BIOE 310:
Computational Tools for Biological Data

What this class is all about?

Instructor

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- **Professor of Bioengineering, Physics, Carl R. Woese Institute for Genomic Biology, and National Center for Supercomputing Applications**

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- **E-mail: maslov@illinois.edu**

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Teaching Assistant:

Seokjin Yeo
sy44@illinois.edu

Questions and Suggestions:

maslov@Illinois.edu
sy44@illinois.edu

Start subject with [BIOE310]

Homework and Exams

- **Homework assignments.**
  Due at the beginning of the class on the designated day

- **Midterm exam. March either before or after the spring break**

- **Final exam. Date will be decided by the College of Engineering**

- **Grading:**

Homework	**30%**
Midterm	**30%**
Final	**40%**

Course Website

https://courses.engr.illinois.edu/bioe310

Grades will be on
https://my.bioen.illinois.edu/gradebook

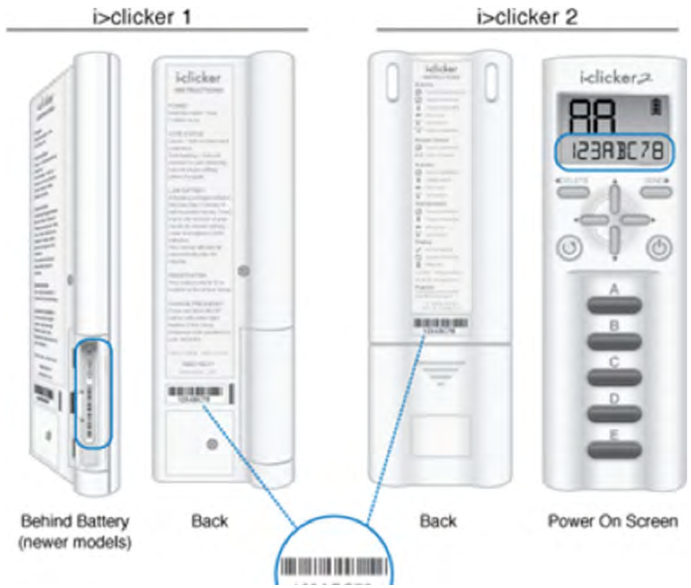
BIOE 310 - Computational Tools for Biological Data

Return to syllabus

#	Date	Topics	Slides	Matlab	Homework	Exams
1	Jan 26					
2	Jan 28					

Bring your iClickers to my lectures

- **Who knows what is an iClicker?**
- **Show of hands: who has an iClicker?**
- **I would like you all to have an iClicker and bring it to every class. On amazon.com a new iClicker (1st generation is OK) costs around $40. It is also sold at UIUC Bookstore. The used ones are cheaper.**
- **An alternative solution is using a mobile app: https://www.iclicker.com/students/apps-and-remotes/apps**
- **Your answers WILL NOT be used for grading.**
  I need them to see if I lost some of you and what could I rephrase to better explain the material



We will use Matlab in class

- Bring your laptops to class
- Poll: who *has* Matlab?
- Need to have Matlab installed and know the basic user interface (inline commands, plotting)
- We will use Statistics and Machine Learning Toolbox and Bioinformatics Toolboxes
- You can use CITRIX for UIUC students and connect to EWS Windows Lab Software
- .m files and .mat with Matlab commands and data will be on the website after the lecture

Who has Matlab?

A. Have on my own laptop
B. Plan to use CITRIX
C. I don't have Matlab
D. I don't know yet
E. I will never use Matlab

Get your i-clickers

We will use Matlab in class

- Bring your laptops to class
- Need to have Matlab installed and know the basic user interface (inline commands, plotting)
- We will use Statistics and Machine Learning Toolbox and Bioinformatics Toolboxes
- Good news! Now all faculty and graduate students get Matlab **for free.** See offering on the WebStore site and follow the detailed instructions.
- .m files and .mat with Matlab commands and data will be on the website after the lecture

Possible alternative to purchasing Matlab and toolboxes is to use campus resources.

Both Engineering Workstations (EWS) and ACES computers have Matlab.
I don't think all of them offer the statistics and bioinformatics toolboxes
(EWS should, ACES computers may not..).

See the following to access:

Citrix for EWS, Matlab, and ACES computers -- links for all

https://it.engineering.illinois.edu/ews/lab-information/remote-connections/connecting-citrix

https://it.engineering.illinois.edu/services/instructional-services/remote-connections-citrix

Accessing Engineering Workstations (EWS)

https://it.engineering.illinois.edu/ews

Accessing ACES Academic Computing Workstations

http://acf.aces.illinois.edu/remote/

http://acf.aces.illinois.edu/remote/pc.html

To access off campus use:

CISCO Virtual Private Network -- For off-campus access to campus computer and network resources (software programs, files saved on the network, etc.)

https://techservices.illinois.edu/services/virtual-private-networking-vpn/download-and-set-up-the-vpn-client

CISCO VPN CLIENT

https://webstore.illinois.edu/shop/product.aspx?zpid=2600

CISCO AnyConnect VPN

https://webstore.illinois.edu/shop/product.aspx?zpid=1222

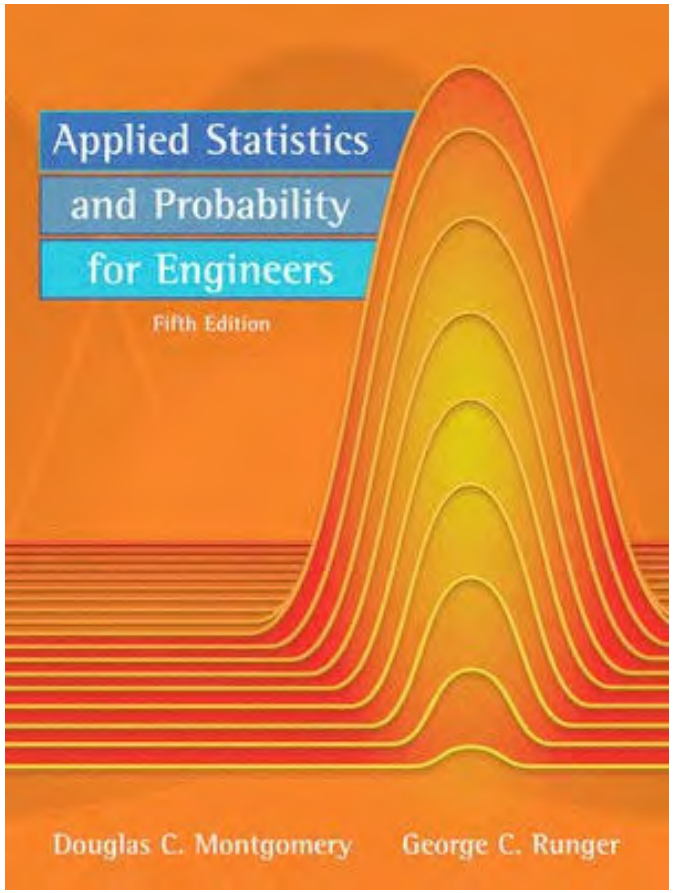
What will you learn in this course?

- Basics of probability and statistics
  - Basic concepts of probability, Bayes theorem
  - Discrete and continuous probability distributions
  - Multivariate statistics
  - Sampling distributions
  - Parameter estimation
  - Hypothesis testing
  - Regression
- How it is applied to biological data
  - Basics of genomics
  - Systems biology (gene expression, networks)

The main Probability/Statistics Textbook

Applied Statistics and Probability for Engineers, 5th Edition
D. C. Montgomery and G. C. Runger
John Wiley & Sons, Inc. (2011)

You can also use other editions from 4th (2007) to 6th (2014)



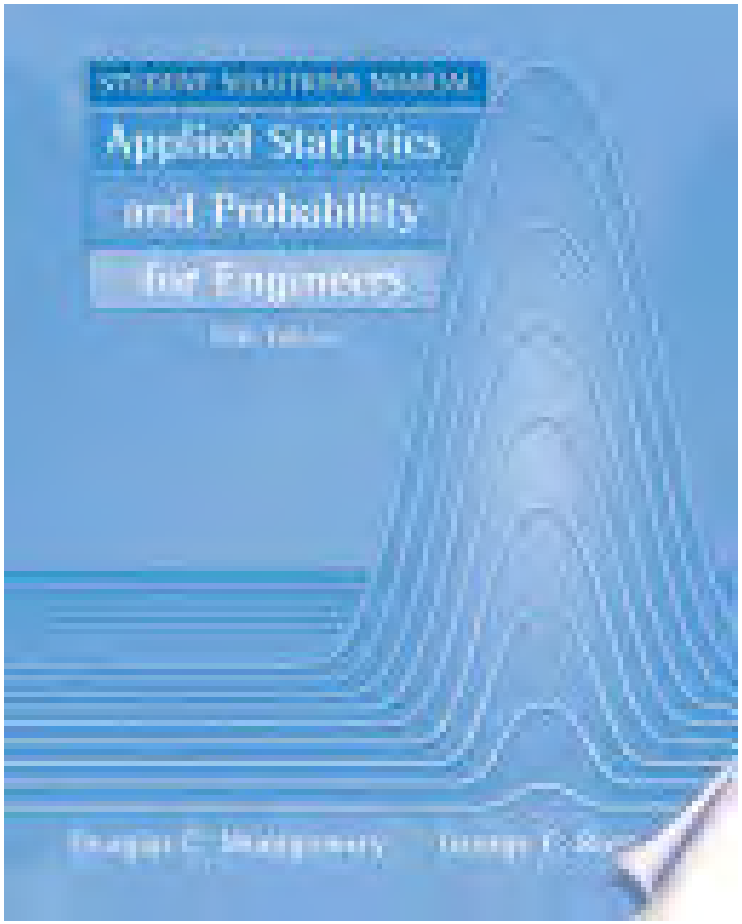
5th edition is available for free at our library

Problems for our main Probability/Statistics Textbook

Student Solutions Manual Applied Statistics and Probability for Engineers, 5th Edition
D. C. Montgomery and G. C. Runger
John Wiley & Sons, Inc. (2010)

You can also use other editions from 4th (2007) to 6th (2014)

5th edition is available for free at our library



Probability/Statistics for Bioengineering with Matlab exercises

Statistics for Bioengineering Sciences

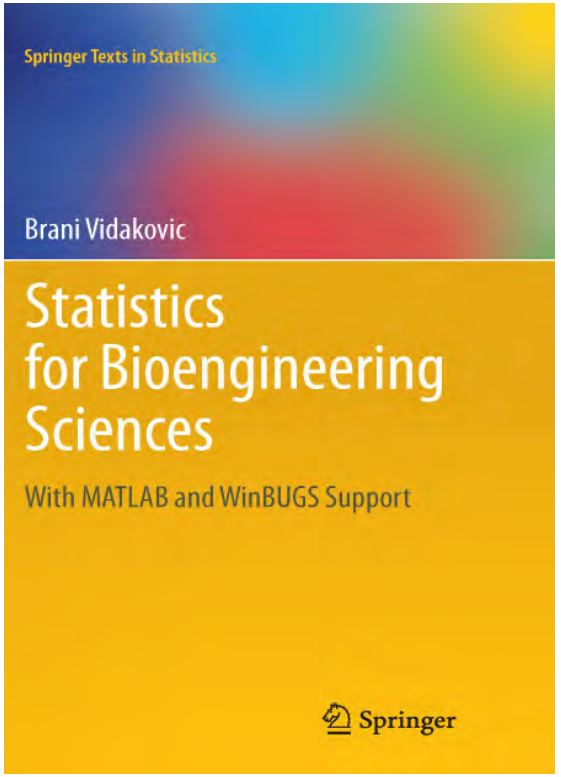
with MATLAB and WinBUGS Support

Brani Vidakovic

Department of Biomedical Engineering, Georgia Tech

(2011) Springer, New York

It is constantly updated with the newest version at the link below.



Free as a PDF eBook at

http://statbook.gatech.edu/statb4.pdf

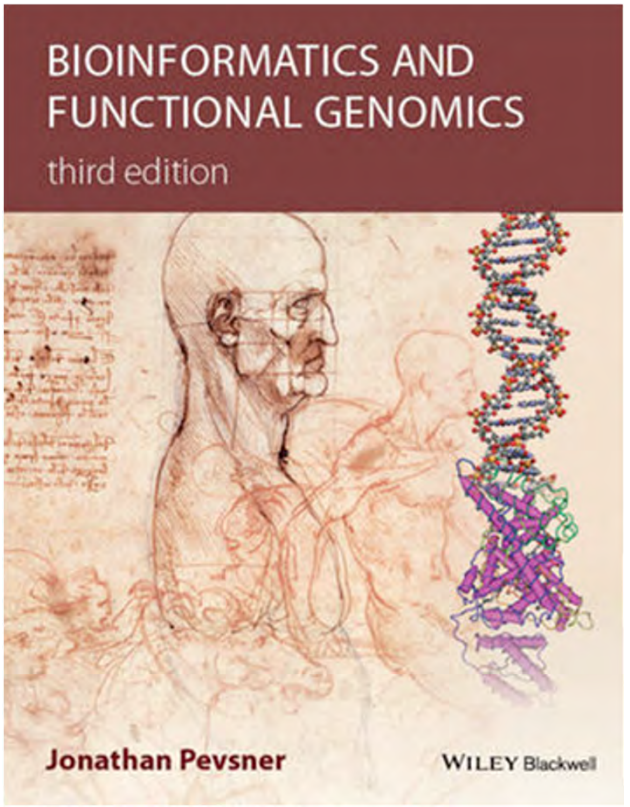
Matlab exercises and datasets are at

http://springer.bme.gatech.edu

Genomics/Systems Biology Textbook

- *J Pevsner*
  Bioinformatics and functional genomics
Wiley-Blackwell,
2nd edition [2009] exists in electronic form
3rd edition [2015] has up-to-date
information on NGS: RECOMMENDED
(about $60 on amazon)

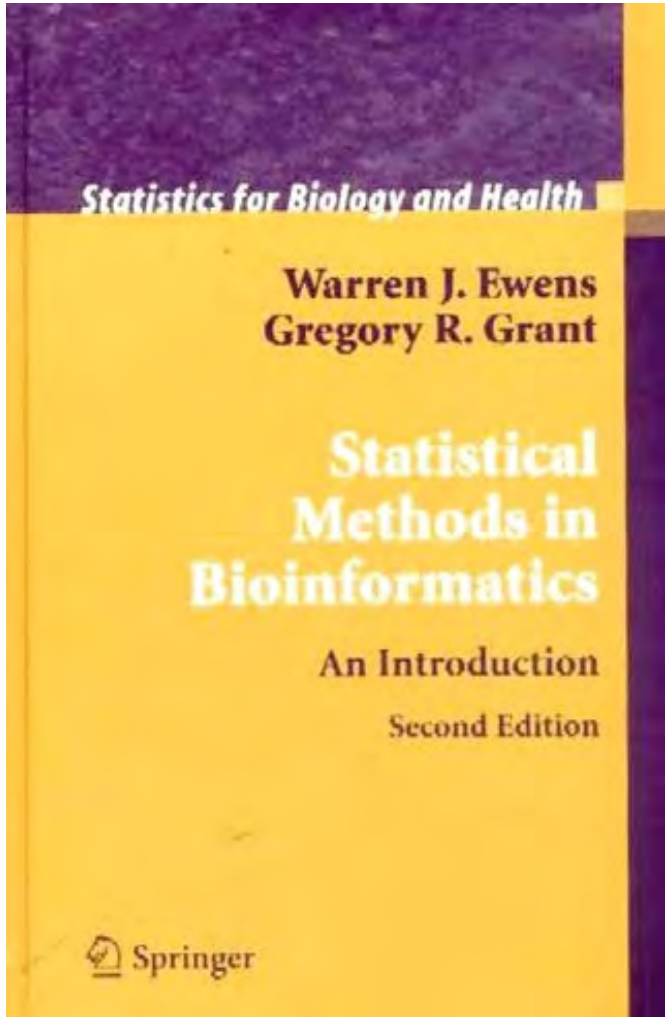
- *2nd edition is available for free*
in electronic form in our library



Another Bioinformatics/Statistics Textbook

- *Ewens, WJ and Grant, GR* **Statistical Methods in Bioinformatics: An Introduction,** *2nd ed, Springer, 2005.*

- *2nd edition as PDF eBook*

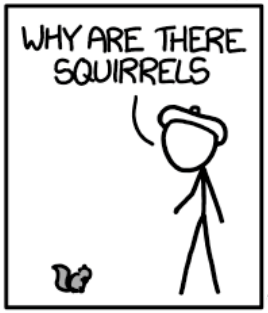


Credit: XKCD comics

QUESTIONS
FOUND IN GOOGLE AUTOCOMPLETE

WHY DO WHALES JUMP
WHY ARE WITCHES GREEN
WHY ARE THERE MIRRORS ABOVE BEDS
WHY DO I SAY UH
WHY IS SEA SALT BETTER
WHY ARE THERE TREES IN THE MIDDLE OF FIELDS
WHY IS THERE NOT A POKEMON MMO
WHY IS THERE LAUGHING IN TV SHOWS
WHY ARE THERE DOORS ON THE FREEWAY
WHY ARE THERE SO MANY SVCHOST.EXE RUNNING
WHY AREN'T THERE ANY COUNTRIES IN ANTARCTICA
WHY ARE THERE SCARY SOUNDS IN MINECRAFT
WHY IS THERE KICKING IN MY STOMACH
WHY ARE THERE TWO SLASHES AFTER HTTP
WHY ARE THERE CELEBRITIES
WHY DO SNAKES EXIST
WHY DO OYSTERS HAVE PEARLS
WHY ARE DUCKS CALLED DUCKS
WHY DO THEY CALL IT THE CLAP
WHY ARE KYLE AND CARTMAN FRIENDS
WHY IS THERE AN ARROW ON AANG'S HEAD
WHY ARE TEXT MESSAGES BLUE
WHY ARE THERE MUSTACHES ON CLOTHES
WHY ARE THERE MUSTACHES ON CARS
WHY ARE THERE MUSTACHES EVERYWHERE
WHY ARE THERE SO MANY BIRDS IN OHIO
WHY IS THERE SO MUCH RAIN IN OHIO
WHY IS OHIO WEATHER SO WEIRD
WHY ARE THERE MALE AND FEMALE BIKES
WHY ARE THERE BRIDESMAIDS
WHY DO DYING PEOPLE REACH UP
WHY AREN'T THERE VARICOSE ARTERIES
WHY ARE OLD KLINGONS DIFFERENT

WHY ARE THERE SQUIRRELS



WHY IS PROGRAMMING SO HARD
WHY IS THERE A 0 OHM RESISTOR
WHY DO AMERICANS HATE SOCCER
WHY DO RHYMES SOUND GOOD
WHY DO TREES DIE
WHY IS THERE NO SOUND ON CNN
WHY AREN'T POKEMON REAL
WHY AREN'T BULLETS SHARP
WHY DO DREAMS SEEM SO REAL

WHY DO IGUANAS DIE
WHY AREN'T THERE DINOSAUR GHOSTS
WHY IS THERE HELL IF GOD FORGIVES
WHY IS GPS FREE
WHY IS LYING GOOD

WHY ARE THERE TINY SPIDERS IN MY HOUSE
WHY DO SPIDERS COME INSIDE
WHY ARE THERE HUGE SPIDERS IN MY HOUSE
WHY ARE THERE LOTS OF SPIDERS IN MY HOUSE
WHY ARE THERE SPIDERS IN MY ROOM
WHY ARE THERE SO MANY SPIDERS IN MY ROOM
WHY DO SPIDER BITES ITCH
WHY IS DYING SO SCARY
WHY IS THERE NO GPS IN LAPTOPS
WHY DO KNEES CLICK
WHY AREN'T THERE E GRADES
WHY IS ISOLATION BAD
WHY DO BOYS LIKE ME
WHY DON'T BOYS LIKE ME
WHY IS THERE ALWAYS A JAVA UPDATE
WHY ARE THERE RED DOTS ON MY THIGHS

WHY IS SEX SO IMPORTANT

WHY ARE THERE SLAVES IN THE BIBLE
WHY DO TWINS HAVE DIFFERENT FINGERPRINTS
WHY ARE AMERICANS AFRAID OF DRAGONS
WHY IS YKK ON ALL ZIPPERS
WHY IS HTTPS CROSSED OUT IN RED
WHY IS THERE A LINE THROUGH HTTPS
WHY IS THERE A RED LINE THROUGH HTTPS ON FACEBOOK
WHY IS HTTPS IMPORTANT

WHY AREN'T MY ARMS GROWING

WHY ARE THERE WEEKS
WHY DO I FEEL DIZZY

WHY ARE THERE SWARMS OF GNATS
WHY IS THERE PHLEGM
WHY AREN'T ECONOMISTS RICH
WHY DO AMERICANS CALL IT SOCCER
WHY ARE MY EARS RINGING
WHY ARE THERE SO MANY AVENGERS
WHY ARE THE AVENGERS FIGHTING THE X MEN
WHY IS WOLVERINE NOT IN THE AVENGERS
WHY IS THERE LAVA

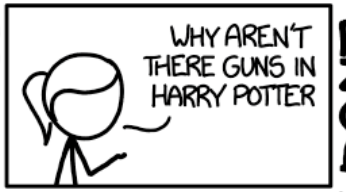
WHY ARE THERE SO MANY CROWS IN ROCHESTER, MN
WHY IS PSYCHIC WEAK TO BUG
WHY DO CHILDREN GET CANCER
WHY IS POSEIDON ANGRY WITH ODYSSEUS
WHY IS THERE ICE IN SPACE
WHY ARE THERE ANTS IN MY LAPTOP
WHY IS EARTH TILTED
WHY IS SPACE BLACK
WHY IS OUTER SPACE SO COLD
WHY ARE THERE PYRAMIDS ON THE MOON
WHY IS NASA SHUTTING DOWN
WHY ARE THERE FEMALE MR MIMES

WHY ARE THERE GHOSTS

WHY IS THERE AN OWL IN MY BACKYARD
WHY IS THERE AN OWL OUTSIDE MY WINDOW
WHY IS THERE AN OWL ON THE DOLLAR BILL
WHY DO OWLS ATTACK PEOPLE
WHY ARE AK 47s SO EXPENSIVE
WHY ARE THERE HELICOPTERS CIRCLING MY HOUSE
WHY ARE THERE GODS
WHY ARE THERE TWO SPOCKS
WHY IS MT VESUVIUS THERE
WHY DO THEY SAY T MINUS
WHY ARE THERE OBELISKS
WHY ARE WRESTLERS ALWAYS WET
WHY ARE OCEANS BECOMING MORE ACIDIC
WHY IS ARWEN DYING
WHY AREN'T MY QUAIL LAYING EGGS
WHY AREN'T MY QUAIL EGGS HATCHING
WHY AREN'T THERE ANY FOREIGN MILITARY BASES IN AMERICA
WHY IS LIFE SO BORING

WHY ARE CIGARETTES LEGAL
WHY ARE THERE DUCKS IN MY POOL
WHY IS JESUS WHITE
WHY IS THERE LIQUID IN MY EAR
WHY DO Q TIPS FEEL GOOD
WHY DO GOOD PEOPLE DIE

WHY AREN'T THERE GUNS IN HARRY POTTER



WHY ARE ULTRASOUNDS IMPORTANT
WHY ARE ULTRASOUND MACHINES EXPENSIVE
WHY IS STEALING WRONG

WHY ARE DOGS AFRAID OF FIREWORKS
WHY IS THERE NO KING IN ENGLAND

This course is about biological data and probability theory, and statistics concepts needed for its analysis

What biological data will be discussed?

Will be covered in lectures or Matlab exercises:

- Genomic data: strings of letters ACGT
- Gene Expression data: messenger RNA copy numbers transcribed from genes
- Proteomic data: protein abundances
- Network data: pairs of interacting genes or proteins and protein-protein interaction strengths

Will not be covered:

- Imaging data such as e.g. fMRI brain scans,
  Brain connectome data, Ecosystem dynamics data

Why do you need
probability and statistics
to analyze
modern biological data?

Definition of probability theory by Encyclopedia Britannica

a branch of mathematics concerned with the analysis of random phenomena

Definition of *statistics* by Merriam-Webster

1 : a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of masses of numerical data

…

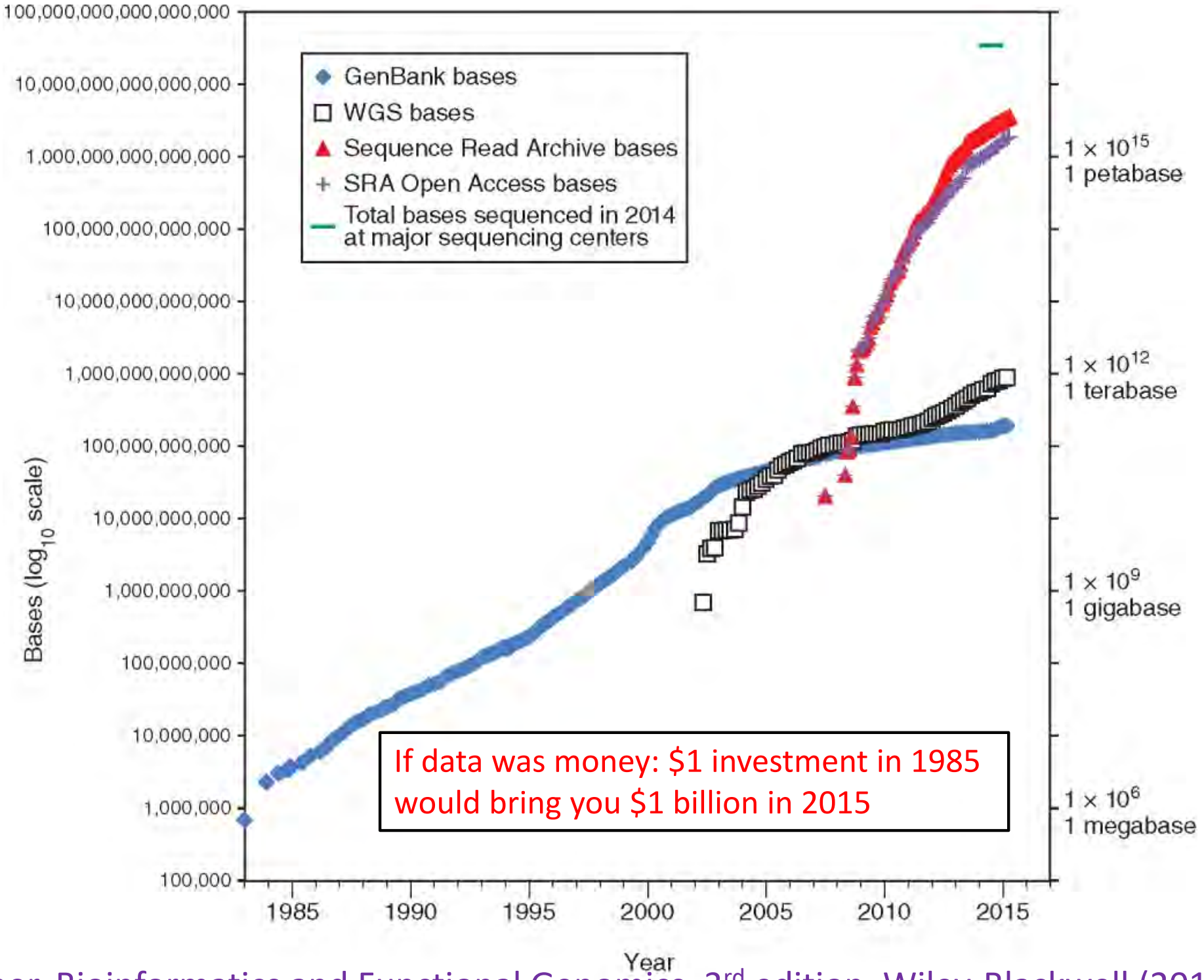
Why do you need
probability and statistics
to analyze
modern biological data?

Reason 1:
Biology now has Lots of Data

Base pairs	Unit	Abbreviation	Example
1	1 base pair	1 bp	A, C, G, T = 2 bits = 0.25 bytes
1000	1 kilobase pair	1 kb	
1,000,000	1 megabase pair	1 Mb	
10^9	1 gigabase pair	1 Gb	
10^{12}	1 terabase pair	1 Tb	
10^{15}	1 petabase pair	1 Pb	

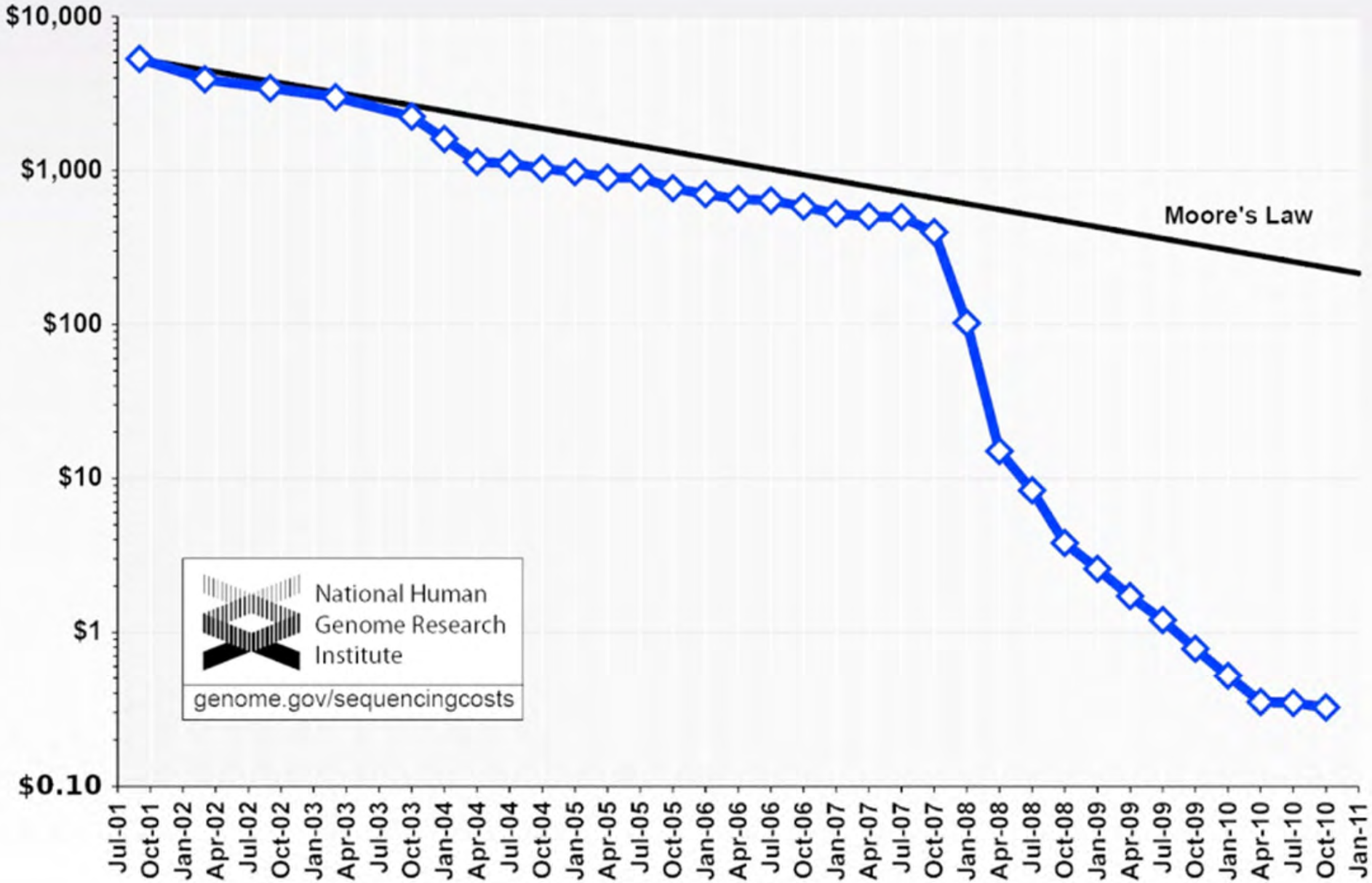
Size	Abbreviation	No. bytes	Examples
Bytes	–	1	1 byte is typically 8 bits, used to encode a single character of text
Kilobytes	1 kb	10^3	Size of a text file with up to 1000 characters
Megabytes	1 MB	10^6	Size of a text file with 1 million characters ← Bacterial genome = "War & Peace"
Gigabytes	1 GB	10^9	600 GB: size of GenBank (uncompressed flat files) ftp://ftp.ncbi.nih.gov/genbank/gbrel.txt (WebLink 2.84) ← Human Genome
Terabytes	1 TB	10^{12}	385 TB: United States Library of Congress web archive (http://www.loc.gov/webarchiving/faq.html) (WebLink 2.85)
			464 TB: Data generated by the 1000 Genomes Project (http://www.1000genomes.org/faq/how-much-disk-space-used-1000-genomes-project) (WebLink 2.86)
Petabytes	1 PB	10^{15}	1 PB: size of dataset available from The Cancer Genome Atlas (TCGA)
			5 PB: size of SRA data available for download from NCBI
			15 PB: amount of data produced each year at the physics facility CERN (near Geneva) (http://home.web.cern.ch/about/computing) (WebLink 2.87)
Exabytes	1 EB	10^{18}	2.5 exabytes of data are produced worldwide (Lampitt, 2014)

J. Pevsner, Bioinformatics and Functional Genomics, 3rd edition, Wiley-Blackwell (2015)



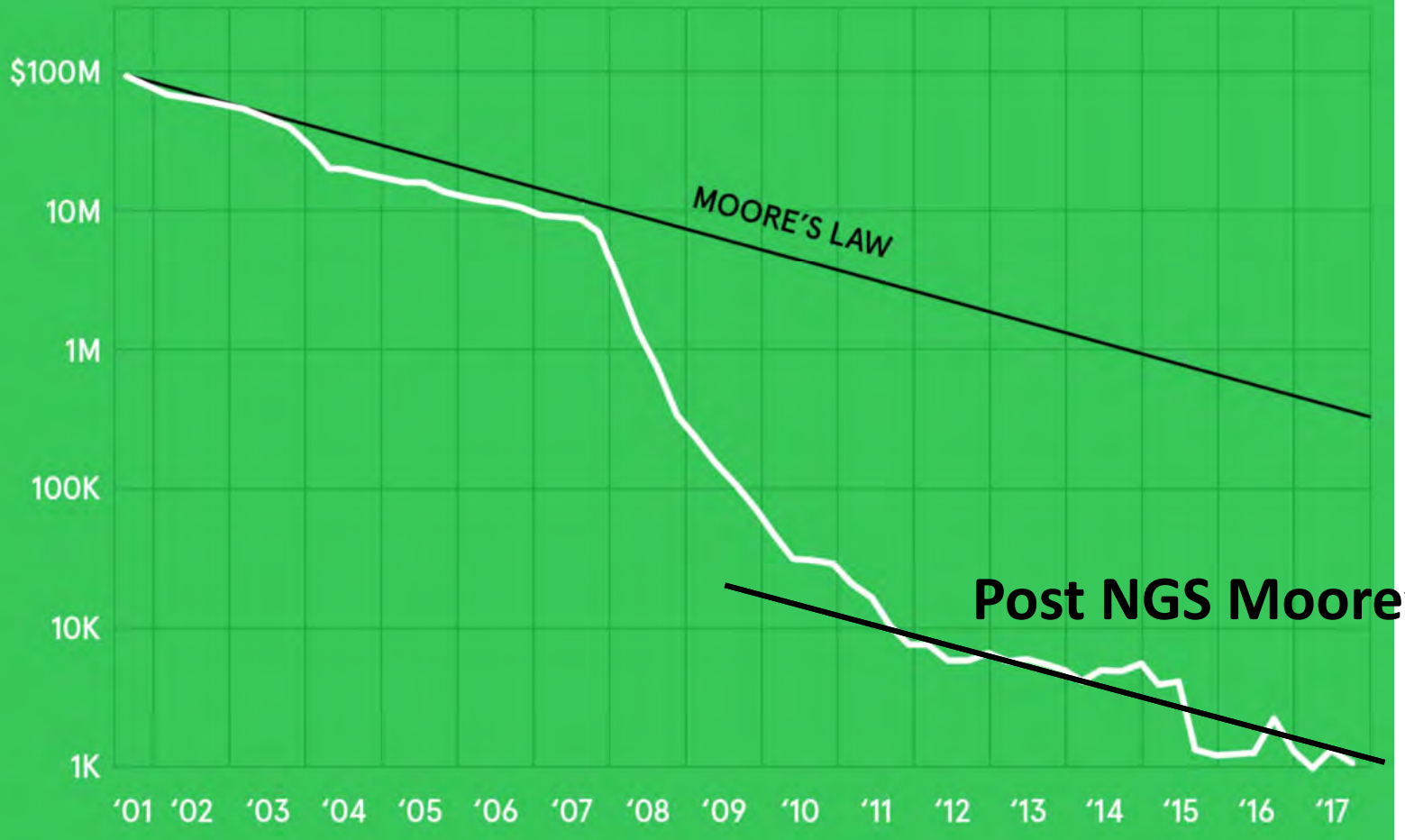
J. Pevsner, Bioinformatics and Functional Genomics, 3rd edition, Wiley-Blackwell (2015)

Cost per Megabase of DNA Sequence



Cost per Genome Sequenced

The cost of sequencing a human genome compared with the reductions that would be expected at the rate Moore's law predicts for computer chips. Over the past decade, next-generation sequencing and cloud computing drove the figure down. The average bumped higher in recent years because of brief slowdowns in production.



