An introduction to R for ecological modeling (lab 1)

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# How to use this document

* This tutorial contain many sample calculations. It is important to do these yourself—**type them in at your keyboard and see what happens on your screen**—to get the feel of working in R.
* **Exercises** in the middle of a section should be done immediately when you get to them, and make sure you have them right before moving on. Some more challenging exercises (indicated by asterisks) appear at the end of some sections. These can be left until later, and may be assigned as homework.

These notes are based in part on course materials by former TAs Colleen Webb, Jonathan Rowell and Daniel Fink at Cornell, Professors Lou Gross (University of Tennessee) and Paul Fackler (NC State University), and on the book *Getting Started with Matlab* by Rudra Pratap (Oxford University Press). They also draw on the documentation supplied with R. They parallel, but go into more depth than, the chapter supplement for the book *Ecological Models and Data in R*.

You can find many other similar introductions scattered around the web, or in the “contributed documentation” section on the R web site (<http://cran.r-project.org/other-docs.html>). This particular version is limited (it has similar coverage to Sections 1 and 2 of the *Introduction to R* that comes with R) and targets biologists who are neither programmers nor statisticians.

# What is R?

R is an object-oriented scripting language that combines

* a programming language called Slang, developed by John Chambers at Bell Labs, that can be used for numerical simulation of deterministic and stochastic dynamic models.
* an extensive set of functions for classical and modernstatistical data analysis and modeling.
* graphics functions for visualizing data and model output
* a user interface with a few basic menus and extensive help facilities

R is an open source project, available for free download via the Web. Originally a research project in statistical computing (Ihaka and Gentleman, 1996, it is now managed by a development team that includes a number of well-regarded statisticians, and is widely used by statistical researchers (and a growing number of theoretical ecologists and ecological modelers) as a platform for making new methods available to users. The commercial implementation of Slang (called S-PLUS) offers an Office-style “point and click”" interface that R lacks. For our purposes, however, the advantage of this front-end is outweighed by the fact that R is built on a faster and much less memory-hungry implementation of Slang and is easier to interface with other languages (and is free!).

A standard installation of R also includes extensive documentation, including an introductory manual ( pages) and a comprehensive reference manual (over 1000 pages). (There is a graphical front-end for parts of R, called “R commander” (Rcmdr for short), available at the R site, but we will not be using it in this class.)

## Installing R on your computer: basics

If R is already installed on your computer, you can skip this section.

The main source for R is the CRAN home page http://cran.r-project.org. You can get the source code, but most users will prefer a precompiled version. To get one of these from CRAN:

* go to http://cran.r-project.org/mirrors.html and find a mirror site that is geographically somewhat near you.
* Find the appropriate page for your operating system — when you get to the download section, go to base rather than contrib. Download the binary file (e.g. base/R-x.y.z-win32.exe for Windows, R-x.y.z.dmg for MacOS, where x.y.z is the version number). The binary files are large (30–60 megabytes) — you will need to find a fast internet connection.
* Read and follow the instructions (which are pretty much “click on the icon”).

The standard distributions of R include several *packages*, user-contributed suites of add-on functions (unfortunately, the command to load a package into R is library!). These Notes use some packages that are not part of the standard distribution. In general, you can install additional packages from within R using the Packages menu, or the install.packages command. (See below.)

## Using Rstudio

Nowadays programs are available that integrate R in a sophisticated way by having a console, a *syntax highlighting* editor (giving colors to R commands and allows you to identify missing parentheses, quotation marks etc.) as well as tools for plotting, history, debugging, workspace management and connections to versioning systems such as github. We recommend to work with Rstudio is R is the core yof your work. See <https://www.rstudio.com>. If a new R version is launched after you installed Rstudio, you can change the R version that is used in Rstudio by clicking on Tools and Global Options, choose R general and select the location of the most recent R version.

Rstudio usually displays four panels. The default setting is a script editor at the top-left of the screen, the console at the bottom-left, the global environment (which shows what is stored in the memory) at the top-right, and a plotting region at bottom-right. As you see some panel have multiple tabs that include other useful features such as the help (bottom-right), the (available and loaded) packages (bottom-right) etc.

# Interactive calculations in the console

The console is where you enter commands for R to execute *interactively*, meaning that the command is executed and the result is displayed as soon as you hit the Enter key. For example, at the command prompt >, type in 2+2 and hit Enter; you will see

2+2

## [1] 4

To do anything complicated, you have to store the results from calculations by *assigning* them to variables, using = or <-. For example:

a=2+2

R automatically creates the variable a and stores the result (4) in it, but it doesn’t print anything. This may seem strange, but you’ll often be creating and manipulating huge sets of data that would fill many screens, so the default is to skip printing the results. To ask R to print the value, just type the variable name by itself at the command prompt:

a

## [1] 4

(the [1] at the beginning of the line is just R printing an index of element numbers; if you print a result that displays on multiple lines, R will put an index at the beginning of each line. print(a) also works to print the value of a variable.) By default, a variable created this way is a *vector*, and it is *numeric* because we gave R a number rather than some other type of data (e.g. a character string like "pxqr"). In this case a is a numeric vector of length 1, which acts just like a number.

