Task 3-1: (learning elementary data analysis in R, part 2)
In this task you will get to know some more functions for the data analysis with R, especially those for time specification and graphic illustration.

We continue working with the data sets jikes.tsv, junit.tsv, zile.tsv from the last practice sheet and its subset junit200.tsv. Here as well each step is possible with few lines of R-code.

a) The time stamp tstamp in your imported data sets (e.g. junit) is so far available as string. To enable operations in R, it needs to be converted into a POSIXct object.
   - Add the converted variable as tstamp2 to the data set (most easily done with junit$tstamp2 = ...).
   - Look at the elements of tstamp2 and understand how the objects' illustration on the screen is realized. Use mode and class.
   - Functions needed: as.POSIXct, (strptime)

b) Now additionally add the time stamp as tstamp3 in the Unix 'time()' format (also as amount of seconds since 1.1.1970). Often this is most convenient when calculating with times.
   - Function needed: as.numeric
   - Background: Compare the results of diff(junit200$tstamp2[1:2]) and diff(junit200$tstamp3[1:2])
   - Use print.default, class and ?difftime to understand the difference.

c) Examine the time variations of the developers' activities during the course of the day and week.
   - Extract the weekday from tstamp2 and add it to your data.frame as the variable wday.
   - Extract the hour from tstamp2 and add the value to your data.frame as the variable hour.
   - Functions needed: as.POSIXlt (you extract one element each from the result)
   - Now examine a compilation of the sum of activities at each hour (irrespective of the date) and on each weekday (irrespective of the date).
   - Which are the minimum and maximum values? How much smaller or bigger are they as the average? What do you gather from the progression? Functions needed: as.vector, summary, table

1 For a better understanding you may use the following sources: ?DateTimeClasses and the article on date-time classes by Brian D. Ripley and Kurt Hornik in the R-News Volume 1/2, June 2001 (http://cran.r-project.org/doc/Rnews/Rnews_2001-2.pdf)
d) Visualize the hourly and weekly activities just calculated.
   o Function needed: plot

e) plot is an object-oriented function (as is print, which always is implicitly applied to each command's result). There are separate versions of plot for many different types of objects.
   o Get an overview with the help of methods(plot) and read up on the documentation of three plot functions you consider interesting.
   o We have just implicitly used plot.table to illustrate weekdays. plot.factor would lead to similar results. Try it.
   o Functions needed: factor, plot
   o Assign real short names to the weekdays by using the labels argument of factor.

f) Get an overview of the distribution of the number of lines added or deleted in one step per developer (variables lines_add and lines_del)
   o Boxplots: Use bwplot with a formula of the type developer~log(lines_add+1,2). Also use the arguments varwidth and box.ratio to improve the illustration.
   o Are there developers who often add or delete particularly many lines, or spread the sizes particularly much or little?
   o Compare the size of the boxes to the illustration of the number of jobs with plot(table(df$developer))
   o Functions needed: library(lattice), bwplot, log, plot, table, ?panel.bwplot

g) Repeat the same analysis with a distribution of the data according to data type instead of developer.
   o Functions needed: bwplot, factor, log

h) Reconstruct the results for developers with the help of a density plot. It illustrates the frequency distribution with a curve.
   o Here, the formula could be for instance log(lines_add+1,2)~developer; also use the argument width=1. Read up on it and test its effect.
   o Functions needed: densityplot, log

i) Now read at least the sections 1, 2.1 and 3.2.2 in the article MocFieHer02 („Two Case Studies of Open Source Software Development: Apache and Mozilla“, to be found on the course's website) to get an idea of its investigations.
   o Understand the meaning of the values on the x-axis in Fig. 1 in section 3.2.2.
   o Carry out an analysis with our data along the lines to the one in section 3.2.2 in Fig. 1. Compile corresponding images for our data sets and interpret the results.
   o Use a linear scale on the x-axis.
   o Each of your three images needs to contain three curves.
   o Functions needed: cumsum, length, lines, plot, sum, tapply