Source: NIH

NEO LIFE

Who will have bigger data by 2025?

Data Phase	Astronomy	Twitter	YouTube	Genomics
Acquisition	25 zetta-bytes/year	0.5–15 billion tweets/year	500–900 million hours/year	1 zetta-bases/year
Storage	1 EB/year	1–17 PB/year	1–2 EB/year	2–40 EB/year

Peta=10^{15} Exa=10^{18} Zetta=10^{21}

Z. Stephens, S. Lee, F. Faghri, R. Campbell, C. Zhai, M. Efron,
R. Iyer, M. Schatz, S. Sinha, and G. Robinson (2015) PLoS Biol 13: e1002195.

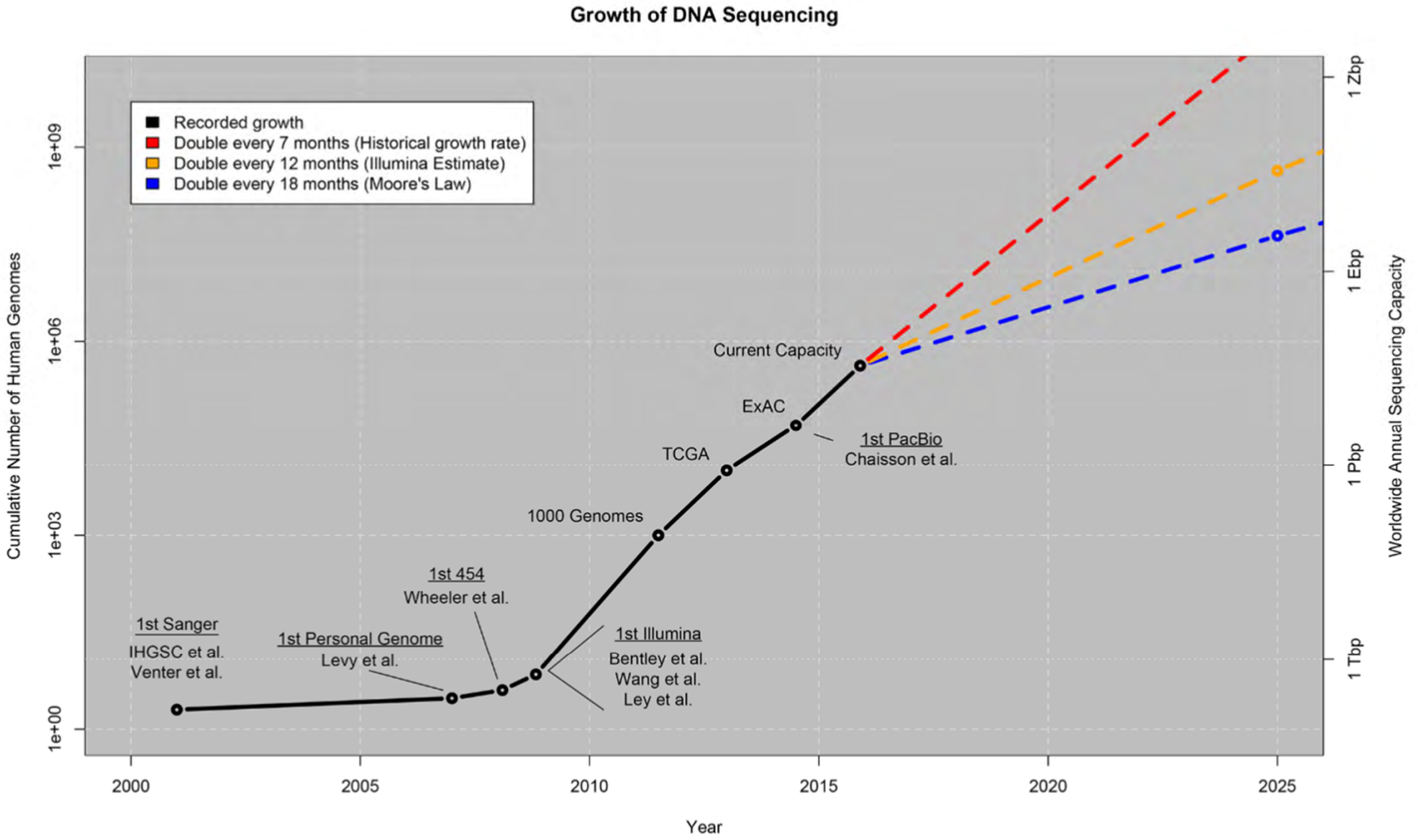
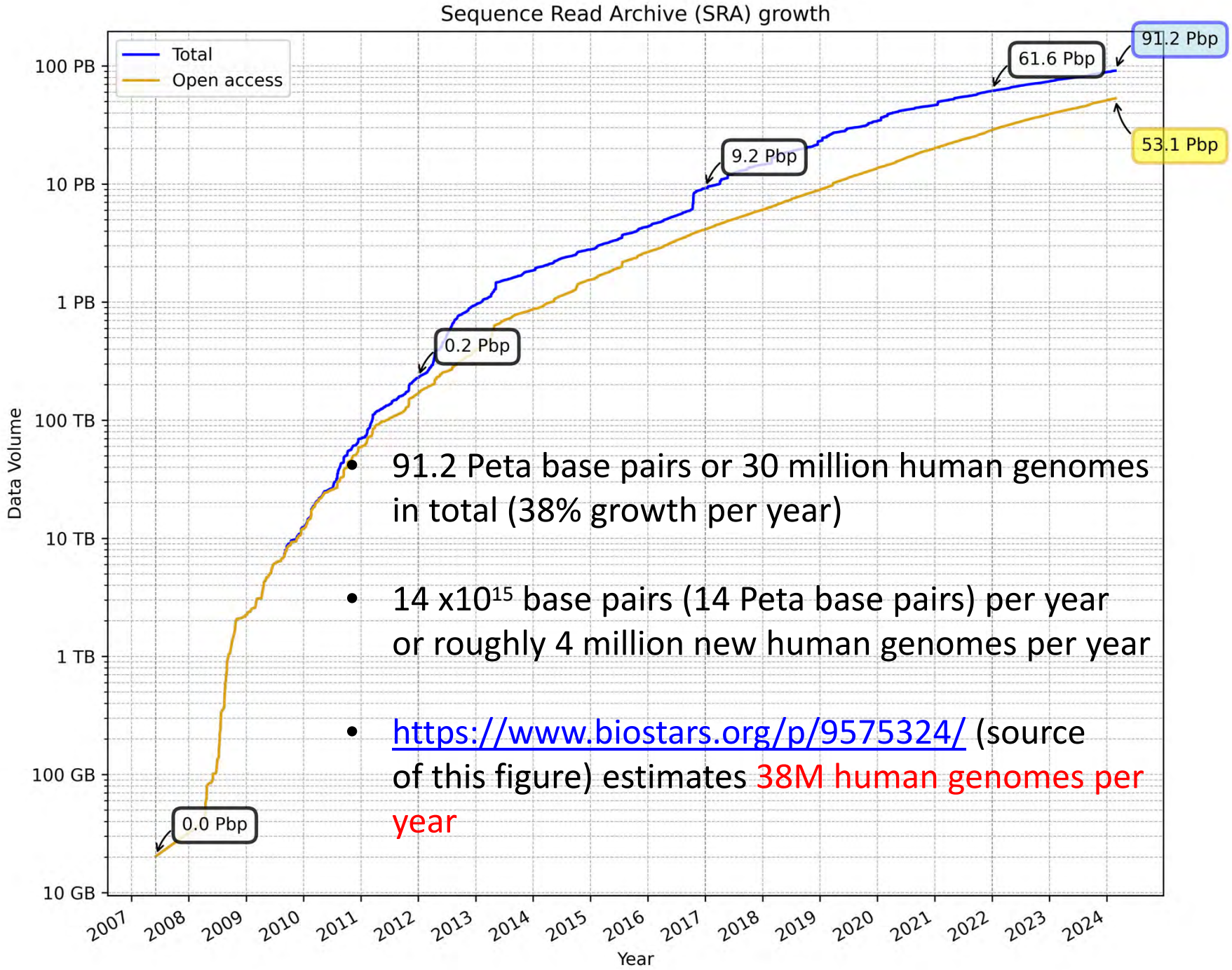


Fig 1. Growth of DNA sequencing. The plot shows the growth of DNA sequencing both in the total number of human genomes sequenced (left axis) as well as the worldwide annual sequencing capacity (right axis: Tera-basepairs (Tbp), Peta-basepairs (Pbp), Exa-basepairs (Ebp), Zetta-basepairs (Zbps)). The values through 2015 are based on the historical publication record, with selected milestones in sequencing (first Sanger through first PacBio human genome published) as well as three exemplar projects using large-scale sequencing: the 1000 Genomes Project, aggregating hundreds of human genomes by 2012 [3]; The Cancer Genome Atlas (TCGA), aggregating over several thousand tumor/normal genome pairs [4]; and the Exome Aggregation Consortium (ExAC), aggregating over 60,000 human exomes [5]. Many of the genomes sequenced to date have been whole exome rather than whole genome, but we expect the ratio to be increasingly favored towards whole genome in the future. The values beyond 2015 represent our projection under three possible growth curves as described in the main text.

doi:10.1371/journal.pbio.1002195.g001



- 91.2 Peta base pairs or 30 million human genomes in total (38% growth per year)
- 14 x10^{15} base pairs (14 Peta base pairs) per year or roughly 4 million new human genomes per year
- https://www.biostars.org/p/9575324/ (source of this figure) estimates 38M human genomes per year

https://www.ncbi.nlm.nih.gov/sra/docs/sragrowth/

What makes genomic data so big?

- There are ~9 millions species each with its own genome
- Each of us humans (7.5 billions and counting) has unique DNA: we want to compare them all to each other
- Each cell has just 1 genome (DNA) but multitude of transcriptomes (RNA levels) and proteomes (protein levels)
- Cancer cells acquire mutations in their genomes: need to track multiple lineages in a tumor vs time to understand cancer
- DNA was proposed as a long-term storage medium of information

Farfetched? Storage standards evolve fast but DNA standard remained unchanged for 4 billion years

Note: Nature article started the comparison with a hard drive and flash memory skipping the floppy disk

nature International weekly journal of science

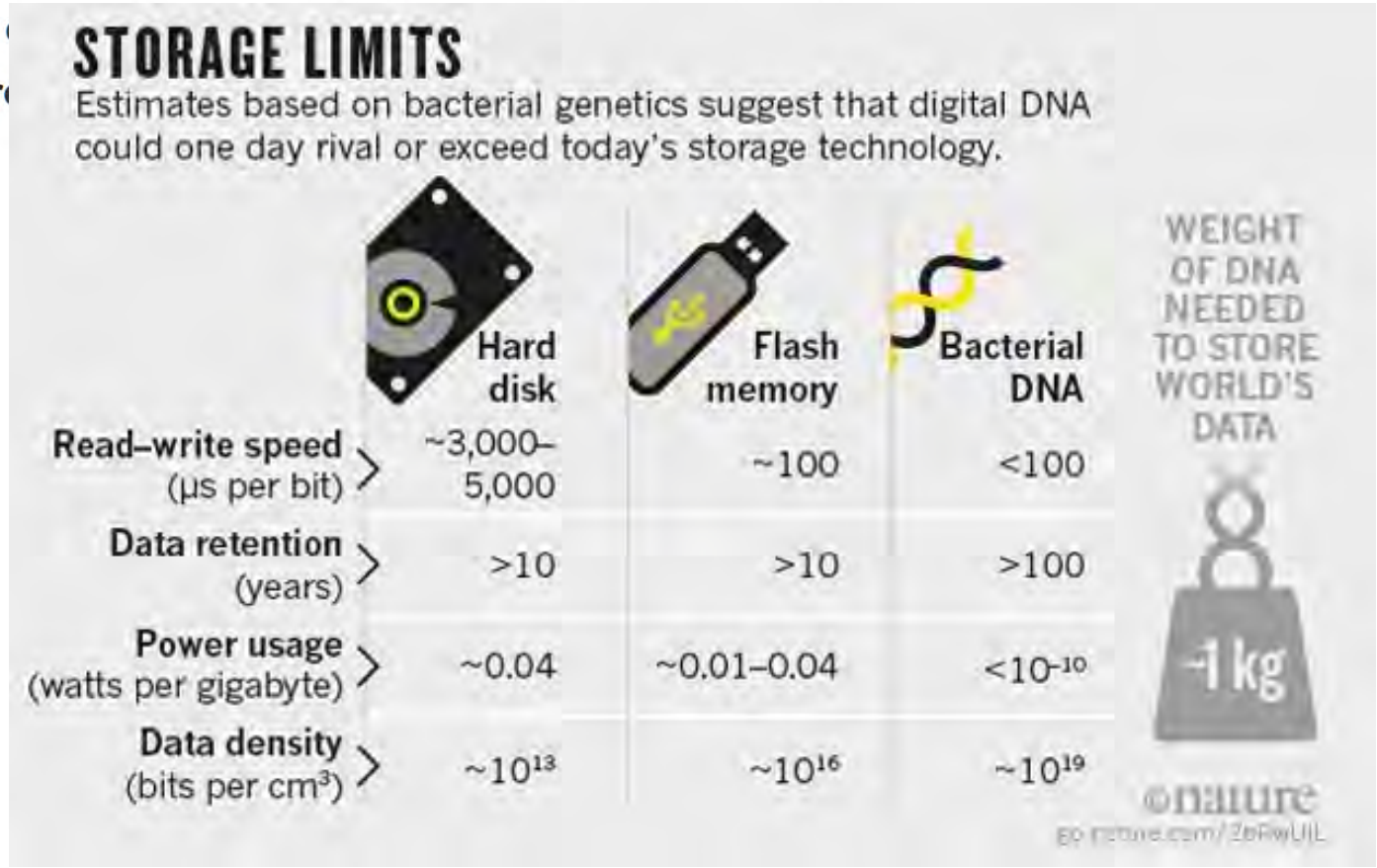
NATURE | NEWS FEATURE

How DNA could store all the world's data

Modern archiving technology
may hold an answer to that pr

Andy Extance

31 August 2016

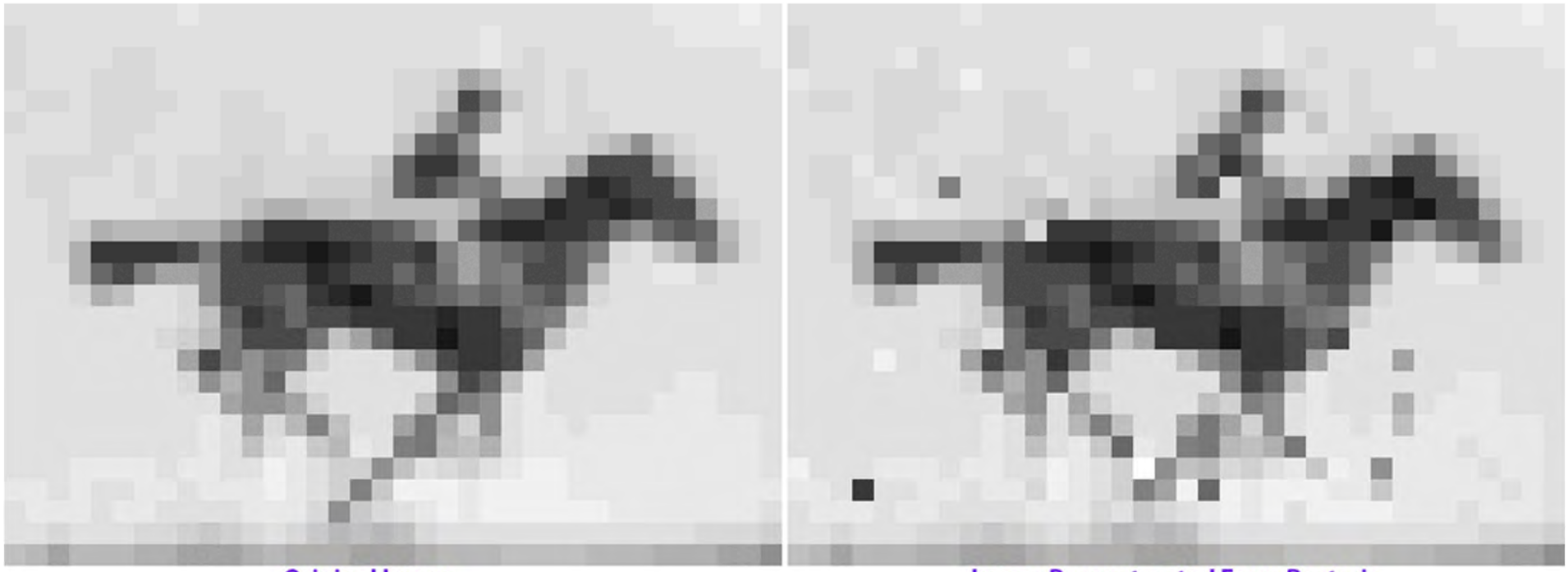


- Prof Olgica Milenkovic from Electrical and Computer Engineering UIUC is a local expert on this topic

- Profs. George Church and Sri Kosuri (Harvard Medical School) explains a potential use of DNA as storage medium in 2012

- https://www.youtube.com/watch?v=IJAdqAVjQqY

Fast-forward from 2012 to 2017



Original Image

Image Reconstructed From Bacteria

Shipman SL, Nivala J, Macklis JD, Church GM.
CRISPR–Cas encoding of a digital movie into the genomes
of a population of living bacteria. Nature. 2017;547: 345–349. doi:10.1038/nature23017

Why do you need
probability and statistics
to analyze
modern biological data?

Reason 2:
Life is random and messy

Show video
“Cell organelles”

- Made at the Walter and Eliza Hall Institute of Medical Research at Victoria, Australia
- Animated by award-winning artist Dr. Drew Berry
- Go to https://www.wehi.edu.au/wehi-tv for other videos

Life is messy, random, and noisy

Yet it is beautifully complex
and has many parts
(see statistics)

Why life is so random?

- Biomolecules are very small (nano- to micro-meters) → Brownian noise
- # molecules/cell is often small → Large cell-to-cell variations
- Genomic data comes from biological evolution
  - the Mother of all random processes
- Genomic data involves (random) samples
  - We have genomes of some (not all) organisms
  - We have tissue samples of some (not all) cancer patients

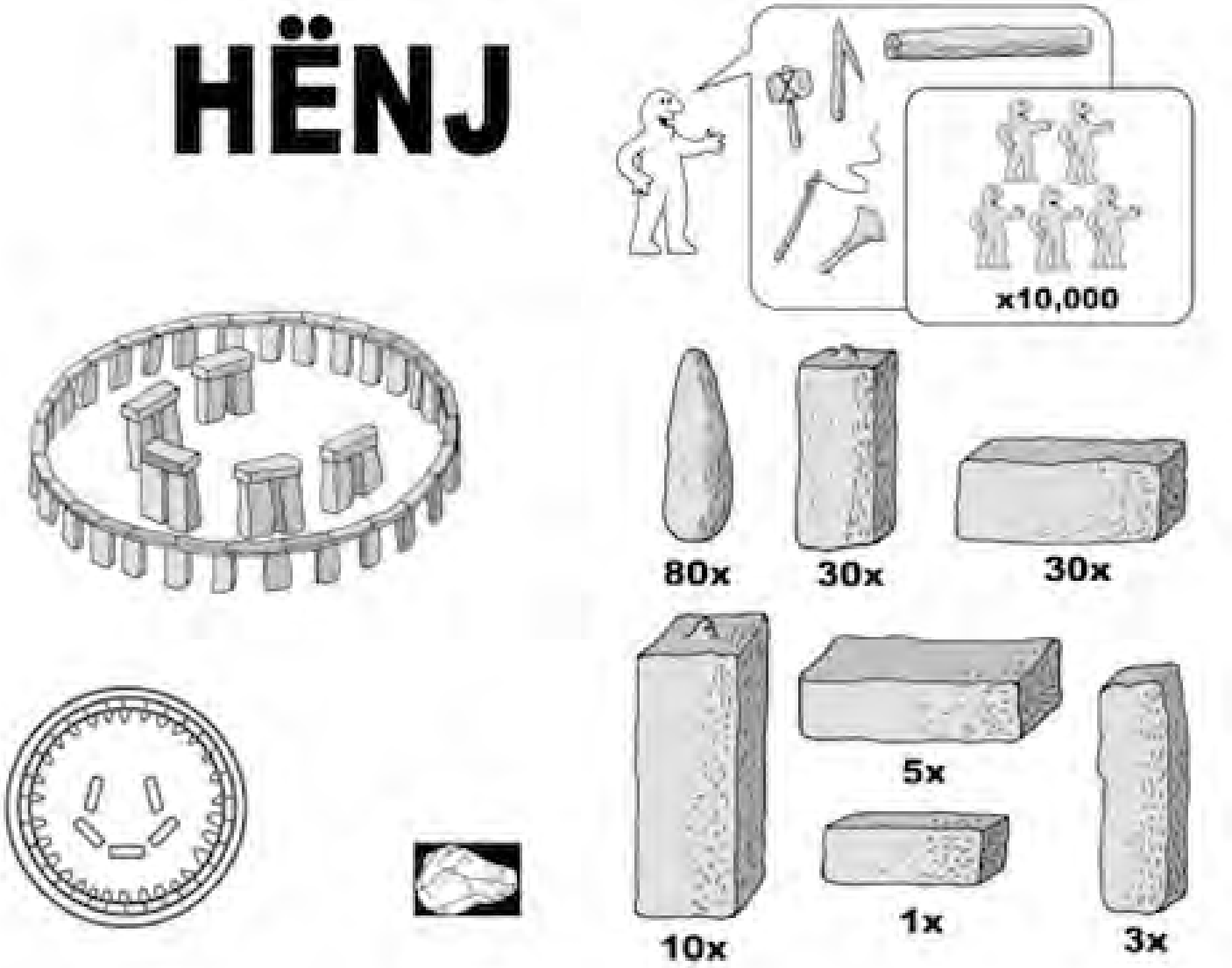
Why life is so complex?

Primer on complex system

Complex systems have many interacting parts

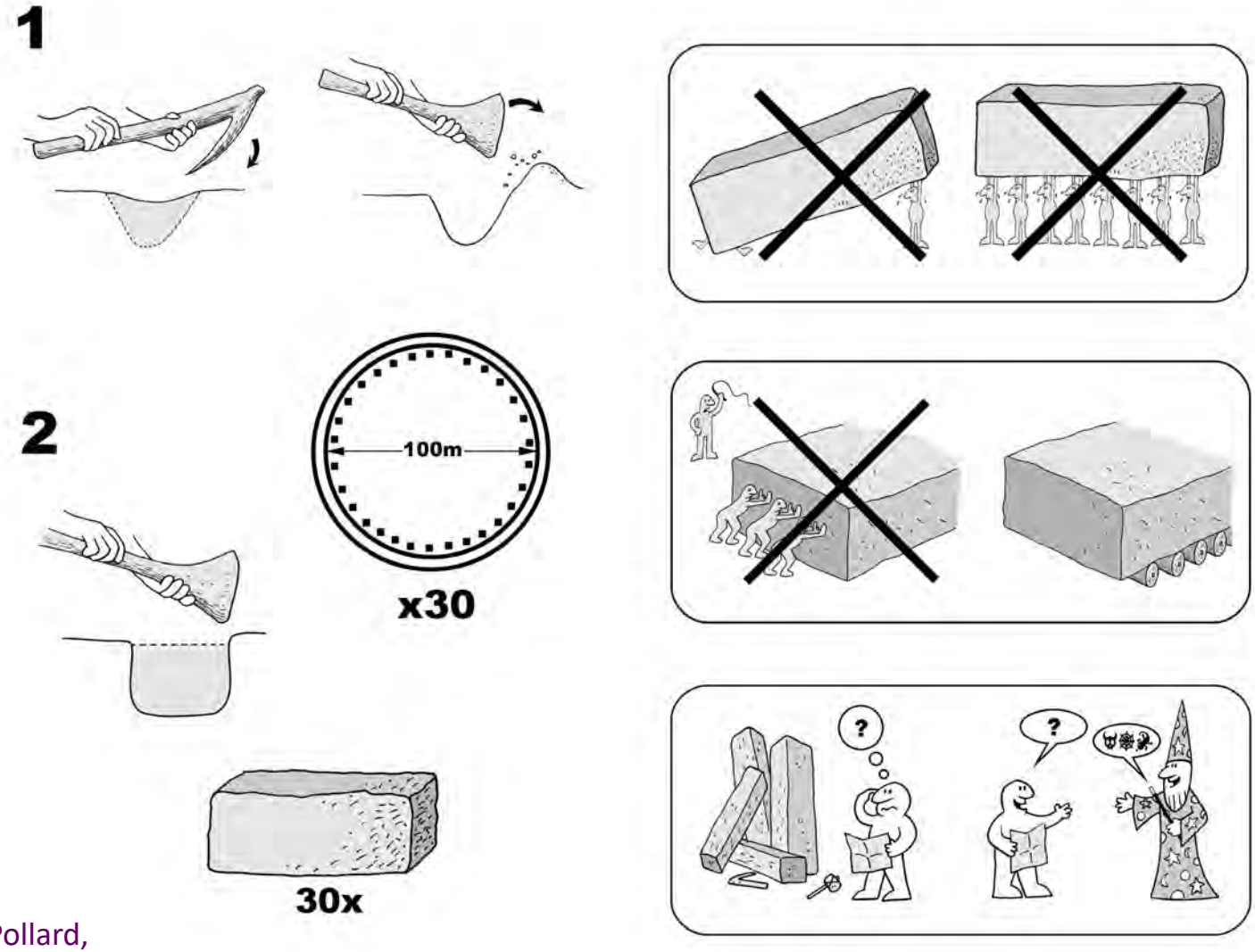
- All parts are different from each other
  - 10s thousands (10^4) types of proteins in an organism
  - 100 thousands (10^5) organizations (AS) in the Internet
  - 1 billion (10^9) people on Facebook
  - 10 billion (10^{10}) web pages in the WWW
  - 100 billion (10^{11}) neurons in a human brain
  - NOT 10^{23} electrons or quarks studied by physics: they are all the same and boring!
- Yet they share the same basic design
  - All proteins are strings of the same 20 amino acids
  - All WWW pages use HTML, JavaScript, etc.
  - All neurons generate and receive electric spikes

Example: a complex system with many parts



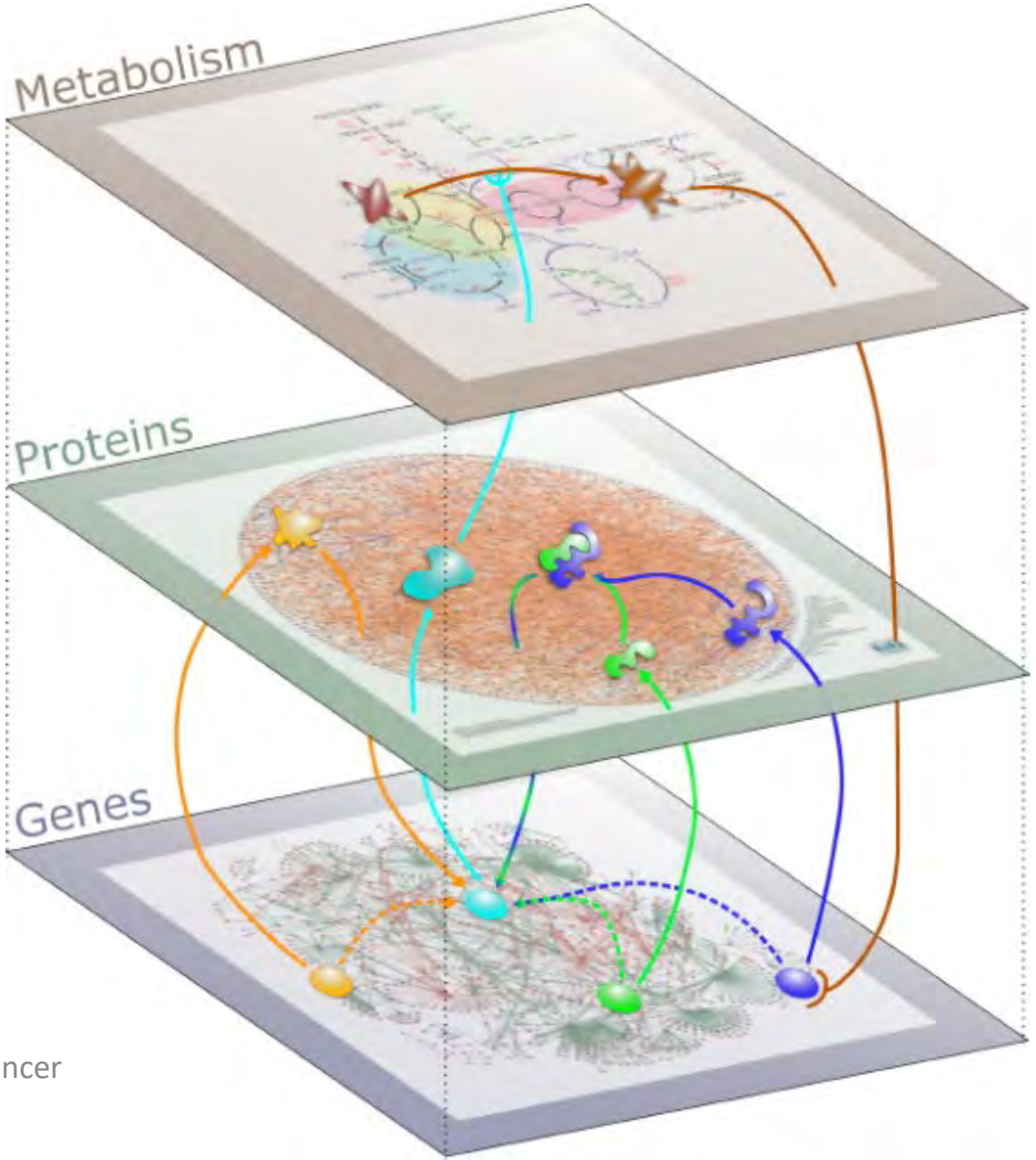
Justin Pollard,
http://www.designboom.com

Parts interact → they need to be assembled to work



Justin Pollard,
http://www.designboom.com

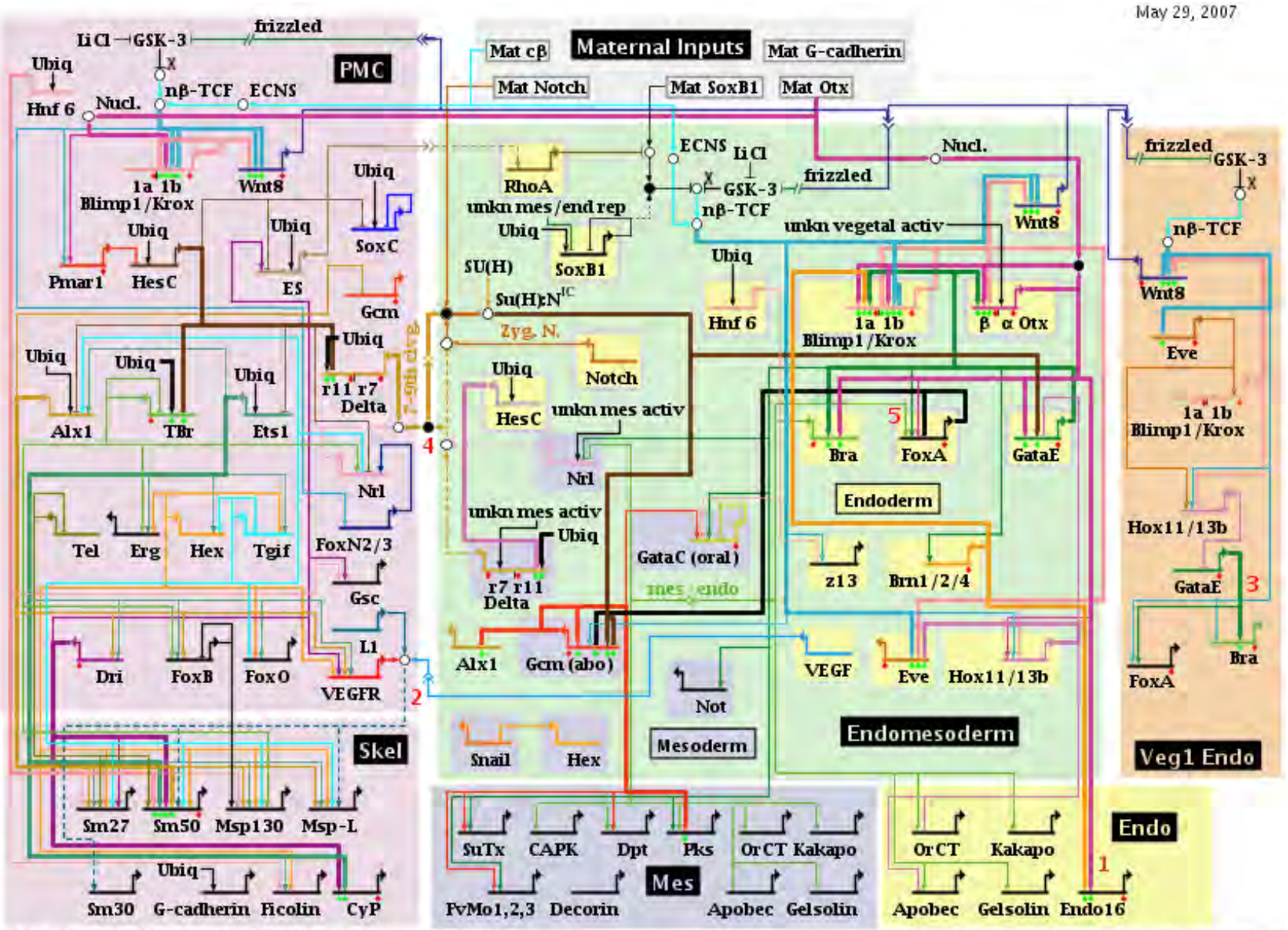
Intra-cellular Networks operate on multiple levels