You could also type a=2+2; a, using a semicolon to put two or more commands on a single line. Conversely, you can break lines *anywhere that R can tell you haven’t finished your command* and R will give you a “continuation” prompt (+) to let you know that it doesn’t think you’re finished yet: try typing

a=3\*(4+ [Enter]  
5)

to see what happens (you will sometimes see the continuation prompt when you don’t expect it, e.g. if you forget to close parentheses).If you get stuck continuing a command you don’t want—e.g. you opened the wrong parentheses—just hit the Escape key or the stop icon in the menu bar to get out.

Variable names in R must begin with a letter, followed by letters or numbers. You can break up long names with a period, as in very.long.variable.number.3, or an underscore (\_), but you can’t use blank spaces in variable names (or at least it’s not worth the trouble). Variable names in R are case sensitive, so Abc and abc are different variables. Make variable names long enough to remember, short enough to type.N.per.ha or pop.density are better than x and y (too short) or available.nitrogen.per.hectare (too long). Avoid c, l, q, t, C, D, F, I, and T, which are either built-in R functions or hard to tell apart.

R does calculations with variables as if they were numbers. It uses +, -, \*, /, and ^ for addition, subtraction, multiplication, division and exponentiation, respectively. For example:

x=5  
y=2  
z1=x\*y ## no output  
z2=x/y ## no output  
z3=x^y ## no output  
z2

## [1] 2.5

z3

## [1] 25

Even though R did not display the values of x and y, it “remembers” that it assigned values to them. Type x; y to display the values.

You can retrieve and edit previous commands. The up-arrow () in the console recalls previous commands to the prompt. They also can be found in the top-right tab History. For example, you can bring back the second-to-last command and edit it to

z3=2\*x^y

You can combine several operations in one calculation:

A=3  
C=(A+2\*sqrt(A))/(A+5\*sqrt(A))  
C

## [1] 0.5543706

Parentheses specify the order of operations. The command

C=A+2\*sqrt(A)/A+5\*sqrt(A)

is not the same as the one above; rather, it is equivalent to C=A + 2\*(sqrt(A)/A) + 5\*sqrt(A).

The default order of operations is: (1) parentheses; (2) exponentiation, or powers, (3) multiplication and division, (4) addition and subtraction.

b = 12-4/2^3 gives 12 - 4/8 = 12 - 0.5 = 11.5

b = (12-4)/2^3 gives 8/8 = 1

b = -1^2 gives -(1^2) = -1

b = (-1)^2 gives 1

In complicated expressions you might start off by *using parentheses to specify explicitly what you want*, such as b = 12 - (4/(2^3)) or at least b = 12 - 4/(2^3); a few extra sets of parentheses never hurt anything, although when you get confused it’s better to think through the order of operations rather than flailing around adding parentheses at random. R also has many *built-in mathematical functions* that operate on variables (Table 1 shows a few).

**Exercise 2.1**: Using editing shortcuts wherever you can, have R compute the values of

1. and compare it with (If any square brackets [] show up in your web browser’s rendition of these equations, replace them with regular parentheses ().)

* (remember that R knows exp but not ; how would you get R to tell you the value of ? What is the point of this exercise?)

1. the standard normal probability density, , for values of and (R knows as pi.) (You can check your answers against the built-in function for the normal distribution; dnorm(1) and dnorm(2) should give you the values for the standard normal for and .)

# Using scripts and data files

Modeling and complicated data analysis are often much easier if you use *scripts*, which are a series of commands stored in a text file. Scripting has a number of advantages and should be standard practice when doing statstics for reasons of transparency (what have you done), repeatability (tomorrow you will get the same result as today) and transferability (a colleague can easily check and redo your analysis). Rstudio has an advanced script editor that recognizes R syntax by giving different colors to different R and by automatic completion of parentheses: you can also use Windows Notepad or Wordpad but you **should not** use MS Word.

Most programs for working with models or analyzing data follow a simple pattern of program parts:

1. “Setup” statements.

* For example, load some packages, or run another script file that creates some functions (more on functions later).

1. Input some data from a file or the keyboard.

* Read in data from a text file.

1. Carry out the calculations that you want.

* Fit several statistical models to the data and compare them.

1. Print the results, graph them, or save them to a file.

* Graph the results, and save the graph to disk for including in your term project.

Even for relatively simple tasks, script files are useful for building up a calculation step-by-step, making sure that each part works before adding on to it. We recommend of making a habit typing all commands in a script editor before sending it the console, otherwise important parts of your analysis may get lost because you did not store them.

Tips for working with data and script files (sounding slightly scary but just trying to help you avoid common pitfalls):

* To tell R where data and script files are located, you can do any one of the following:
* spell out the *path*, or file location, explicitly. (Use a single forward slash to separate folders (e.g. "c:/My Documents/R/script.R"): this works on all platforms.)
* change your working directory to wherever the file(s) are located using the setwd (**set** **w**orking **d**irectory) function, e.g. setwd("c:/temp") or through clicking on ‘Session’ and ‘set working directory’. Changing your working directory is more efficient in the long run, if you save all the script and data files for a particular project in the same directory and switch to that directory when you start work.

