = 2x - 3$
- Slope: 2, Intercept: $-3$

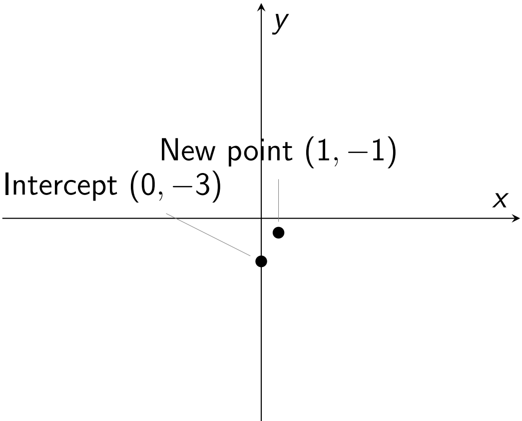
1. Draw a point at $(0, -3)$



# Example: creating a graph using an equation

- Equation $y = 2x - 3$
- Slope: 2, Intercept: $-3$

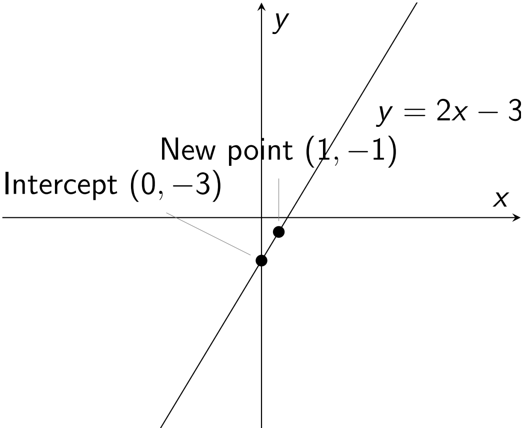
2. Increase $x$ to 1, increase $y$ by 2. New point at $(1, -1)$



# Example: creating a graph using an equation

- Equation $y = 2x - 3$
- Slope: 2, Intercept: $-3$

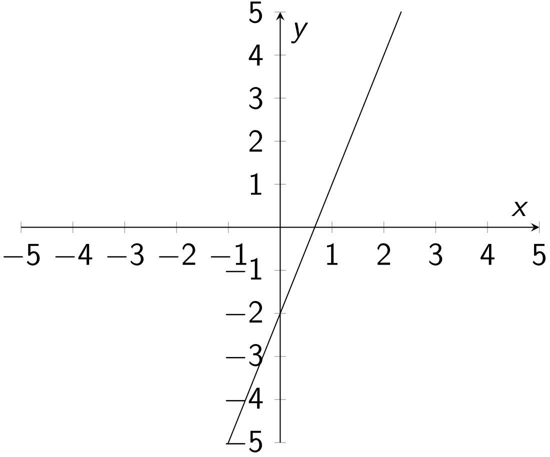
3. Draw a line!



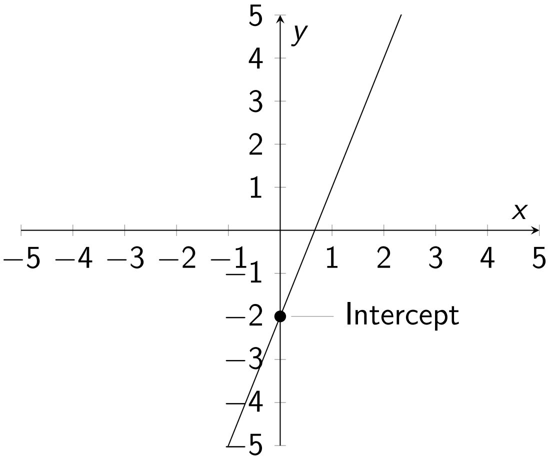
# Reading an equation from a graph

- Two options:
  1. Slope-intercept form
     1.1 Find the $y-$intercept
     1.2 Find the slope: how much does $y$ change with each 1 unit difference in $x$?
  2. Point-slope form
     2.1 Choose any point on the line
     2.2 Find the slope: how much does $y$ change with each 1 unit difference in $x$?