Slides by Amitabh Sharma, PhD

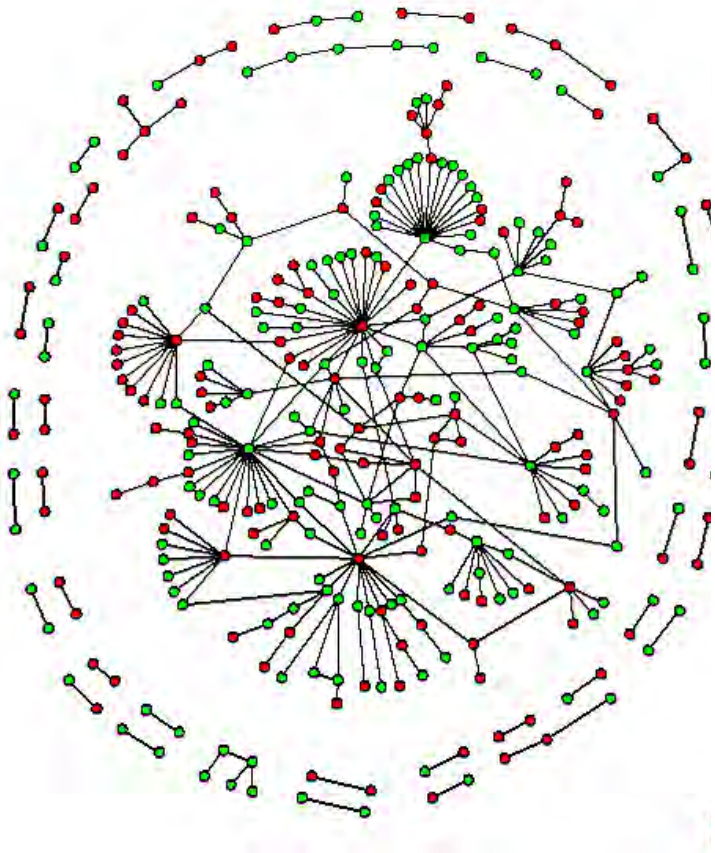
Northeastern University & Dana Farber Cancer Institute

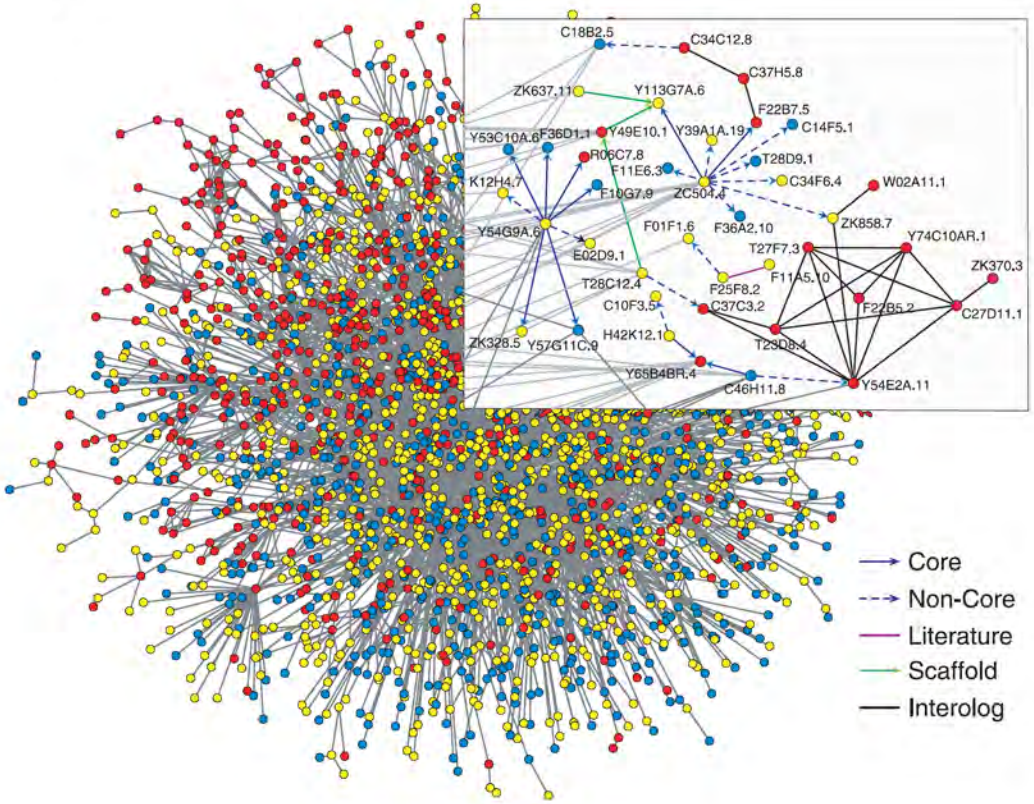
Sea urchin embryonic development (from endomesoderm up to 30 hours) by Davidson's lab



Ubiq=ubiquitous; Mat = maternal; activ = activator; rep = repressor;
unkn = unknown; Nucl. = nuclearization; χ = β-catenin source;
nβ-TCF = nuclearized b-β-catenin-Tcf1; ES = early signal;
ECNS = early cytoplasmic nuclearization system; Zyg. N. = zygotic Notch

Protein-Protein binding
IntAct Database (Dec 2015)
Interactions: 577,297 Proteins: 89,716

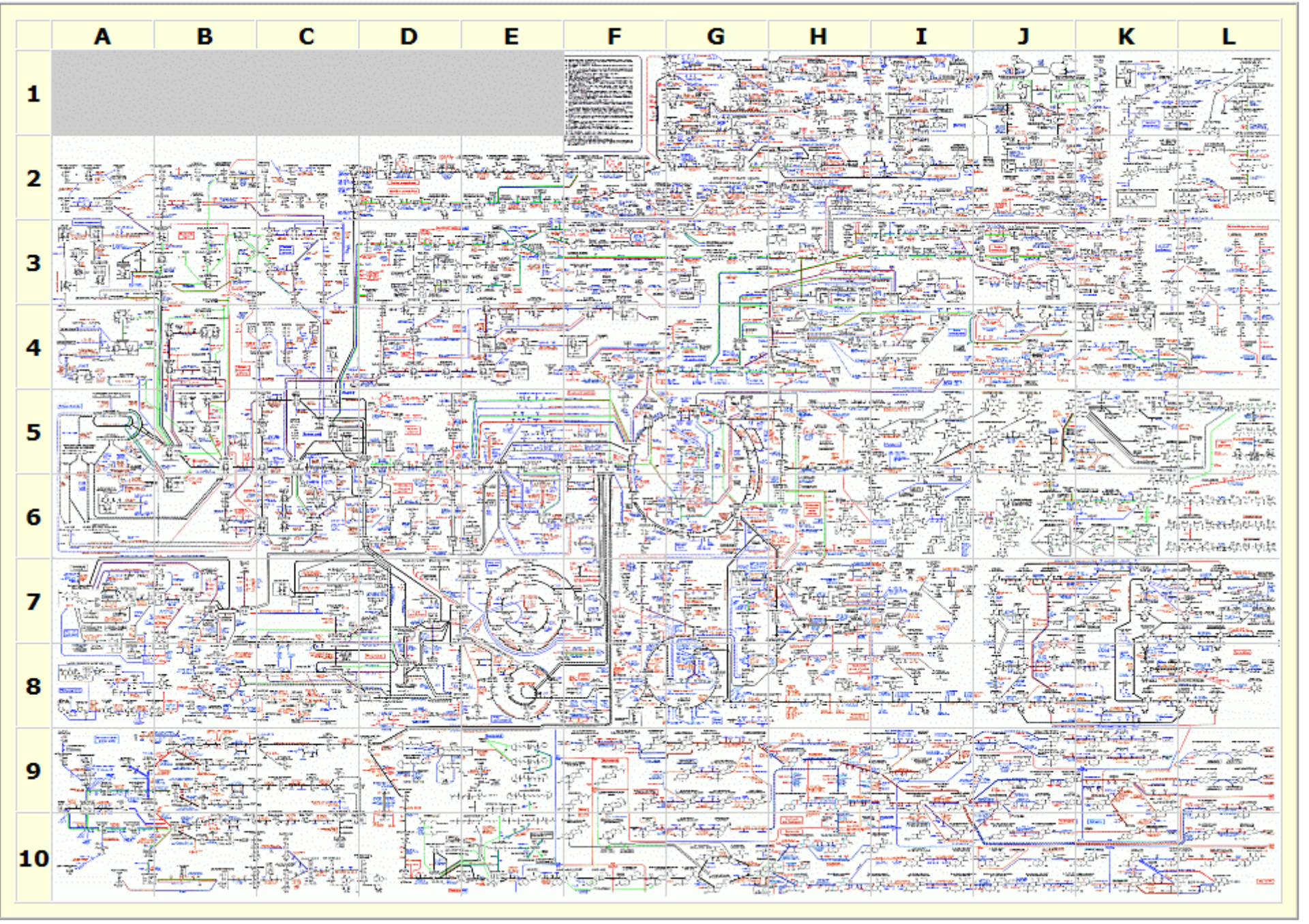




Baker's yeast *S. cerevisiae* (only nuclear proteins shown)
From S. Maslov, K. Sneppen, Science 2002

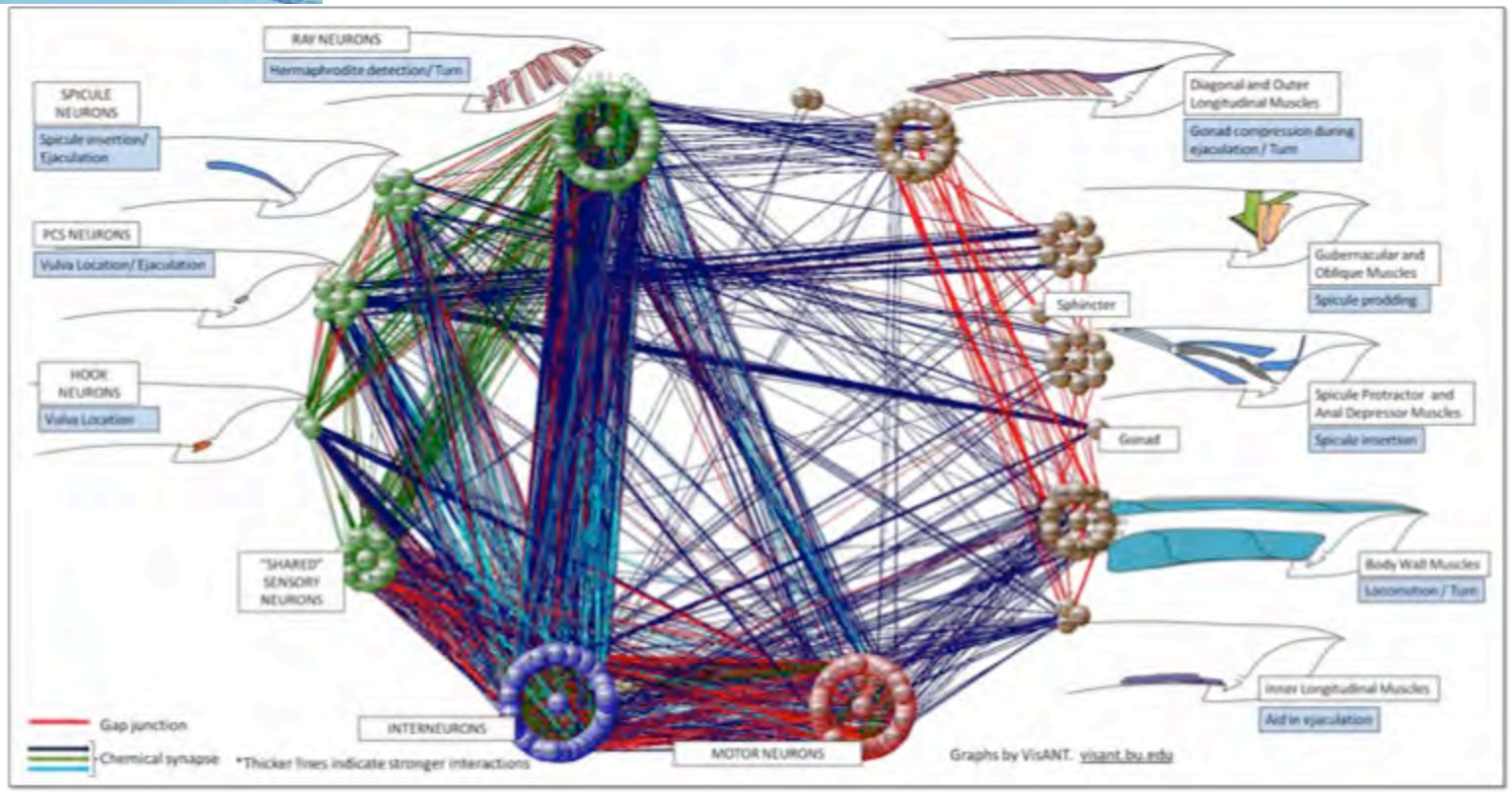
Worm *C. elegans*
From S. Lee et al , Science 2004

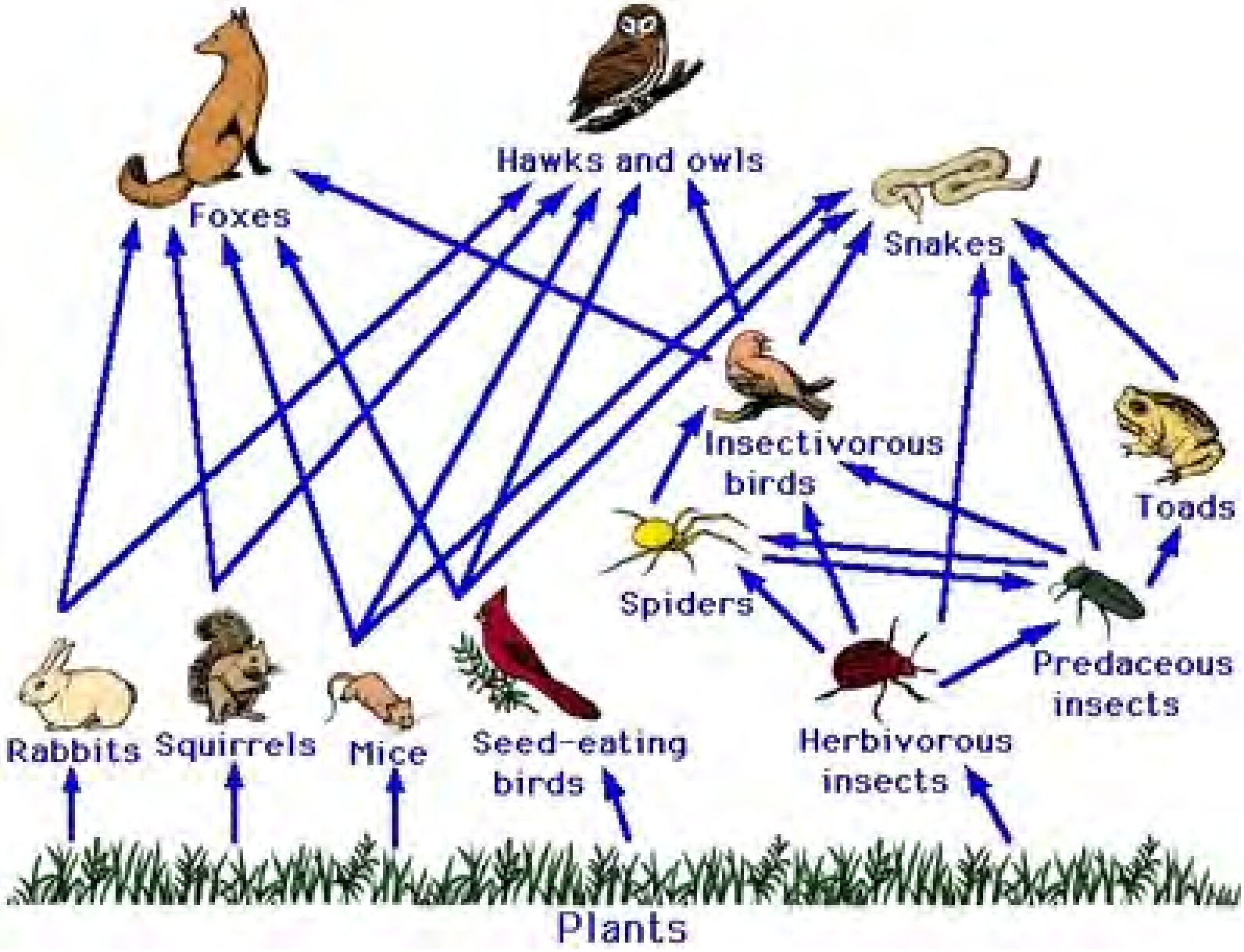
Metabolic pathway chart by ExPASy: **5702 reactions as of December 2015**

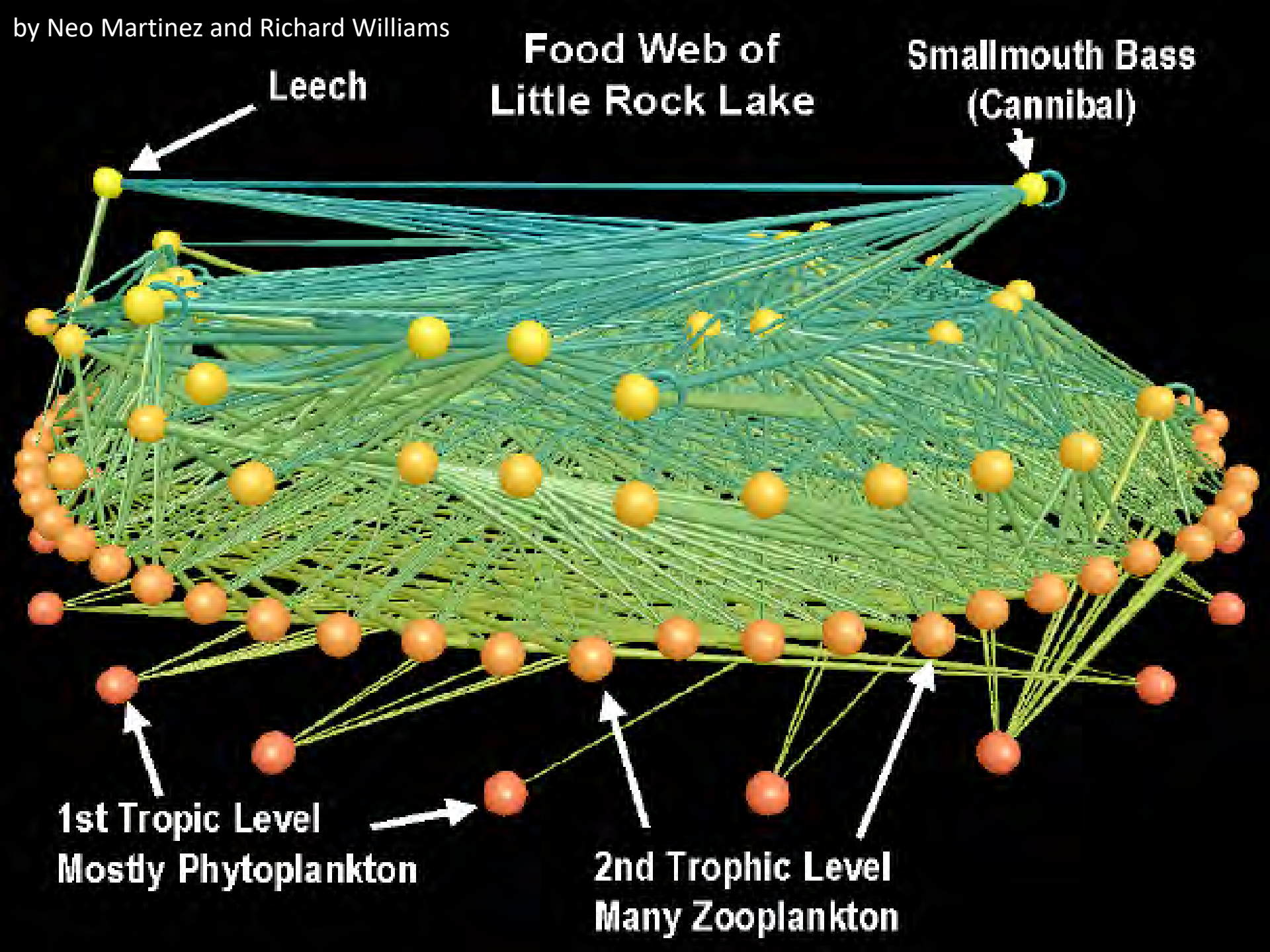


Brain and nerves of a worm

- Worm (C. elegans) has 302 neurons
- Our brain has 100 billion (10^{11}) neurons




Foxes
Hawks and owls
Snakes
Insectivorous birds
Toads
Spiders
Predaceous insects
Rabbits
Squirrels
Mice
Seed-eating birds
Herbivorous insects
Plants


by Neo Martinez and Richard Williams
Food Web of
Little Rock Lake
Leech
Smallmouth Bass
(Cannibal)
1st Tropic Level
Mostly Phytoplankton
2nd Trophic Level
Many Zooplankton

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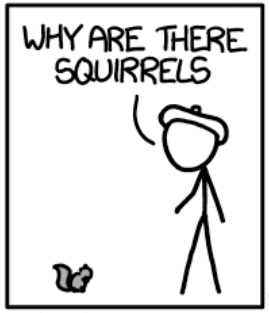

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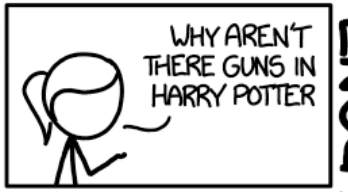
WHY AREN'T THERE ANY FOREIGN MILITARY BASES IN AMERICA



WHY ARE ULTRASOUNDS IMPORTANT
WHY ARE ULTRASOUND MACHINES EXPENSIVE
WHY IS STEALING WRONG

Credit: XKCD comics

Foundations of Probability

Random experiments

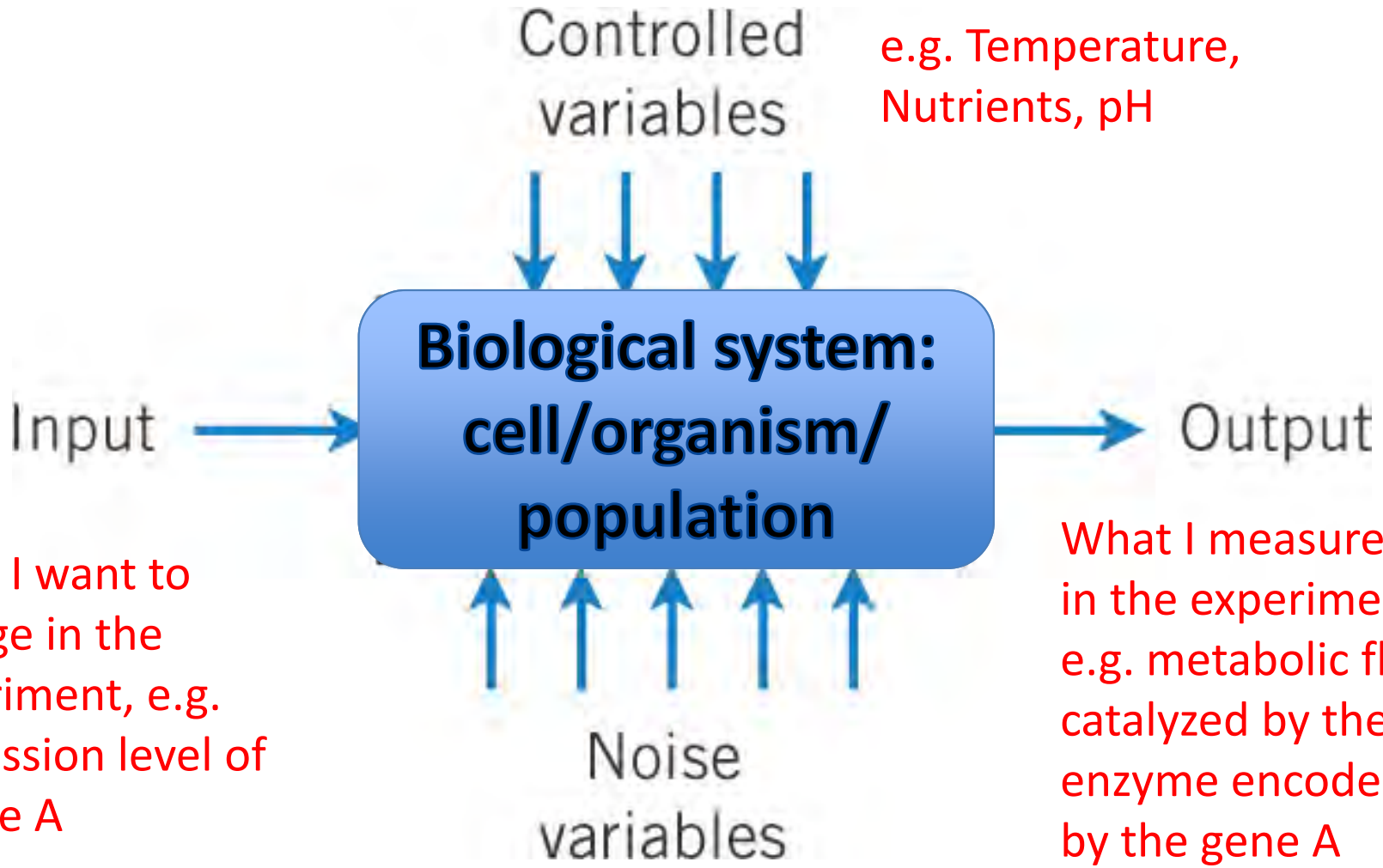
Sample spaces

Venn diagrams of random events

Random Experiments

- An experiment is an operation or procedure, carried out under controlled conditions
  - Example: measure the metabolic flux through a reaction catalyzed by the enzyme A
- An experiment that can result in different outcomes, even if repeated in the same manner every time, is called a random experiment
  - Cell-to-cell variability due to history/genome variants
  - Noise in external parameters such as temperature, nutrients, pH, etc.
- Evolution offers ready-made random experiments
  - Genomes of different species
  - Genomes of different individuals within a species
  - Individual cancer cells

Variability/Noise Produce Output Variation



e.g. Temperature, Nutrients, pH

What I want to change in the experiment, e.g. expression level of a gene A

What I measure in the experiment, e.g. metabolic flux catalyzed by the enzyme encoded by the gene A

Internal state of individual cells, Signals from neighbors

Sample Spaces

- Random experiments have unique outcomes.
- The set of all possible outcomes of a random experiment is called the sample space, *S*.
- *S* is discrete if it consists of a finite or countable infinite set of outcomes.
- *S* is continuous if it contains an interval (either a finite or infinite width) of real numbers.

Examples of a Sample Space

- Experiment measuring the abundance of mRNA expressed from a single gene
  $S = \{x | x >= 0\}$: continuous.
- Bin it into four groups
  $S = \{$*below 10, 10-30, 30-100, above 100*$\}$: discrete.
- Is gene "on" (mRNA above 30)?
  $S = \{$*true, false*$\}$: logical/Boolean/discrete.

Event

An event (*E*) is a subset of the sample space of a random experiment, i.e., one or more outcomes of the sample space.

- The union of two events is the event that consists of all outcomes that are contained in either of the two events. We denote the union as $E_1 \cup E_2$

- The intersection of two events is the event that consists of all outcomes that are contained in both of the two events. We denote the intersection as $E_1 \cap E_2$

- The complement of an event in a sample space is the set of outcomes in the sample space that are not in the event. We denote the complement of the event E as E' (sometimes E^c or $\bar{E}$)

Examples

Discrete

1. Assume you toss a coin once. The sample space is $S = \{H, T\}$, where H = head and T = tail and the event of a head is $\{H\}$.

2. Assume you toss a coin twice. The sample space is $S = \{(H, H), (H, T), (T, H), (T, T)\}$, and the event of obtaining exactly one head is $\{(H, T), (T, H)\}$.

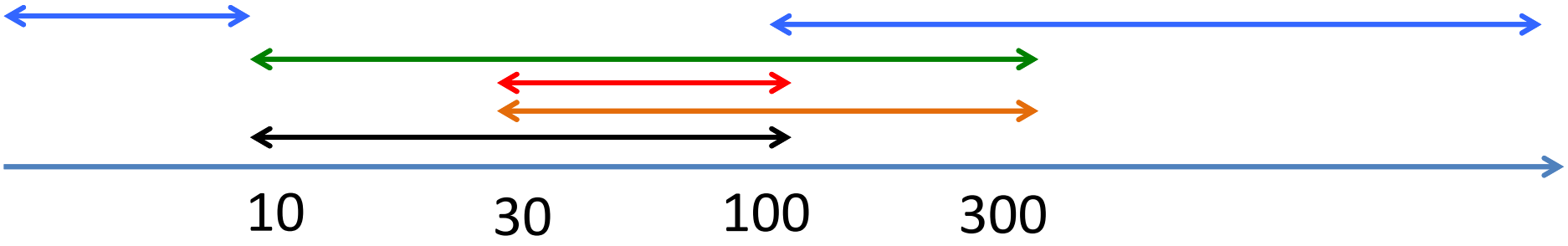
Continuous

Sample space for the expression level of a gene: $S = \{x | x \geq 0\}$

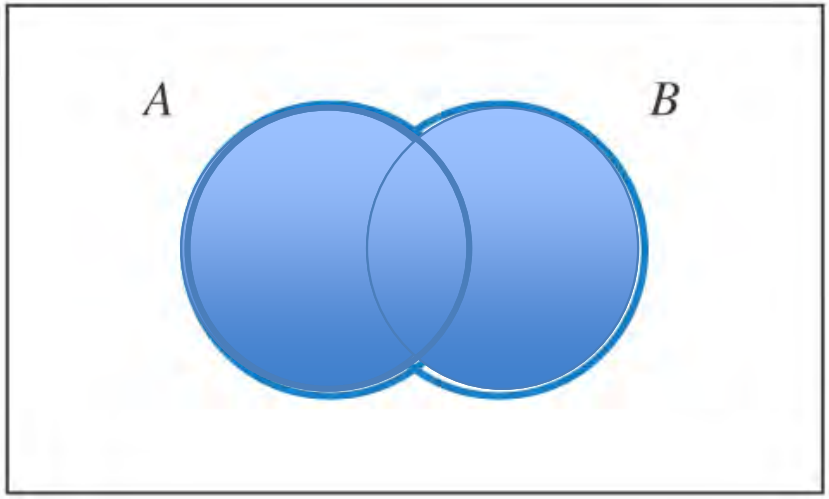
Two events:

- $E1 = \{x | 10 < x < 100\}$
- $E2 = \{x | 30 < x < 300\}$

- $E1 \cap E2 = \{x | 30 < x < 100\}$
- $E1 \cup E2 = \{x | 10 < x < 300\}$
- $E1' = \{x | x \leq 10 \text{ or } x \geq 100\}$



Venn diagrams



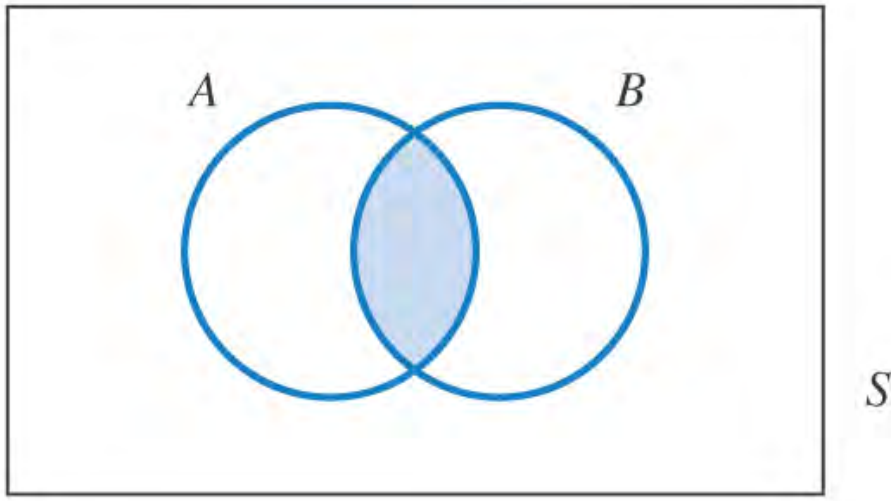
A U B

John Venn (1843-1923)
British logician

Find
5 differences
in beard and
hairstyle

John Venn (1990-)
Brooklyn hipster

Venn diagrams

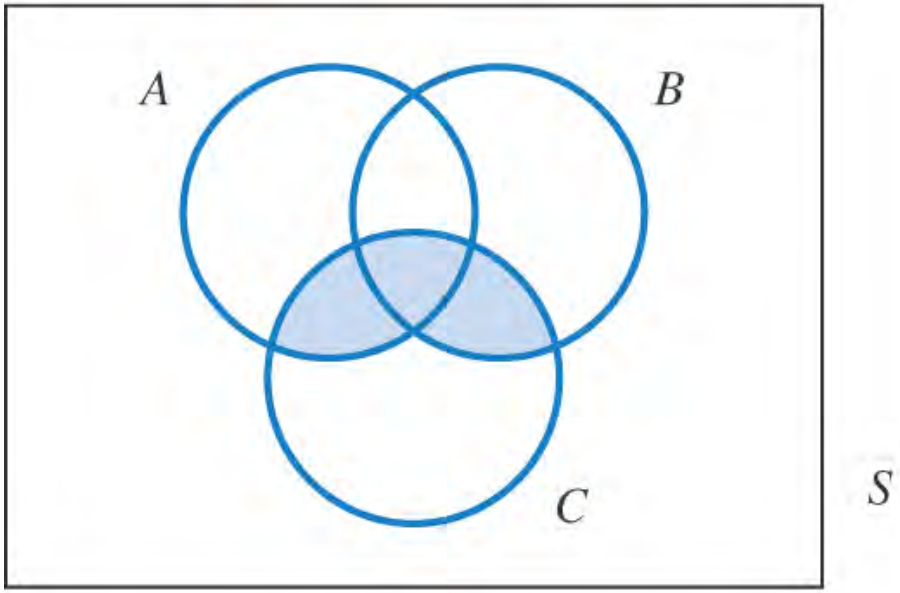


Which formula describes the blue region?

A. A ∪ B
B. A ∩ B
C. A’
D. B’

Get your i-clickers

Venn diagrams



Which formula describes the blue region?

A. (A U B) ∩ C
B. (A ∩ B) ∩ C
C. (A U B) U C
D. (A ∩ B) U C

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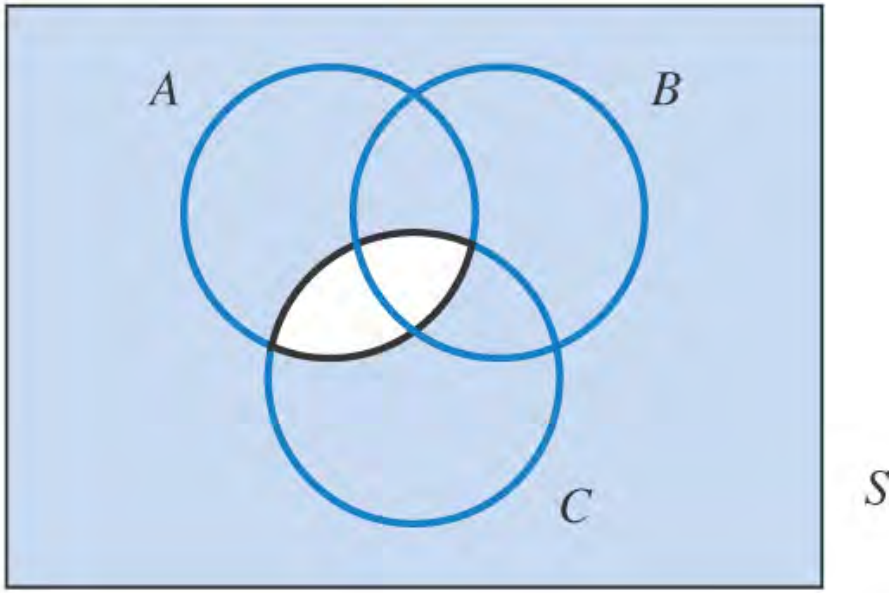
Venn diagrams



Which formula describes the blue region?