# The help system

R has a help system, although it is generally better for providing detail or reminding you how to do things than for basic ``how do I …?’’ questions.

* You can get help on any R function by entering
* ?foo
* (where foo is the name of the function you are interested in) in the console window (e.g., try ?sin).
* The Help menu on the tool bar provides links to other documentation, including the manuals and FAQs, and a Search facility (`Apropos’ on the menu) which is useful if you sort of maybe remember part of the the name of what it is you need help on.
* Typing help.start() opens a web browser with help information.
* example(cmd) will run any examples that are included in the help page for command cmd.
* demo(topic) runs demonstration code on topic topic: type demo() by itself to list all available demos

By default, R’s help system only provides information about functions that are in the base system and packages that you have loaded with library (see below).

* ??topic or help.search("topic") (with quotes) will list information related to topic available in the base system or in any extra installed packages: then use ?topic to see the information, perhaps using library(pkg) to load the appropriate package first. help.search uses “fuzzy matching” — for example, help.search("log") finds 528 entries (on my particular system) including lots of functions with “plot”, which includes the letters “lot”, which are *almost* like “log”. If you can’t stand it, you can turn this behavior off by specifying the incantation help.search("log",agrep=FALSE) (81 results which still include matches for “logistic”, “myelogenous”, and “phylogeny” …)
* help(package="pkg") will list all the help pages for a loaded package.
* example(fun) will run the examples (if any) given in the help for a particular function fun: e.g. example(log)
* RSiteSearch("topic") does a full-text search of all the R documentation and the mailing list archives for information on topic (you need an active internet connection).
* the sos package is a web-aware help function that searches all of the packages on CRAN; its findFn function tries to find and organize functions in any package on CRAN that match a search string (again, you need a network connection for this).

**Other (on-line) help resources - just google it** In our experience, the help provided by R requires some experience in the R language to be able to understand it. Therefore, a general, but practical advice is to google your problem. In 99.9% of the cases someone else had a similar question in the past which were solved by the R community. Place were you likely will find answers are <https://stackoverflow.com> or <https://stat.ethz.ch>.

**Exercise 3.1**: Do an Apropos on sin via the Help menu, to see what it does. Now enter the command

help.search("sin")

and see what that does (answer: help.search pulls up all help pages that include ‘sin’ anywhere in their title or text. Apropos just looks at the name of the function).

# A first interactive session: linear regression

To get a feel for a typical workflow in R we’ll fit a straight-line model (linear regression) to data. Below are some data on the maximum growth rate of laboratory populations of the green alga *Chlorella vulgaris* as a function of light intensity (E per m per second). These experiments were run during the system-design phase of the study reported by Fussman et al. (2000).

Light: 20, 20, 20, 20, 21, 24, 44, 60, 90, 94, 101

: 1.73, 1.65, 2.02, 1.89, 2.61, 1.36, 2.37, 2.08, 2.69, 2.32, 3.67

To analyze these data in R, first enter them as numerical *vectors*:

Light=c(20,20,20,20,21,24,44,60,90,94,101)  
rmax=c(1.73,1.65,2.02,1.89,2.61,1.36,2.37,2.08,2.69,2.32,3.67)

The function c *combines* the individual numbers into a vector. Try recalling (with ) and modifying the above command to

Light=20,20,20,20,21,24,44,60,90,94,101

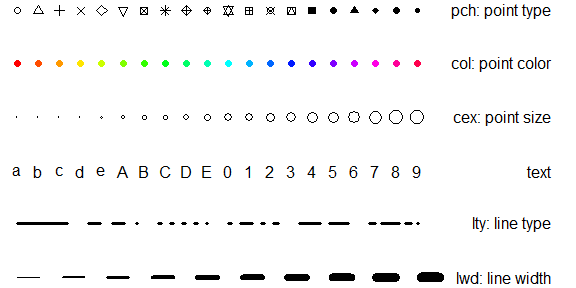
and see the error message you get: in order to create a vector of specified numbers, you **must** use the c function. Don’t be afraid of error messages: the answer to “what would happen if I …?” is usually “try it and see!”

To see a histogram of the growth rates enter hist(rmax), which opens a graphics window and displays the histogram. There are *many* other built-in statistics functions: for example mean(rmax) computes you the mean, and sd(rmax) and var(rmax) compute the standard deviation and variance, respectively. Play around with these functions, and any others you can think of.

To see how light intensity affects algal rate of increase, type

plot(rmax ~ Light)

to plot rmax () against Light (). The ~ sign implies “as a function of”. Alternatively, type plot(Light,rmax). A linear regression would seem like a reasonable model for these data. **Don’t close this plot window**: we’ll soon be adding to it.



Some of R’s graphics parameters. Color specification, col, also applies in many other contexts: colors are set to a rainbow scale here. See ?par for (many more) details on graphics parameters, and one or more of ?rgb, ?palette, or apropos("color") for more on colors.