# Example: reading an equation from a graph

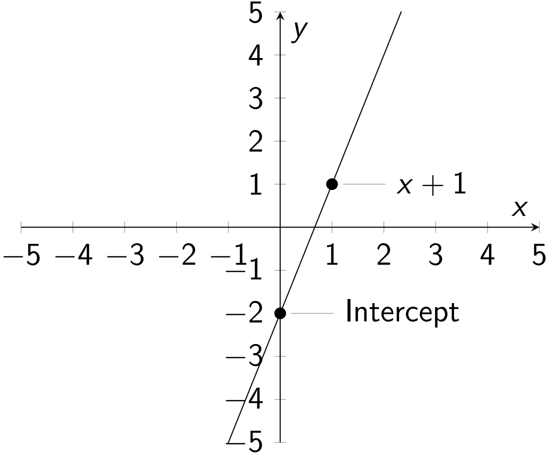


# Example: reading an equation from a graph



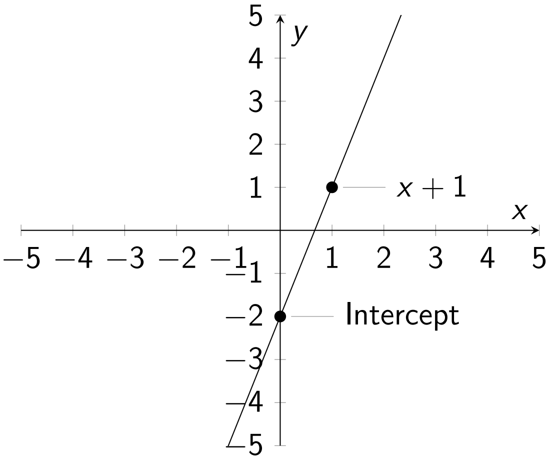
# Example: reading an equation from a graph

1. Find the intercept. Here it is $-2$



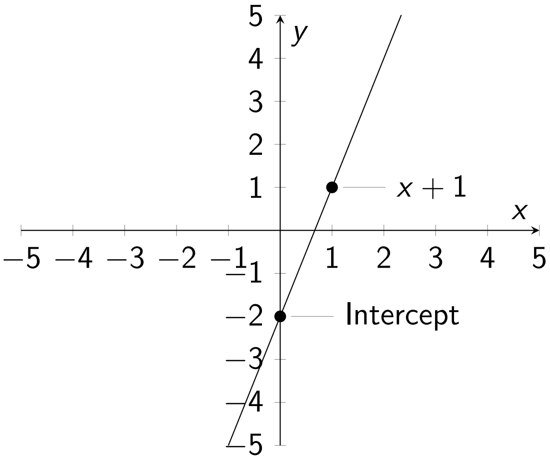
# Example: reading an equation from a graph

2. Increase $x$ by one to find the slope. The $y$ value at $x = 1$ is 1, so $y$ changed by 3



# Example: reading an equation from a graph

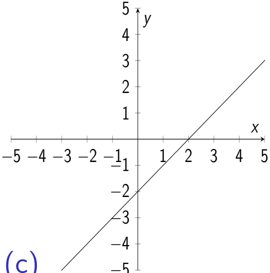
3. Slope-intercept: $y = 3x - 2$, point-slope: $y + 2 = 3(x - 0)$



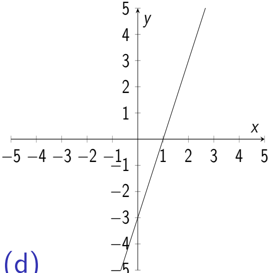
# Exercise: matching graphs to equations

1. Which is the graph of $y = 2x - 3$?

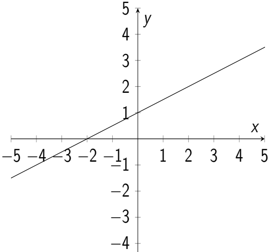
(a)