A. A ∩ C
B. A' U C'
C. (A ∩ B ∩ C)'
D. (A ∩ B) ∩ C

Get your i-clickers

Credit: XKCD comics

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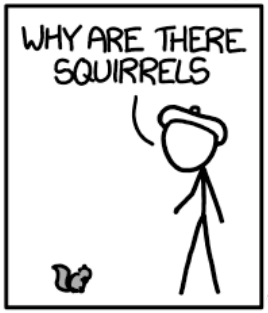

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WHY DO KNEES CLICK
WHY AREN'T THERE E GRADES
WHY IS ISOLATION BAD
WHY DO BOYS LIKE ME
WHY DON'T BOYS LIKE ME
WHY IS THERE ALWAYS A JAVA UPDATE
WHY ARE THERE RED DOTS ON MY THIGHS

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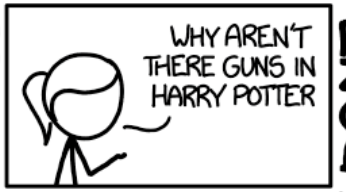

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WHY IS THERE NO KING IN ENGLAND

Definitions of Probability

Two definitions of probability

- (1) STATISTICAL PROBABILITY: the relative frequency with which an event occurs in the long run

- (2) INDUCTIVE PROBABILITY: the degree of belief which it is reasonable to place in a proposition on given evidence

Bulmer, M. G.. Principles of Statistics (Dover Books on Mathematics)

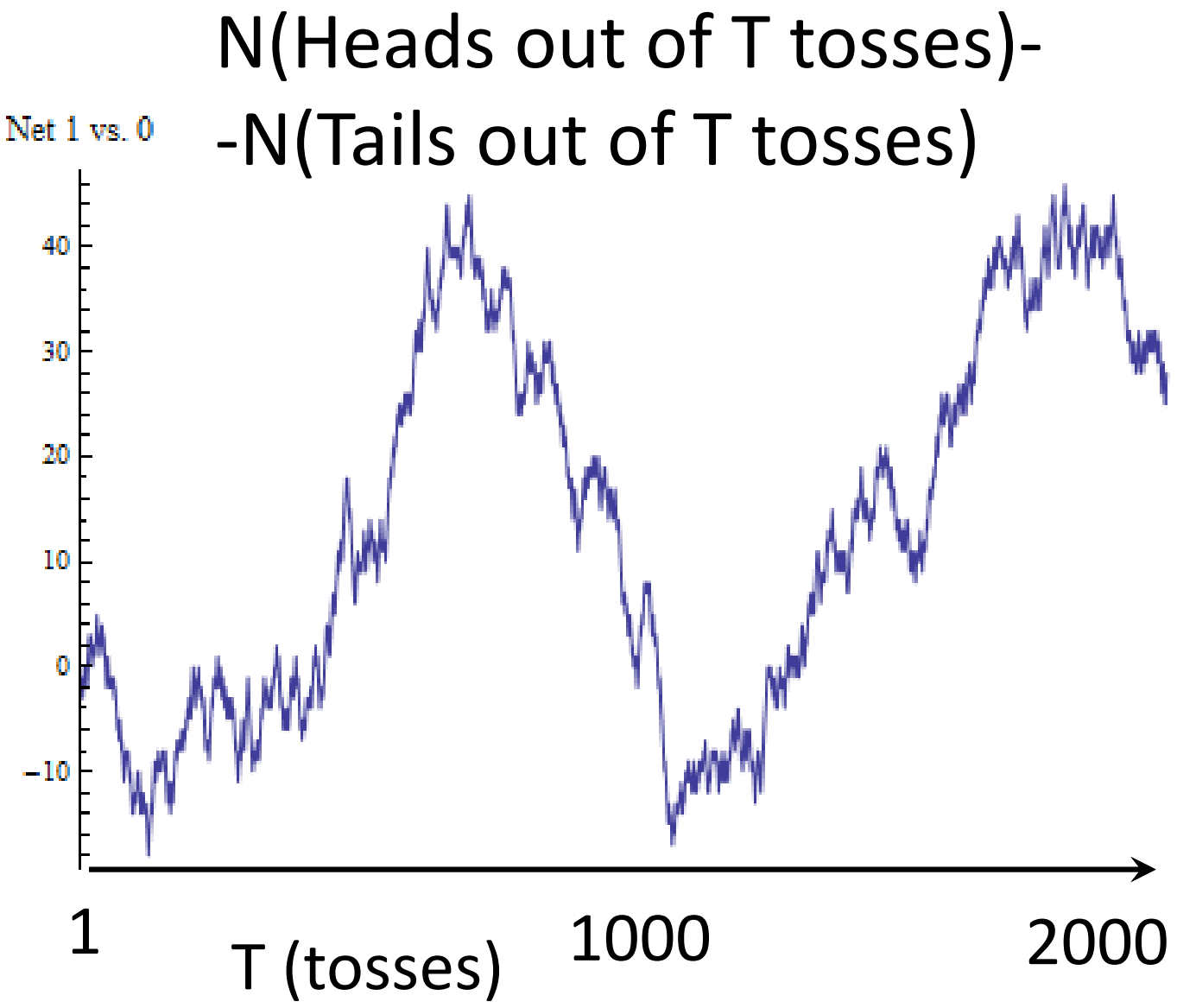
Statistical Probability

A statistical probability of an event is the limiting value of the relative frequency with it occurs in a very large number of independent trials

Empirical

Statistical Probability of a Coin Toss

John Edmund Kerrich
(1903–1985)
British/South African
mathematician

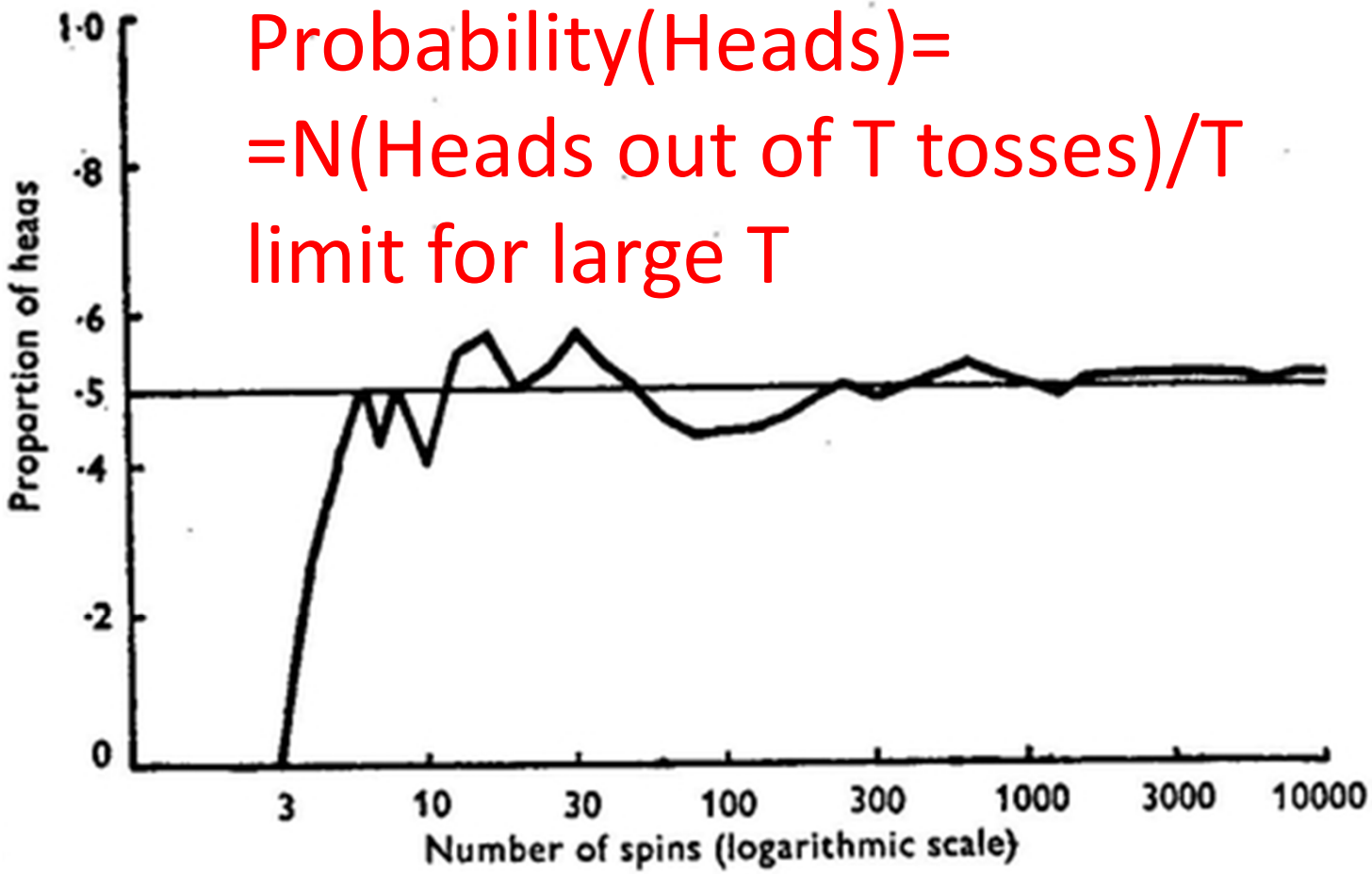


Excess of heads among 2,000 coin tosses (Kerrich 1946)

Statistical Probability of a Coin Toss

John Edmund Kerrich
(1903–1985)
British/South African
mathematician

Probability(Heads)=
=N(Heads out of T tosses)/T
limit for large T



Proportion of heads among 10,000 coin tosses (Kerrich 1946)

Who is ready to use Matlab?

A. I have Matlab installed on my laptop
B. I am ready to use Matlab on EWS
C. I don't have it ready but plan to install it
D. I am not ready but plan to use EWS
E. I plan to use other software (Python, R, etc.)

Get your i-clickers

Matlab is easy to learn

- Matlab is the lingua franca of all of **engineering**
- Use online tutorials e.g.: https://www.youtube.com/watch?v=82TGgQApFIQ
- Matlab is designed to work with Matrices → symbols * and / are understood as matrix multiplication and division
- Use .* and ./ for regular (non-matrix) multiplication
- Add ; in the end of the line to avoid displaying the output on the screen
- Loops: for i=1:100; f(i)=floor(2.*rand); end;
- Conditional statements: if rand>0.5; count=count+1; end;
- Plotting: plot(x,y,'ko-'); or semilogx(x,y,'ko-'); or loglog(x,y,'ko-'); .
  To keep adding plots onto the same axes use: hold on;
  To create a new axes use figure;
- Generating matrices: rand(100) – generates square matrix 100x100. **Confusing!** Use rand(100,1) or zeros(30,20), or randn(1,40) (Gaussian);
- If Matlab complains multiplying matrices check sizes using whos and if needed use transpose operation: x=x';

A Matlab Cheat-sheet (MIT 18.06, Fall 2007)

Basics:

`save 'file.mat'` save variables to *file.mat*
`load 'file.mat'` load variables from *file.mat*
`diary on` record input/output to file *diary*
`diary off` stop recording
`whos` list all variables currenly defined
`clear` delete/undefine all variables
`help command` quick help on a given *command*
`doc command` extensive help on a given *command*

Defining/changing variables:

`x = 3` define variable x to be 3
`x = [1 2 3]` set x to the 1×3 row-vector (1,2,3)
`x = [1 2 3];` same, but don't echo x to output
`x = [1;2;3]` set x to the 3×1 column-vector (1,2,3)
`A = [1 2 3 4;5 6 7 8;9 10 11 12];`
set A to the 3×4 matrix with rows 1,2,3,4 etc.
`x(2) = 7` change x from (1,2,3) to (1,7,3)
`A(2,1) = 0` change $A_{2,1}$ from 5 to 0

Arithmetic and functions of numbers:

`3*4, 7+4, 2-6 8/3` multiply, add, subtract, and divide numbers
`3^7, 3^(8+2i)` compute 3 to the 7th power, or 3 to the 8+2i power
`sqrt(-5)` compute the square root of –5
`exp(12)` compute e^{12}
`log(3), log10(100)` compute the natural log (ln) and base-10 log ($\log_{10}$)
`abs(-5)` compute the absolute value |–5|
`sin(5*pi/3)` compute the sine of 5π/3
`besselj(2,6)` compute the Bessel function $J_2(6)$

Arithmetic and functions of vectors and matrices:

`x * 3` multiply every element of x by 3
`x + 2` add 2 to every element of x
`x + y` element-wise addition of two vectors x and y
`A * y` product of a matrix A and a vector y
`A * B` product of two matrices A and B
`x * y` not allowed if x and y are two column vectors!
`x .* y` element-wise product of vectors x and y
`A^3` the square matrix A to the 3rd power
`x^3` not allowed if x is not a square matrix!
`x.^3` every element of x is taken to the 3rd power
`cos(x)` the cosine of every element of x
`abs(A)` the absolute value of every element of A
`exp(A)` e to the power of every element of A
`sqrt(A)` the square root of every element of A
`expm(A)` the matrix exponential e^A
`sqrtm(A)` the matrix whose square is A

Constructing a few simple matrices:

`rand(12,4)` a 12×4 matrix with uniform random numbers in [0,1)
`randn(12,4)` a 12×4 matrix with Gaussian random (center 0, variance 1)
`zeros(12,4)` a 12×4 matrix of zeros
`ones(12,4)` a 12×4 matrix of ones
`eye(5)` a 5×5 identity matrix I ("eye")
`eye(12,4)` a 12×4 matrix whose first 4 rows are the 4×4 identity
`linspace(1.2,4.7,100)`
row vector of 100 equally-spaced numbers from 1.2 to 4.7
`7:15` row vector of 7,8,9,…,14,15
`diag(x)` matrix whose diagonal is the entries of x (and other elements = 0)

Portions of matrices and vectors:

`x(2:12)` the 2nd to the 12th elements of x
`x(2:end)` the 2nd to the last elements of x
`x(1:3:end)` every third element of x, from 1st to the last
`x(:)` all the elements of x
`A(5,:)` the row vector of every element in the 5th row of A
`A(5,1:3)` the row vector of the first 3 elements in the 5th row of A
`A(:,2)` the column vector of every element in the 2nd column of A
`diag(A)` column vector of the diagonal elements of A

Solving linear equations:

`A \ b` for A a matrix and b a column vector, the solution x to $Ax=b$
`inv(A)` the inverse matrix A^{-1}
`[L,U,P] = lu(A)` the LU factorization $PA=LU$
`eig(A)` the eigenvalues of A
`[V,D] = eig(A)` the columns of V are the eigenvectors of A, and the diagonals `diag(D)` are the eigenvalues of A

Plotting:

`plot(y)` plot y as the y axis, with 1,2,3,… as the x axis
`plot(x,y)` plot y versus x (must have same length)
`plot(x,A)` plot columns of A versus x (must have same # rows)
`loglog(x,y)` plot y versus x on a log-log scale
`semilogx(x,y)` plot y versus x with x on a log scale
`semilogy(x,y)` plot y versus x with y on a log scale
`fplot(@(x) …expression…,[a,b])`
plot some expression in x from $x=a$ to $x=b$
`axis equal` force the x and y axes of the current plot to be scaled equally
`title('A Title')` add a title *A Title* at the top of the plot
`xlabel('blah')` label the x axis as *blah*
`ylabel('blah')` label the y axis as *blah*
`legend('foo','bar')` label 2 curves in the plot *foo* and *bar*
`grid` include a grid in the plot
`figure` open up a new figure window

Transposes and dot products:

`x.', A.'` the transposes of x and A
`x', A'` the complex-conjugate of the transposes of x and A
`x' * y` the dot (inner) product of two *column* vectors x and y
`dot(x,y), sum(x.*y)` …two other ways to write the dot product
`x * y'` the *outer* product of two *column* vectors x and y

http://web.mit.edu/18.06/www/Spring09/matlab-cheatsheet.pdf

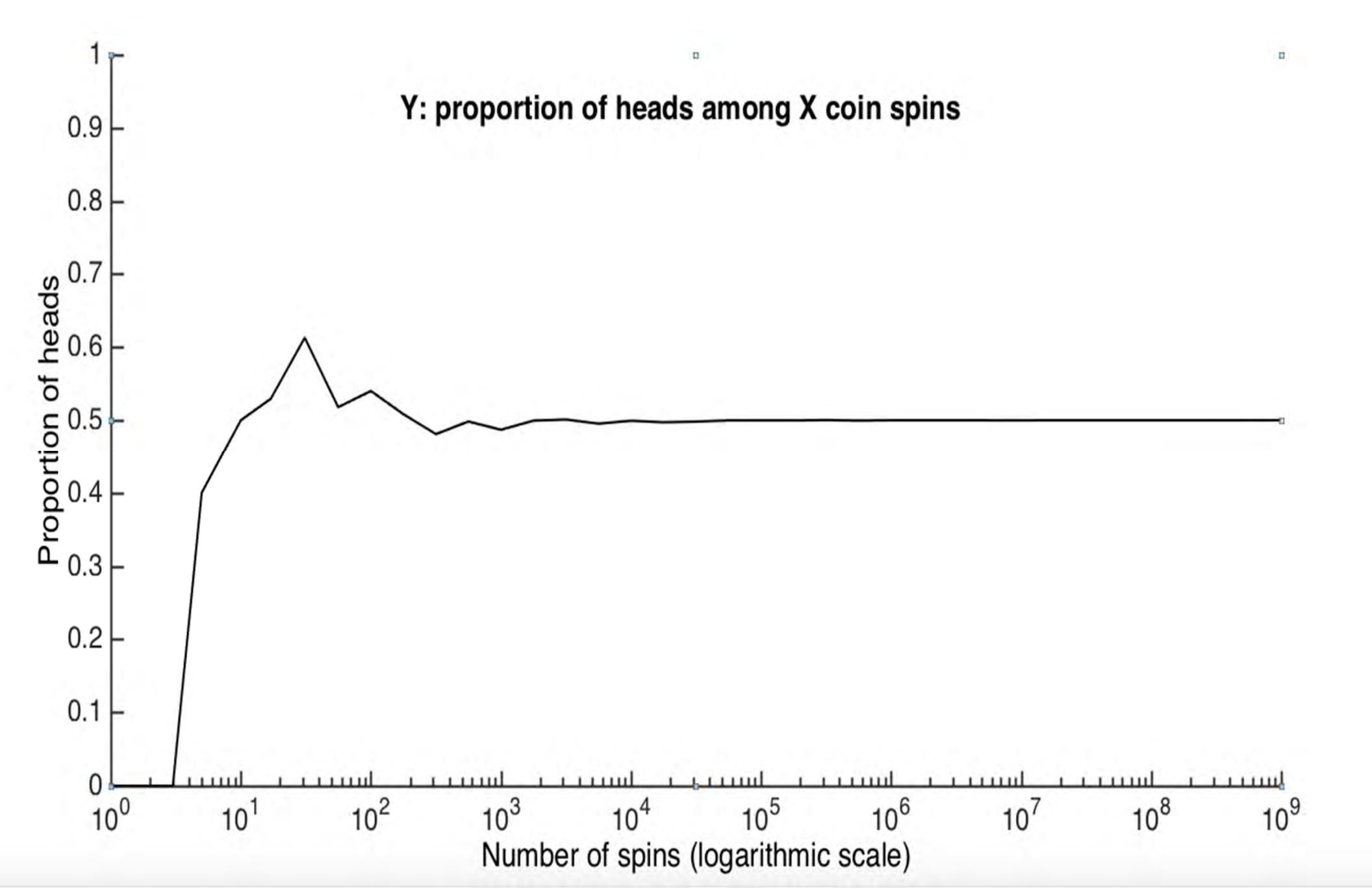
Matlab group exercise

Each table to edit the file coin_toss_template.m (replace all ?? with commands/variables/operations) or writes a new Matlab (Python, R, or anything else) script to:

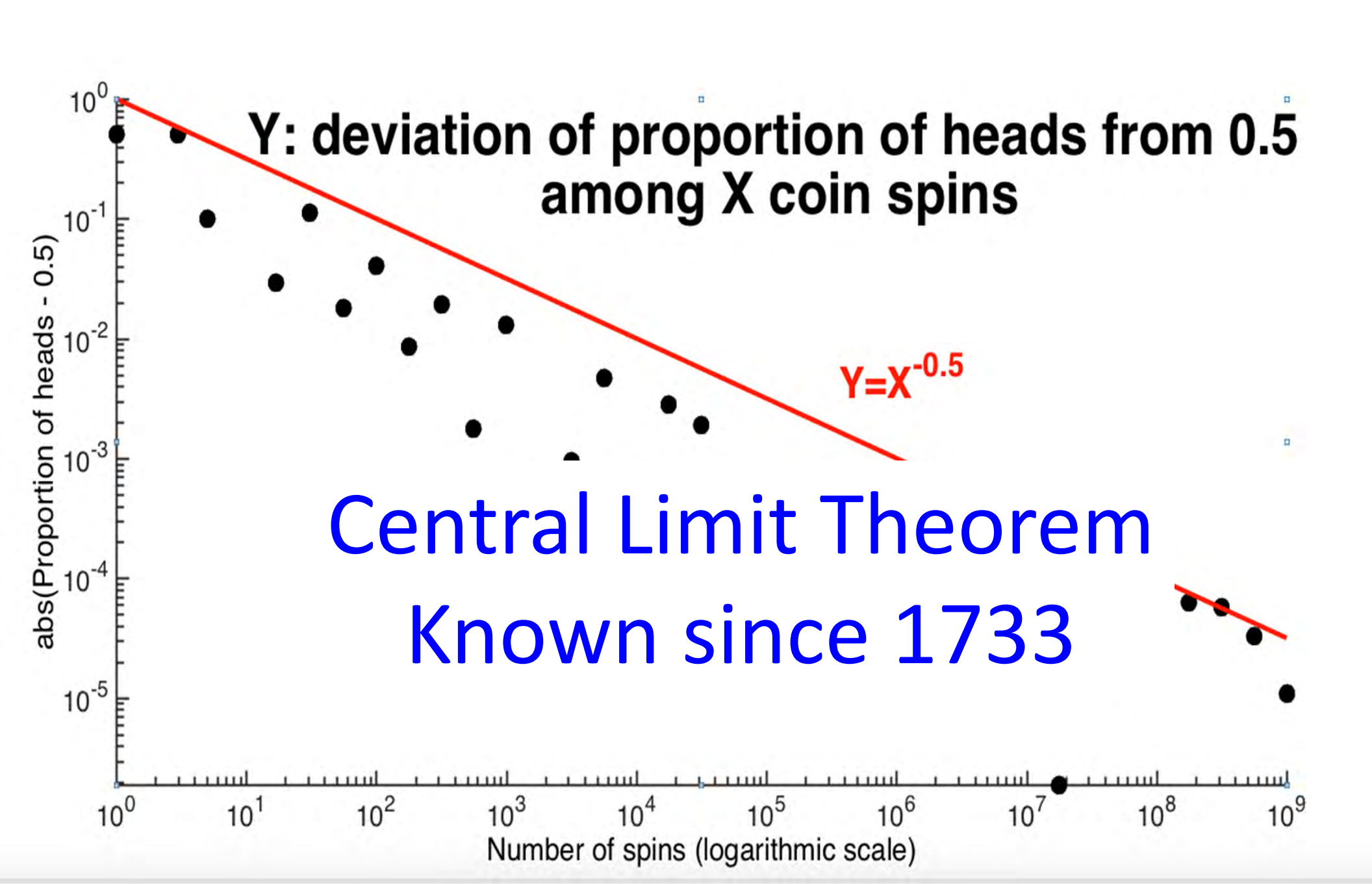
- Simulate a fair coin toss experiment
- Generate multiple tosses of a fair coin:
  1 – heads, 0 - tails
- Calculate the fraction of heads (f_heads(t)) at timepoints:
  t=10; 100; 1000; 10,000; 100,000; 1,000,000;10,000,000 coin tosses
- Plot fraction of heads f_heads(t) vs t with a logarithmic t-axis
- Plot abs(f_heads(t)-0.5) vs t on a log-log plot
  (both axes are logarithmic)

How I did it

- Stats=1e7;
- r0=rand(Stats,1); r1=floor(2.*r0);
- n_heads(1)=r1(1);
- for t=2:Stats; n_heads(t)=n_heads(t-1)+r1(t); end;
- tp=[1, 10,100,1000, 10000, 100000, 1000000, 10000000]
- np=n_heads(tp); fp=np./tp
- figure; semilogx(tp,fp,'ko-');
- hold on; semilogx([1,10000000],[0.5,0.5],'r--');
- figure; loglog(tp,abs(fp-0.5),'ko-');
- hold on; loglog(tp,0.5./sqrt(tp),'r--');



Proportion of heads among 1,000,000,000 coin tosses
(10^5 more than Kerrich) took me 33 seconds on my Surface Book



ABS(Proportion of heads-0.5)
among 100,000,000 coin tosses

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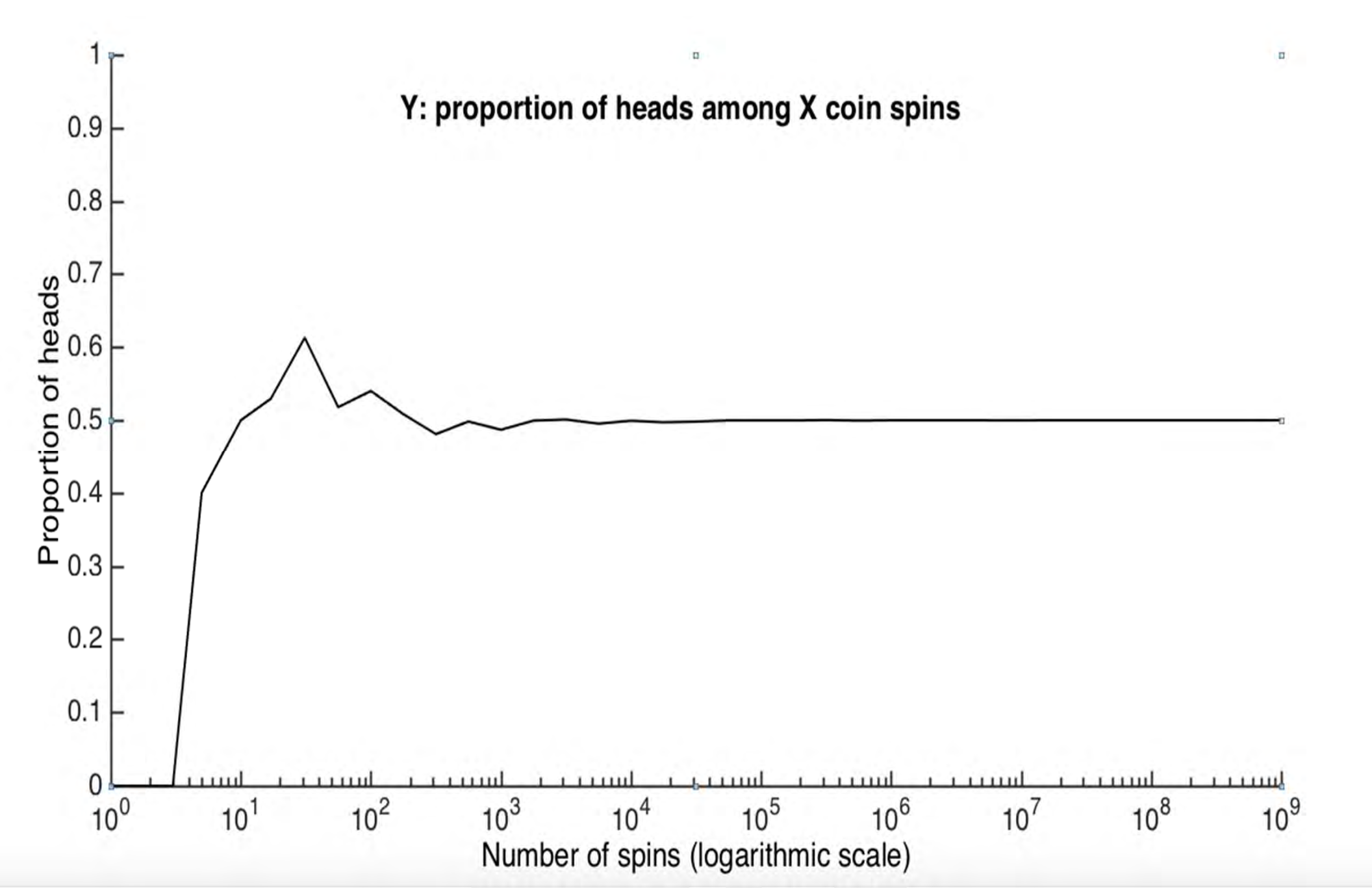

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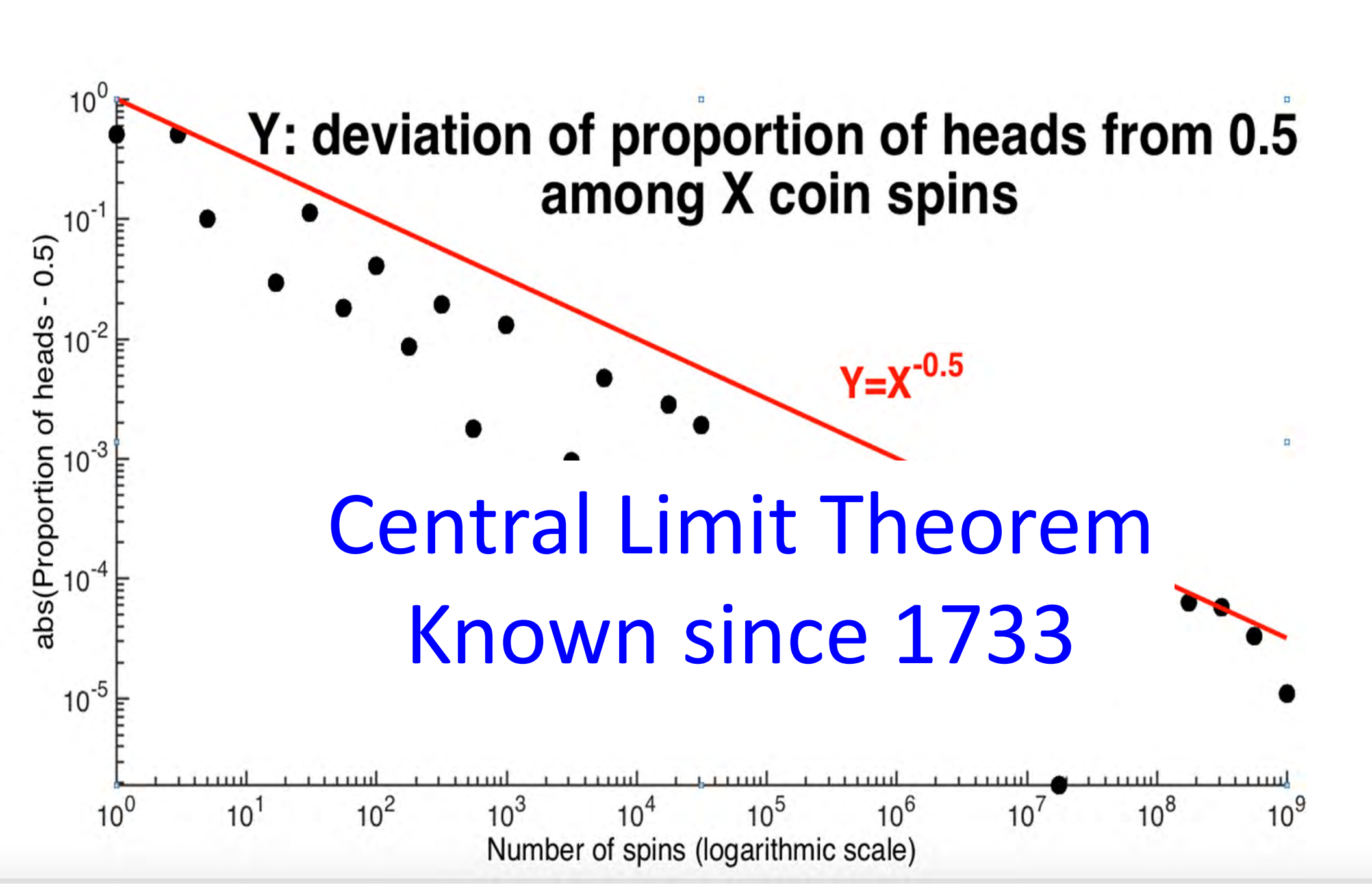

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Definitions of Probability

Two definitions of probability

- (1) STATISTICAL PROBABILITY: the relative frequency with which an event occurs in the long run

- (2) INDUCTIVE PROBABILITY: the degree of belief which it is reasonable to place in a proposition on given evidence

Bulmer, M. G.. Principles of Statistics (Dover Books on Mathematics)

Inductive Probability

An inductive probability of an event the degree of belief which it is rational to place in a hypothesis or proposition on given evidence.

Logical

Principle of indifference

- Principle of Indifference states that two events are equally probable if we have no reason to suppose that one of them will happen rather than the other. (Laplace, 1814)

- Unbiased coin:

probability Heads =
probability Tails = ½

- Symmetric die:

probability of each side = 1/6

Pierre-Simon, marquis de Laplace
(1749 –1827)
French mathematician, physicist, astronomer

Inductive = Naïve probability

- If space S is finite and all outcomes are equally likely, then

  $$\text{Prob(Event E)} = \frac{\text{\# of outcomes in E}}{\text{\# of all outcomes in S}}$$

- Can also work with continuous is # is replaced with Area or Volume
- Unbiased coin: Prob(Heads) = Prob(Tails) = 1/2
- Symmetric die: probability of each side = 1/6
- Lottery outcomes are not symmetric: It is not a 50%-50% chance to win or loose in a lottery

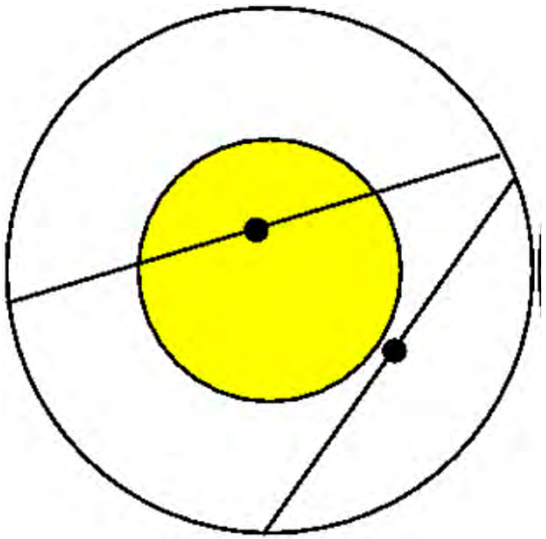
Inductive probability can lead to trouble

- Glass contains a mixture of wine and water and proportion of water to wine can be anywhere between 1:1 and 2:1
- (i) We can argue that the proportion of water to wine is equally likely to lie between 1 and 1.5 as between 1.5 and 2.
- (ii) Consider now ratio of wine to water. It is between 0.5 and 1. Based on the same argument it is equally likely in [1/2, 3/4] as it is in [3/4, 1]. But then water to wine ratio is equally likely to lie between 1 and 4/3=1.333… as it is to lie between 1.333.. and 2. This is clearly inconsistent with the previous calculation…
- Paradox solved by clearly defining the experimental design:
  - For (i) use fixed amount of wine (1 liter) and select a uniformly-distributed random number between 1 and 2 for water.
  - For (ii) use 1 liter of water and select uniformly-distributed a random number between 0.5 and 1 for wine.
  - Different experiments – different answers
- Paradox is old. It is attributed to (among others) Joseph Bertrand

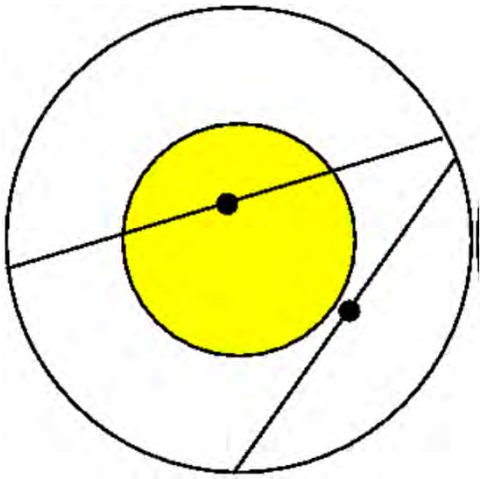
Better known Bertrand's paradox

- Take a circle of radius 2 and randomly draw a line segment through the circle. What is the probability P that the line intersects a concentric circle of radius 1?