R’s default plotting character is an open circle. Open symbols are generally better than closed symbols for plotting because it is easier to see where they overlap, but you could include pch=16 in the plot command if you wanted closed circles instead. Figure 1 shows several more ways to adjust the appearance of lines and points in R.

To perform linear regression we create a linear model using the lm (**l**inear **m**odel) function:

fit = lm(rmax~Light)

(Note that linear model is read as “model as a function of light”.)

The lm command produces no output at all, but it creates fit as an **object**, i.e. a data structure consisting of multiple parts, holding the results of a regression analysis with rmax being modeled as a function of Light. Unlike most statistics packages, R rarely produces automatic summary output from an analysis. Statistical analyses in R are done by creating a model, and then giving additional commands to extract desired information about the model or display results graphically.

To get a summary of the results, enter the command summary(fit). R sets up model objects (more on this later) so that the function summary “knows” that fit was created by lm, and produces an appropriate summary of results for an lm object:

summary(fit)

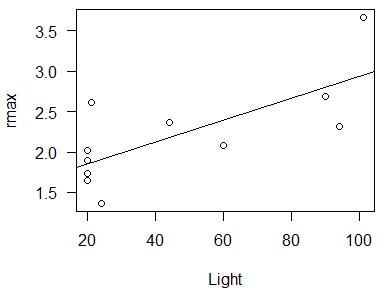
##   
## Call:  
## lm(formula = rmax ~ Light)  
##   
## Residuals:  
## Min 1Q Median 3Q Max   
## -0.5478 -0.2607 -0.1166 0.1783 0.7431   
##   
## Coefficients:  
## Estimate Std. Error t value Pr(>|t|)   
## (Intercept) 1.580952 0.244519 6.466 0.000116 \*\*\*  
## Light 0.013618 0.004317 3.154 0.011654 \*   
## ---  
## Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1  
##   
## Residual standard error: 0.4583 on 9 degrees of freedom  
## Multiple R-squared: 0.5251, Adjusted R-squared: 0.4723   
## F-statistic: 9.951 on 1 and 9 DF, p-value: 0.01165

[If you’ve had (and remember) a statistics course the output will make sense to you. The table of coefficients gives the estimated regression line as = signif(coef(fit)[1],3) + signif(coef(fit)[2],3) , and associated with each coefficient is the standard error of the estimate, the -statistic value for testing whether the coefficient is nonzero, and the -value corresponding to the -statistic. Below the table, the adjusted R-squared gives the estimated fraction of the variance explained by the regression line, and the -value in the last line is an overall test for significance of the model against the null hypothesis that the response variable is independent of the predictors.]

You can add the regression line to the plot of the data with a function taking fit as its input (if you closed the plot of the data, you will need to create it again in order to add the regression line):

abline(fit)

(abline, pronounced “a b line”, is a general-purpose function for adding lines to a plot: you can specify horizontal or vertical lines, a slope and an intercept, or a regression model: ?abline).



Graphical summary of regression analysis

You can get the coefficients by using the coef function:

coef(fit)

## (Intercept) Light   
## 1.58095214 0.01361776

You can also “interrogate” fit directly. Type names(fit) to get a list of the components of fit, and then use the $ symbol to extract components according to their names.

names(fit)

## [1] "coefficients" "residuals" "effects" "rank"   
## [5] "fitted.values" "assign" "qr" "df.residual"   
## [9] "xlevels" "call" "terms" "model"

For more information (perhaps more than you want) about fit, use str(fit) (for **str**ucture). You can get the regression coefficients this way:

fit$coefficients

## (Intercept) Light   
## 1.58095214 0.01361776

It’s good to be able to look inside R objects when necessary, but all other things being equal you should prefer (e.g.) coef(x) to x$coefficients.

The file Intro1.R has the commands from the interactive regression analysis. **Important:** before working with an example file, create a personal copy in some location on your own computer. Now open **your copy** of Intro1.R in your editor (File -> Open File. In your editor, select and Copy the entire text of the file, and press Ctrl+R, or press the Run button at the right side of the top left panel.

Usually data is loaded from a file. To illustrate this, grab copies of Intro2.R and ChlorellaGrowth.txt from the web page (blackboard) to see how this is done. In ChlorellaGrowth.txt the two variables are entered as columns of a data matrix. Then instead of typing these in by hand, the command

X=read.table("ChlorellaGrowth.txt",header=TRUE)

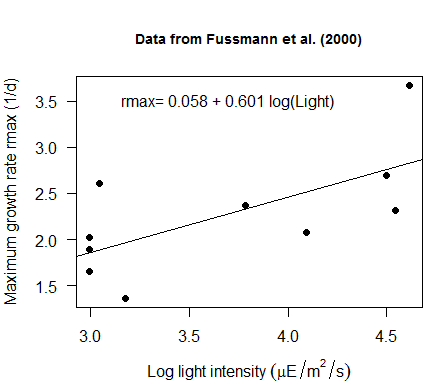
reads the file (**from the current directory**) and puts the data values into the variable X; header=TRUE specifies that the file includes column names. **Note** that as specified above you need to make sure that R is looking for the data file in the right place … either move the data file to your current working directory, or change the line so that it points to the actual location of the data file.