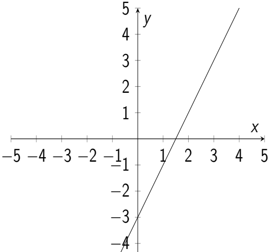

(b)




(c)




(d)



# Solution: matching graphs to equations

(a) Intercept: $-2$, slope: 1

(b) Intercept: $-3$, slope: 3

(c) Intercept: 1, slope: 1

(d) Intercept: $-3$, slope: 2 $\checkmark$

# Quadratics

- Sometimes we believe a trend is higher order than linear
- Higher order terms allow more flexibility in modeling
- Quadratics are the natural next step from linear terms, and are shaped like parabolas

# Defining a quadratic

- Standard form: $y = ax^2 + bx + c$

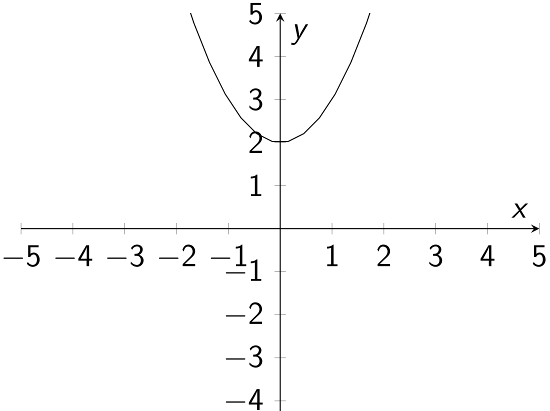
- $a$ determines the direction of the tails and the degree of curvature
  - $a > 0$ means the curve faces up (convex)
  - $a < 0$ means the curve faces down (concave)
  - large $|a| > 1$ means steep slope
  - $0 < |a| < 1$ means shallow slope

- $b$ and $a$ together determine the $x-$coordinate of the vertex: $x = -\frac{b}{2a}$

- $c$ controls the height

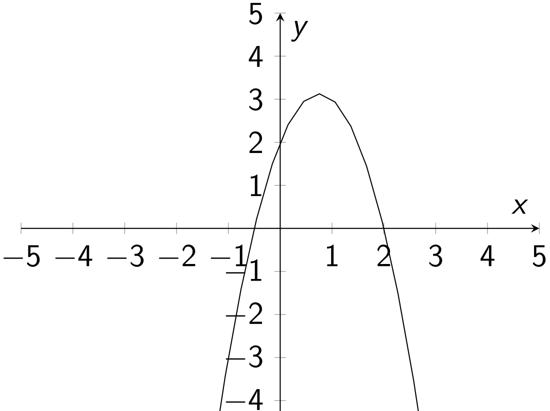
# Example: quadratics

- $y = x^2 + 2$
- $a = 1$, $b = 0$, $c = 2$
- Not too steep, convex, and vertex is at $(0, 2)$



# Example: quadratics

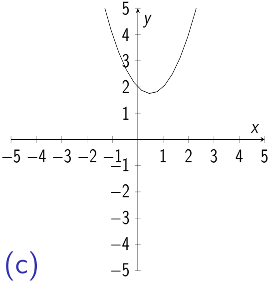
- $y = -2x^2 + 3x + 2$
- $a = -2$, $b = 3$, $c = 2$
- Steeper than before, concave, and vertex is at $(3/4, 2)$



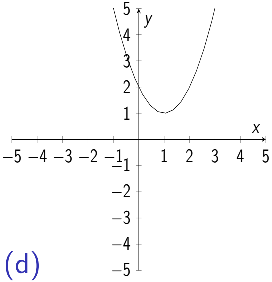
# Exercise: quadratics

1. Which is a plausible plot of $x^2 - x + 2$?

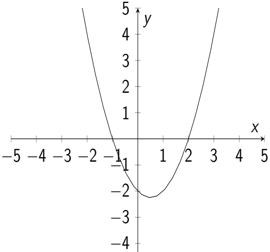
(a)