Joseph Bertrand
(1822 –1900)
French mathematician



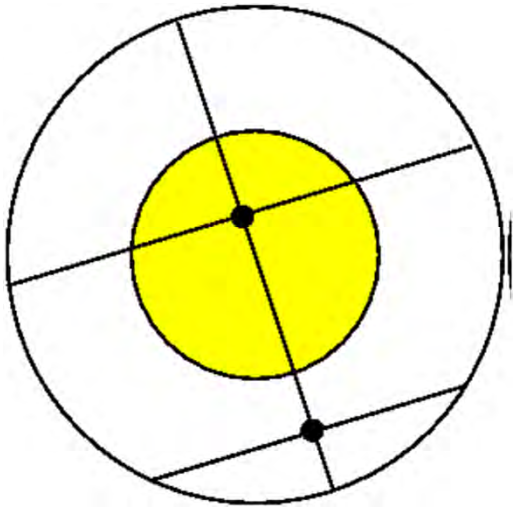
Solution #1



1. **Random point in 2D**: Each line has a unique midpoint, and a line will intersect the inner circle if its midpoint lies inside inner circle. Thus, P = probability that a randomly chosen midpoint lies in the inner circle:

$$P = \frac{\text{Area of the inner circle}}{\text{Area of the outer circle}} = \frac{\pi}{\pi 2^2} = \frac{1}{4}.$$

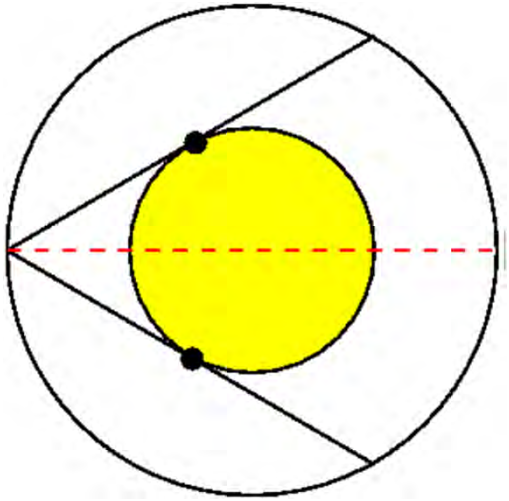
Solution #2



2. **Random point along the diameter**: Each line has a unique perpendicular bisector of length 4. So, P = probability that the midpoint lies on the inner part of the diameter:

$$P = \frac{\text{Length of the inner part of the diameter}}{\text{Length of the diameter}} = \frac{2}{4} = \frac{1}{2}.$$

Solution #3

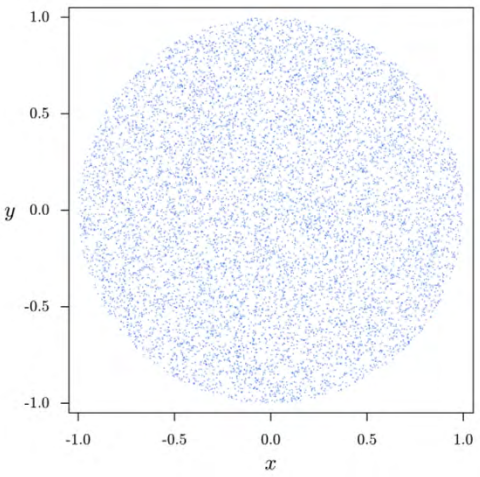


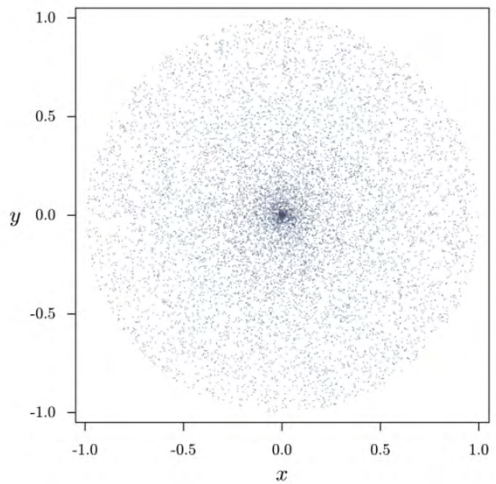
3. **Random angle**: Whether a line intersects the inner circle is determined by the angle it makes with the diameter intersecting the line on the outer circle:

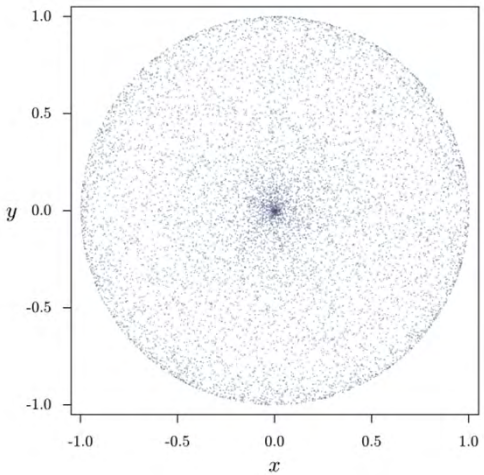
$$P = \frac{\pi/6}{\pi/2} = \boxed{\frac{1}{3}}.$$

So, is probability 1/4, 1/2 , or 1/3 ?

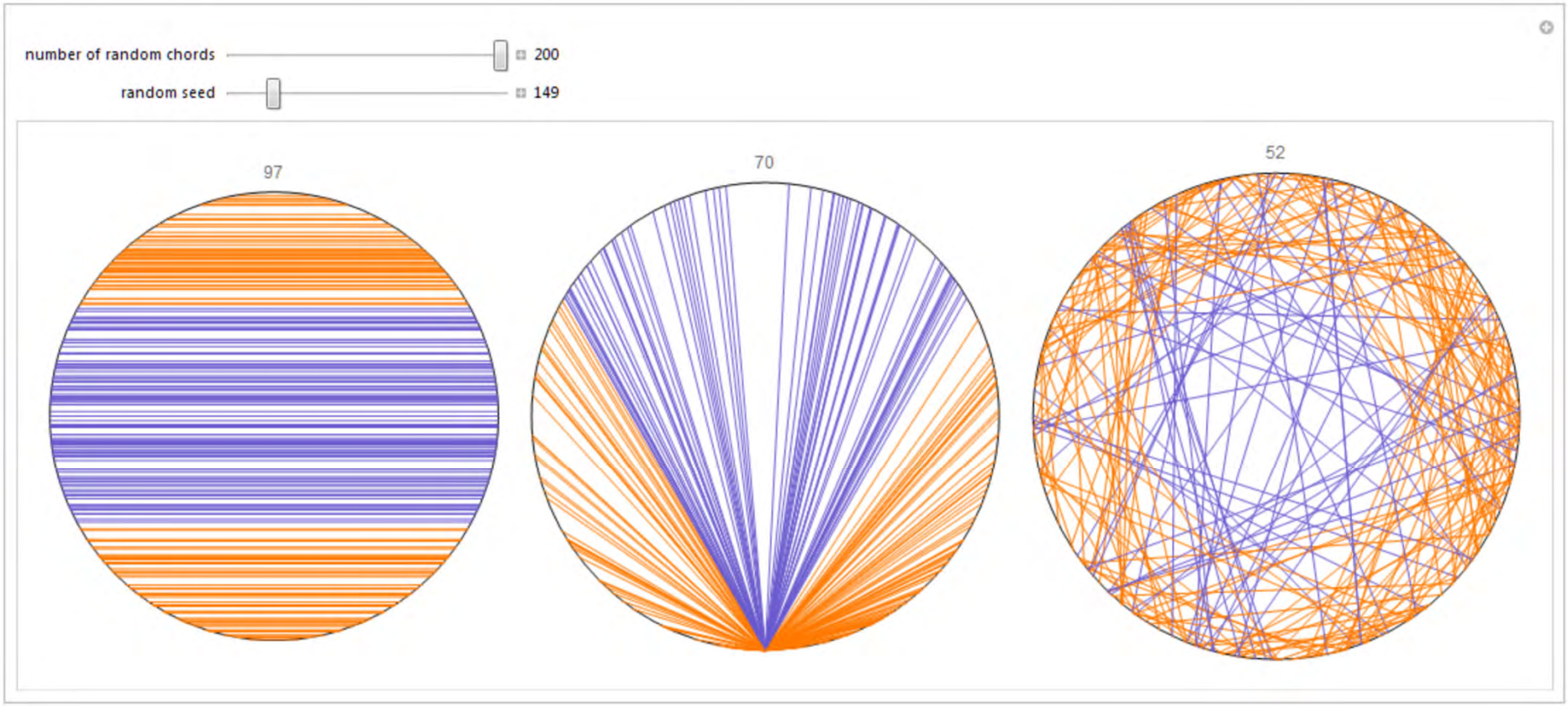
- Depends on how a “random” arc is selected:
  - For #1: select a point inside big circle and then draw an arc with this point as the center. Prob=1/4
  - For #2: select a diameter and a point on this diameter, then draw an arc. Prob=1/2
  - For #3: select a point on the circle and random angle. Prob=1/3







Mathematica visualization



BertrandRandomChordParadox.cdf

I have two children.

One of them is a boy born on Tuesday.

What is the probability I have two boys?

A. 1/2
B. 1/3
C. 2/3
D. 13/27
E. I don't know

Get your i-clickers

Inductive probability
relies on combinatorics
or the art of counting
combinations

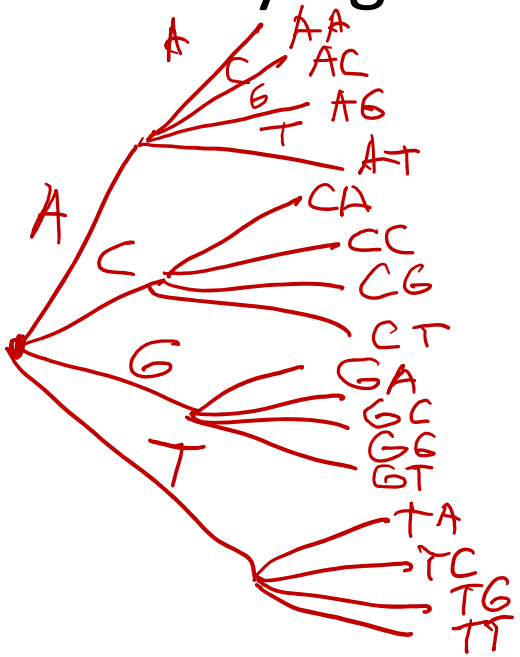
Counting – Multiplication Rule

- Multiplication rule:
  - Let an operation consist of k steps and
    - n_1 ways of completing the step 1,
    - n_2 ways of completing the step 2, … and

      …….
    - n_k ways of completing the step k.
  - Then, the total number of ways of carrying the entire operation is:
    - $n_1 * n_2 * \ldots * n_k$

$n_1 = n_2 = 4$

Example: DNA 2-mer



- $S = \{A, C, G, T\}$ the set of 4 DNA bases
  - Number of k-mers is 4^k=4*4*4…*4 (k –times)
  - There are 4^3=64 triplets in the genetic code
  - There are only 20 amino acids (AA)+1 stop codon
  - There is redundancy: same AA coded by 1-3 codons
  - Evidence of natural selection: “silent” changes of bases are more common than AA changing ones
- A protein-coding part of the gene is typically 1000 bases long
  - There are $4^{1000}= 2^{2000} \sim 10^{600}$ possible sequences of just one gene
  - Or $(10^{600})^{25,000}=10^{15,000,000}$ of 25,000 human genes.
  - For comparison, the Universe has between 10^{78} and 10^{80} atoms and is $4*10^{17}$ seconds old.

Counting – Permutation Rule

- A permutation is a unique sequence of distinct items.
- If $S = \{a, b, c\}$, then there are 6 permutations
  - Namely: abc, acb, bac, bca, cab, cba (order matters)
- # of permutations for a set of n items is n!
- n! (factorial function) = n*(n-1)*(n-2)*…*2*1
- 7! = 7*6*5*4*3*2*1 = 5,040
- By definition: 0! = 1

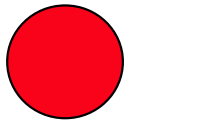
Multiplication and permutation rules are two examples of a general problem, where a sample of size k is drawn from a population of n distinct objects

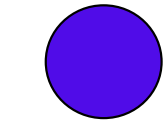
Balls drawn from an urn (or bowl)

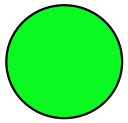
1 ball is red

1 ball is blue

1 ball is green





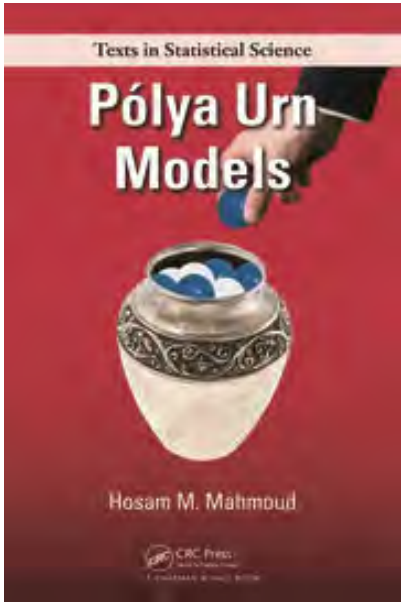


n=3 balls of different colors in an urn from which I draw k=2 balls one at a time

- Do I put each ball back to the bag after drawing it?
  - Yes: problem with replacement
  - No: problem without replacement
- Do I keep track of the order in which balls are drawn?
  - Yes: the order matters
  - No: the order does not matter

George Pólya

- George Pólya (December 13, 1887 – September 7, 1985) was a Hungarian mathematician. He was a professor of mathematics from 1914 to 1940 at ETH Zürich and from 1940 to 1953 at Stanford University. He made fundamental contributions to combinatorics, number theory, numerical analysis and probability theory.

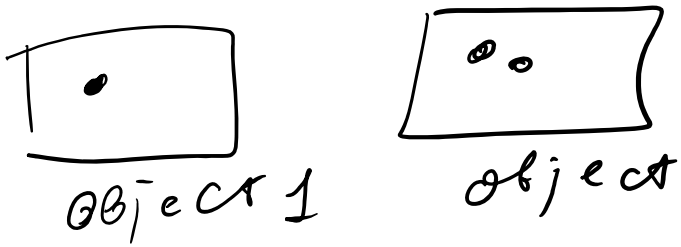


How many ways to Choose a sample of k objects out of a population of n objects

	Order matters	Order does not matter
Replace	$n \times n \times n \times \dots \times n = n^k$	$\frac{n^k}{k!}$ not all objects are different
Do not replace	$n \times (n-1) \times (n-2) \times \dots \times (n-k+1) = \frac{n!}{(n-k)!}$	All objects are different $\rightarrow$ $\frac{n!}{(n-k)!} \times \frac{1}{k!} = \binom{n}{k}$

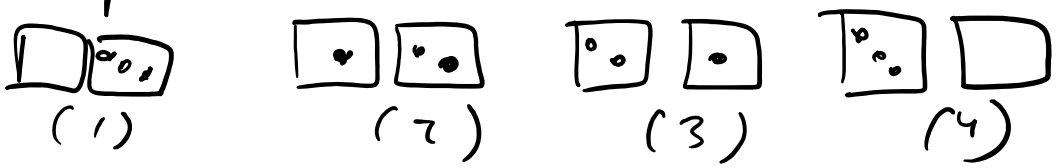
How to solve the problem of K out of n with replacement but where order does not matter?

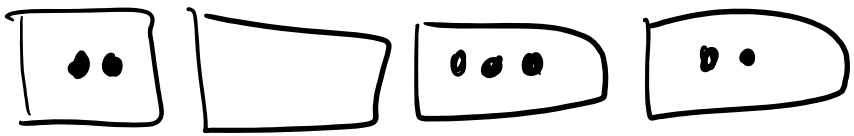
Let's solve n=2 problem first:



$k = 3$

4 possibilities





$n = 4,\ k = 7$

$\bullet\bullet \,|\, |\, \bullet\bullet\bullet \,|\, \bullet\bullet$ K dots, n-1 for boundaries

$$\binom{k+n-1}{k} = \frac{(k+n-1)!}{k!\,(n-1)!}$$ ways to distribute

Sampling table

How many ways to choose a sample of k objects out of population of n objects?

	Order matters	Order does not matter
Replacement	$(n)^k$	Difficult: $\binom{n+k-1}{k}=\frac{(n+k-1)!}{(n-1)!k!}$
No replacement	$n(n-1)(n-2)..(n-k+1)=\frac{n!}{(n-k)!}$	$\binom{n}{k}=\frac{n!}{(n-k)!k!}$

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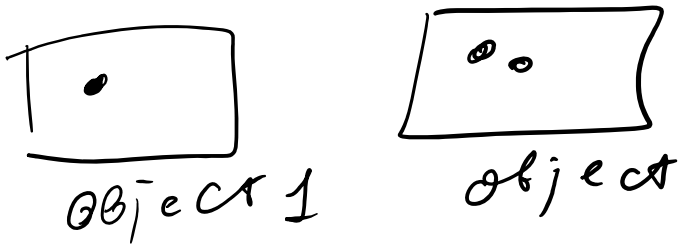

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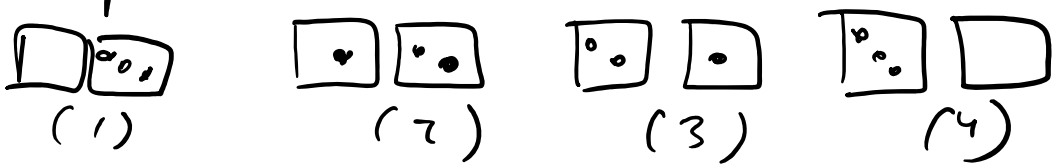

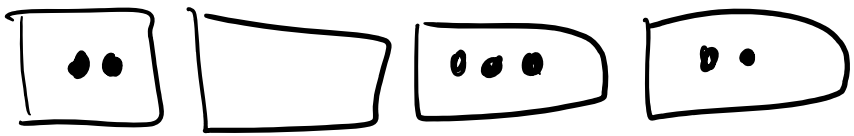

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Example

- A DNA of 100 bases is characterized by its numbers of 4 nucleotides: d_A, d_C, d_G, and d_T ($d_A+d_C+d_G+d_T=100$)
- **I don't care about the sequence** (only about the total numbers of A,C,G, and T
- How many distinct combinations of d_A, d_C, d_G, and d_T are out there?

Probability Axioms, Conditional Probability, Statistical (In)dependence, Circuit Problems

Axioms of probability

Probability is a number that is assigned to each member of a collection of events from a random experiment that satisfies the following properties:

If S is the sample space and E is any event in a random experiment,

(1) $P(S) = 1$

(2) $0 \leq P(E) \leq 1$

(3) For two events E_1 and E_2 with $E_1 \cap E_2 = \varnothing$

$$P(E_1 \cup E_2) = P(E_1) + P(E_2)$$

These axioms imply that:

$$P(\varnothing) = 0$$

$$P(E') = 1 - P(E)$$

if the event E_1 is contained in the event E_2

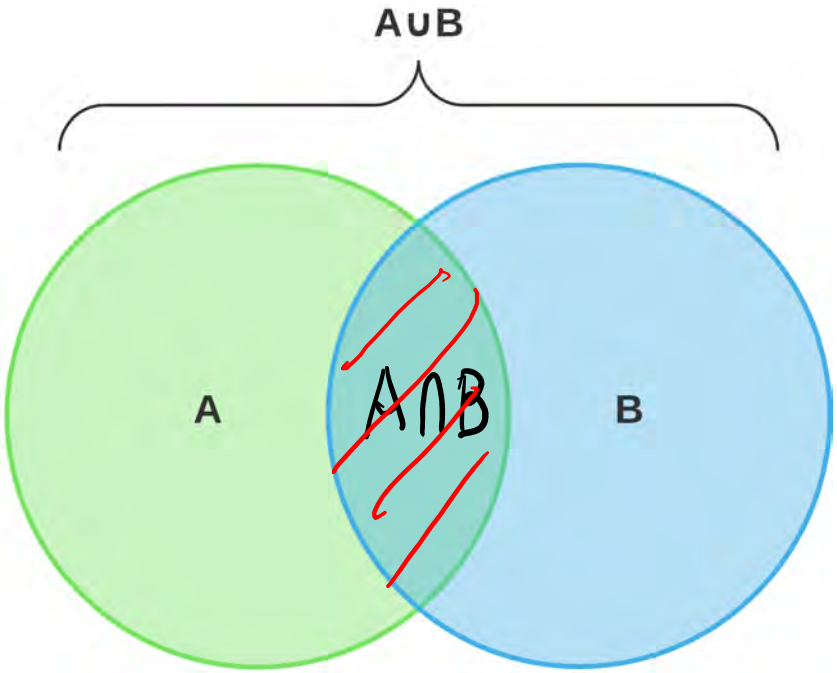
$$P(E_1) \leq P(E_2)$$

Addition rules following from the Axiom (3)

If A and B are mutually exclusive events, i.e. $A \cap B = \emptyset$

$$P(A \cup B) = P(A) + P(B) \qquad (2\text{-}2)$$

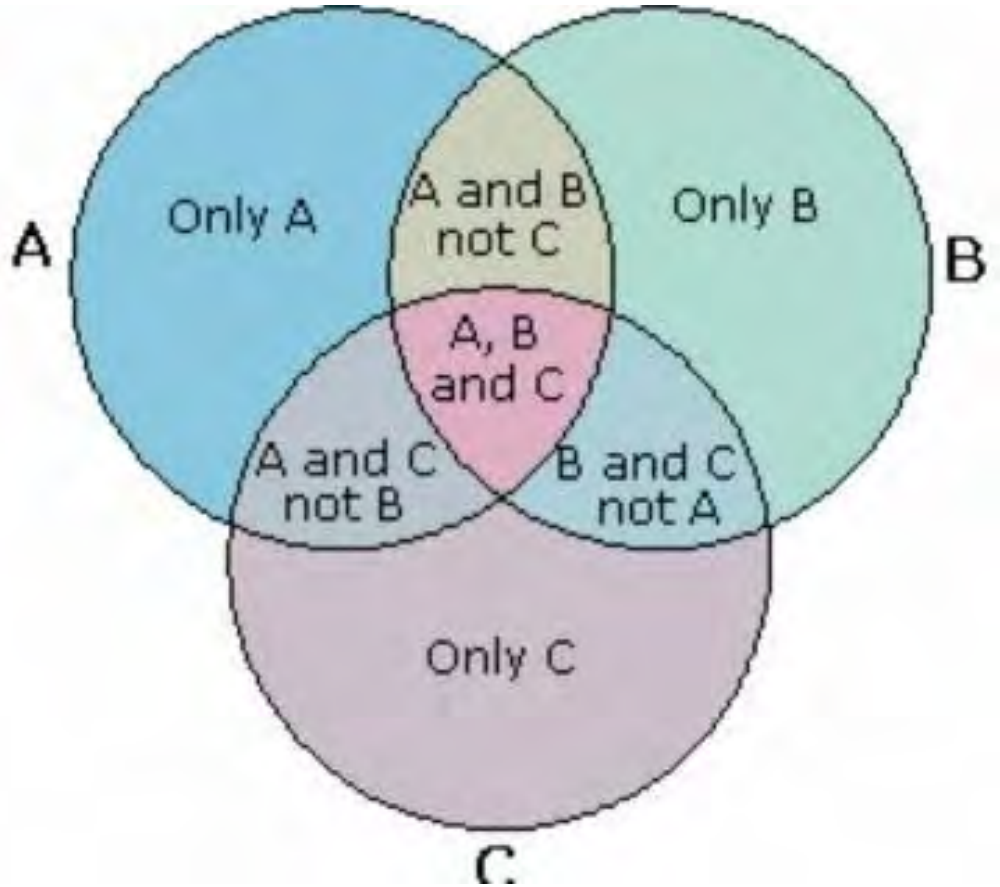
$$P(A \cup B) = P(A) + P(B) - P(A \cap B) \qquad (2\text{-}1)$$



$$P(A \cup B \cup C) = P(A) + P(B) + P(C) -$$

$$- P(A \cap B) - P(A \cap C) - P(B \cap C) +$$

$$+ P(A \cap B \cap C).$$



Conditional probability

The **conditional probability** of an event B given an event A, denoted as $P(B|A)$, is

$$P(B|A) = P(A \cap B)/P(A)$$

for $P(A) > 0$.

This definition can be understood in a special case in which all outcomes of a random experiment are equally likely. If there are n total outcomes,

$$P(A) = (\text{number of outcomes in } A)/n$$

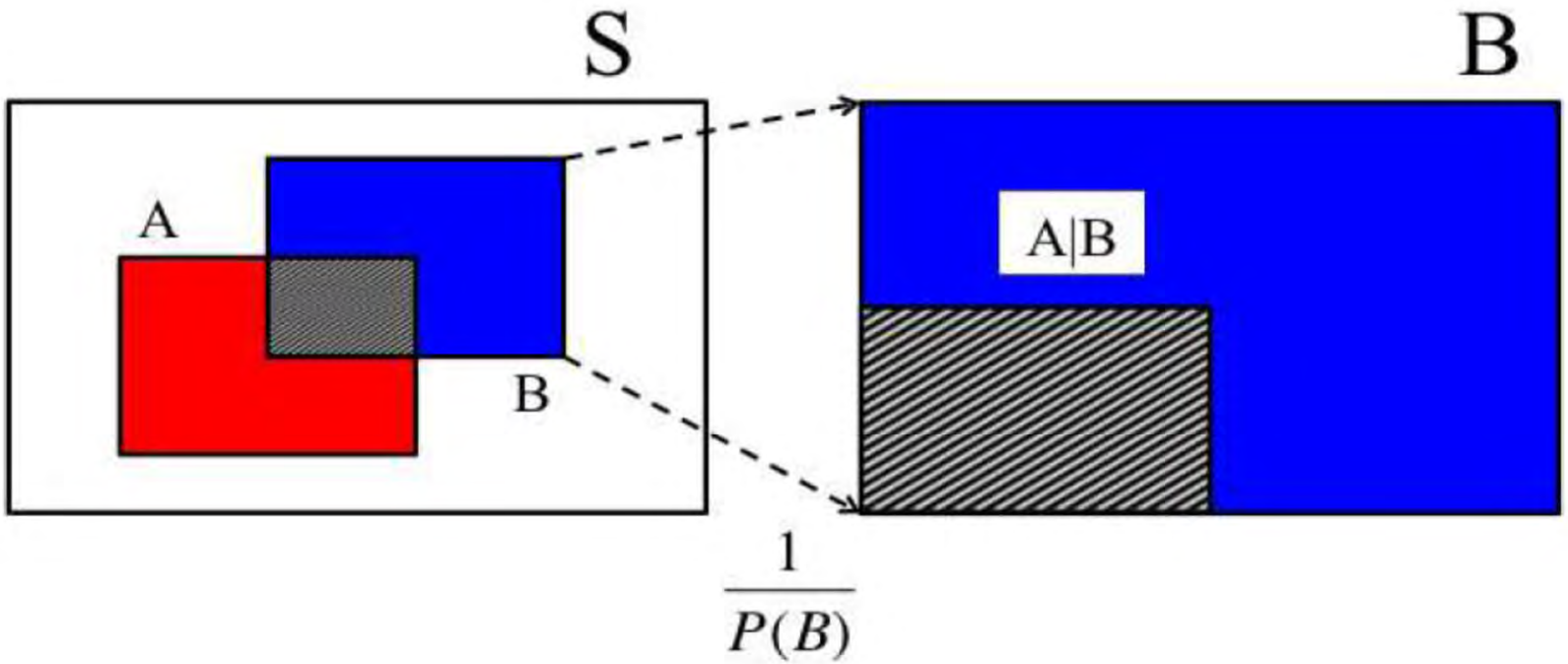
Also,

$$P(A \cap B) = (\text{number of outcomes in } A \cap B)/n$$

Consequently,

$$P(A \cap B)/P(A) = \frac{\text{number of outcomes in } A \cap B}{\text{number of outcomes in } A}$$

Therefore, $P(B|A)$ can be interpreted as the relative frequency of event B among the trials that produce an outcome in event A.


S
B
A
B
A|B
1
P(B)

Multiplication rule

is just definition of conditional probability

$$P(B|A) = P(B \cap A)/P(A) \rightarrow$$

$$P(B \cap A) = P(B|A) \cdot P(A)$$

Drake equation

$$N = R^{*} \cdot f_p \cdot n_e \cdot f_l \cdot f_i \cdot f_c \cdot L$$

- N = The number of civilizations in The Milky Way Galaxy whose electromagnetic emissions are detectable.
- R* = The rate of formation of stars suitable for the development of intelligent life.
- f_p = The fraction of those stars with planetary systems.
- n_e = The number of planets, per solar system, with an environment suitable for life.
- f_l = The fraction of suitable planets on which life actually appears.
- f_i = The fraction of life bearing planets on which intelligent life emerges.
- f_c = The fraction of civilizations that develop a technology that releases detectable signs of their existence into space.
- L = The length of time such civilizations release them

Statistically independent events

Always true: $P(A \cap B) = P(A|B) \cdot P(B) = P(B|A) \cdot P(A)$

- **Two events**

Two events are **independent** if any one of the following equivalent statements is true:

(1) $P(A|B) = P(A)$

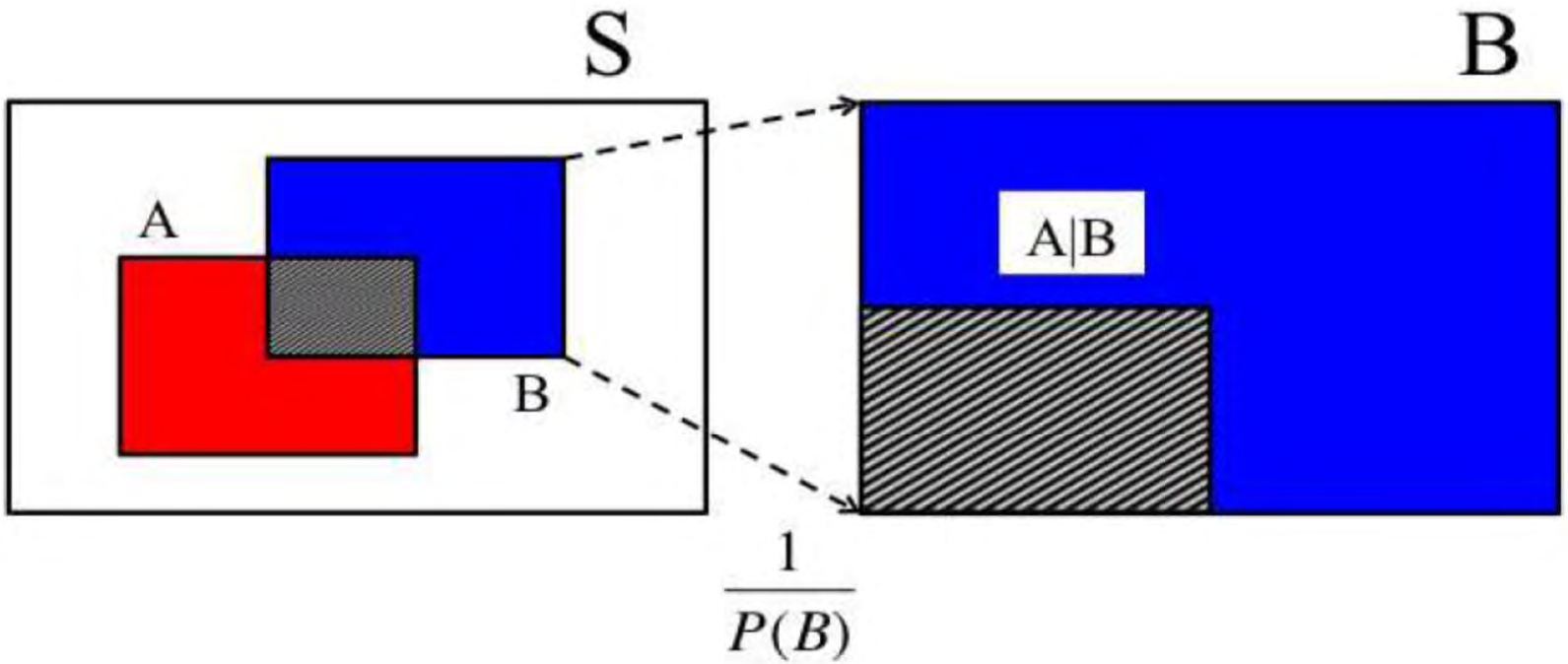
(2) $P(B|A) = P(B)$

(3) $P(A \cap B) = P(A)P(B)$

- **Multiple events**

The events $E_1, E_2, \ldots, E_n$ are independent if and only if for any subset of these events $E_{i_1}, E_{i_2}, \ldots, E_{i_k}$,

$$P(E_{i_1} \cap E_{i_2} \cap \cdots \cap E_{i_k}) = P(E_{i_1}) \times P(E_{i_2}) \times \cdots \times P(E_{i_k})$$


S
B
A
B
A|B
1
P(B)

Example 3.10. Let an experiment consist of drawing a card at random from a standard deck of 52 playing cards. Define events A and B as "the card is a ♠" and "the card is a queen." Are the events A and B independent? By definition, $P(A \cdot B) = P(Q\spadesuit) = \frac{1}{52}$. This is the product of $P(\spadesuit) = \frac{13}{52}$ and $P(Q) = \frac{4}{52}$, and events A and B in question are independent. In this situation, intuition provides no help. Now, pretend that the 2♡ is drawn and excluded from the deck prior to the experiment. Events A and B become dependent since

$$\mathbb{P}(A) \cdot \mathbb{P}(B) = \frac{13}{51} \cdot \frac{4}{51} \neq \frac{1}{51} = \mathbb{P}(A \cdot B).$$

Credit: XKCD comics

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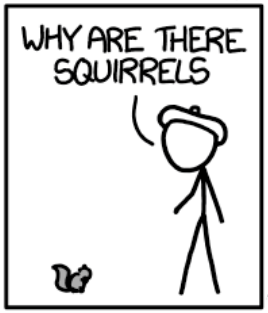

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WHY IS THERE A LINE THROUGH HTTPS
WHY IS THERE A RED LINE THROUGH HTTPS ON FACEBOOK
WHY IS HTTPS IMPORTANT
WHY IS YKK ON ALL ZIPPERS

WHY AREN'T MY ARMS GROWING

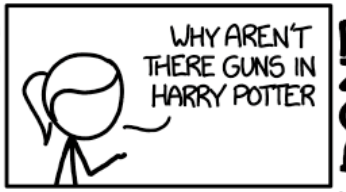
WHY DO I FEEL DIZZY
WHY ARE THERE WEEKS

WHY ARE THERE SWARMS OF GNATS
WHY IS THERE PHLEGM
WHY ARE THERE SO MANY CROWS IN ROCHESTER, MN
WHY AREN'T ECONOMISTS RICH
WHY DO AMERICANS CALL IT SOCCER
WHY ARE MY EARS RINGING
WHY ARE THERE SO MANY AVENGERS
WHY ARE THE AVENGERS FIGHTING THE X MEN
WHY IS WOLVERINE NOT IN THE AVENGERS
WHY IS THERE LAVA
WHY IS PSYCHIC WEAK TO BUG
WHY DO CHILDREN GET CANCER
WHY IS POSEIDON ANGRY WITH ODYSSEUS
WHY IS THERE ICE IN SPACE
WHY ARE THERE ANTS IN MY LAPTOP
WHY IS EARTH TILTED
WHY IS SPACE BLACK
WHY IS OUTER SPACE SO COLD
WHY ARE THERE PYRAMIDS ON THE MOON
WHY IS NASA SHUTTING DOWN
WHY ARE THERE FEMALE MR MIMES

WHY ARE THERE GHOSTS

WHY IS THERE AN OWL IN MY BACKYARD
WHY IS THERE AN OWL OUTSIDE MY WINDOW
WHY IS THERE AN OWL ON THE DOLLAR BILL
WHY DO OWLS ATTACK PEOPLE
WHY ARE AK 47s SO EXPENSIVE
WHY ARE THERE HELICOPTERS CIRCLING MY HOUSE
WHY ARE THERE GODS
WHY ARE THERE TWO SPOCKS
WHY IS MT VESUVIUS THERE
WHY DO THEY SAY T MINUS
WHY ARE THERE OBELISKS
WHY ARE WRESTLERS ALWAYS WET
WHY ARE OCEANS BECOMING MORE ACIDIC
WHY IS ARWEN DYING
WHY AREN'T MY QUAIL LAYING EGGS
WHY AREN'T MY QUAIL EGGS HATCHING
WHY AREN'T THERE ANY FOREIGN MILITARY BASES IN AMERICA
WHY IS LIFE SO BORING
WHY ARE CIGARETTES LEGAL
WHY ARE THERE DUCKS IN MY POOL
WHY IS JESUS WHITE
WHY IS THERE LIQUID IN MY EAR
WHY DO Q TIPS FEEL GOOD
WHY DO GOOD PEOPLE DIE

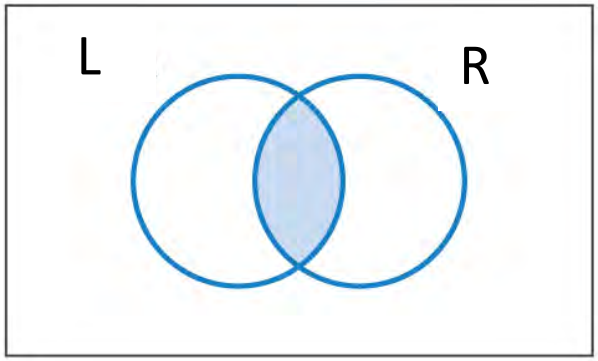
WHY AREN'T THERE GUNS IN HARRY POTTER



WHY ARE ULTRASOUNDS IMPORTANT
WHY ARE ULTRASOUND MACHINES EXPENSIVE
WHY IS STEALING WRONG
WHY ARE DOGS AFRAID OF FIREWORKS
WHY IS THERE NO KING IN ENGLAND

Series Circuit

This circuit operates only if there is at least one path of functional devices from left to right. The probability that each device functions is shown on the graph. Assume that the devices fail independently. What is the probability that the circuit operates?