Extract the variables from X with the commands

Light=X[,1]  
rmax=X[,2]

Think of these as shorthand for “Light = everything in column 1 of X”, and “rmax = everything in column 2 of X” (we’ll learn about working with data matrices later). From there on out it’s the same as before, with some additions that set the axis labels and add a title.

**Exercise 5.1** Make a copy of Intro2.R under a new name, and modify the copy so that it does linear regression of algal growth rate on the natural log of light intensity, LogLight=log(Light), and plots the data appropriately. You should end up with a graph that resembles Figure 3. (*Hint:* when you switch from light intensity to log light intensity, the range on your axis will change and you will have to change the position at which you plot the growth rate equation.)



Graphical summary of regression analysis, using log of light intensity (and annotating the plot)

**Exercise 5.2** Run Intro2.R, then enter the command plot(fit) in the console and follow the directions in the console. Figure out what just happened by entering ?plot.lm to bring up the Help page for the function plot.lm that carries out a plot command for an object produced by lm. (This is one example of how R uses the fact that statistical analyses are stored as model objects. fit “knows” what kind of object it is (in this case an object of type lm), and so plot(fit) invokes a function that produces plots suitable for an lm object.) **Answer:** R produced a series of diagnostic plots exploring whether or not the fitted linear model is a suitable fit to the data. In each of the plots, the 3 most extreme points (the most likely candidates for “outliers”) have been identified according to their sequence in the data set.

**Exercise 5.3** The axes in plots are scaled automatically, but the outcome is not always ideal (e.g. if you want several graphs with exactly the same axis limits). You can use the xlim and ylim arguments in plot to control the limits:

plot(x,y,xlim=c(x1,x2), [other stuff])

will draw the graph with the -axis running from x1 to x2, and using ylim=c(y1,y2) within the plot command will do the same for the -axis.

Create a plot of growth rate versus light intensity with the -axis running from 0 to 120 and the -axis running from 1 to 4.

**Exercise 5.4** You can place several graphs within a single figure by using the par function (short for “parameter”) to adjust the layout of the plot. For example, the command

par(mfrow=c(2,3))

divides the plotting area into 2 rows and 3 columns. As R draws a series of graphs, it places them along the top row from left to right, then along the next row, and so on. mfcol=c(2,3) has the same effect except that R draws successive graphs down the first column, then down the second column, and so on.

Save Intro2.R with a new name and modify the program as follows. Use mfcol=c(2,1) to create graphs of growth rate as a function of Light, and of log(growth rate) as a function of log(Light) in the same figure. Do the same again, using mfcol=c(1,2).

**Exercise 5.5 \***  Use ?par to read about other plot control parameters that you use par to set (you should definitely skim — this is one of the longest help files in the whole R system!). Then draw a set of plots, each showing the line with running from 3 to 8, but with 4 different line styles and 4 different line colors.

**Exercise 5.6 \***  Modify one of your scripts so that at the very end it saves the plot to disk. In Windows you can do this with savePlot, otherwise with dev.print. Use ?savePlot, ?dev.print to read about these functions. Note that the argument filename can include the path to a folder; for example, in Windows you can use filename="c:/temp/Intro2Figure".

(These are really exercises in using the help system, with the bonus that you learn some things about plot. (Let’s see, we know plot can graph data points ( versus and all that). Maybe it can also draw a line to connect the points, or just draw the line and leave out the points. That would be useful. So let’s try ?plot and see if it says anything about lines … Hey, it also says that graphical parameters can be given as arguments to plot, so maybe I can set line colors inside the plot command instead of using par all the time …). The help system can be quite helpful (amazingly enough) once you get used to it and get in the habit of using it often.)

The main point is not to be afraid of experimenting; if you have saved your previous commands in a script file, there’s almost nothing you can break by trying out commands and inspecting the results.

# The R package system

R has many extra packages that provide extra functions. You may be able to install new packages from a menu within R. You can always type

install.packages("ggplot2")

(for example — this installs the ggplot2 package). You can install more than one package at a time:

install.packages(c("ggplot2","nlme"))

(c stands for “combine”, and is the command for combining multiple things into a single object.)

If you install the emdbook package first (install.packages("emdbook")), load the package (library(emdbook)), and then run the command get.emdbook.packages() (you do need the empty parentheses) it will install these packages for you automatically. It will save time later if you install these packages now.

# Statistics in R

Some of the important functions and packages (collections of functions) for statistical modeling and data analysis are summarized in Table 2. Venables and Ripley (2002) give a good practical (although somewhat advanced) overview, and you can find a list of available packages and their contents at CRAN, the main R website (<http://www.cran.r-project.org> — select a mirror site near you and click on Package sources). For the most part, we will not be concerned here with this side of R.

# Data types

R distinguishes a number of data types including vectors, matrices, data frames and lists that each have special properties and which are used for calculations and data storage.

## Vectors

An important class of data types are vectors and matrices (1- and 2-dimensional rectangular arrays of numbers). Operations with vectors and matrices may seem a bit abstract now, but we need them to do useful things later. Vectors’ only properties are their type (or *class*) and length, although they can also have an associated list of names.