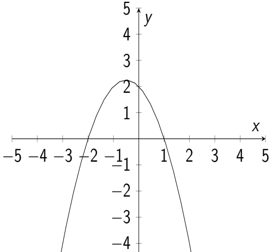
(b)



(c)



(d)



# Solution: quadratics

1. $a = 1$, $b = -1$, $c = 2$
   - We are looking for a plot where the vertex has $y-$coordinate 2
   - This rules out (b) and (c)
   - Of the two remaining, (d) is concave, so it has $a < 0$
   - (a) is the solution!

# Transforming graphs

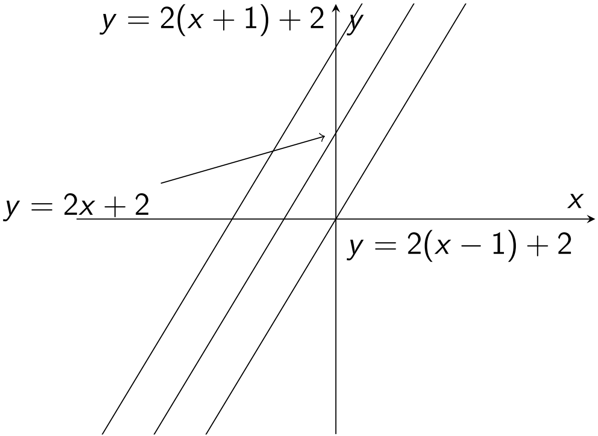
- Once we have one graph, how do we get another?

- Two main types of transformations: shifting and stretching

# Shifting graphs

- Sometimes we want to change the interpretation of the intercept
- Once we know the properties of a graph, shifting doesn't change much!
- Shift left: add to $x$
- Shift right: subtract from $x$
- Shift up: add to intercept
- Shift down: subtract from intercept
- Why? Adding to $x$: smaller $x$'s now have the same $y$. Subtracting from $x$: larger $x$'s now have the same $y$.

# Example: shifting graphs

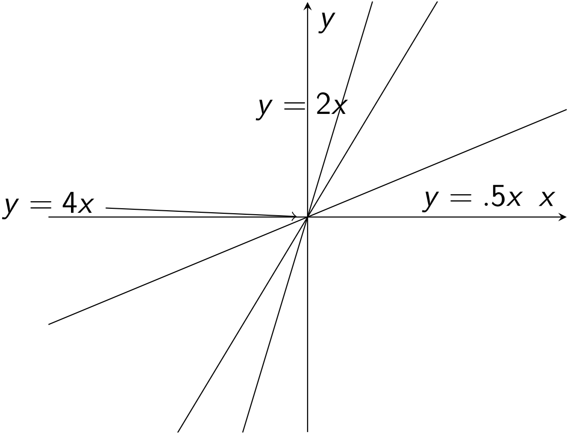


# Stretching graphs

- Make the graph steeper, or shrink it: make $|m|$ larger in a linear equation, and make $|a|$ larger in a quadratic equation

- Make the graph shallower, or stretch it: make $|m|$ smaller in a linear equation, and make $|a|$ smaller in a quadratic equation

# Example: stretching graphs



# Exercise: transforming graphs

1. How do we shift the graph of $y = 2x + 3$ one unit right?
2. How do we transform the graph of $y = 2x + 3$ to have a shallower slope?
3. How do we transform the graph of $y = 2x + 3$ to have a slope of 1 and a $y-$intercept of 4?

# Solution: shifting graphs

1. Subtract 1 from $x$! New equation: $y = 2(x - 1) + 3$

2. Multiply by a number less than 1; for example, take $x/2$. This gives new equation $y = 2(x/2) + 3$, or $y = x + 3$

3. To get a slope of 1, divide $x$ by 2. To make the $y-$intercept 4, shift left by adding $1/2$ to $x$. New equation: $y = 2 * (x/2 + 1/2) + 3$, or $y = x + 4$