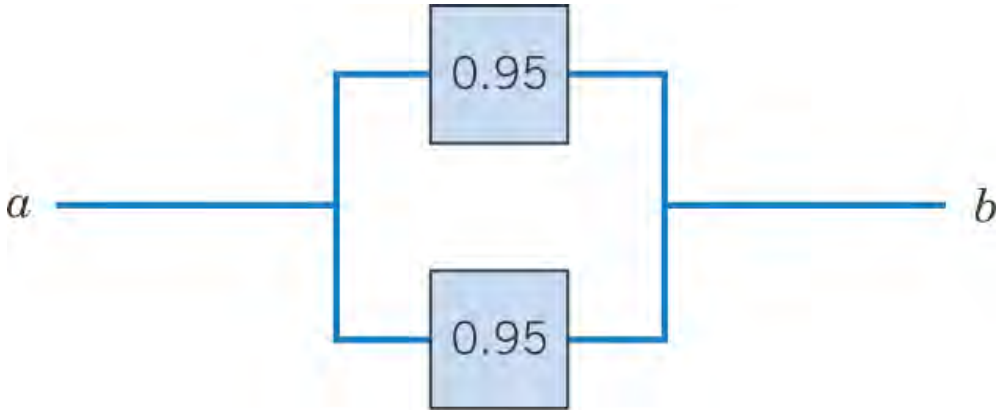


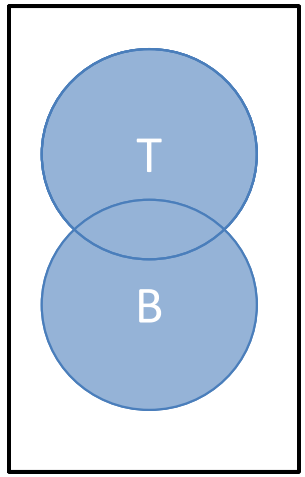
Let L & R denote the events that the left and right devices operate. The probability that the circuit operates is:

$P(L \text{ and } R) = P(L \cap R) = P(L) * P(R) = 0.8 * 0.9 = 0.72.$

Parallel Circuit

This circuit operates only if there is a path of functional devices from left to right. The probability that each device functions is shown. Each device fails independently.



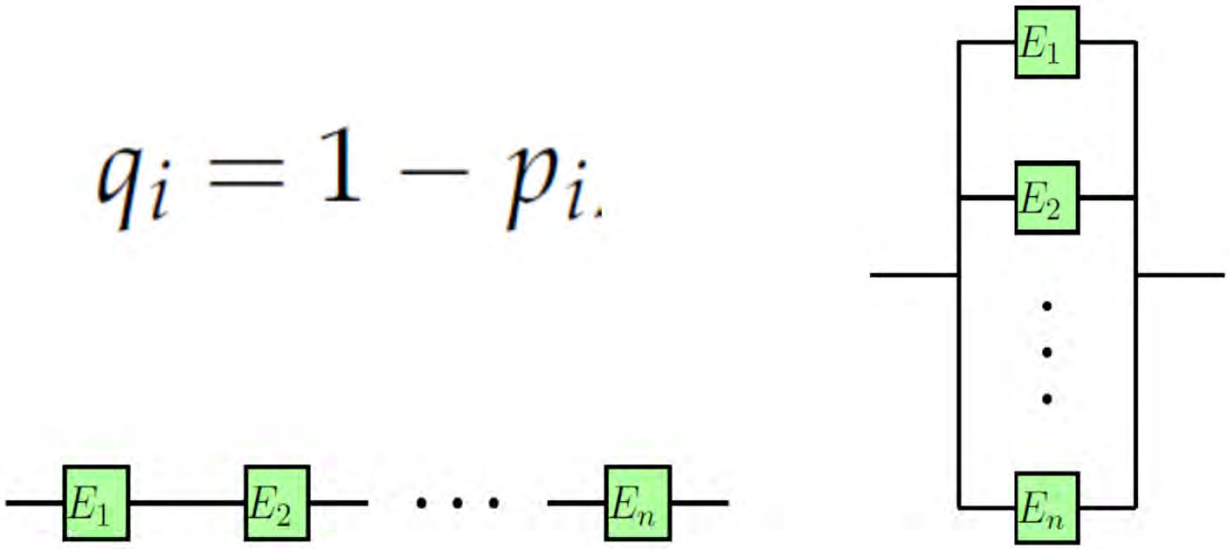


Let T & B denote the events that the top and bottom devices operate. The probability that the circuit operates is:

$P(T \cup B) = 1 - P(T' \cap B') = 1 - P(T')*P(B') = 1 - 0.05^2 = 1 - 0.0025 - 0.9975.$

Duality between parallel and series circuits

$$q_i = 1 - p_i.$$

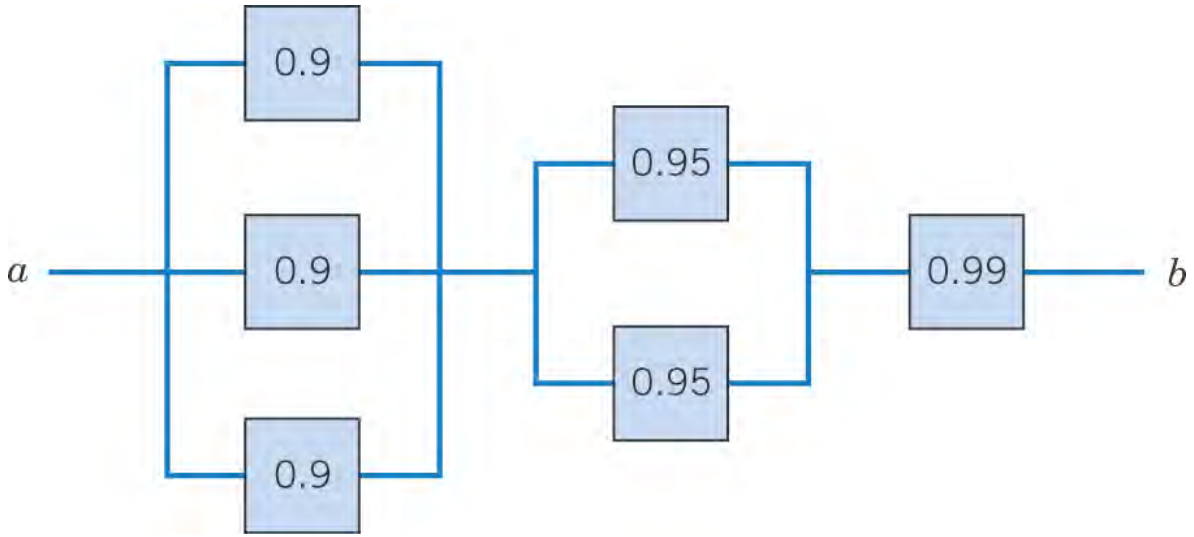


(a) (b)

Connection	Notation	Works with prob	Fails with prob
Serial	$E_1 \cap E_2 \cap \cdots \cap E_n$	$p_1 p_2 \ldots p_n$	$1 - p_1 p_2 \ldots p_n$
Parallel	$E_1 \cup E_2 \cup \cdots \cup E_n$	$1 - q_1 q_2 \ldots q_n$	$q_1 q_2 \ldots q_n$

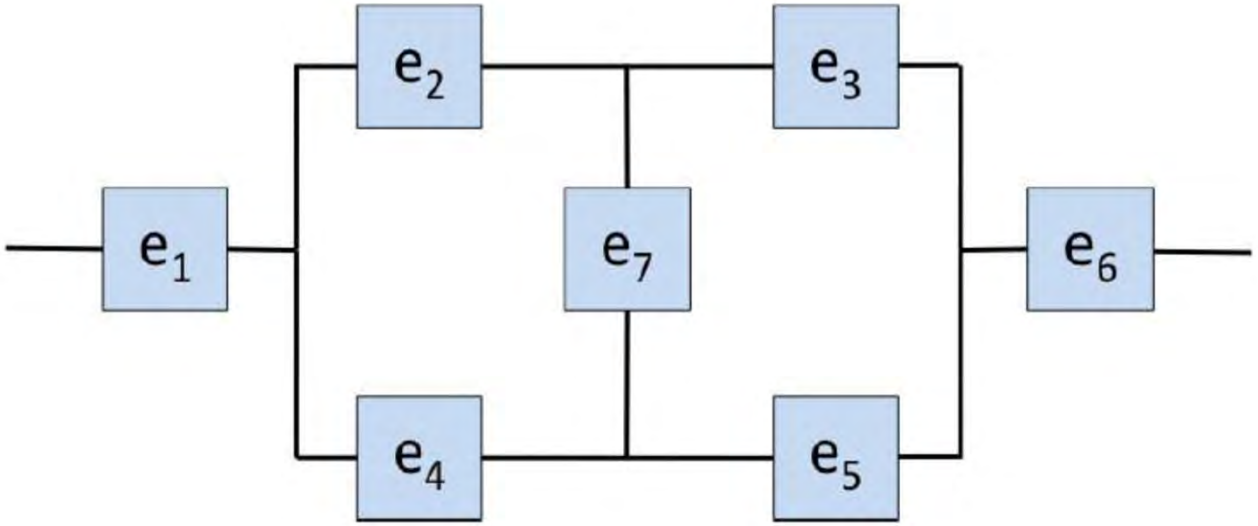
Advanced Circuit

This circuit operates only if there is a path of functional devices from left to right. The probability that each device functions is shown. Each device fails independently.

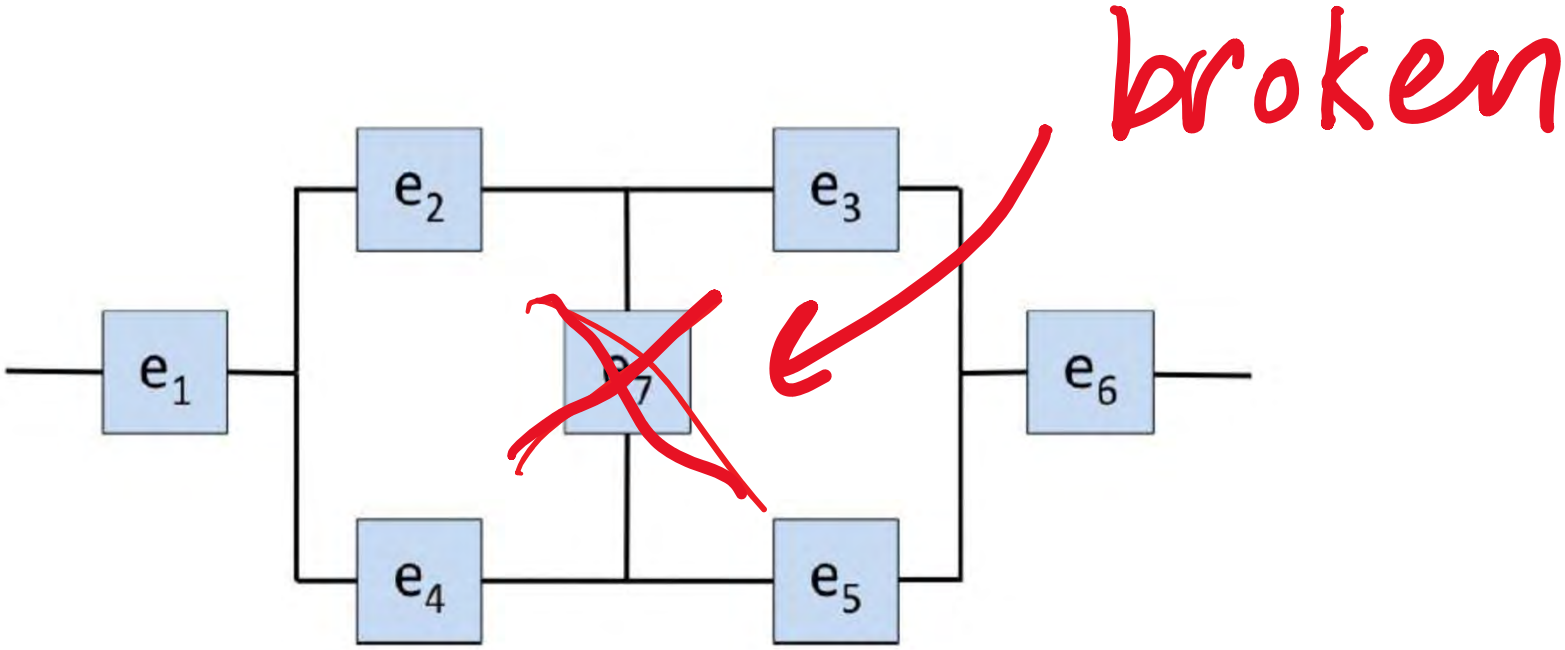


Partition the graph into 3 columns with L & M denoting the left & middle columns.

P(L) = 1- 0.1^3 , and P(M) = 1- 0.05^2, so the probability that the circuit operates is: $(1 - 0.1^3)(1-0.05^2)(0.99) = 0.9875$ (this is a series of parallel circuits).



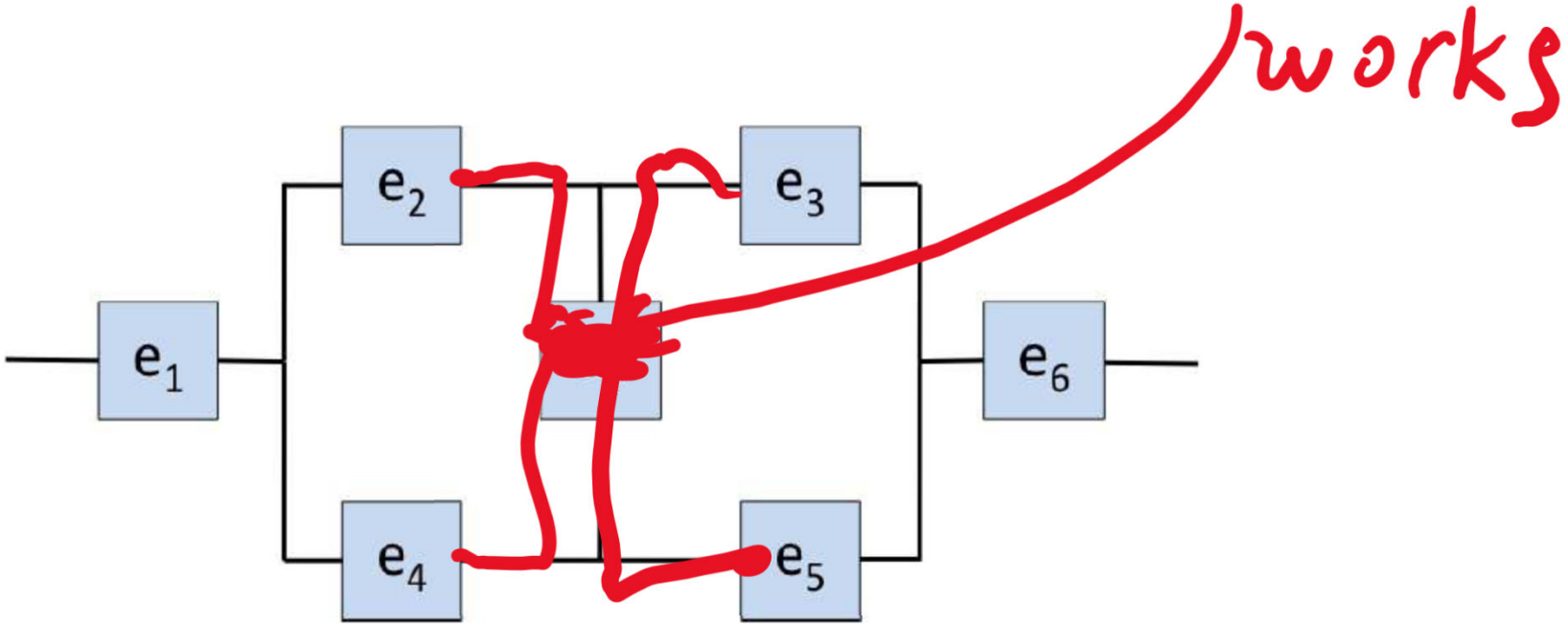
Component	e_1	e_2	e_3	e_4	e_5	e_6	e_7
Probability of component working	0.3	0.8	0.2	0.2	0.5	0.6	0.4



Component	e_1	e_2	e_3	e_4	e_5	e_6	e_7
Probability of component working	0.3	0.8	0.2	0.2	0.5	0.6	0.4

P(circuit works |e7 is broken)=P(e1 works)*
[1-(1-P(e2 works)*P(e3 works))*(1-P(e4 works)*P(e5 works))]*
P(e6 works)=0.3*(1-(1-0.8*0.2)*(1-0.2*0.5))*0.6=0.0439

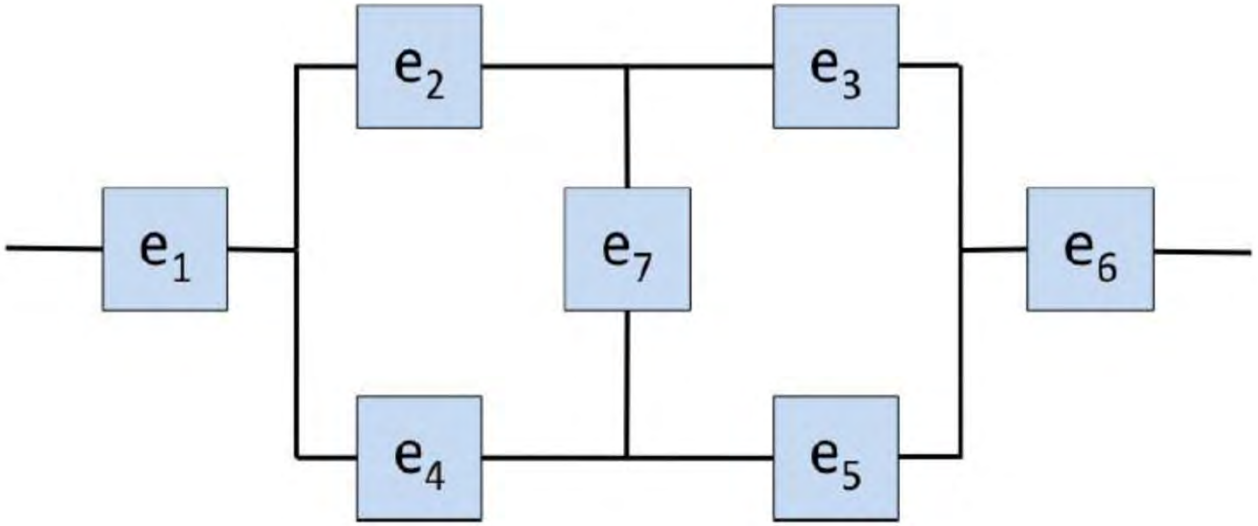
The contribution to total probability:
P(circuit works |e7 is broken)*P(e7 is broken)=0.6*0.0439=0.0264



Component	e_1	e_2	e_3	e_4	e_5	e_6	e_7
Probability of component working	0.3	0.8	0.2	0.2	0.5	0.6	0.4

P(circuit works |e7 works)=P(e1 works)*
[1-(1-P(e2 works))*(1-P(e4 works))]
[1-(1-P(e3 works))(1-P(e5 works))]*
P(e6 works)=0.3*(1-(1-0.8)*(1-0.2))*(1-(1-0.2)*(1-0.5)))*0.6=0.0907

The contribution to total probability:
P(circuit works |e7 works)*P(e7 works)=0.4*0.0907=0.0363

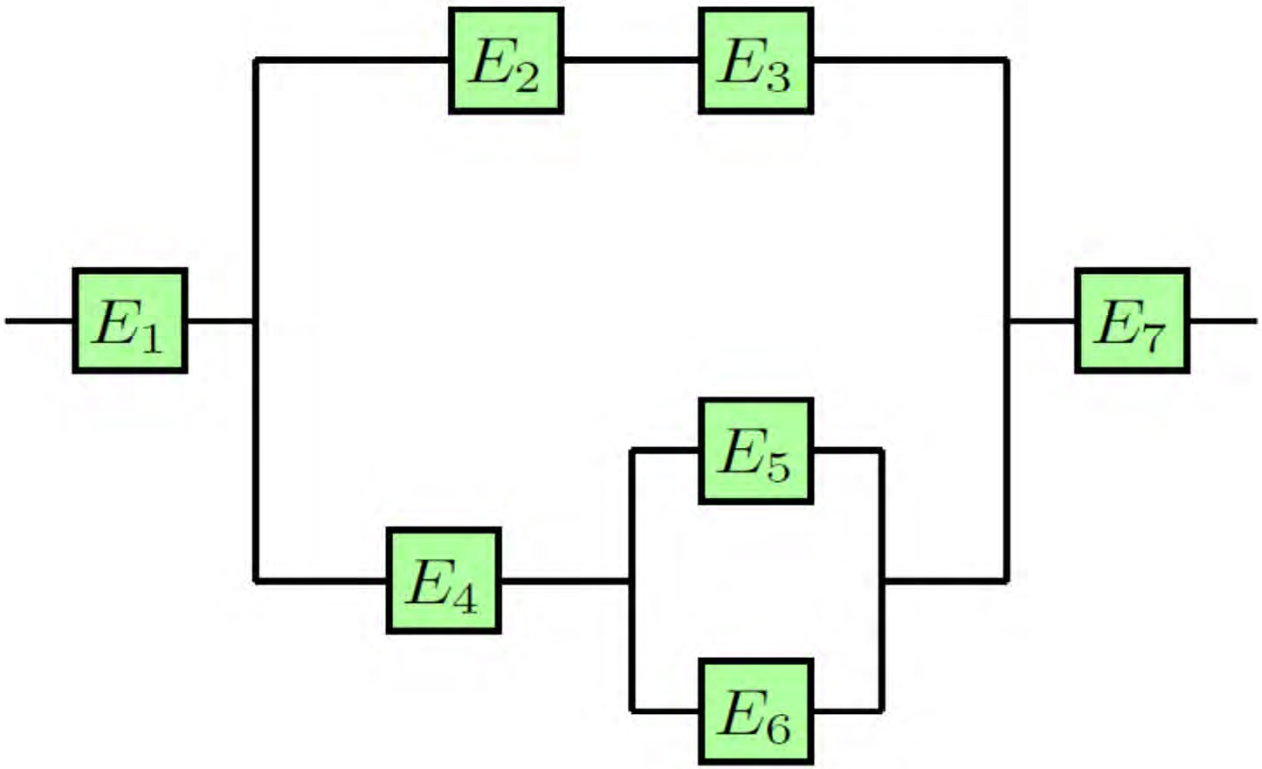


Component	e_1	e_2	e_3	e_4	e_5	e_6	e_7
Probability of component working	0.3	0.8	0.2	0.2	0.5	0.6	0.4

P(circuit works)=
P(circuit works |e7 works)*P(e7 works)+
P(circuit works |e7 is broken)*P(e7 is broken)=
=0.0264+0.0363=0.0627

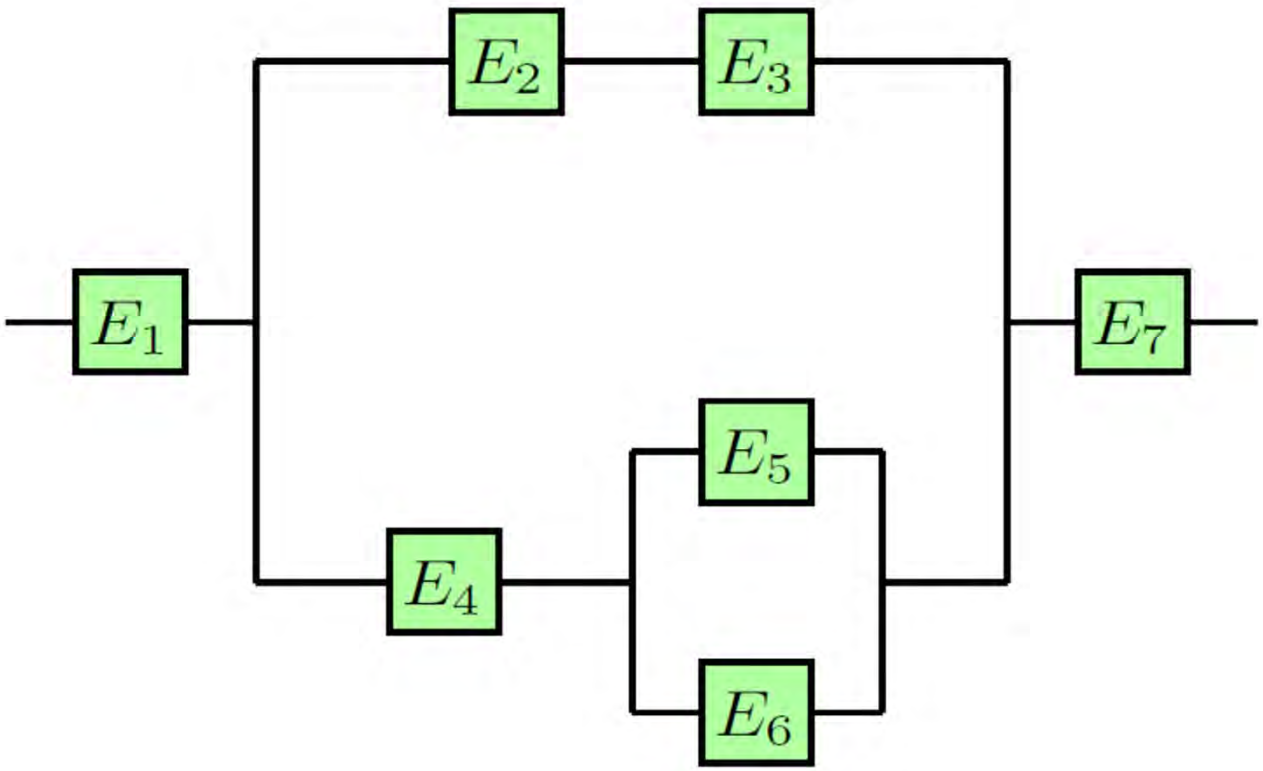
Answer: 6.27%

Circuit → Set equation



Component	E_1	E_2	E_3	E_4	E_5	E_6	E_7
Probability of functioning well	0.9	0.5	0.3	0.1	0.4	0.5	0.8

Circuit → Set equation



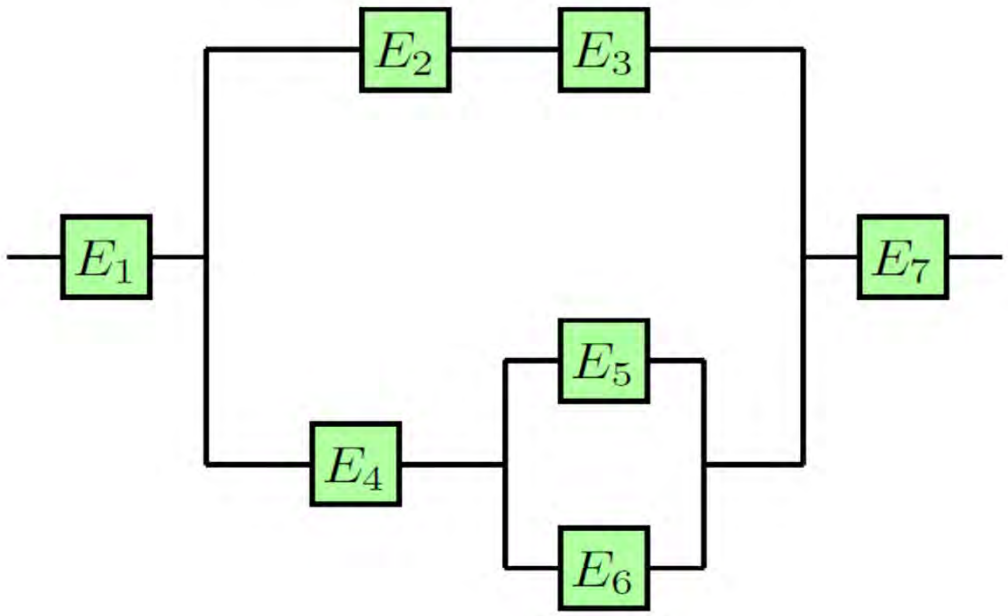
Component	E_1	E_2	E_3	E_4	E_5	E_6	E_7
Probability of functioning well	0.9	0.5	0.3	0.1	0.4	0.5	0.8

$$E_1 \cap [(E_2 \cap E_3) \cup (E_4 \cap (E_5 \cup E_6))] \cap E_7.$$

P(Works) = 0.9.*(1-(1-0.5.*0.3).*(1-0.1.*(1-0.6.*0.5))).*0.8=0.15084

Matlab group exercise

- Test our result for this circuit.
- Use circuit_template.m on the website



Component	E_1	E_2	E_3	E_4	E_5	E_6	E_7
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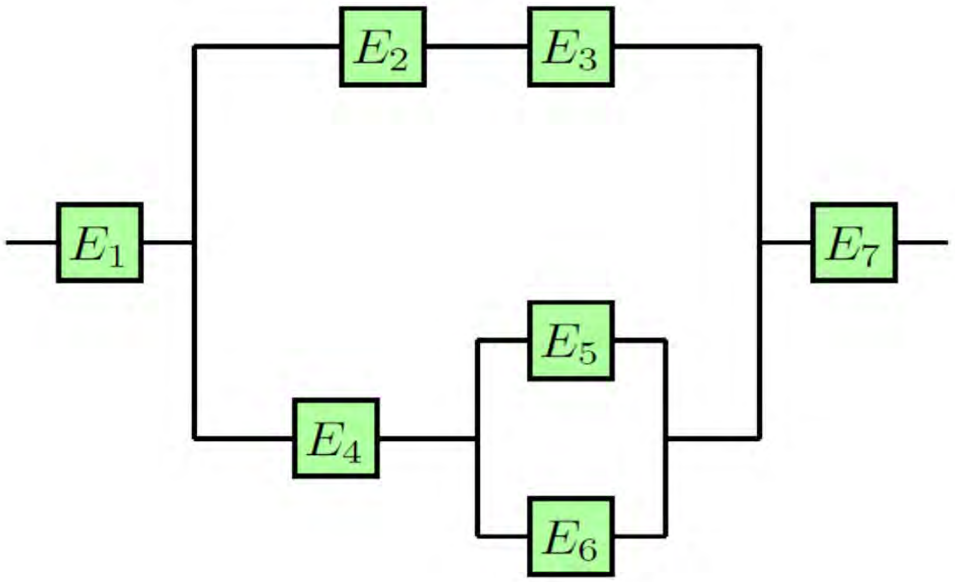

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P(Works) = 0.9.*(1-(1-0.5.*0.3).*(1-0.1.*(1-0.6.*0.5))).*0.8=0.15084

Credit: XKCD comics

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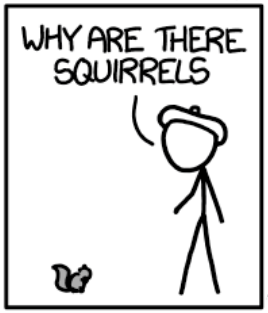

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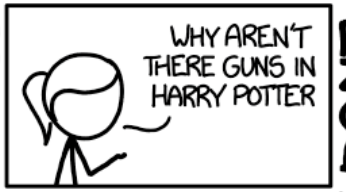

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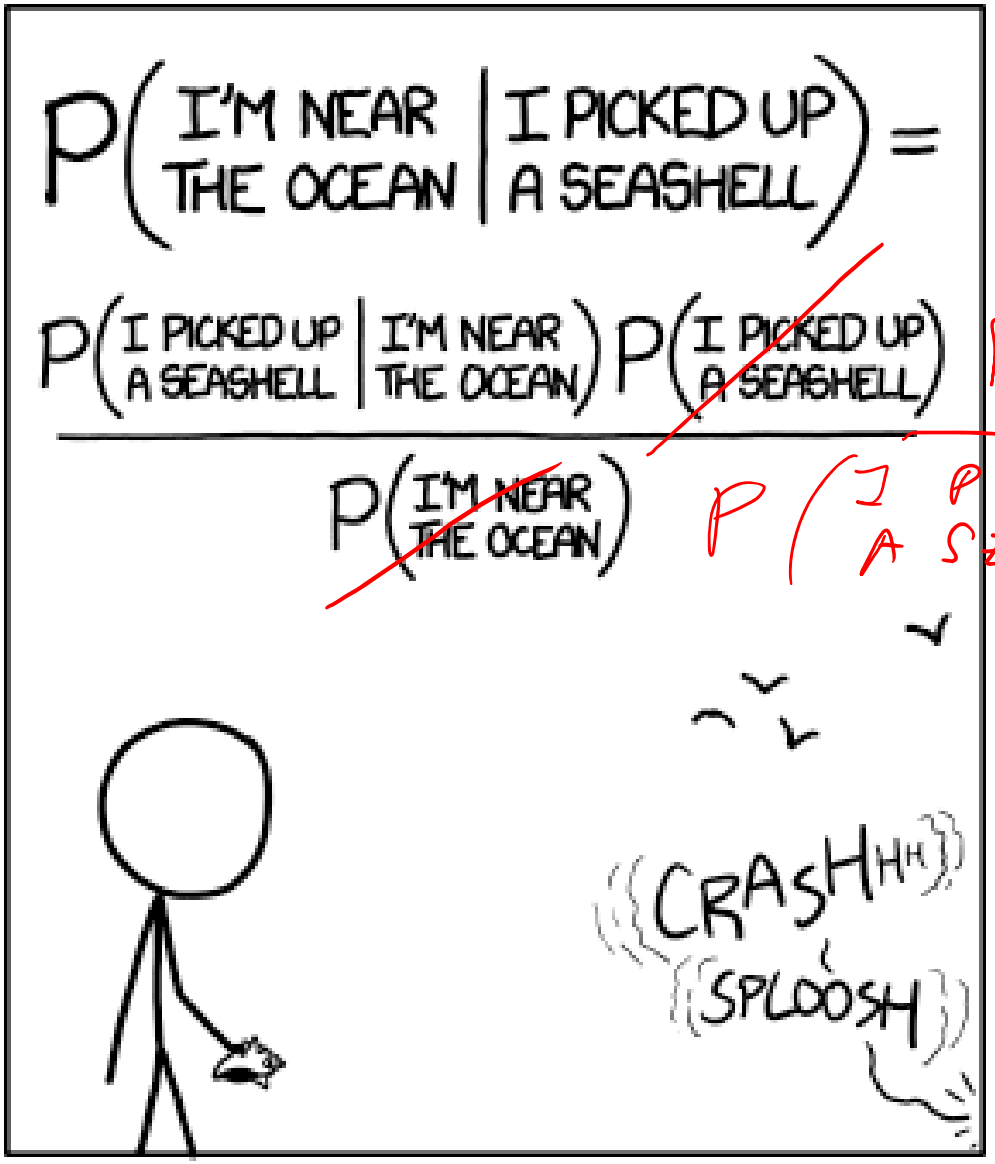
Reminder:
Conditional probability

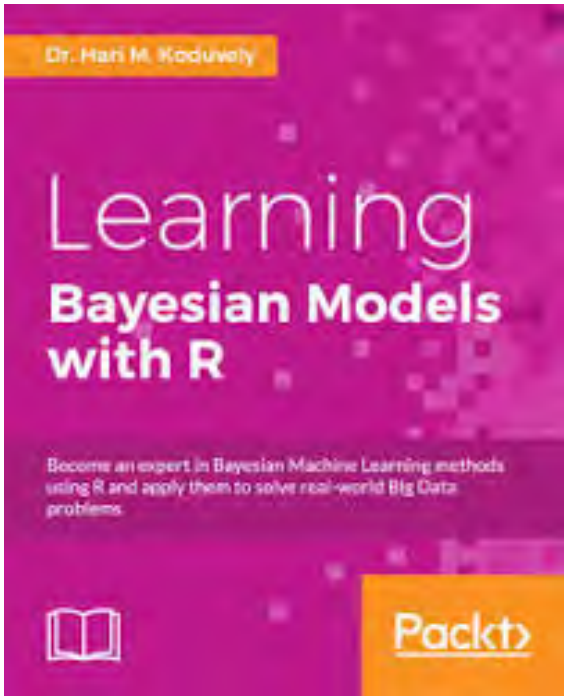


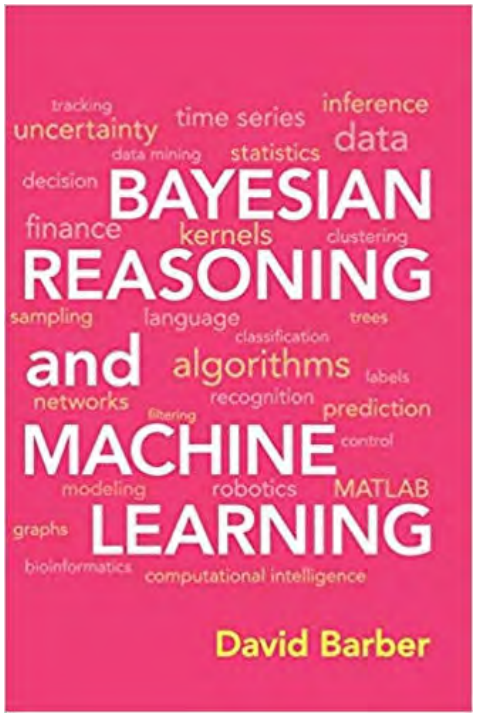
What is wrong in this comics?