We’ve already seen two ways to create vectors in R:

1. A command in the console window or a script file listing the values, such as

initialsize=c(1,3,5,7,9,11)

1. Using read.table:

initialsize=read.table("c:/temp/initialdata.txt")

(assuming of course that the file exists in the right place).

You can then use a vector in calculations as if it were a number (more or less)

finalsize=initialsize+1  
newsize=sqrt(initialsize)  
finalsize

## [1] 2 4 6 8 10 12

Notice that R applied each operation to every entry in the vector. Similarly, commands like initialsize-5, 2\*initialsize, initialsize/10 apply subtraction, multiplication, and division to each element of the vector. The same is true for

initialsize^2

## [1] 1 9 25 49 81 121

In R the default is to apply functions and operations to vectors in an *element by element* (or “vectorized”) manner. This is an extremely useful propery in R

## Functions for creating vectors

You can use the seq function to create a set of regularly spaced values. seq’s syntax is x=seq(from,to,by) or x=seq(from,to) or x=seq(from,to,length.out). The first form generates a vector (from,from+by,from+2\*by,...) with the last entry not extending further than than to. In the second form the value of by is assumed to be 1 or -1, depending on whether from or to is larger. The third form creates a vector with the desired endpoints and length. The syntax from:to is a shortcut for seq(from,to):

1:8

## [1] 1 2 3 4 5 6 7 8

**Exercise 8.1** Use seq to create the vector v=(1 5 9 13), and to create a vector going from 1 to 5 in increments of 0.2.

You can use rep to create a constant vector such as (1 1 1 1); the basic syntax is rep(values,lengths). For example,

rep(3,5)

## [1] 3 3 3 3 3

creates a vector in which the value 3 is repeated 5 times. rep will repeat a whole vector multiple times

rep(1:3,3)

## [1] 1 2 3 1 2 3 1 2 3

or will repeat each of the elements in a vector a given number of times:

rep(1:3,each=3)

## [1] 1 1 1 2 2 2 3 3 3

Even more flexibly, you can repeat each element in the vector a different number of times:

rep( c(3,4),c(2,5) )

## [1] 3 3 4 4 4 4 4

The value 3 was repeated 2 times, followed by the value 4 repeated 5 times. rep can be a little bit mind-blowing as you get started, but it will turn out to be useful.

Table 3 lists some of the main functions for creating and working with vectors.

### Vector indexing

You will often want to extract a specific entry or other part of a vector. This procedure is called *vector indexing*, and uses square brackets ([]):

z=c(1,3,5,7,9,11)  
z[3]

## [1] 5

(how would you use seq to construct z?) z[3] extracts the third item, or *element*, in the vector z. You can also access a block of elements using the functions for vector construction, e.g.

z[2:5]

## [1] 3 5 7 9

extracts the second through fifth elements.

What happens if you enter v=z[seq(1,5,2)] ? Try it and see, and make sure you understand what happened.

You can extracted irregularly spaced elements of a vector. For example

z[c(1,2,5)]

## [1] 1 3 9

You can also use indexing to **set specific values within a vector**. For example,

z[1]=12

changes the value of the first entry in z while leaving all the rest alone, and

z[c(1,3,5)]=c(22,33,44)

changes the first, third, and fifth values (note that we had to use c to create the vector — can you interpret the error message you get if you try z[1,3,5] ?)

**Exercise 8.2** Write a *one-line* command to extract a vector consisting of the second, first, and third elements of z *in that order*.

**Exercise 8.3** Write a script file that computes values of for , and plots versus with the points plotted and connected by a line (hint: in ?plot, search for type).

**Exercise 8.4\***  The sum of the geometric series approaches the limit for as . Set the values and , and then write a **one-line** command that creates the vector . Compare the sum (using sum) of this vector to the limiting value . Repeat for . (*Note* that comparing very similar numeric values can be tricky: rounding can happen, and some numbers cannot be represented exactly in binary (computer) notation. By default R displays 7~significant digits (options("digits")).

For example:

x = 1.999999  
x

## [1] 1.999999

x-2

## [1] -1e-06

x=1.9999999999999  
x

## [1] 2

x-2

## [1] -9.992007e-14

All the digits are still there, in the second case, but they are not shown. Also note that x-2 is not exactly ; this is unavoidable.)

### Logical operators

Logical operators return a value of TRUE or FALSE. For example, try:

a=1  
b=3  
c=a<b  
d=(a>b)  
c

## [1] TRUE

d

## [1] FALSE

The parentheses around (a>b) are optional but make the code easier to read. One special case where you *do* need parentheses (or spaces) is when you make comparisons with negative values; a<-1 will surprise you by setting a=1, because <- (representing a left-pointing arrow) is equivalent to = in R. Use a< -1, or more safely a<(-1), to make this comparison.