If you are not yet reading XKCD comics
https://xkcd.com/
you should start

Bayes Theorem

Bayes' theorem





Thomas Bayes (1701-1761)
English statistician, philosopher, and Presbyterian minister

Bayes' theorem was presented in "An Essay towards solving a Problem in the Doctrine of Chances" which was read to the Royal Society in 1763 already after Bayes' death.

Bayes' theorem (simple)

$$P(A \cap B) = P(A|B)P(B) = P(B \cap A) = P(B|A)P(A)$$

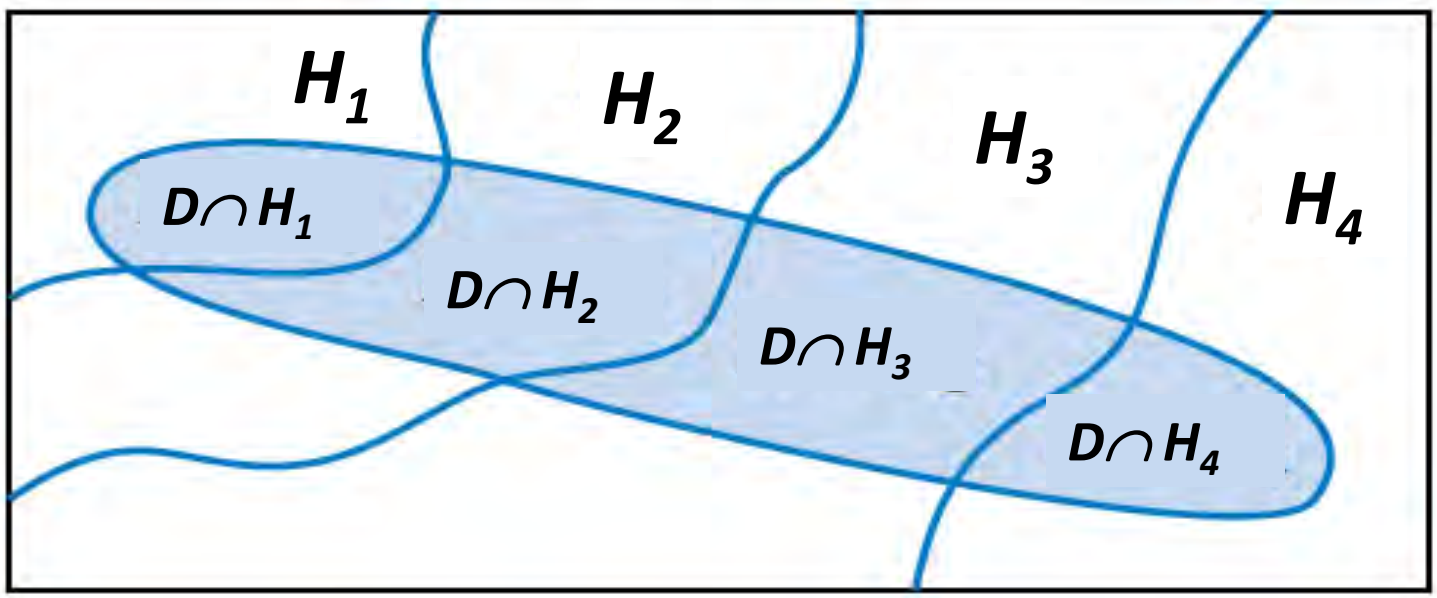
$$P(A|B) = \frac{P(B|A)P(A)}{P(B)}$$

- In Science we often want to know:
  "How much faith should I put into hypothesis, given the data?"
  or $P(H|D)$ (see also the inductive definition of probability)
- What we usually can calculate if the hypothesis/model is OK:
  "Assuming that this hypothesis is true, what is the probability of the observed data?" or $P(D|H)$
- Bayes' theorem can help: $P(H|D)=P(D|H)\bullet P(H)/P(D)$
- The problem is $P(H)$ (so-called prior) is often not known

Bayes' theorem (continued)

Works best with exhaustive and mutually-exclusive hypotheses:
$H_1, H_2, \ldots H_n$ such that $H_1 \cup H_2 \cup H_3 \ldots \cup H_n = S$ and $H_i \cap H_j = \varnothing$ for $i \neq j$

$P(H_k|D) = P(D|H_k) \bullet P(H_k)/P(D)$
where:
$P(D) = P(D|H_1) \bullet P(H_1) + P(D|H_2) \bullet P(H_2) + \ldots P(D|H_n) \bullet P(H_n)$



Secretary problem

- An employer has a known number – n – of applicants for a secretary position, whom are interviewed one at a time
- Employer can easily evaluate and rank applicants relative to each other but has no idea of the overall distribution of their quality
- Employer has only one chance to choose the secretary: gives yes/no answer in the end of each interview and cannot go back to rejected applicants
- How can employer maximize the probability to choose the best secretary among all applicants?

Martin Gardner (1914 – 2010)
Described the “secretary problem” in Scientific American 1960.
was an American popular mathematics and popular science writer. Best known for “recreational mathematics”: He was behind the “Mathematical Games” section in Scientific American.

Eugene Dynkin (1924 – 2014)
solved this problem in 1963.
He referred to it as a “picky bride problem”
was a Soviet and later American mathematician, member of the US National Academy of Science. He has made contributions to the fields of probability and algebra. The Dynkin diagram, the Dynkin system, and Dynkin's lemma are all named after him.

Who solved the secretary problem?

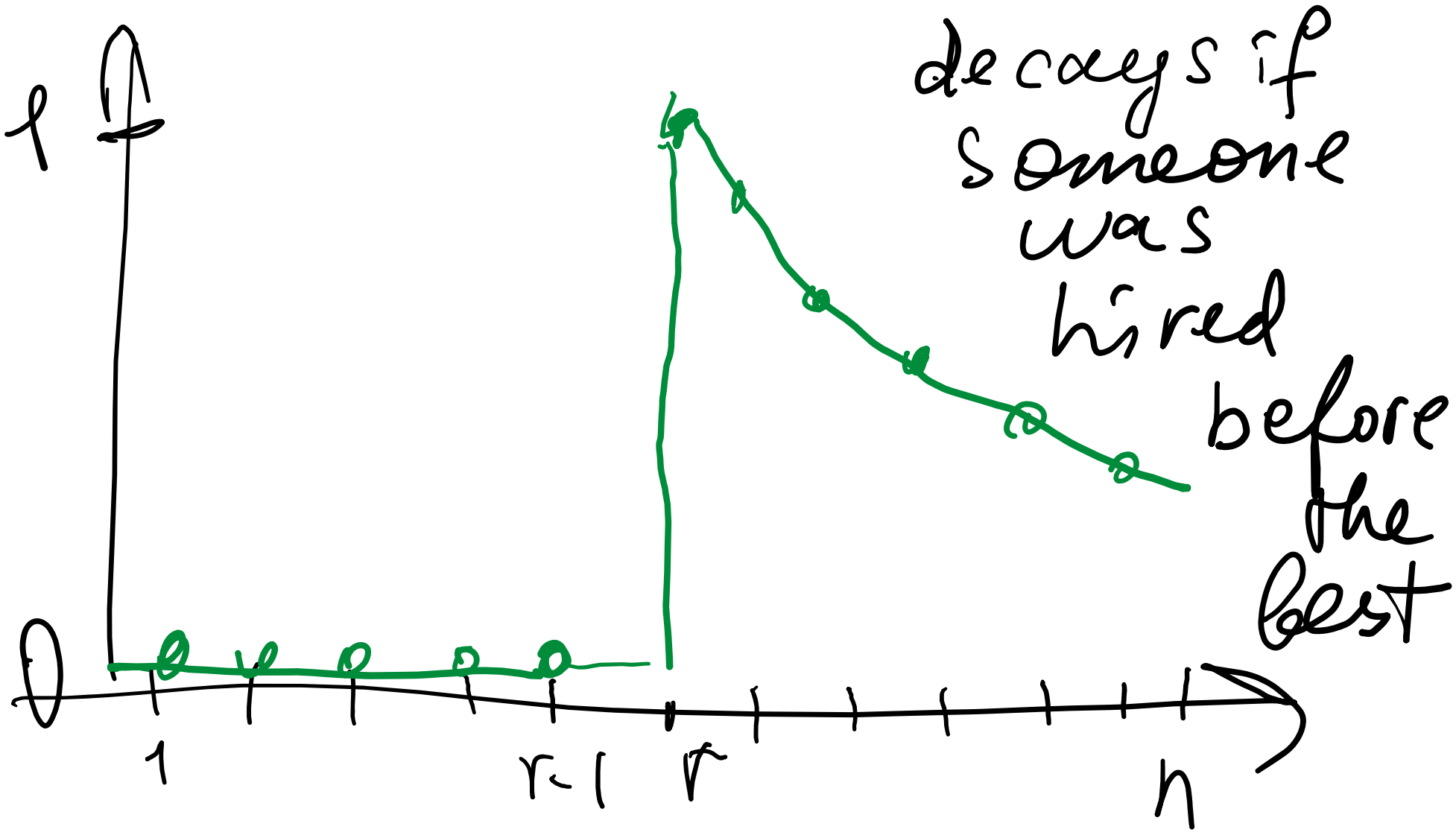
- Gardner outlined the solution in Sci Am 1960 but gave no formal proof
- Solution by Lindey was published in 1961:
  Lindey, D. V. (1961). Dynamic programming and decision theory. Appl. Statist. 10 39-51
- Dynkin's paper was published in 1963:
  Dynkin, E. B. (1963). The optimum choice of the instant for stopping a Markov process. Soviet Math. Dokl. 4 627-629
- When the celebrated German astronomer, Johannes Kepler (1571-1630), lost his first wife to cholera in 1611, he set about finding a new wife
- He spent 2 years on the process, had 11 candidates and married the 5^{th} candidate (11/e~4 so he married the first after)

Thomas S Ferguson, Statistical Science 1989, Who Solved the Secretary Problem?

What should the employer do?

- Employer does not know the distribution of the quality of applicants and has to learn it on the fly
- Algorithm: look at the first ***r-1*** applicants, remember the best among them
- Hire the first among next ***n-r+1*** applicants who is better than the best among the first ***r*** applicants
- How to choose ***r***?
- When ***r*** is too small – not enough information: the best among *r* is not very good. You are likely to hire a bad secretary
- When ***r*** is too large (e.g. ***r=n-1***) – you procrastinated for too long! You have almost all the information, but you will have to hire the last applicant who is (likely) not particularly good

Probability of hiring the best candidate if he/she has #i in the queue

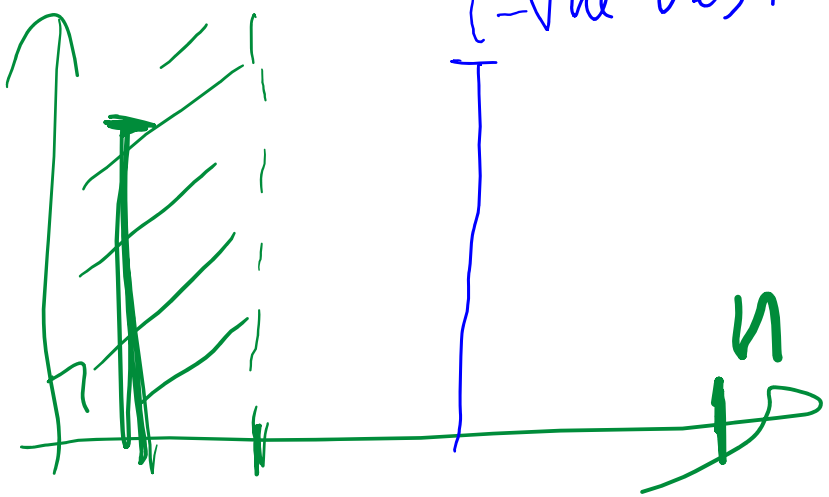


Look at $i-1$ candidates before the best

$$\text{Prob} = \frac{r-1}{i-1}$$

$$\text{Prob} = \frac{i-r}{i-1}$$

Good



the best among $i-1$

Bad

the best among $i-1$

$$
\begin{aligned}
P(r) &= \sum_{i=1}^{n} P\left(\text{applicant } i \text{ is selected} \cap \text{applicant } i \text{ is the best}\right) \\
&= \sum_{i=1}^{n} P\left(\text{applicant } i \text{ is selected} \middle| \text{applicant } i \text{ is the best}\right) \times P\left(\text{applicant } i \text{ is the best}\right) \\
&= \left[\sum_{i=1}^{r-1} 0 + \sum_{i=r}^{n} P\left(\begin{matrix}\text{the best of the first } i-1 \text{ applicants} \\ \text{is in the first } r-1 \text{ applicants}\end{matrix} \middle| \text{applicant } i \text{ is the best}\right)\right] \times \frac{1}{n} \\
&= \sum_{i=r}^{n} \frac{r-1}{i-1} \times \frac{1}{n} \quad = \quad \frac{r-1}{n} \sum_{i=r}^{n} \frac{1}{i-1}.
\end{aligned}
$$

$$P(r) = \frac{r-1}{n} \sum_{i=r}^{n} \frac{1}{i-1}.$$

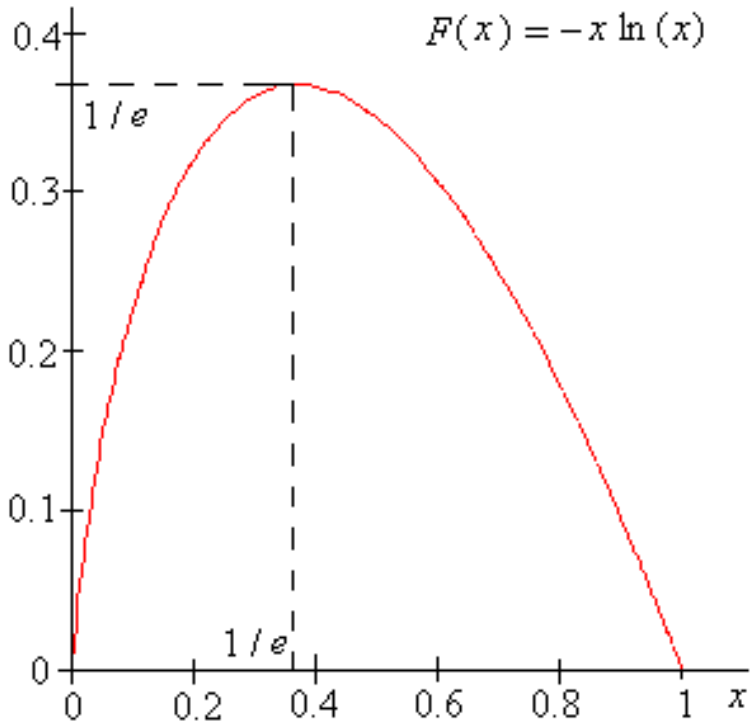
Letting *n* tend to infinity, writing x as the limit of *r*/*n*, using *t* for *i*/*n* and *dt* for 1/*n*,

$$P(x) = x \int_x^1 \frac{1}{t}\, dt = -x \ln(x)\ .$$

dP(x)/dx=-ln(x)-1
-ln(x)-1=0*

x=1/e=0.3679*

Probability of picking the best applicant is also *1/e=0.3679*



Credit: XKCD comics

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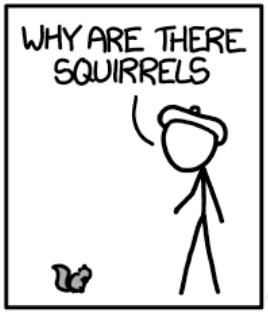

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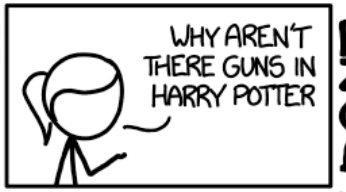

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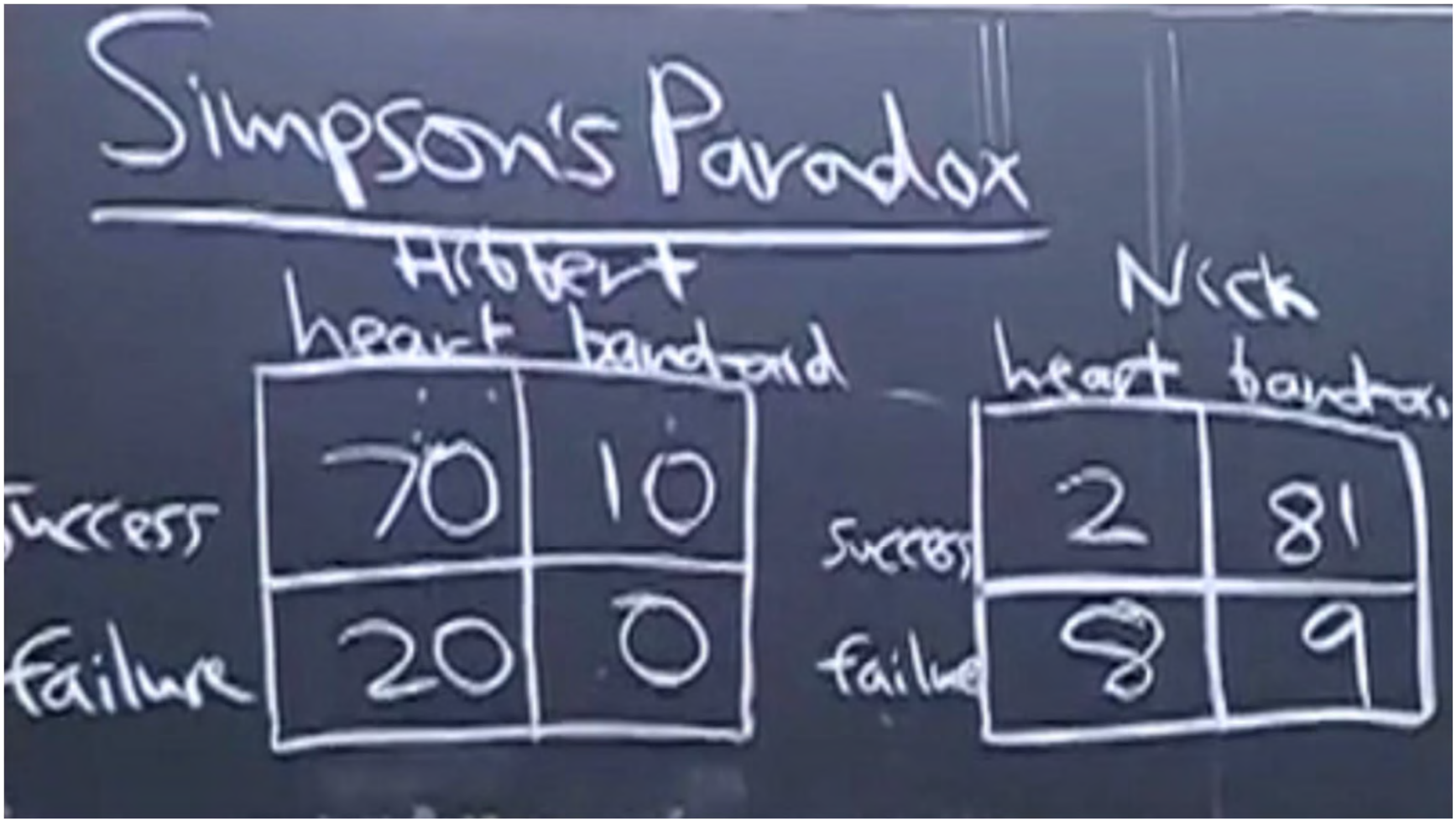
Simpson's paradox

Edward Hugh Simpson
(10 December 1922 – 5 February 2019)
was a British codebreaker, statistician
and civil servant.
"The Interpretation of Interaction
in Contingency Tables", Journal of the Royal Statistical Society, 1951

Is it possible for one doctor to have a **higher** success rate than another doctor in **every** type of treatment he performs but to have a **lower overall** success rate across all treatment types?

Dr. Hibbert

Dr. Nick



Dr. Hibbert: success rate =80%

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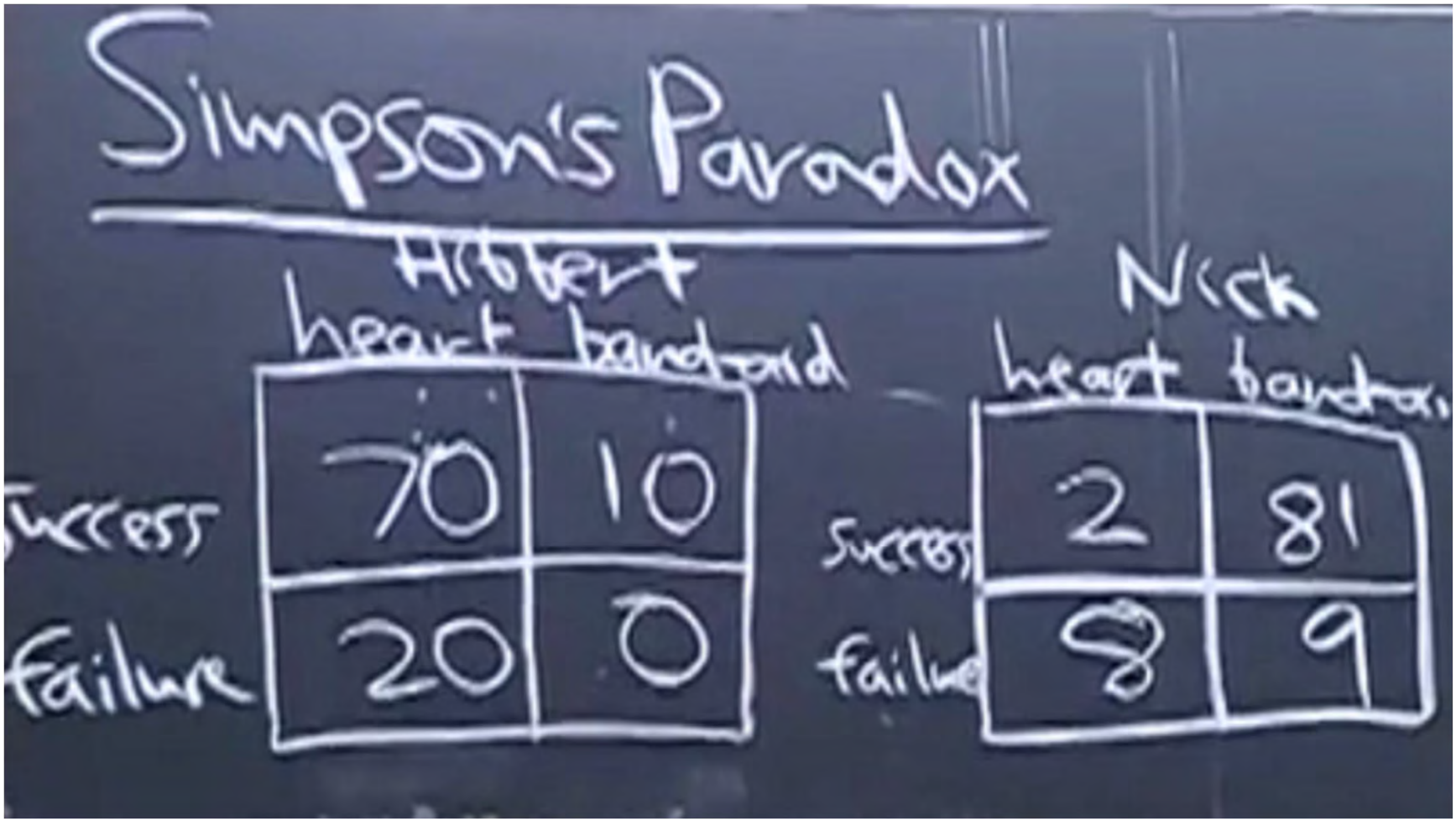

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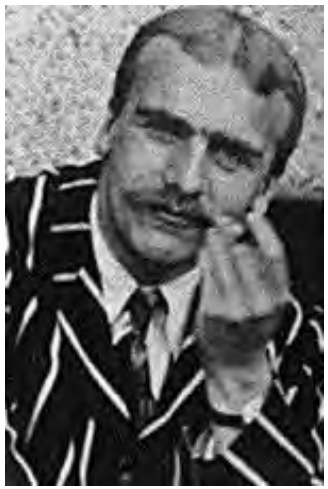
Simpson's paradox might explain altruism

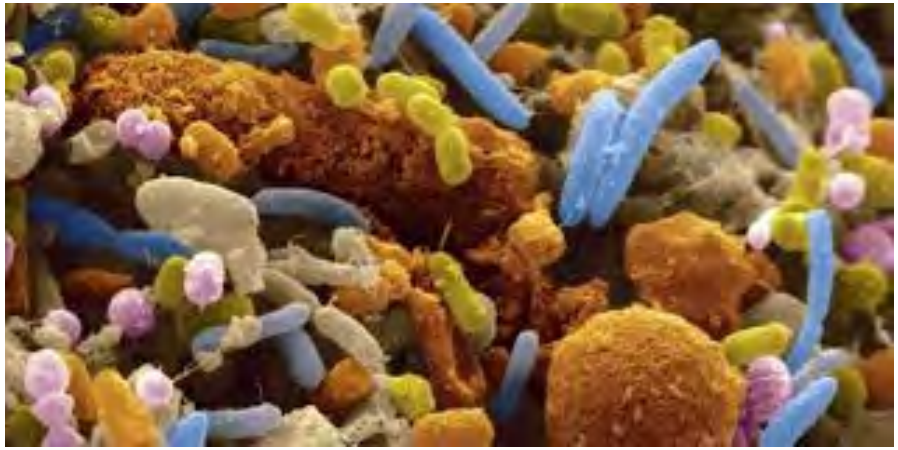
- Darwinian evolution has a problem with altruism
- "Selfish genes" do not care about others
- J. B. S. Haldane, (1892-1964) British geneticist, evolutionary biologist



- When asked if he would give his life to save a drowning brother answered: "No, but I would to save two brothers or eight cousins"
- Altruism in some insect colonies like ants is because they are all genetically similar.

Altruism in bacteria

- Bacteria live in communities in close proximity to each other
- Individual bugs spend significant resources to produce extracellular molecules, excrete them outside of the cell to share with others. **That slows their growth**
  - Examples: extracellular enzymes, biofilm components, antimicrobial and anti-immune agents
- Cheaters have faster growth rate
  - They can take over by not producing any shared molecules
- **Evolutionary paradox: how bacteria can be altruistic?**



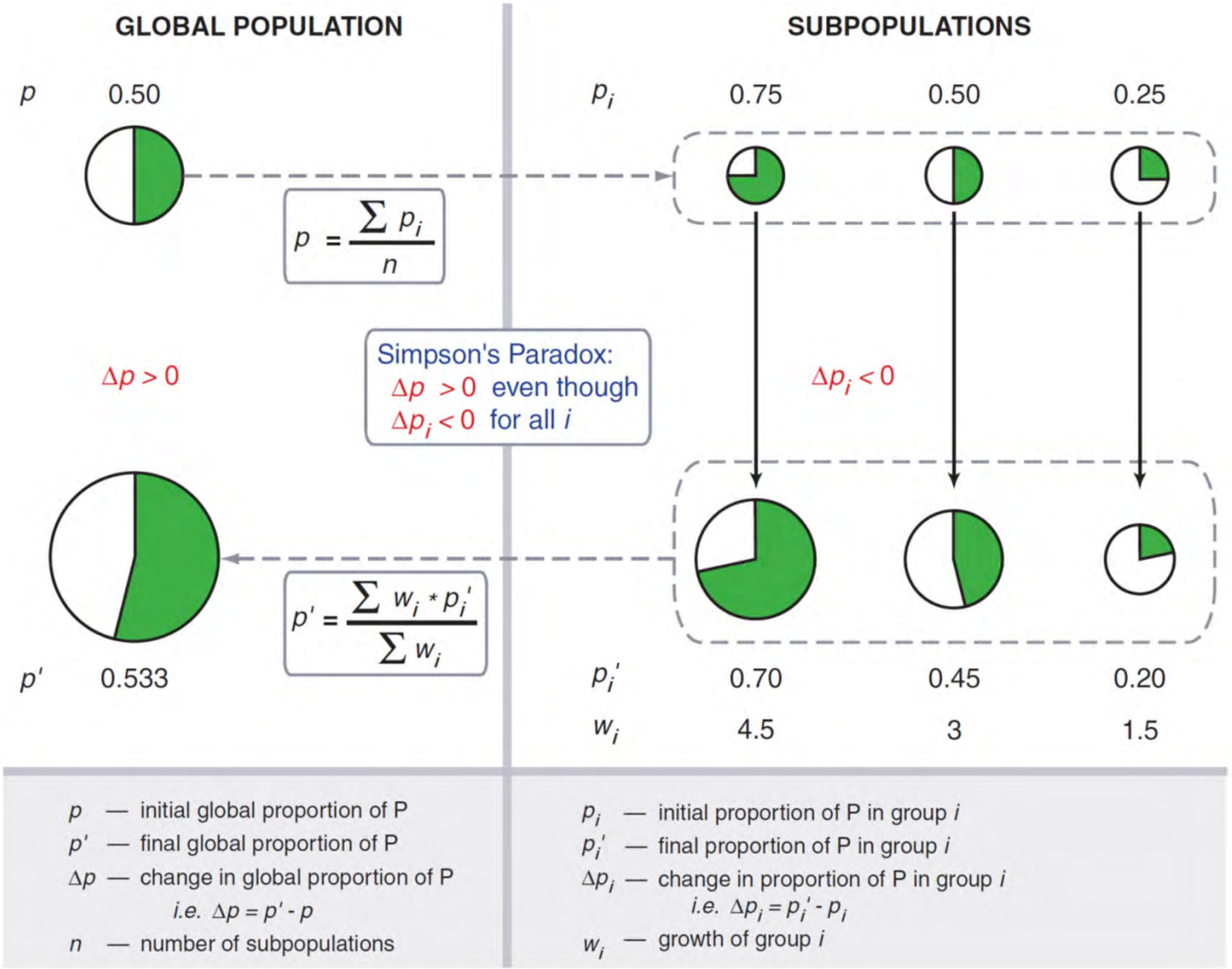
Chuang, Rivoire, and Leibler's answer

Simpson's Paradox in a Synthetic Microbial System

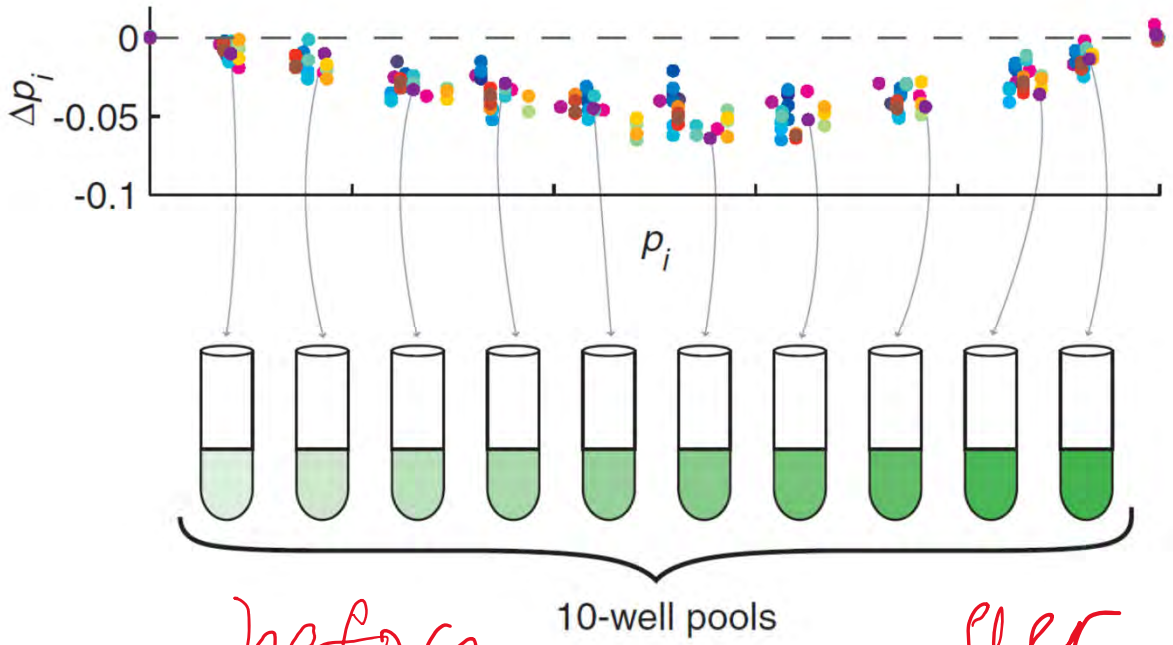
John S. Chuang,* Olivier Rivoire, Stanislas Leibler

The maintenance of "public" or "common good" producers is a major question in the evolution of cooperation. Because nonproducers benefit from the shared resource without bearing its cost of production, they may proliferate faster than producers. We established a synthetic microbial system consisting of two *Escherichia coli* strains of common-good producers and nonproducers. Depending on the population structure, which was varied by forming groups with different initial compositions, an apparently paradoxical situation could be attained in which nonproducers grew faster within each group, yet producers increased overall. We show that a simple way to generate the variance required for this effect is through stochastic fluctuations via population bottlenecks. The synthetic approach described here thus provides a way to study generic mechanisms of natural selection.