When we compare two vectors or matrices of the same size, or compare a number with a vector or matrix, comparisons are done element-by-element. For example,

x=1:5  
(b=(x<=3))

## [1] TRUE TRUE TRUE FALSE FALSE

So if x and y are vectors, then (x==y) will return a vector of values giving the element-by-element comparisons. If you want to know whether x and y are identical vectors, use identical(x,y) which returns a single value: TRUE if each entry in x equals the corresponding entry in y, otherwise FALSE. You can use ?Logical to read more about logical operators. **Note the difference between = and ==: can you figure out what happened in the following cautionary tale?**

a = 1:3  
b = 2:4  
a==b

## [1] FALSE FALSE FALSE

a=b  
a==b

## [1] TRUE TRUE TRUE

Exclamation points ! are used in R to mean “not”; != (not ==) means “not equal to”.

R also does arithmetic on logical values, treating TRUE as 1 and FALSE as 0. So sum(b) returns the value 3, telling us that three entries of x satisfied the condition (x<=3). This is useful for (e.g.) seeing how many of the elements of a vector are larger than a cutoff value. Build more complicated conditions by using *logical operators* to combine comparisons:

* !: Negation
* &, &&: AND
* |, ||: O

OR is *non-exclusive*, meaning that x|y is true if either x or y *or both* are true (a ham-and-cheese sandwich would satisfy the condition “ham OR cheese”). For example, try

a=c(1,2,3,4)  
b=c(1,1,5,5)  
(a<b)& (a>3)

## [1] FALSE FALSE FALSE TRUE

(a<b) | (a>3)

## [1] FALSE FALSE TRUE TRUE

and make sure you understand what happened (if it’s confusing, try breaking up the expression and looking at the results of a<b and a>3 separately first). The two forms of AND and OR differ in how they handle vectors. The shorter one does element-by-element comparisons; the longer one only looks at the first element in each vector.

## Vector indexing II

We can also use *logical* vectors (lists of TRUE and FALSE values) to pick elements out of vectors. This is important, e.g., for subsetting data (getting rid of those pesky outliers!)

As a simple example, we might want to focus on just the low-light values of in the *Chlorella* example:

X=read.table("ChlorellaGrowth.txt",header=TRUE)  
Light=X[,1]  
rmax=X[,2]  
lowLight = Light[Light<50]  
lowLightrmax = rmax[Light<50]  
lowLight

## [1] 20 20 20 21 24 44

lowLightrmax

## [1] 1.65 2.02 1.89 2.61 1.36 2.37

What is really happening here (think about it for a minute) is that Light<50 generates a logical vector the same length as Light (TRUE TRUE TRUE ...) which is then used to select the appropriate values.

If you want the positions at which Light is lower than 50, you could say (1:length(Light))[Light<50], but you can also use a built-in function: which(Light<50). If you wanted the position at which the maximum value of Light occurs, you could say which(Light==max(Light)). (This normally results in a vector of length 1; when could it give a longer vector?) There is even a built-in command for this specific function, which.max (although which.max always returns just the *first* position at which the maximum occurs).

**Exercise 8.5**: What would happen if instead of setting lowLight you replaced Light by saying Light=Light[Light<50], and then rmax=rmax[Light<50]? Why would that be wrong? Try it with some temporary variables — set Light2=Light and rmax2=rmax and then play with Light2 and rmax2 so you don’t mess up your working variables — and work out what happened …

We can also combine logical operators (making sure to use the element-by-element & and | versions of AND and OR):

Light[Light<50 & rmax <= 2.0]

## [1] 20 20 24

rmax[Light<50 & rmax <= 2.0]

## [1] 1.65 1.89 1.36

**Exercise 8.6** runif(n) is a function (more on it soon) that generates a vector of n random, uniformly distributed numbers between 0 and 1. Create a vector of 20 numbers, then select the subset of those numbers that is less than the mean. (If you want your answers to match mine exactly, use set.seed(273) to set the random-number generator to a particular starting point before you use runif; [273 is an arbitrary number I chose].)

**Exercise 8.7\***  Find the *positions* of the elements that are less than the mean of the vector you just created (e.g. if your vector were (0.1 0.9. 0.7 0.3) the answer would be (1 4)).

As I mentioned in passing above, vectors can have names associated with their elements: if they do, you can also extract elements by name (use names to find out the names).

x = c(first=7,second=5,third=2)  
names(x)

## [1] "first" "second" "third"

x["first"]

## first   
## 7

x[c("third","first")]

## third first   
## 2 7

Finally, it is sometimes handy to be able to drop a particular set of elements, rather than taking a particular set: you can do this with negative indices. For example, x[-1] extracts all but the first element of a vector.

**Exercise 8.8\*** : Specify two ways to take only the elements in the odd positions (first, third, …) of a vector of arbitrary length.

## Matrices

### Creating matrices

Like vectors, you can create matrices by using read.table to read in values from a data file. (Actually, this creates a data frame, which is *almost* the same as a matrix — see section 10.2.) You can also create matrices of numbers by creating a vector of the matrix entries, and then reshaping them to the desired number of rows and columns using the function matrix. For example

(X=matrix(1:6,nrow=2,ncol=3))

## [,1] [,2] [,3]  
## [1,] 1 3 5  
## [2,] 2 4 6

takes the values 1 to 6 and reshapes them into a 2 by 3 matrix.