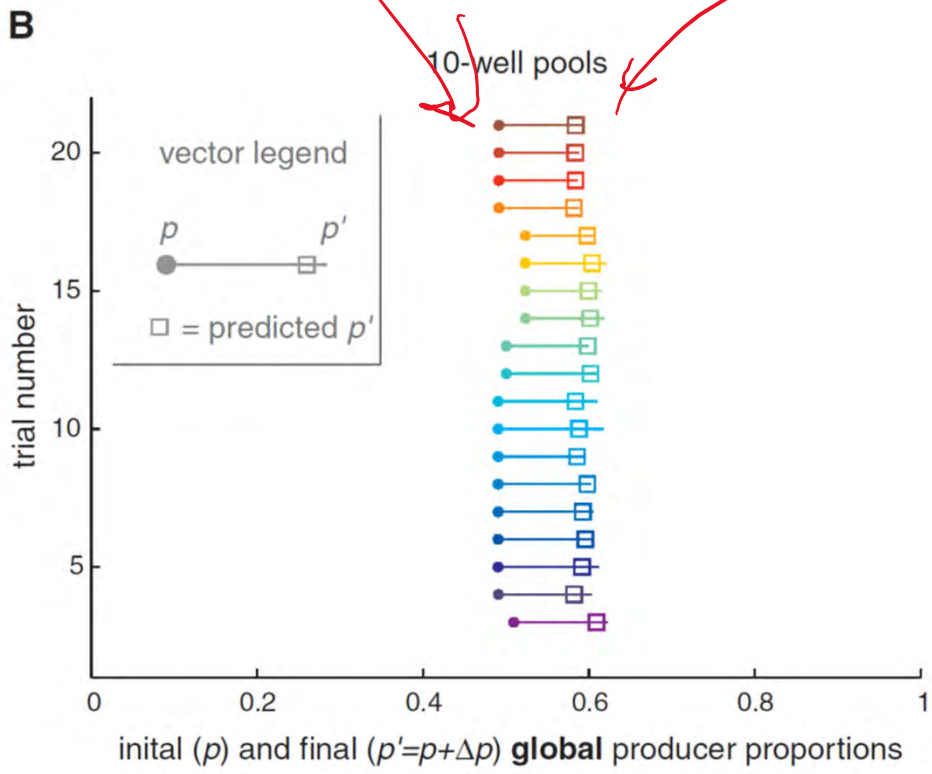
- The common good was a membrane-permeable Rhl autoinducer molecule rewired to activate antibiotic (chloramphenicol; Cm) resistance gene expression.



Fraction of altruists in
each of individual
test tubes dropped



Yet the overall fraction of
altruists in
all test tubes combined
increased



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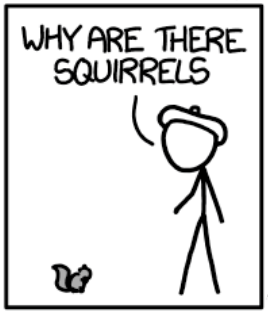

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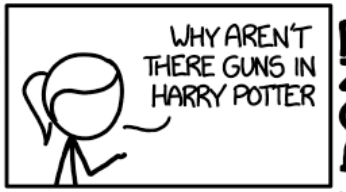

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WHY ARE DOGS AFRAID OF FIREWORKS
WHY IS THERE NO KING IN ENGLAND

Let's check the theory by playing the dame

Go to https://dacalderon.shinyapps.io/montyhall/

- Tables 1,3,5 will play "switch the door" strategy
- Tables 2,4,6 will play "same door" strategy
- Play at least 30 rounds (more is better)
- In the end we will **add up the numbers from all tables**

Let’s check with more random experiments

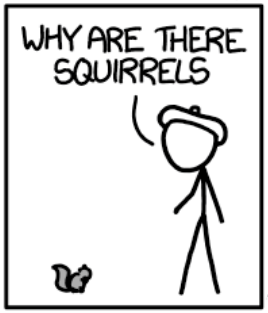
- **Stats=??;**
- **%set Stats large...**
- **switch_count=0; noswitch_count=0; %set 0 at the beginning**
- **for n = 1:Stats**
- **a = randperm(3); %Monty places two goats and the car at random**
- **%a(1) -goat, a(2) -goat, a(3) - car**
- **i= floor(3.*rand)+1; %you select the door!**
- **% SWITCH STRATEGY**
- **if(i == a(1)) switch_count=switch_count+??; %a(2)-opened, switch to a(3), car!**
- **elseif (i == a(2)) switch_count = switch_count + ??;%a(1) opened, switch to a(3), car!**
- **else switch_count = switch_count + ??; %a(1)/a(2) opened, switch to a(2)/a(1), no car :-(**
- **end**
- **% NO SWITCH STRATEGY**
- **if(i == a(1)) noswitch_count = noswitch_count + ??; %a(2)-opened, no car :-(**
- **elseif (i==a(2)) noswitch_count = noswitch_count + ?? %a(1)-opened, no car :-(**
- **else noswitch_count = noswitch_count + ??; %a(1) or a(2)-opened, car!**
- **endend;**
- **disp('probability to win a car if switched doors=');**
- **disp(num2str(switch_count./??)); %# of cars with switching**
- **disp('probability to win a car if did not switch doors=');**
- **disp(num2str(noswitch_count./??)); %# of cars w/o switching**

Credit: XKCD comics

QUESTIONS
FOUND IN GOOGLE AUTOCOMPLETE

WHY DO WHALES JUMP
WHY ARE WITCHES GREEN
WHY ARE THERE MIRRORS ABOVE BEDS
WHY DO I SAY UH
WHY IS SEA SALT BETTER
WHY ARE THERE TREES IN THE MIDDLE OF FIELDS
WHY IS THERE NOT A POKEMON MMO
WHY IS THERE LAUGHING IN TV SHOWS
WHY ARE THERE DOORS ON THE FREEWAY
WHY ARE THERE SO MANY SVCHOST.EXE RUNNING
WHY AREN'T THERE ANY COUNTRIES IN ANTARCTICA
WHY ARE THERE SCARY SOUNDS IN MINECRAFT
WHY IS THERE KICKING IN MY STOMACH
WHY ARE THERE TWO SLASHES AFTER HTTP
WHY ARE THERE CELEBRITIES
WHY DO SNAKES EXIST
WHY DO OYSTERS HAVE PEARLS
WHY ARE DUCKS CALLED DUCKS
WHY DO THEY CALL IT THE CLAP
WHY ARE KYLE AND CARTMAN FRIENDS
WHY IS THERE AN ARROW ON AANG'S HEAD
WHY ARE TEXT MESSAGES BLUE
WHY ARE THERE MUSTACHES ON CLOTHES
WHY ARE THERE MUSTACHES ON CARS
WHY ARE THERE MUSTACHES EVERYWHERE
WHY ARE THERE SO MANY BIRDS IN OHIO
WHY IS THERE SO MUCH RAIN IN OHIO
WHY IS OHIO WEATHER SO WEIRD
WHY ARE THERE MALE AND FEMALE BIKES
WHY ARE THERE BRIDESMAIDS
WHY DO DYING PEOPLE REACH UP
WHY AREN'T THERE VARICOSE ARTERIES
WHY ARE OLD KLINGONS DIFFERENT

WHY ARE THERE SQUIRRELS



WHY IS PROGRAMMING SO HARD
WHY IS THERE A 0 OHM RESISTOR
WHY DO AMERICANS HATE SOCCER
WHY DO RHYMES SOUND GOOD
WHY DO TREES DIE
WHY IS THERE NO SOUND ON CNN
WHY AREN'T POKEMON REAL
WHY AREN'T BULLETS SHARP
WHY DO DREAMS SEEM SO REAL

WHY DO IGUANAS DIE
WHY AREN'T THERE DINOSAUR GHOSTS
WHY IS THERE HELL IF GOD FORGIVES
WHY IS GPS FREE
WHY IS LYING GOOD

WHY ARE THERE TINY SPIDERS IN MY HOUSE
WHY DO SPIDERS COME INSIDE
WHY ARE THERE HUGE SPIDERS IN MY HOUSE
WHY ARE THERE LOTS OF SPIDERS IN MY HOUSE
WHY ARE THERE SPIDERS IN MY ROOM
WHY ARE THERE SO MANY SPIDERS IN MY ROOM
WHY DO SPIDER BITES ITCH
WHY IS DYING SO SCARY
WHY IS THERE NO GPS IN LAPTOPS
WHY DO KNEES CLICK
WHY AREN'T THERE E GRADES
WHY IS ISOLATION BAD
WHY DO BOYS LIKE ME
WHY DON'T BOYS LIKE ME
WHY IS THERE ALWAYS A JAVA UPDATE
WHY ARE THERE RED DOTS ON MY THIGHS

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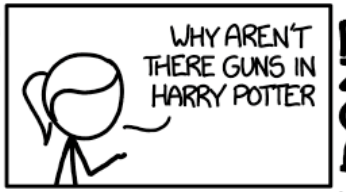

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Discrete Probability Distributions

Random Variables

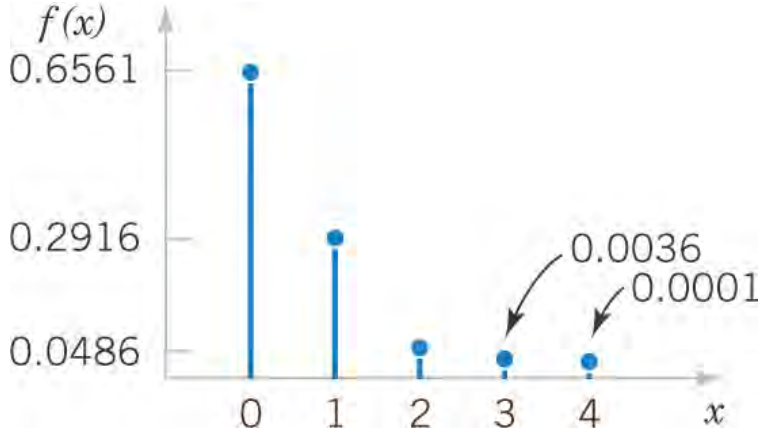
- A variable that associates a number with the outcome of a random experiment is called a random variable.
- Notation: random variable is denoted by an uppercase letter, such as X. After the experiment is conducted, the measured value is denoted by a lowercase letter, such a x. Both X and x are shown in italics, e.g., $P(X=x)$.

Continuous & Discrete Random Variables

- A discrete random variable is usually integer number
  - N - the number of p53 proteins in a cell
  - D - the number of nucleotides different between two sequences
- A continuous random variable is a real number
  - C=N/V – the concentration of p53 protein in a cell of volume V
  - Percentage (D/L)*100% of different nucleotides in protein sequences of different lengths L (depending on the set of L's may be discrete but dense)

Probability Mass Function (PMF)

- I want to compare all 4-mers in a pair of human genomes
- *X* – random variable: the number of nucleotide differences in a given 4-mer
- Probability Mass Function: f(x) or P(X=x) – the probability that the # of SNPs is exactly equal to x



Probability Mass Function for the # of mismatches in 4-mers

P(*X* =0) =	0.6561
P(*X* =1) =	0.2916
P(*X* =2) =	0.0486
P(*X* =3) =	0.0036
P(*X* =4) =	0.0001
$\sum_x$ P(X=x)=	1.0000

Cumulative Distribution Function (CDF)

x	$P(X=x)$	$P(X \leq x)$	$P(X>x)$
-1	0.0000	0.0000	1.0000
0	0.6561	0.6561	0.3439
1	0.2916	0.9477	0.0523
2	0.0486	0.9963	0.0037
3	0.0036	0.9999	0.0001
4	0.0001	1.0000	0.0000

Cumulative Distribution Function CDF: $F(x)=P(X \leq x)$

Example:

$F(3)=P(X \leq 3) = P(X=0) + P(X=1) + P(X=2) + P(X=3) = 0.9999$

Complementary Cumulative Distribution Function

(tail distribution) or CCDF: $F_{>}(x)=P(X>x)$

Example: $F_{>}(0)= P(X>0) =1- P(X \leq 0) =1-0.6561=0.3439$

Mean or Expected Value of X

The mean or expected value of the discrete random variable X, denoted as μ or $E(X)$, is

$$\mu = E(X) = \sum_x x \cdot P(X = x) = \sum_x x \cdot f(x)$$

- The mean = the weighted average of all possible values of *X*. It represents its "center of mass"

- The mean may, or may not, be an allowed value of X

- It is also called the arithmetic mean (to distinguish from e.g. the geometric mean discussed later)

- Mean may be infinite if X any integer and tail $P(X=x)>c/x^2$

Outcomes of 6 random experiments

0, 1, 0, 0, 2, 1

$$\text{Mean} = \frac{0+1+0+0+2+1}{6} =$$

$$= \frac{3\times 0 + 2\times 1 + 1\times 2}{6} =$$

$$= 0\times\frac{3}{6} + 1\times\frac{2}{6} + 2\times\frac{1}{6} = \sum_{x=0}^{2} x\,P(X=x)$$

- $E[X] = \sum_x x \cdot P(X = x)$
- $E[X^2] = \sum x^2 \cdot P(X = x)$
- $E[a \cdot X + b \cdot X^2] = \sum (ax + bx^2) \times$
  $\times P(X = x) = a \cdot \sum x P(X = x) +$
  $+ b \sum x^2 P(X = x)$
- $E[e^X] = \sum e^x P(X = x)$

Variance $V(X)$: Square of a typical deviation from the mean $\mu = E(X)$

$V(X) = \sigma^2$, where σ is called standard deviation

$$\sigma^2 = V(X) = E((X-\mu)^2) =$$

$$= E(X^2 - 2\mu X + \mu^2) = E(X^2) -$$

$$- 2\mu E(X) + \mu^2 = E(X^2) - 2\mu^2 + \mu^2 =$$

$$= E(X^2) - \mu^2 = E(X^2) - (E(X))^2$$

Variance of a Random Variable

If X is a discrete random variable with probability mass function $f(x)$,

$$E\left[h(X)\right]=\sum_x h(x)\cdot P(X=x)=\sum_x h(x)\,f(x) \qquad (3\text{-}4)$$

If $h(x)=(X-\mu)^2$, then its expectation, $V(x)$, is the variance of X.

$\sigma=\sqrt{V(x)}$, is called standard deviation of X

$\sigma^2=V(X)=\sum_x (x-\mu)^2\,f(x)$ is the definitional formula

$$=\sum_x \left(x^2-2\mu x+\mu^2\right)f(x)$$

$$=\sum_x x^2 f(x)-2\mu\sum_x xf(x)+\mu^2\sum_x f(x)$$

$$=\sum_x x^2 f(x)-2\mu^2+\mu^2$$

$$=\sum_x x^2 f(x)-\mu^2$$ is the computational formula

Variance can be infinite
if X can be any integer
and tail of P(X=x) $\geq c/x^3$

Skewness of a random variable

- Want to quantify how asymmetric is the distribution around the mean?
- Need any odd moment: $E[(X-\mu)^{2n+1}]$
- Cannot do it with the first moment: $E[X-\mu]=0$
- Normalized 3-rd moment is skewness: $\gamma 1=E[(X-\mu)^3/\sigma^3]$
- Skewness can be infinite if X takes unbounded integer values and tail $P(X=x) \geq c/x^4$

Geometric mean of a random variable

- Useful for very broad distributions (many orders of magnitude)?
- Mean may be dominated by very unlikely but very large events. Think of a lottery
- Exponent of the mean of *log X*: *Geometric mean=exp(E[log X])*
- Geometric mean usually is not infinite

Summary: Parameters of a Probability Distribution

- Probability Mass Function (PMF): f(x)=Prob(X=x)
- Cumulative Distribution Function (CDF): F(x)=Prob(X≤x)
- Complementary Cumulative Distribution Function (CCDF): $F_{>}(x)$=Prob(X>x)
- The mean, $\mu=E[X]$, is a measure of the center of mass of a random variable
- The variance, $V(X)=E[(X-\mu)^2]$, is a measure of the dispersion of a random variable around its mean
- The standard deviation, $\sigma=[V(X)]^{1/2}$, is another measure of the dispersion around mean. Has the same units as X
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- The geometric mean, exp(*E*[log *X*]) is useful for very broad distributions

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- Cannot do it with the first moment: $E[X-\mu]=0$
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- Skewness can be infinite if X takes unbounded positive integer values and the tail $P(X=x) \geq c/x^4$ for large x

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A gallery of useful discrete probability distributions

Discrete Uniform Distribution

- Simplest discrete distribution.
- The random variable *X* assumes only a finite number of values, each with equal probability.
- A random variable *X* has a discrete uniform distribution if each of the n values in its range, say $x_1, x_2, \ldots, x_n$, has equal probability.

$$f(x_i) = 1/n$$

Uniform Distribution of Consecutive Integers

- Let X be a discrete uniform random variable all integers from a to b (inclusive). There are $b - a + 1$ integers. Therefore each one gets:

$$f(x) = 1/(b-a+1)$$

- Its measures are:

$$\mu = E(x) = (b+a)/2$$

$$\sigma^2 = V(x) = [(b-a+1)^2 - 1]/12$$

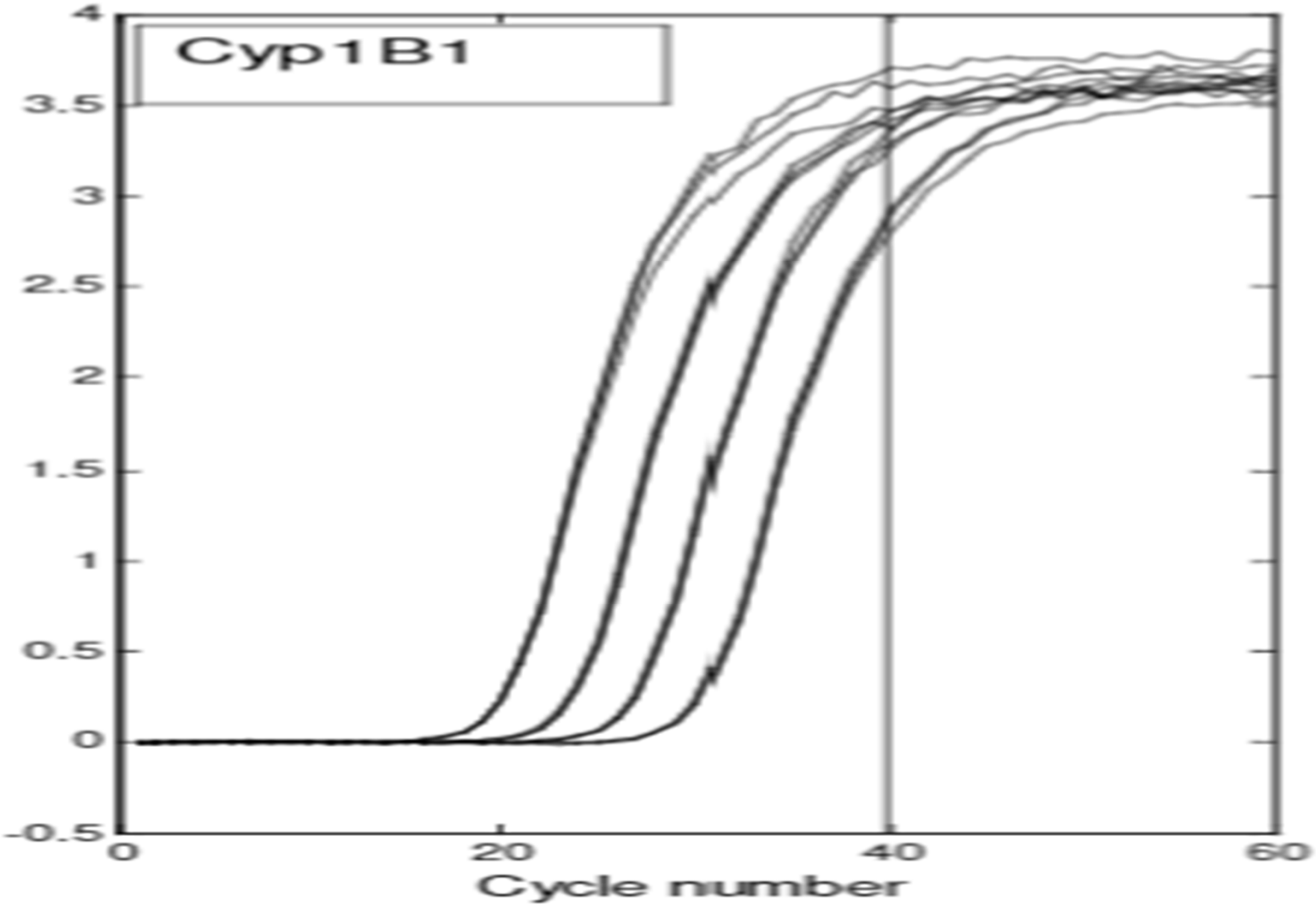
Note that the mean is the midpoint of a & b.

An example of the uniform distribution

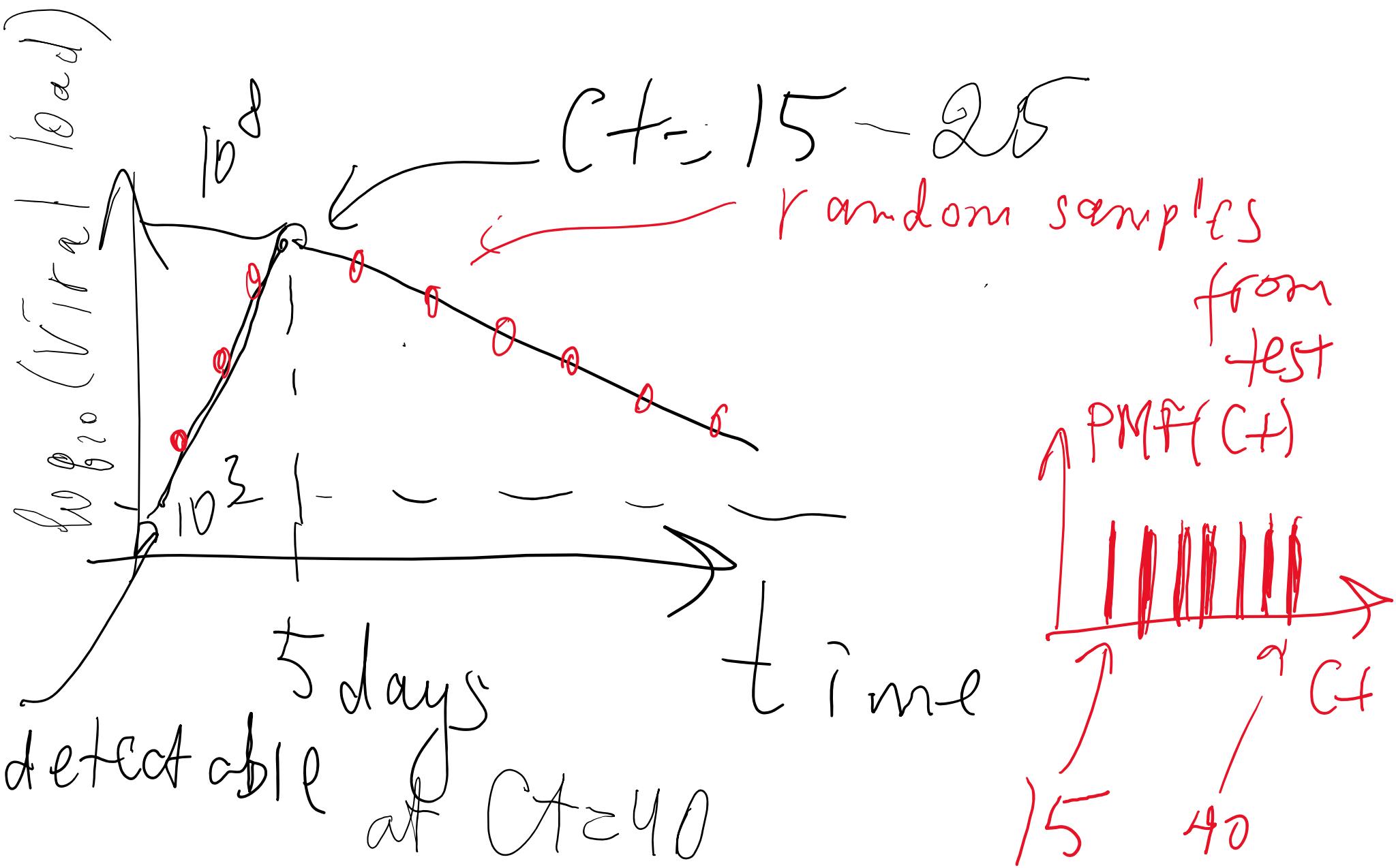
Cycle threshold (Ct) value in COVID-19 infection

What is the Ct value of a PCR test?

Ct = const – log2(viral DNA concentration)



Why Ct distribution should it be uniform?



Examples of uniform distribution: Ct value of PCR test of a virus

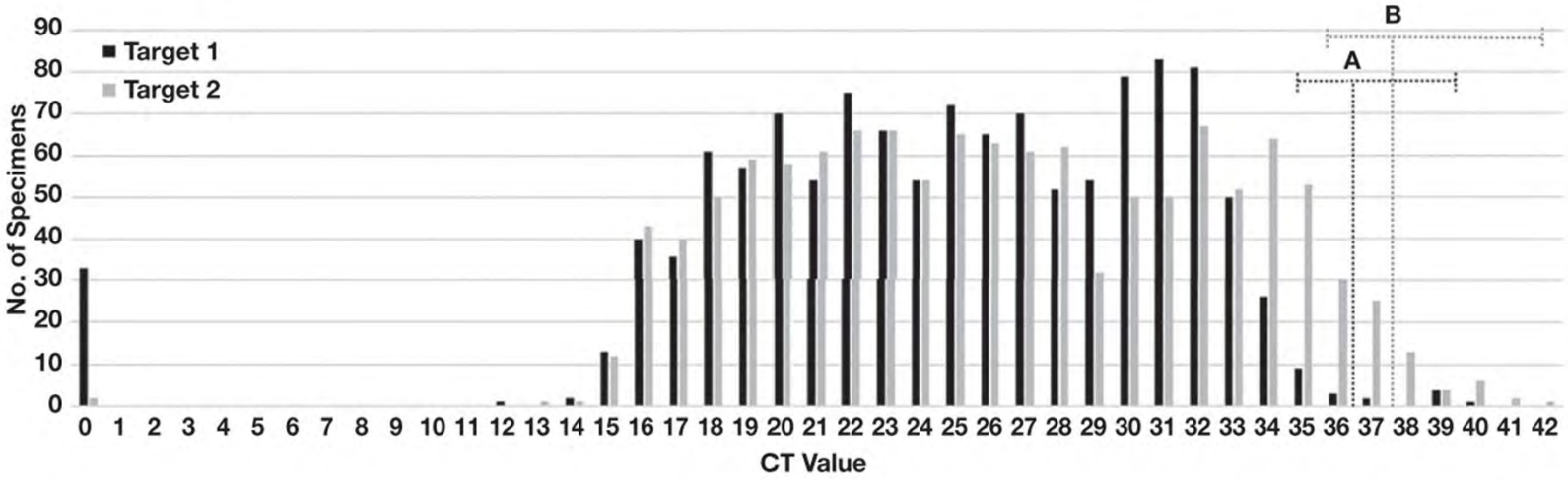


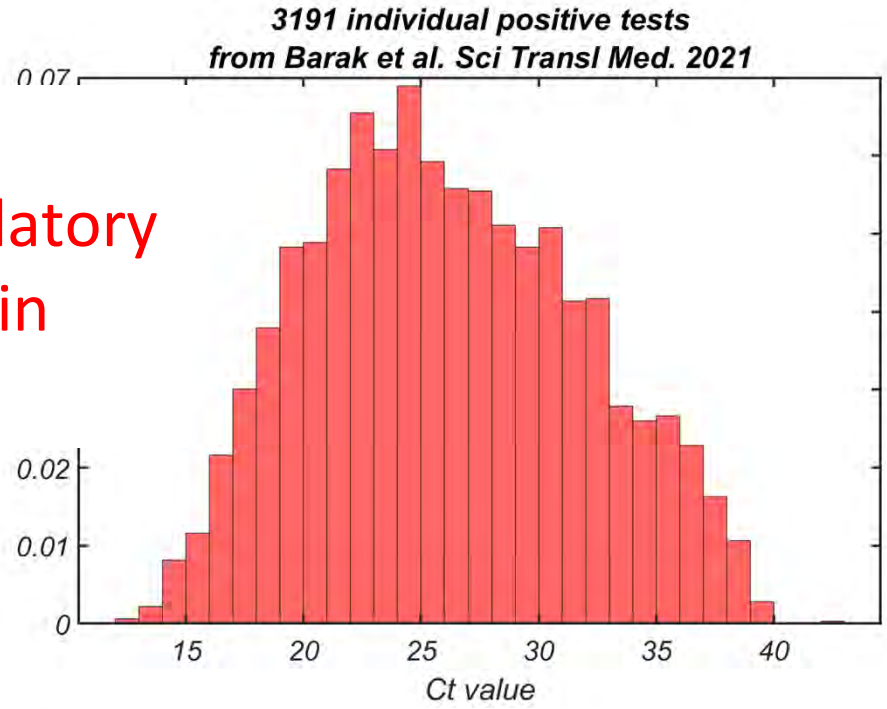
Figure 3 Distribution of cycle threshold (CT) values. The total number of specimens with indicated CT values for Target 1 and 2 are plotted. The estimated limit of detection for (A) Target 1 and (B) Target 2 are indicated by vertical dotted lines. Horizontal dotted lines encompass specimens with CT values less than 3× the LoD for which sensitivity of detection may be less than 100%. This included 19/1,180 (1.6%) reported CT values for Target 1 and 81/1,211 (6.7%) reported CT values for Target 2. Specimens with Target 1 or 2 reported as "not detected" are denoted as a CT value of "0."

Distribution of SARS-CoV-2 PCR Cycle Threshold Values Provide Practical Insight Into Overall and Target-Specific Sensitivity Among Symptomatic Patients

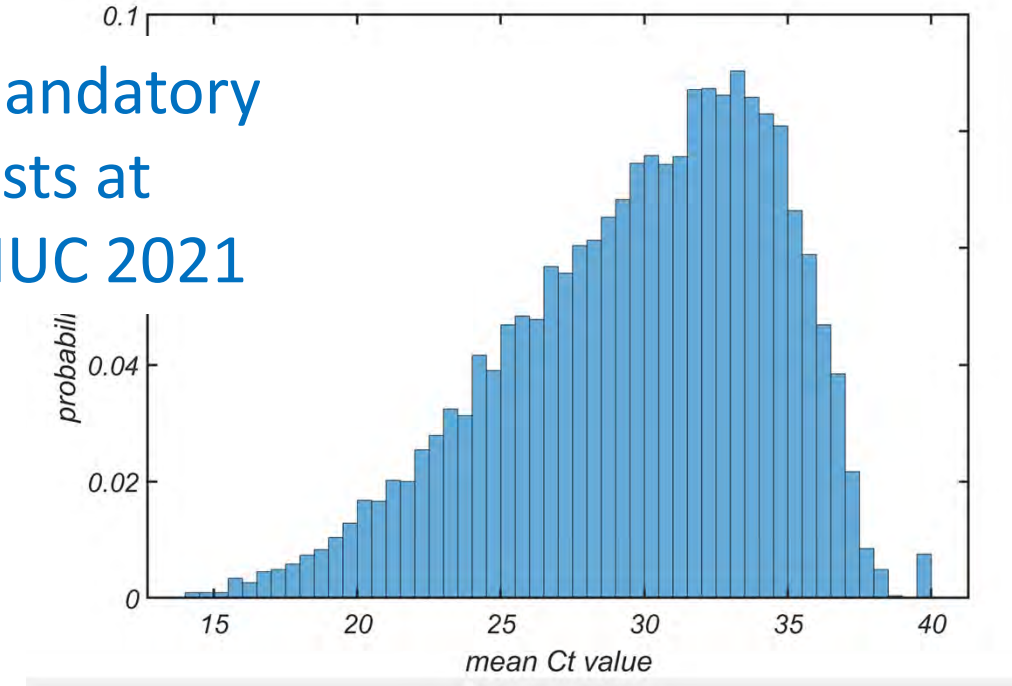
Blake W Buchan, PhD, Jessica S Hoff, PhD, Cameron G Gmehlin, Adriana Perez, Matthew L Faron, PhD, L Silvia Munoz-Price, MD, PhD, Nathan A Ledeboer, PhD *American Journal of Clinical Pathology*, Volume 154, Issue 4, 1 October 2020, https://academic.oup.com/ajcp/article/154/4/479/5873820

Why should we care?

Non-mandatory tests in Israel



Mandatory tests at UIUC 2021



- High Ct value means we identified the infected individual early, hopefully before transmission to others
- When testing is mandatory, and people are tested frequently – Ct value is skewed towards high values

Matlab exercise: Uniform distribution

- Generate a sample of size 100,000 for uniform random variable X taking values 1,2,3,…10
- Plot the approximation to the probability mass function based on this sample
- Calculate mean and variance of this sample and compare it to infinite sample predictions: $E[X]=(a+b)/2$ and $V[X]=((a-b+1)^2-1)/12$

Matlab template: Uniform distribution

- **b=10; a=1; % b= upper bound; a= lower bound (inclusive)'**
- **Stats=100000; % sample size to generate**
- **r1=rand(Stats,1);**
- **r2=floor(??*r1)+??;**
- **mean(r2)**
- **var(r2)**
- **std(r2)**
- **[hy,hx]=hist(r2, 1:10); % hist generates histogram in bins 1,2,3...,10**
- **% hy - number of counts in each bin; hx - coordinates of bins**
- **p_f=hy./??; % normalize counts to add up to 1**
- **figure; plot(??,p_f, 'ko-'); ylim([0, max(p_f)+0.01]); % plot the PMF**