By default R loads the values into the matrix *column-wise* (this is probably counter-intuitive since we’re used to reading tables row-wise). Use the optional parameter byrow to change this behavior. For example :

(A=matrix(1:9,nrow=3,ncol=3,byrow=TRUE))

## [,1] [,2] [,3]  
## [1,] 1 2 3  
## [2,] 4 5 6  
## [3,] 7 8 9

R will re-cycle through entries in the data vector, if necessary to fill a matrix of the specified size. So for example

matrix(1,nrow=10,ncol=10)

creates a matrix of ones.

**Exercise 9.1** Use a command of the form X=matrix(v,nrow=2,ncol=4) where v is a data vector, to create the following matrix X:

## [,1] [,2] [,3] [,4]  
## [1,] 1 1 1 1  
## [2,] 2 2 2 2

If you can, try to use R commands to construct the vector rather than typing out all of the individual values.

R will also collapse a matrix to behave like a vector whenever it makes sense: for example sum(X) above is 12.

**Exercise 9.2** Use rnorm (which is like runif, but generates Gaussian (normally distributed) numbers with a specified mean and standard deviation instead) and matrix to create a matrix of Gaussian random numbers with mean 1 and standard deviation 2. (Use set.seed(273) again for consistency.)

Another useful function for creating matrices is diag. diag(v,n) creates an matrix with data vector on its diagonal. So for example diag(1,5) creates the *identity matrix*, which has 1’s on the diagonal and 0 everywhere else. Try diag(1:5,5) and diag(1:2,5); why does the latter produce a warning?

Finally, you can use the data.entry function. This function can only edit existing matrices, but for example (try this now!!)

A=matrix(0,nrow=3,ncol=4)  
data.entry(A)

will create A as a matrix, and then call up a spreadsheet-like interface in which you can change the values to whatever you need.

### cbind and rbind

If their sizes match, you can combine vectors to form matrices, and stick matrices together with vectors or other matrices. cbind (“column bind”) and rbind (“row bind”) are the functions to use.

cbind binds together columns of two objects. One thing it can do is put vectors together to form a matrix:

(C=cbind(1:3,4:6,5:7))

## [,1] [,2] [,3]  
## [1,] 1 4 5  
## [2,] 2 5 6  
## [3,] 3 6 7

R interprets vectors as row or column vectors according to what you’re doing with them. Here it treats them as column vectors so that columns exist to be bound together. On the other hand,

(D=rbind(1:3,4:6))

## [,1] [,2] [,3]  
## [1,] 1 2 3  
## [2,] 4 5 6

treats them as rows. Now we have two matrices that can be combined.

**Exercise 9.3** Verify that rbind(C,D) works, cbind(C,C) works, but cbind(C,D) doesn’t. Why not?

### Matrix indexing

Matrix indexing is like vector indexing except that you have to specify both the row and column, or range of rows and columns. For example z=A[2,3] sets z equal to 6, which is the (2nd row, 3rd column) entry of the matrix **A** that you recently created, and

A[2,2:3]

## [1] 5 6

(B=A[2:3,1:2])

## [,1] [,2]  
## [1,] 4 5  
## [2,] 7 8

There is an easy shortcut to extract entire rows or columns: leave out the limits, leaving a blank before or after the comma.

(first.row=A[1,])

## [1] 1 2 3

(second.column=A[,2])

## [1] 2 5 8

(What does A[,] do?)

As with vectors, indexing also works in reverse for assigning values to matrix entries. For example,

(A[1,1]=12)

## [1] 12

You can do the same with blocks, rows, or columns, for example

(A[1,]=c(2,4,5))

## [1] 2 4 5

If you use which on a matrix, R will normally treat the matrix as a vector — so for example which(A==8) will give the answer 6 (figure out why). However, which does have an option that will treat its argument as a matrix:

which(A==8,arr.ind=TRUE)

## row col  
## [1,] 3 2

## Lists

While vectors and matrices may seem familiar, lists are probably new to you. Vectors and matrices have to contain elements that are all the same type: lists in R can contain anything — vectors, matrices, other lists … Indexing lists is a little different too: use double square brackets [[ ]] (rather than single square brackets as for a vector) to extract an element of a list by number or name, or $ to extract an element by name (only). Given a list like this:

L = list(A=x,B=y,C=c("a","b","c"))

Then L$A, L[["A"]], and L[[1]] will all grab the first element of the list.

You won’t use lists too much at the beginning, but many of R’s own results are structured in the form of lists.

## Data frames

Data frames are the solution to the problem that most data sets have several different kinds of variables observed for each sample (e.g. categorical site location and continuous rainfall), but matrices can only contain a single type of data. Data frames are a hybrid of lists and vectors; internally, they are a list of vectors that may be of different types but must all be the same length, but you can do most of the same things with them (e.g., extracting a subset of rows) that you can do with matrices. You can index them either the way you would index a list, using [[ ]] or $ — where each variable is a different item in the list — or the way you would index a matrix. Use as.matrix if you have a data frame (where all variables are the same type) that you really want to be a matrix, e.g. if you need to transpose it (use as.data.frame to go the other way).

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